

AMITY REGIONAL HIGH SCHOOL



PROGRAM OF STUDIES 2020-2021



Serving the towns of Bethany, Orange, and Woodbridge

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AMITY REGIONAL HIGH SCHOOL

PROGRAM OF STUDIES

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Dear Parents and Students,

The Amity Regional High School Program of Studies contains a comprehensive description of the various courses offered at our school. In selecting courses for next year, students should carefully consider ability, interests, future career paths, and graduation requirements. Although course selection is done one year at a time, students should consider their long term plans for courses as many courses require prerequisites. There are many resources available to help with any questions regarding course selection. Students and/or parents can contact a teacher if you have questions about level recommendations. Department Chairs are available to answer any questions about course sequencing and School Counselors are available for academic advising or questions regarding college admission requirements, as those may differ from graduation requirements. In addition to the Program of Studies, Atlas, our online curriculum portal, is a good resource to review the topics and units for each course. The information found on this site includes the Amity 7-12 curriculum maps of what the learning expectations are for each course at each grade level, the essential and unit focus questions, and the course objectives. A link to this portal is found on our school's website or through this link: <https://amityregion5-public.rubiconatlas.org/Atlas/Public/View/Default>





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NEASC Accreditation Statement

Amity Regional High School is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary through collegiate institutions offering post-graduate instruction.

Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.





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Amity Regional High School

Core Beliefs

The Amity Regional High School community is dedicated to three overarching principles that guide our be-

FAIRNESS

Compassion

Integrity

RESPECT

Collaboration

Communication

PASSION

Persistence

Inspiration



Mission Statement

The mission of Amity Regional High School is to create an inclusive community that affirms the contributions, strengths, and talents of all of its members. We bear a responsibility to ourselves and to the school community to develop in all students the skills and the desire necessary to become contributing members of a just society.



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Learning Expectations

Academic

- Students will demonstrate the ability to effectively read a range of texts with varying complexity.
- Students will produce and distribute a variety of writing designed to entertain, inform, or argue, as well build and present knowledge derived from research.
- Students will speak and listen effectively in order to comprehend ideas and information, collaborate, and present knowledge and ideas to a variety of audiences.
- Students will demonstrate a command of language convention through effective use of language in writing and speaking, and through the acquisition and use of domain-specific and academic vocabulary.
- Students will make sense of problems and persevere when solving them.
- Students will use appropriate tools strategically to solve problems.

Social

- Students will respect the rights, property and opinions of others.
- Students will regularly give to others unselfishly and be considerate and kind to all.
- Students will be aware of, and concerned for, the feelings of others and deal with others in a kind and sympathetic manner.
- Students will demonstrate an ability and commitment to work collaboratively with others.

Civic

- Students will exhibit personal integrity and ethical decision-making.
- Students will demonstrate social responsibility for the school environment by recognizing the impact of their decisions on others and themselves.
- Students will participate in meaningful activities within the school community.
- Students will demonstrate an awareness of their global responsibility to others and the environment.



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Graduation Requirements

Class of 2023 and beyond:

Humanities Credits

English	4 Credits (4 Years)
Social Studies (including civics)	3 Credits (3 Years)
Arts	.5 Credit (1 semester)
Arts, Social Studies, or English Electives	1.5 Credits

9 Credits Total

Science, Technology, Engineering and Math9 Credits Total

Mathematics	4 Credits (4 Years)
Science	3.5 Credits (3 Years)
Career and Technology	.5 Credit (1 semester)
Math, Science, or CTE Electives	1 Credit

World Language	2 Credits (2 Years)
Physical Education and Wellness	1.5 Credits
Health and Safety	1 Credit (including 9th grade health class)
Electives	1.5 Credits
Mastery-Based Diploma Assessment	1 Credit

TOTAL 25 Credits

In addition to the above requirements, students are required to carry a minimum of 6 full credits per semester to maintain full-time student status and matriculate toward earning a high school diploma.



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Ability Grouping

A major responsibility of our educators is to offer appropriate level recommendations for each student according to the following criteria. All level recommendations are based on ability, performance, and test scores.

Level Guidelines – Program Focus

The focus of Amity's educational program is to offer a broad spectrum of learning experiences to all students. To this end, the district offers an academic program, which is suited to all levels of mastery. Following is a description of the various learning environments.

- *Level H:* Students enrolled in Level H courses will learn to analyze and synthesize content, to develop original and independent learning activities, and to focus on abstract reasoning and critical thinking. Students recommended for this instructional program will be expected to have achieved grades of C or above in a similar instructional program and/or have exhibited superior reading, writing, and thinking abilities.
- *Level 1:* The focus of this instructional level is to stress mastery and evaluation of content, to increase abstract reasoning and critical thinking skills, and to develop further independent learning activities. Students will develop and maintain the ability to make relevant applications of new concepts. Students entering this instructional program would be expected to have earned grades of C or above in a similar instructional program and/or to have exhibited an excellent mastery of reading, writing, and thinking skills.
- *Level 2:* Courses offered in this program will develop abstract reasoning and thinking skills and introduce students to independent learning activities. Students entering this instructional environment would be expected to have earned grades of C or above in a similar instructional program and/or to have exhibited an acceptable mastery of reading, writing, and thinking skills.
- *Level 3:* This instructional program will emphasize the effective use of present skills and the development of conceptual skills. Students entering this instructional program would be expected to have earned grades of C or above in a similar program and/or have exhibited an acceptable mastery of reading, writing, and thinking skills.
- *Level E:* The focus of Level Electives of instruction is to provide courses in which course objectives and activities are appropriate for all students. These courses receive the same weight in calculating WGPA as a Level 2 course.
- *Combined Level Courses:* In an effort to promote greater heterogeneity, Amity Regional High School offers some combined level courses. In combined level courses, students contract for academic level. Teachers then differentiate instruction, modify expectations, and calibrate assessments with the corresponding level in order to personalize the learning experience.



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NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA)

The college-bound student athlete must meet academic and core course requirements in order to qualify for Division I or II college athletic eligibility. If you are a junior student athlete interested in participating in collegiate athletics at the aforementioned levels, see your counselor for updated and specific information regarding the NCAA Eligibility Guidelines.

In-depth description of NCAA requirements and policy is available in the NCAA Eligibility Center's *Guide for the College-Bound Student Athlete*, which is published on an annual basis. Here is the 2018-2019 guide:

<http://www.ncaapublications.com/productdownloads/CBSA19.pdf>

When should a student register with the NCAA Eligibility Center?

When the NCAA Eligibility Center redesigned its registration website at www.eligibilitycenter.org, one of the most significant enhancements was the creation of the profile account. The profile account gives college-bound student-athletes the opportunity to make the best decision about their college choices earlier in their high school careers. Students may now choose from the traditional certification account for those wanting to attend and compete at Division I and II schools, or a free profile account for those attending Division III schools and students who are not yet sure at what school they want to attend and compete.

Registration for a profile account is free and easy. Students should expect 10 to 20 minutes to complete a profile account. Also, if a student with a profile account decides to compete at the Division I or II level, they can easily transition their profile account to a certification account. (A registration fee of \$80 (domestic/Canada) or \$135 (international) is required to begin the certification process.) Students can and should register for a free profile account at any time.

What requirements do I need satisfy in order to be able to receive scholarship money, practice, and compete at an NCAA Division I or II college or university?

You need to complete the following:

1. Graduate from high school;
2. Complete a minimum of 16 (for both Division I and Division II) core courses. An updated list of core courses offered at Amity is available here - <https://web1.ncaa.org/hportal/exec/hsAction> (Amity High School's code is 070965)
3. Present the required grade-point average (GPA) (see the sliding scale in the *Guide for the College-Bound Student Athlete*).
4. Present a qualifying test score on either the ACT or SAT (see the sliding scale in the *Guide for the College-Bound Student Athlete*) – Scores need to be sent directly to the NCAA by the student via the testing agency.
5. Complete the amateurism questionnaire and request final amateurism certification.
6. Make sure that you have completed and returned the signed transcript release form to your counselor.

NCAA Division I Requirements: http://www.ncaa.org/sites/default/files/2018DIEC_Requirements_Fact_Sheet_20180117.pdf

NCAA Division II Requirements:

http://www.ncaa.org/sites/default/files/2018DIIEC_Requirements_Fact_Sheet_20180117.pdf



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Policy on Level Waivers

Teachers make course level recommendations for each student according to specific criteria. With parent permission, students may waive up or down one level only from the teacher recommended level. In some cases, students may be required to take an assessment prior to requesting the waiver. The decision to waive up or down should be subject to careful consideration and in collaboration with counselors, teachers, and department chairs.

Summer Assignments

Advanced Placement (AP) and Honors level require the completion of special summer reading assignments, which students are to obtain from the instructor of the AP or Honors course in which they are enrolling. Students who are unable to contact the course instructor should contact the department chairperson for that course or their school counselor.

Policy on Course Failures and Make Up Work

Students who fail a course may make up the course during the summer vacation by doing one of the following:



- With a teacher's permission a student may re-take a course examination following the successful and documented completion of a minimum of 30 hours of instruction. This may be done as part of a summer school program or private tutoring. If the examination is passed, the student will receive credit for the class and a grade of D- will replace the F on the student's transcript.

- Students may make up a failure in a course through the Amity Summer School Program by re-taking the course and successfully completing 60 hours of instruction and by passing the summer school class' final exam. The student will receive credit for the class and a grade of D- will replace the F on the student's transcript.

OR

- Students who fail a course during the regular school year also have the option to re-take the course for credit the following school year. The grade of F for the original class remains on the transcript.



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ADVANCED PLACEMENT COURSES

A program of college level curricula and examinations is available to qualified students in grades 10, 11, and 12. The College Board offers over 30 college-level courses. These courses follow a rigorous college curriculum. Most also have a summer assignment requirement. Students who enroll in AP courses are encouraged to take the AP exam for that course.

Arts

Art History
Music Theory
Studio Art: Drawing
3D Design

Capstone

Seminar
Research
English
English Literature and Comprehension
English Language and Comprehension

History and Social Sciences

Psychology
United States History
United States Government and Politics

Mathematics / Computer Science

Calculus AB
Calculus BC
Statistics
Computer Science Principles
Computer Science A

World Language

French Language and Culture
Spanish Language and Culture
Spanish Literature and Culture
Latin
Chinese Language and Culture

Science

Biology
Chemistry
Environmental Science
Physics I
Physics C



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Summer School for Credit

Students may enroll in the Amity Summer School Program to earn new credit in a new course in order to advance to the next course or the next level in the course sequence, when appropriate. After successfully completing 60 hours for a half year course (.5 credits) or 120 hours for a full year course (1 credit). If the student is enrolled at Amity High School the student's grade and credit will be posted on his/her Amity transcript and the grade will be averaged into his/her cumulative GPA/WGPA. Students who receive written approval from the department chair and an administrator, may take a summer school course at another school. This course may be used to advance to the next course in the course sequence. The course and grade will be recorded on the student's transcript as a transfer credit once official confirmation is received. However, no Amity credit will be awarded and the grade will not be averaged into the student's GPA.



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Career Clusters

In an effort to enhance each student's career awareness, the Connecticut Department of Education has identified sixteen Career Clusters. The clusters are occupations/career areas that share common knowledge and/or skills for career success. Amity High School offers a wide variety of courses that provide a foundation of knowledge for each career area. Below are suggested courses to take for specific career clusters, although many courses can cross multiple career areas. It is recommended that students use this chart as a point of reference when conferencing with his/her school counselor about appropriate course selection and post-secondary planning. Math and English skills are necessary for future success in all areas.

Manufacturing

Intro to Technical Drafting
3D Computer Aided Drafting (CAD)
Modeling
Manufacturing I, II
Materials, Design & Function
Engineering Design I, II
Physics
Physics and Technology

STEM

Engineering Design I, II
Algebra I, II
Geometry
Precalculus
Calculus Topics, AP
Statistics, AP
Math Concepts & Theory
Biology I, AP
Physics I, AP
Chemistry Intro, I, AP
Human Anatomy & Physiology
Impacts & Issues in Science
Env. Earth Science
Forensics
Environmental Science LE, AP

Robotics

Science Research Program
Technical Applied Science
Physics & Technology
Nutrition & Exercise Science

Marketing, Sales and Service

Marketing
Interior Design
Communications I, II
Advertising Design I, II

Transportation, Distribution and Logistics

Exploring Transportation
Know Your Car
Auto Maintenance
Adv Auto Tech

Physics
Physics & Technology

Arts, Audiovisual Tech and Communication

Communications I, II
Ceramics I, II, III, IV
Potter's Wheel
Photography I, II, III, IV

Drawing & Painting I, II

Advanced Drawing and Sculpture
Intro to Art
Advanced Art
3D Sculpture
AP 3D Design
AP Art History
AP Studio Art
Advertising Design I, II
Video Pro
Digital Video I, II
Digital Media Technology
Intro to Dance
Introduction to Graphics
Screen and Specialty Printing
Intro to Acting
Intro to Technical Theatre, Adv Tech Theatre
Advanced Acting
Acting and Directing for Film
Music Appreciation
Music Theory
Career Training
Journalism
Broadcast Journalism



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Strings

Music Theatre Workshop

Strings Ensemble

Symphony Orchestra

Symphonic Wind Ensemble

Concert Band

Concert Choir

Chamber Singers

Guitar in American Music

Strings, Jazz, Percussion, Brass, Woodwinds Workshops

Music Appreciation

Music Theory, AP Music Theory

Electronic Music

Voice Class

Business Management

and Administration

AP Computing

Accounting I

Advanced Accounting

Economics

It's the Law

Entrepreneurship

Agriculture, Food

And Natural Resources

Nutrition and Exercise Science

Architecture & Construction

Construction I, II

Advanced Carpentry

Exploring Production

Intro to Technical Drafting

3D Computer Aided Drafting (CAD) Modeling

Architectural Drafting

Education and Training

Child Development I, II

Psychology

Communications I, II

Finance

Statistics

Financial Literacy

Accounting I

Advanced Accounting

Government

and Public Administration

Critical Issues

Expository Writing

Journalism

Broadcast Journalism

US History I, II

Modern American Issues

Health Sciences

Taking Charge

Anatomy & Physiology

Health Wellness

The Science of Food

Hospitality & Tourism

Culinary Essentials

Adv. Culinary I, II

International Cuisine

American Cuisine

Creative Kitchen

The Science of Food

Human Services

Psychology LE, AP

Sociology

It's the Law

Communications I, II

Information Technology

Introductory Computing

Intermediate Computing

AP Computing

Computer Applications

Web Page Design

Advanced Web Design

Law, Public Safety,

Corrections and Security

It's the Law

Critical Issues

Sociology

Psychology LE, AP

Communications I, II

Journalism

CAREER AND TECHNICAL EDUCATION

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Amity High School Manufacturing Pre-Apprenticeship Certificate Program

Through the Amity Pre-Apprenticeship program, students will have the opportunity to develop entry-level skills in pursuit of a career in manufacturing. Upon completion of the program, students will earn a Pre-Apprenticeship Completion Certificate 200 hour on the job (OJT) credit applicable to a manufacturing apprenticeship program registered with the CT Department of Labor's Office of Apprenticeship Training.

A student, as a registered pre-apprentice, may also earn additional on-the-job credits toward a Registered Apprenticeship if employed, on a part time basis, after school as part of a Work Based Learning release program that may be established by the school and an apprenticeship employer sponsor approved by the Office of Apprenticeship Training.

Pre-Apprentices can carry up to 2,000 hours of on-the-job experience into their registered apprenticeship program upon graduation similar to how an Advanced Placement (AP) program is designed and recognized.

Amity Pre-Apprenticeship Program requirements:

Students must earn a B+ or better in the Manufacturing 1 and Manufacturing 2 courses

Students must earn a C or better in all other courses taken as part of the program.

Career & Technical Education Courses

Manufacturing 1

Manufacturing 2

Any **two** of the following CTE Electives:

Introduction of Technical Drafting

3D CAD Modeling

Engineering Design 1

Engineering Design 2

Construction 1

Construction 2

Math Course

Algebra 2 or Integrated Math 3

Science Course

Science & Tech or Physics or Chemistry

Senior Service Learning Program (SSLP)

Students must complete work at an approved site related to the manufacturing field.

CAREER AND TECHNICAL EDUCATION

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BUSINESS

Business Education courses are designed to provide a basic background in general business education leading to: 1) an informed and thinking individual; 2) an understanding of business principles and procedures; and 3) an acquisition of specific skills for personal and business application. Because all computer-related courses require the use of a keyboard, students will find the typing courses particularly useful because they incorporate word processing skills.

Financial Literacy — Grades 9, 10, 11, 12

Half year - Level 1, 2, 3 .5 Credit

This half year course is an intense class designed to prepare students to be a financially responsible adult. To begin the process, students will establish lifetime financial goals and a budget by investigating career options and potential income and expenditures. Also included in this course is the evaluation of the banking system which we will accomplish by analyzing the effects of the economic decisions implemented by the governors of the central banking system and federal/state politicians. Students will leave the course with a firm understanding of banking, checking, IRAs, taxation, credit, insurance, and government run programs such as Social Security, Medicare, and Medicaid.

Students will:

- Identify ways to use and protect their credit
- Use a checking account effectively
- Read and complete a loan application

TECHNOLOGY EDUCATION

Technology Education presents exciting technical courses with many hands-on activities in communications, manufacturing, construction, transportation and biotechnology. Students gain real life experience and skills while actively learning how to use the technologies that shape the way we work and live.

COMMUNICATIONS TECHNOLOGY

Introduction to Graphics — Grades 9, 10, 11, 12

Half year - Level E .5 Credit

In this course, students will explore and develop skills related to Graphics Technology. Measuring systems, graphic design, image analysis, digital print production, digital image manipulation will be introduced. Students will use technical and design skills along with state of the art software & high-end output devices to produce display graphics, post-cards, business cards, note pads and display ads. Package design will be introduced and students will create a scale model of some product packaging. Up-to-date Adobe Creative Suite applications will be used heavily in this class and all projects are computer based.

Students will:

- Use computers to design, prepare layouts and complete a variety of problem solving activities.
- Gain exposure to modern techniques for graphic reproduction
- Use tools and equipment found within the digital print and graphics technology industry.

CAREER AND TECHNICAL EDUCATION

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Digital Media Technology — Grades 9, 10, 11, 12

(formerly called Computer Graphics and Video)

Half year - Level E .5 Credit

Students will learn to use software and systems to create high end display & animated graphics, movie clips, graphic designs, large format posters suitable for framing, 3D modeling & Cad, Android Apps and more. This hands-on course is designed to provide introductory experiences with a broad selection of creative software and systems, giving students opportunities to produce projects that are interesting and valuable to them. Additionally, these experiences can help students make informed decisions about elective course selection as they move through Amity and as they begin to make decisions about career paths. Students will have opportunities to develop a focus area of interest, making this a student centered and somewhat individualized experience. The applications used in the course will change over time as technology evolves and as trends emerge.

Students will:

- Have multiple experiences with modern software applications that are related primarily to communication technologies.
- Gain technical competencies that are helpful in making future CTE & STEM course selections tied to areas of interest.
- Create a variety of projects that may be printed and mounted to rigid materials or saved digitally for computer display.

Introductory Computing — Grades 9, 10, 11, 12

Half year - Level E .5 Credit

Prerequisite: Grade of B or better in Algebra I.

This course provides an introduction to computer science topics using Visual Basic.NET as the coding language. After an introduction to the features of the language, emphasis shifts to problem-solving techniques and algorithm development.

Students will:

- Gain mastery in the following features of an introductory language: assignment, input/output, arithmetic operations, program control, and looping.
- Program using the built in data types integer, real, string and Boolean
- Develop simple algorithms to solve problems
- Learn to program in a modular style that produces readable and maintainable code

Intermediate Computing — Grades 9, 10, 11, 12

Half year - Level 1 .5 Credit

Prerequisite: A Grade of C or better in Introductory Computing or permission of Department Chair.

This course builds on the communications and programming skills learned in Introductory Computing.

Topics taught include advanced Visual Basic.NET, logic, extracting and writing data to files, integrating menus and toolbars into applications, the use of dialog and owned forms, along with creating multiple document interface applications. Students will increase their ability to solve problems as they prepare for the advanced study of computer programming.

CAREER AND TECHNICAL EDUCATION

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Computer Applications — Grades 9, 10, 11, 12

Half year - Level E .5 Credit

Are you looking forward to starting college or entering the workplace? This course will provide you with the essentials necessary to be prepared for the workforce. No matter what field of study you intend on pursuing, these skills are an absolute necessity. Among the computer software programs that students will use are Microsoft Excel (spreadsheet), Word (database), and PowerPoint (presentations combining text, graphics, color, sound, and animation). A desire to learn and work independently as well as with other students will be a primary focus of the learning process.

Students will:

- Demonstrate an ability to prepare and interpret spreadsheet data
- Interact in sharing ideas and opinions in the process of completing work
- Create and develop technology-assisted presentations using the Microsoft PowerPoint graphics software program

Intro. to Web Design — Grades 9, 10, 11, 12

Half year - Level E .5 Credit

Introduction to Web Design covers a range of areas involved in creating and maintaining a multi-page web site. After looking at the Internet and what it entails, students will learn the basic elements of an (X) HTML web page. Students will have the opportunity to learn how to use a web design program as another means to creating web pages. Also, students will utilize a graphic design program to create their own images for their web sites. After completing structured learning activities, students will plan, document and create web sites demonstrating their understanding of the elements of design and coding they have learned.

Students will:

- Create a simple web page using the correct codes
- Create lists and tables on a web page
- Code a web page given all the images, texts, and links to appear on the page
- Design and create a web site of four or more pages
- Learn about plagiarism, copyright infringement and ethical use of information they will incorporate on their pages
- Design various graphics using Adobe Photoshop

PRODUCTION COURSES

Intro to Technical Drafting — Grades 9, 10, 11, 12

Half year - Level E .5 Credit

Technical drawing is one of the most important and satisfying skills one can have for a career in the engineering, architectural and mechanical fields. Students taking this course will learn and use industry standards of technical drafting to represent objects. Students will utilize both traditional methods of technical drawing by hand as well as networked computers equipped with AutoCAD software. Students will learn to do drafting assignments on this computer program and understand the power computers bring to technical drafting. They will learn to produce multi-color productions of their work on A-E size color plotters. Sketching, geometric construction, multi-view, sectioning, isometric, and auxiliary views are a few types of drawings that students will learn. Students will also learn how to use a laser engraver with a CAD system.

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Students will:

- Learn the correct use of drafting tools and instruments in completing industry related drawings
- Learn the basic commands of AutoCAD to complete industry related drawings.
- Save to and print to various printers and plotters using a network environment.
- Use industrially accepted standards in drawing and dimensioning.
- Learn how to do orthographic projection, sections, geometric construction, dimensioning, architectural and pictorial drawings
- Design and build a design using CAD and a laser engraving system

3D CAD Modeling — Grades 9, 10, 11, 12

Half year - Level E .5 Credit

Prerequisite: Introduction to Technical Drafting

3D CAD Modeling is a growing industry used by many fields to design and create prototypes for a number of items including but not limited to toy designs, automotive and machine parts, architectural models, etc. Networked computers will be used to teach students how to design and create 3D CAD Models using 3D CAD software. Students will also learn the power of rapid prototyping to create actual prototypes in 3D.

Students will:

- Learn the basics of a 3D CAD program to create 3D CAD models
- Learn the power of rapid prototyping using a Dimension 3D Model Printer and a laser engraver system to create physical models

Exploring Production & Construction – Grade 9

Half Year - Level E .5 Credit

Students will work together on a variety of activities to learn new skills and techniques in manufacturing and construction. They will develop, plan, and manufacture desired items and will learn the basic phases of the manufacturing process. Students demonstrate their ability to perform building operations with basic competency and safety. Planning includes the efficient use of available resources and sketching drawings to scale. Students will continue to learn more about themselves and the world of production through the unique challenges offered by this course.

Students will:

- Demonstrate an understanding of the safe use of all the tools and power equipment available in the Tech. Ed. Lab
- Develop their problem-solving skills
- Develop an insight into the impact of technology on society
- Explore real world problems that involve using tools, materials, processes, and systems in the context of the five technological systems

CAREER AND TECHNICAL EDUCATION

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TRANSPORTATION COURSES

Exploring Transportation and Alternative Energy– Grade 9

Half Year - Level E .5 Credit

The activities in this course are designed to acquaint students with the potential of the technical areas of transportation and alternative energy. Invention is encouraged in all of these areas. Transportation activities could include working with vehicles like hot air balloons and mousetrap powered cars. Alternative energy will be explored in-depth and students will learn the theories and science behind this exciting field, as well as work with the technologies and see them function in hands-on projects. Students will learn more about themselves and others while becoming more familiar with new technological areas.

Students will:

- Explore various systems of transportation and alternative energy through hands-on activities
- Build and test hot air balloons and mousetrap powered vehicles
- Use projects in alternative energy to learn theories behind the technologies
- Build, test, and analyze alternative energy devices

FAMILY STUDIES

The philosophy of the Family Studies courses reflect Amity's Common Core of Learning goal to prepare students for life by offering them opportunities to acquire skills and competencies in the areas of careers and family living. Course variety gives students the chance to experience growth and learning in many of the areas essential to becoming productive and contributing members of society. Family Studies courses provide students with opportunities to pursue academic excellence through a variety of learning experiences which address the needs of a diverse student population. Heterogeneous grouping allows for experiences which reflect a microcosm of society (mutual respect, sense of caring/cooperation, sense of community etc.). The various electives offered by Family Studies should interest students who will pursue post-secondary education, are job bound or wish to develop personal and leisure time interests.

Culinary Essentials- Grades 9, 10, 11, 12 (Formerly called Culinary I)

Half Year - Level E .5 Credit

This course introduces students to basic baking and cooking skills and techniques. Students will begin by building a safety and sanitation foundation that will allow them to practice food preparation and procedures safely under proper conditions. Culinary Essentials will serve as a prerequisite and provide students with the necessary skills to enter all of the advanced culinary classes offered in the program.

Students will:

- Identify and practice safety and sanitation procedures.
- Practice measuring, conversion and portioning techniques.
- Explain the functions of ingredients and effectively read standardized recipes.
- Produce a variety of quick breads and yeast breads.

CAREER AND TECHNICAL EDUCATION

AMITY REGIONAL HIGH SCHOOL

- Identify the parts and functions of eggs and produce various recipes using eggs.
- Describe and demonstrate the processes for preparing baked goods and desserts.
- Prepare a variety of soups and sandwiches using previous baking knowledge.
- Plan and execute meal planning and production (including various proteins, pastas, grains, fruits, vegetables, and salads.)

ENGLISH

AMITY REGIONAL HIGH SCHOOL

Amity's English program is a coordinated six-year sequence spanning grades seven through twelve. Our program integrates the language arts skills of reading, writing, listening, and speaking. The cornerstone in the development of these skills is clear, perceptive and imaginative thinking.

The English Department believes that literature exposes students to ideas that may challenge, confirm or broaden their perspective. Because we believe studying literature enables students to learn about the world outside our classroom and to be aware of social issues, we guide all students toward an appreciation and an interest in diverse forms of literature - both literary and informational. The department maintains a firm belief in the power of literature as a means of connecting-spanning time, place and experience. The skills to read, write, speak, listen and think effectively enables students to recognize their place in the challenging world around them-to respect what has come before and to assume a role in the world they will help to shape. We believe in creating environments where students feel comfortable expressing ideas, asking questions and disagreeing with each other in thoughtful, insightful ways. We strive to cultivate empathy in our students for others in circumstances both like and unlike their own. We want students to have both the skills and the confidence to communicate because we believe that students have ideas worth expressing. The Common Core State Standards provide the framework for those skills and knowledge that all high school graduates need to master to succeed in college and careers.

English I — Grade 9

Full Year - Levels 1, 2, 3

1 Credit

This course focuses on the skills of reading, writing, language, and speaking and listening. Students read and respond to the work of classic and contemporary authors with a focus on the novel, memoir, and Shakespearean play. Composition work includes argumentative and narrative writing and stresses analytical thinking, organization, and using textual evidence to support a claim. This course addresses vocabulary study and the use of the conventions of standard English grammar.

Students will:

- Write arguments to support claims using valid reasoning and relevant and sufficient evidence.
- Adapt speech to a variety of contexts and communicative tasks.
- Read to understand and analyze theme, point of view, and author's craft, both explicit and implicit.
- Study and practice use of the conventions of standard English grammar.
- Study vocabulary in context, as well as prefixes and suffixes.



MATHEMATICS

AMITY REGIONAL HIGH SCHOOL

Course Sequence

Grade 9	Integrated Math I	Algebra I L3	Algebra I L2	Algebra I L1	Geometry L2	Geometry L1	
Grade 10	Integrated Math 2	Geometry L3	Geometry L2	Geometry L1	Algebra II L2	Algebra II L1	Algebra II LH
Grade 11	Integrated Math 3	Algebra II L3	Algebra II L2	Algebra II L1	Algebra III with Trig L2	PreCalculus L1	PreCalculus LH
Grade 12	Math Concepts L2/3	Math Concepts L2/3	Algebra III with Trig L2 Statistics	PreCalculus L1 Statistics L1	PreCalculus L1 Statistics L1	Calculus L1 Statistics L1	AP Calculus AB/BC AP Statistics

As shown above, standard six (6) course pathways of mathematics education at Amity High School are dependent on a student's ninth grade entry course. Variations and lane changes are common for a number of reasons. Some examples include teacher recommendations, placement assessments, parent/student decisions, met pre-requisites, and other earned credits. Any course descriptions which include minimum grades or level of prior courses as prerequisites must be adhered. All described prerequisites supersede any possible variation interpreted from the diagram above.

Use of a graphing calculator will be required for Algebra II and courses beyond.

Summer school courses taken for credit or advancement in sequence must be approved in writing by the Mathematics Department Chair and the Director of Counseling Services.

Integrated I: Algebra and Geometry – Grade 9

Full Year – Level 3

1 Credit

Students will partake in an integrated approach to master both algebraic and geometric core standards. Integrated I is intended to be a 2-year course. To create a more personalized learning experience, Integrated classes use a blended instruction approach in a co-taught classroom environment. Students will be assessed as to their incoming level of Algebra readiness before investigating Algebra I and Geometry topics. Starting with number sense, inequalities, vocabulary, and calculator basics, students continue to build Algebraic skillsets upon a framework supported by Geometric diagrams and relationships.

Students will:

- Comprehend geometry vocabulary, basic postulates, and theorems, with a focus on proper notation
- Solve equations arising through geometric relationship (including variables on both sides, no/all solutions)
- Describe functions (proper notation, domain, range, increasing, decreasing)
- Graph all forms of linear functions, graph inequalities, and plot geometric figures on a coordinate plane
- Evaluate formulas (area, volume, etc.) to reinforce order of operations
- Calculate slope (rate of change) and write equations of lines

MATHEMATICS

AMITY REGIONAL HIGH SCHOOL

Algebra I – Grade 9

Full Year - Levels 1, 2, 3

1 Credit

Recommendations: Algebra I L1– B+ or better in 8th grade Comprehensive; Algebra I L2– C or better in 8th grade Comprehensive

Students will build upon previous knowledge of linear equations and relationships. They will learn to define, evaluate, and model situations utilizing linear, exponential and quadratic functions. Emphasis will be placed on using a variety of representations for each function; the algebraic equations, the graphs, and the corresponding tables.

Students will:

- Solve linear and quadratic equations
- Solve a system of linear equations and inequalities
- Graph linear, exponential, and quadratic functions
- Select appropriate methods/models for problem-solving and utilize function notation

Geometry – Grades 9, 10

Full Year - Grade 9: Levels 1

1 Credit

Grades 10: Levels 1, 2, 3

Prerequisite: Completion of Algebra I

Recommendations: Geometry L1 – A- or better in Algebra 1 L1 or B or better in 8th grade Adv. Math and teacher recommendation. Geometry L2 – B- or better in Algebra 1 L2.

This course will introduce students to the concepts of Euclidean Geometry. The course topics include identifying and comparing geometric shapes, area and volume, ratio and proportion, logic, and transformations. Students will apply geometric concepts to real life problems. Students will also use counting principles and the rules of probability, including conditional probability, to solve real world problems.

Students will:

- Understand and apply the properties of points, lines and planes, including parallel and perpendicular lines and planes, and intersecting lines and planes and their angles of incidence
- Classify figures in terms of congruence and similarity and apply these relationships
- Write geometric proofs
- Calculate and apply the concepts of perimeter, area, and geometric solids.
- Develop, use, and explain applications of ratio, proportion and trigonometric ratio
- Calculate the circumference and area of a circle
- Evaluate angles and segments of circles formed by intersecting chords, secants, and tangents

PHYSICAL EDUCATION / HEALTH

AMITY REGIONAL HIGH SCHOOL

Physical Education – Grades 9, 10, 11

Full Year – (2 x per cycle)

Courses include:

Physical Education / Health & Wellness (Grade 9 State of Connecticut graduation requirement) .34 credit

Physical Education (Grade 10-11, State of Connecticut graduation requirement) .33 credit

Physical Education The Amity Physical Education program provides psychomotor, cognitive and affective content and learning experiences that promote optimum personal development. The curriculum provides opportunities for students to participate in a select number of activities aimed at mastering skill objectives and concepts that provide students with opportunities to become proficient movers in the units offered while enjoying and participating in sport specific content, lifetime activities and individual fitness. All students are urged to exhibit responsible social behavior that demonstrates a respect for oneself as well as others, while learning the values of physical activity and the role that it plays in their health.

Essential Benchmarks for our comprehensive physical education program. Students will:

- Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities Students will participate regularly in physical activity.
- Incorporate fitness and wellness concepts to achieve and maintain a health enhancing level of physical fitness
- Exhibit responsible personal and social behavior that respects self and others in physical activity settings
- Choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle

Health and Wellness

Health 9– Grade 9

Half Year– Level E .5 Credit

The Amity Health Education Program follows a sequential, comprehensive, state mandated curriculum. Classes are aimed at teaching those concepts which help students to develop positive, lifelong health, with a strong focus on health literacy and 21st century skills. Our teachers work diligently to create positive and inclusive learning environments that engage students in a myriad of kinesthetic opportunities.

Essential Benchmarks for Health and Wellness. Students will:

- Comprehend concepts related to health promotion and disease prevention to enhance health
- Demonstrate the ability to access valid health information, products and services
- Demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.
- Analyze and understand the influence of family, peers, culture, media, technology and other factors on health
- Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks
- Demonstrate the ability to use decision-making skills to enhance health
- Demonstrate the ability to advocate for personal, family and community health

Unified Physical Education- Grades 9, 10, 11, 12

Half Year– Level E .5 Credit

This course combines students with special needs with typical students (partners) to engage in lifetime fitness and sports related concepts and activities in a physical education class setting. **It also builds collaboration, empathy and per-**

PHYSICAL EDUCATION / HEALTH

AMITY REGIONAL HIGH SCHOOL

sistence for all students who are enrolled in the class.

Essential Benchmarks:- Students will:

- Learn social interaction between students with special needs and typical peers.
- Improve fitness now and in the future by learning lifetime skills that will lead to an active and healthy lifestyle.
- Problem solve and support each other through leadership opportunities and student collaboration.
- Prepare for participation in interscholastic unified sports competition.

Adapted Physical Education – Grades 9,10,11,12

Full Year – Level E

.5 Credit

Adapted Physical Education is geared toward students in the high school "SAILS Program" with a purpose of affording students physical fitness and life skills to lead a physically active lifestyle. Students in Adapted Physical Education are combined with typical students (partners) in the Unified Physical Education Class. The major goals of the course are for students to interact in a positive and supportive manner with each other, build self-confidence in their physical abilities and continue to demonstrate perseverance, collaboration, empathy and persistence for all students who are enrolled in the class.

Students will:

- Become capable in leading a physically active and healthy lifestyle
- Interact positively with others during physical activity
- Persevere through challenges
- Support peers in their endeavors

READING

AMITY REGIONAL HIGH SCHOOL

The Reading Department teaches students how to learn and apply skills and strategies across content areas through strategic reading and response activities and the use of specific academic study skills. In general, Reading classes are designed for students who have Individualized Education Plans that include comprehension, fluency, and/or vocabulary goals. In addition, we offer support, assessment, and/or instruction to all students with varying needs related to acquiring the reading competencies necessary for success in the 21st century. Placement in Reading courses is determined by many factors, including: RTI, curriculum based assessments, informal and/or formal reading assessments, STAR data, teacher and/or counselor recommendations. A wide range of informational, narrative, and argumentative materials are used and include traditional print as well as those resources requiring students to access digital and online texts. The basis for instruction is teacher modeling, guided student practice, and independent application.

Developmental Reading – Grades 9, 10, 11, 12

Department Permission required

Full Year- 3X per cycle

1 Credit

This individualized reading intervention course is designed for students reading substantially below grade level. Instruction will include introducing and reinforcing basic reading skills: sound-symbol relationships, semantic analysis, rules of syllabication, and comprehension strategies. A variety of individual, whole-class, and small group instruction is used. Students practice reading fiction and non-fiction texts and work on word study skills needed to build word knowledge, vocabulary, and strengthen comprehension. **A pass/fail grade is given.**

Students will:

- Utilize word recognition strategies, including contextual clues, picture clues, phonics, and structural analysis to develop and/or increase reading vocabulary acquisition
- Develop before, during, and after reading comprehension skills

Reading Through Word Analysis—Grades 9, 10, 11, 12

Credit based on frequency of course placement

This individualized reading intervention course incorporates a systematic approach to teaching students how to fluently encode and decode while reinforcing basic reading skills, including sound-symbol relationships, semantic analysis, and rules of syllabication. A variety of individual, whole-class, and small group instruction is used. Students practice reading in isolated and contextual situations. Students work on word study skills needed to build fluency, word knowledge, vocabulary, and strengthen comprehension. **A pass/fail grade is given.**

Students will:

- Utilize word recognition strategies, including contextual clues, text features, phonics, and structural analysis to develop and/or increase reading vocabulary acquisition
- Develop before, during, and after reading comprehension skills
- Develop automaticity

Reading Comprehension—Grades 9, 10, 11, 12

Credit based on frequency of course placement

This individualized reading intervention course focuses on helping students consistently apply the strategies that

READING

AMITY REGIONAL HIGH SCHOOL

effective readers use. Strategies include: predicting, connecting, note-taking, summarizing, determining purpose, interpreting, and developing questions. A variety of individual, whole-class, and small group instruction is used. Students will read a combination of fiction and non-fiction texts to help strengthen their comprehension skills. **A pass/fail grade is given.**

Students will:

- Develop before, during, and after reading comprehension skills
- Develop general and academic vocabulary

EL Reading – Grades 9, 10, 11, 12

Credit based on frequency of course placement

Consideration for this course is determined by counselor in consultation with reading department and parents. Placement is determined by State mandated testing.

This course is for *English Learners* in need of developing or improving reading skills such as word recognition, vocabulary development, and reading comprehension. Students receive small group and individualized instruction that is differentiated in a way to address beginning, intermediate, and advanced levels of proficiency when students are asked to read and write in English. **A pass/fail grade is given.**

Students will:

- Utilize word recognition strategies, including contextual clues, text features, phonics, and structural analysis to develop and/or increase reading vocabulary acquisition
- Develop before, during, and after reading comprehension skills

Literacy Workshop – Grade 9

Full Year- 2X per cycle

.66 Credit

The course is designed to help students advance their higher order thinking and literacy skills, and become more strategic readers at the high school. Enrollment in this course is based on teacher and school counselor recommendations. Students are placed in this course based on the results of the reading section of the *STAR* assessment and teacher consultation. Students will be evaluated at the end of semester one. Any student who meets the exit criteria will be exited from the course.

Instruction addresses high school level reading tasks such as the critical analysis and evaluation of a wide variety of high-interest texts which vary widely in purpose, structure, content, and difficulty. Based on the Connecticut Common Core State Standards, this class specifically addresses the interconnected communication skills of listening, speaking, reading, and writing. Units covered are: study skills, test preparation, short story/fiction, research unit, and exploration of genre/memoir. Students will work on various literacy skills and tasks, as well as learn numerous study skills necessary to be successful in the high school and beyond.

Students will:

- Construct meaning, interpret, and respond critically to fiction and non-fiction texts
- Take a clear stand on an issue and support the position with accurate and relevant information
- Develop, substantiate, and defend ideas through a variety of media

SCIENCE

AMITY REGIONAL HIGH SCHOOL

SCIENCE SEQUENCE

	Honors / Level One	Level Two	Level Three
Grade 9	Biology I L1 Science Research Year 1 LH	Biology I L2	Biology I L3 Integrated Science L3
Grade 10	Chemistry I LH/L1 Science Research Year 1 LH Advanced Science Research LH	Chemistry I L2	Chemistry I L3
Grade 11	Physics I L1 Human Anat & Phys. LH/L1 Marine Bio & Ocean. LH/L1	Physics I L2 Human Anat & Phys. L2 Marine Bio & Ocean. L2	Human Anat & Phys. L3 Science,Tech.,& Engineering LE Integrated Science L3
	Advanced Courses: AP Biology LH AP Chemistry LH AP Env. Science LH AP Physics 1 LH Advanced Science Research LH	Semester Electives: Forensic Science LE/L1 Env. Science LE Impacts & Issues LE Nutrition LE Exercise Science LE The Science of Food LE	
Grade 12	Physics I L1 Human Anat & Phys. LH/L1 Marine Bio & Ocean. LH/L1	Physics I L2 Human Anat & Phys. L2 Marine Bio & Ocean. L2	Human Anat & Phys. L3 Science,Tech.,& Engineering LE Integrated Science L3
	Advanced Courses: AP Biology LH AP Chemistry LH AP Env. Science LH AP Physics 1 LH AP Physics C LH Advanced Science Research LH	Semester Electives: Forensic Science LE/L1 Env. Science LE Impacts & Issues LE Nutrition LE Exercise Science LE The Science of Food LE	

SCIENCE

AMITY REGIONAL HIGH SCHOOL

The goals of the Science Department are to nurture an enjoyment of science, to understand its use in our everyday life, to foster an active awareness of the role science plays in local and global environmental issues and to help students manage the increasing volume of scientific information.

All courses emphasize the development of scientific skills needed for living in an increasingly technological society. These include reasoning and thinking skills, problem-solving, technical writing and reading scientific materials. All laboratory courses stress the mastery of proper laboratory techniques. In addition, good mathematical skills are important tools for chemistry and physics.

Students will:

- Formulate a testable hypothesis and design and carry out an experiment that reflects the logical connections to the scientific concepts guiding the hypothesis
- Use technology to collect and analyze data. Use mathematical tools and models to guide and improve the posing of questions, gathering of data, constructing explanations and communicating results
- Propose an explanation of a scientific investigation that is logically consistent and abides by the rules of evidence
- Communicate explanations and findings effectively; write and follow procedures; express concepts; review, interpret, and summarize data; create and interpret charts and diagrams; speak clearly and logically; and construct an explanation.

Biology I – Grade 9

Full Year - Levels 1, 2, 3 1.34 Credit

The study of science in Grade 9 emphasizes basic biological concepts and how they relate to the human and cultural conditions of the contemporary world. Major units of study include the chemical basis of life, cell structure and function, microbiology, botany, invertebrate and vertebrate zoology, human biology, genetics, aspects of evolution, and taxonomy. Ecological relationships in our environment also are considered. Laboratory investigations are designed to develop techniques and the intellectual process skills associated with the biological sciences. Science inquiry and Next Generation Science Standards are emphasized

Students will:

- Describe and demonstrate that cells have specialized structures to carry out cell functions and that most cell processes involve chemical reactions
- Analyze and interpret data supporting that DNA provides the instructions for specifying the characteristics of all organisms. Also that passing on genetic information is different in the cell division processes of mitosis and meiosis
- Differentiate between organisms using inherited characteristics and classify organisms using biological classification schemes
- Predict the flow of energy and materials through ecosystems from the sun by using food webs, trophic level pyramid models and population growth patterns
- Describe the capture of energy by plants in the process of photosynthesis and the storing and release of energy through cellular respiration

Integrated Science I, II, or III – Grade 9, 10, 11, 12

Full Year - Level 3

1 Credit

Integrated Science is a three year spiraled course encompassing the Next Generation Science Standards of life, earth

SCIENCE

AMITY REGIONAL HIGH SCHOOL

and physical sciences. While the courses are designated Integrated Science I, II, III; students can take any course in the sequence at any time. This course is designed to explore a scientific phenomenon and to explain its relevance to the life earth and physical sciences as well as the overlap among disciplines.

Integrated Science I will cover how chemical reactions can impact structure and functions of matter to cycle matter and energy to support life on Earth.

Integrated Science II will cover the building blocks of the earth in the form of plate tectonics, weather and climate, as well as the building blocks of life such as cell structure, natural selection and growth and development.

Integrated Science III will cover adaptation, human impact on earth systems and ecosystem dynamics as well as how to use physical laws and phenomena to impact our future.

Students will:

- Explore phenomena relating atomic and chemical characteristics to the Earth systems that makes human life on Earth possible? (Year 1)
- Review scientific processes to explain the current state of all life on Earth at the cellular and organismal level. (Year 2)
- Review scientific processes that must develop or change in order for life to adapt to the constantly changing ecosystems on Earth. (Year 3)

Science Research Year 1– Grades 9, 10

Full Year – Level H

1 Credit

Students must apply for admission to this program. Acceptance into the program will be based on a science teacher recommendation, a written essay, and excellent academic grades. Students must be self-directed and capable of independent goal setting and achieving with instructional guidance.

During Year 1 students learn the components of scientific research including the scientific method and apply these concepts in various settings including designing and conducting an authentic science research project and communicating results by participation in at least one local science fair. Students also explore various applications of science topics through field trips, guest speakers and class projects.

Subtropical Ecosystems in Bermuda – Grades 9, 10, 11, 12

Level E

.5 Credit

Students will study a subtropical ecosystem on site. Course content may include coral reefs and associated marine life, water and soil chemistry, subtropical island geology, terrestrial animal and plant life, subtropical weather patterns and the culture of a subtropical island. First-year students will participate in teacher-guided experiences. Second-year students will study selected first-year topics in depth and will design, perform, and report on an independent investigation or will participate in an international data collection through reef.org. Student selection is at the discretion of the project teachers. Two science teacher recommendations and a good behavioral record are required for selection. This course is a Concentrated Studies offering and students will receive a pass/fail grade.

Students will:

- Identify and describe selected marine plants and animals and the roles they play in the ecosystem
- Identify and describe selected terrestrial plants and animals and the roles they play in the ecosystem
- Describe the island's land forms and discuss their origins

SOCIAL STUDIES

AMITY REGIONAL HIGH SCHOOL

Amity's Social Studies Program (Grades 9-12) is designed to provide students with a well-rounded study of the significant developments in history and the social sciences. Courses draw their content from a wide variety of social science disciplines. Emphasis is placed on the study of key concepts and the development of important skills necessary to become lifelong learners. These skills include reading comprehension, writing, research, oral communication, critical thinking and technology.

Amity Regional High School requires three credits in Social Studies for graduation. To fulfill state graduation requirements these three credits must include at least one credit in American history and at least one-half credit in civics and American government. At Amity, the American history requirement is met through successful completion of Modern American History OR Advanced Placement United States History. Next, the civics and American government requirement is met through successful completion of American Government and Economic Policy OR Advanced Placement United States Government and Politics. The History Department encourages students to begin their Social Studies experience with World History in Grade 9 and complete the state required credits by Grade 11. This affords students the opportunity to pursue additional credits in our elective offerings. Transfer students must have prior Social Studies coursework reviewed and approved by Amity Regional High School in order to count toward credits for graduation.

World History – Grade 9

Full Year - Levels 1, 2, 3

1 Credit

The World History program traces the development of world affairs from the late eighteenth century to the present day. The course explores the themes of revolution, nationalism, imperialism, world war and peace, and globalization. Emphasis is placed on the study of key concepts, research and technology skills and the further development of reading and writing strategies, including the argument and informative/explanatory essay. All students will be encouraged to think critically and communicate their ideas to others. The degree of emphasis will vary according to the level selected.

Students will:

- Develop writing skills and strategies for constructing the argument and informative/explanatory essay including the skills necessary to respond to contradictory data
- Utilize critical thinking skills to analyze and interpret primary and secondary source material
- Demonstrate an understanding of the various political and economic systems and their interdependence
- Evaluate the development of the desire for political autonomy and self-determination
- Examine attempts of various nations to limit arbitrary power and/or dictatorial rule
- Recognize the continuing importance of historical thinking and historical knowledge in their life and the world in which they live

VISUAL AND PERFORMING ARTS

AMITY REGIONAL HIGH SCHOOL

The Visual and Performing Arts Department offers courses for students in grades nine through twelve. Courses are teacher-directed yet flexible to allow students to express themselves beyond course parameters. Course objectives are: 1) to continue to gain basic art skills such as drawing, use of tools, and various media; 2) to develop a knowledge and understanding of art; and 3) to gain self-confidence and pleasure from the creative process. The career bound student will be prepared for the discipline she/he will encounter in the future. Emphasis is placed on high-quality work and good craftsmanship. Counseling of students will include assistance in student preparation of art portfolios, advice on application procedures, and interview practice by the art faculty.

ART

Introduction to Art – Grades 9, 10, 11, 12

Half Year - Level E .5 Credit

This course offers a variety of approaches to students' continued interest in developing artistic potential. Emphasis will be primarily in the two-dimensional techniques of drawing and painting; sculptural approaches may be incorporated into activities. The length of this elective allows for in-depth classes in free-hand drawing and painting techniques as well as research pertaining to various artists' work. It is expected the student will complete the required number of finished art works during the program. This course is designed to create a further interest in the study of art.

Students will:

- Develop an understanding of and be able to use the elements of art and principals of design in student's work
- Demonstrate understanding of figure drawing
- Demonstrate an understanding of perspective
- Develop an understanding of drawing/painting skills, techniques and use of various media

Crafts & Design – Grades 9, 10, 11, 12

Half Year - Level E .5 Credit

This program will give students an opportunity to use a variety of materials to solve problems and to develop skills while exploring their artistic potential. The emphasis of the course will be using techniques of traditional and contemporary crafts. Activities will be selected that will require many of the thinking skills acquired during the seventh and eighth grade programs. Developmental skills will be enhanced by a variety of new materials, tools, and time allotted to the student. This course will provide a foundation in basic ability, recognition and application to drawing, painting, and design through crafts. This course is designed to create a desire in the students who enroll to continue their study in all different aspects of art.

Students will:

- Be able to plan and execute projects using various techniques and media
- Track and assess progress relating to improvement of drawing, painting skills and design skills through personal evaluation
- Develop an awareness of aesthetic design and quality craftsmanship
- Recognize career possibilities within the design field

VISUAL AND PERFORMING ARTS

AMITY REGIONAL HIGH SCHOOL

3D Design/Sculpture - Grades 9, 10, 11, 12

Half Year – Level E .5 Credit

Students will be introduced to 3-dimensions through the study of abstract, representational and functional sculpture. This class is intended to promote higher level thinking, help students build problem-solving skills, confidence and pride in their accomplishments. This course is designed to foster imagination and the skills necessary to produce 3-dimensional artworks.

Essential Benchmarks - Students will:

- Differentiate between abstract, representational functional and non-functional works of art
- Use a sketchbook to record potential designs and develop solutions to anticipated problems
- Become familiar with the range of sculpture materials suitable for each assignment

Introduction to Ceramics and Pottery – Grades 9, 10, 11, 12

Half Year – Level E .5 Credit

This course introduces the basic hand building techniques of pinch, coil, and slab pottery and an introduction to the potter's wheel. Structured projects emphasize design quality and research of a selected pottery style in order to demonstrate the significance of art and world history. Students will read and gain knowledge of ceramics place in society today. Students will focus on improving the basic skills in order to create original and historical ceramic forms.

Students will:

- Demonstrate a skill in hand building techniques
- Make original and historical based ceramic forms
- Keep a sketchbook of works made and reading assignments.

Photography I – Introduction to Digital Photography - Grades 9, 10, 11, 12

Half Year - Level E .5 Credit

This course is designed to introduce students to the creative and fascinating world of photography with an emphasis on using the cameras we carry on a daily basis. Students will be introduced to the history of photography from the daguerreotype through the digital process of today's world. Students will learn an over view of how to shoot images with proper composition, lighting and development of editing there images in the Photoshop program in the computer. Working with apertures, shutter speeds, and ISO are stressed. Photo I is a stress on the basics of how to shoot better pictures and the magic and excitement that that brings.

Students will:

- Learn how to properly work with composition in a photograph
- Learn how to adjust the camera's settings including shutter speed, aperture and ISO work to create the best photographs
- Learn the basic technological developments for history and development of photography
- Learn how to work with digital processing to create suitable files for print
- Learn to properly evaluate and assess the quality of a photograph through the critique process

VISUAL AND PERFORMING ARTS

AMITY REGIONAL HIGH SCHOOL

Photography II – Intermediate Digital Photography

Grades 9, 10, 11, 12

Half Year - Level E .5 Credit

Prerequisite: Photography I

This course builds from the skills of Photo 1 by focusing on the potential applications of Digital SLR cameras, flashes and light equipment for studio photography used to create photographs that move beyond the average amateur. Students will begin to build a portfolio of prints that demonstrate knowledge of the wide variety of possibilities. Knowledge of different manual camera settings, and artificial light sources will be covered throughout the semester. Students will also learn advanced processing skills within Photoshop to adjust and create a variety of photo projects beyond the single photograph including but not limited to multiple exposure prints and collage. These student photographers will begin to make a portfolio for the capabilities of moving forward in their future photo life.

Students will:

- Demonstrate knowledge of basic camera lenses and equipment used with Digital SLR's
- Create series of works based on specific themes that demonstrate the ability to create a cohesive body of work around a visual idea
- Produce a variety of photographs that demonstrate the ability to work with depth-of-field, shutter speeds, visual adjustments, and altering lighting conditions
- Learn how to apply photography in authentic situations such as journalism, fine art and commercial use

Drawing & Painting I – Grades 9, 10, 11, 12

Full Year - Level E 1 Credit

This is a full-year course in which beginners apply the fundamentals of drawing and painting to structured problems that lead to development of art skills, and creative problem solving ability. Using various drawing and painting media and techniques (pencil, charcoal, pen & ink, watercolor, acrylics), students will work from direct observation to study man-made and natural objects, still-life, perspective, landscape, figure, portraiture and design. Students will use the language of art to critique classwork and famous art to show understanding of the principles and elements of design. Assignments can be used for portfolios for college entrance.

Students will:

- Develop skills and fundamentals of drawing and painting
- Critique classwork and famous art showing principles of design

Intro to Art History - Grades 9, 10, 11, 12

Half Year - Level E .5 Credit

Have you ever wondered why some art is worth so much money? Do you know what "art" actually means? By taking this course, you will get an overview of the history of art by examining different themes which occur in art from around the world. You will have an opportunity to understand art both contextually and stylistically by exploring various factors in the creation of art such as materials, time, place and function. By the end of the course, you will be able to identify specific characteristics of art from different periods or places, and even explain why some works are worth so much! Students will be expected to read about art and create both written and project-based responses to the works they study which will prepare them for further study in AP art history.

VISUAL AND PERFORMING ARTS

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Students will:

- Become proficient in analyzing specific characteristics of art from different places and times
- Examine, identify and discuss various themes related to the history of art
- Develop a greater sense of interpreting and understanding visual images
- Explore responding to art both in writing and by artistic means

MEDIA EDUCATION

Understanding Film – Grades 9, 10, 11, 12

Half Year – Grades 9, 10, 11, 12 LE

Grades 10, 11, 12 LH .5 Credit

Understanding Film is a course is for students who enjoy watching films, and want to develop skills to further appreciate, understand and enjoy this ever-changing art form. Students will view films through the lens of a director, cinematographer, editor and screenwriter and will understand how each contributes to the final cut of a film. A wide selection of films will be screened in class to enable the student to learn more about film structure and the role of film in our culture. Students will also have the opportunity to choose a film of their own choice, and view and study it in class.

Students will:

- Develop the vocabulary and critical viewing skills to understand and analyze film texts, audio and images
- Analyze the changing elements of film structure from the early 20th century to the present.
- Utilize the principles of media literacy to analyze, evaluate and create media

Filmmaking I (Formerly called Media Production I) – Grades 9, 10, 11, 12

Half Year – Grades 9, 10, 11, 12 LE

Grades 10, 11, 12 LH .5 Credit

The object of this program is to introduce the student to video as an art form. It is designed to encourage creative and imaginative use of video through analysis and comprehension of the medium. Aspects of video production that will be covered include the visual image, story structure, camera techniques, and the impact of music. In pre-production students will create treatments, storyboards, and shooting scripts. During production students will use the video camera to demonstrate an understanding of specific techniques used in film. In the last phase of these short projects, students will learn to create a project in Final Cut Pro, and edit a basic sequence. Selected classic and contemporary films will be screened to serve as models for class work. The class is designed to be a hands-on experience.

Students will:

- Demonstrate knowledge of specific shot types
- Understand and demonstrate composition skills in filming and editing
- Be able to distinguish different genres of media communication
- Plan, create and execute several short videos

VISUAL AND PERFORMING ARTS

AMITY REGIONAL HIGH SCHOOL

Broadcast Journalism (Producing and Presenting the News) – Grades 9, 10, 11, 12

Full Year – Grade 9 LE

Grades 10, 11, 12 LE/LH

1 Credit

1 Credit

(This course can be taken for recurring credit– up to two times.)

This course will explore and develop concepts of television production for broadcast while establishing an understanding of media literacy. Designed to be a hands-on experience aspects of the course include: TV studio production and multi-camera live event coverage.

As a main component of this course, students produce a morning news announcement show called *The Amity Update*. This show focuses on Amity news, sports, and weather in a live-to-tape broadcast every other day. During production, students incorporate various broadcast equipment and are tasked with fulfilling the many different jobs in the studio environment.

Event coverage and content created by this course is shared with the larger Amity community through local educational access TV stations.

Students may repeat this course for credit. These advanced students may act as associate producers – often working independently on video projects throughout the course.

Students will:

- Develop an understanding of media communications and its many facets.
- Work collaboratively as a team to produce various news programs.
- Enhance field/studio production techniques through immersion within the medium.
- Build a solid understanding of news writing for broadcast.

MUSIC

Concert Orchestra – Grades 9, 10, 11, 12

Full Year – Level E 1 credit

Prerequisite: 8th Grade Strings, Strings class, recommendation from director, or audition.

Concert Orchestra includes all 9th grade string students, as well as upperclassmen, who play an orchestral instrument (violin, viola, cello, upright bass). Students will receive further training in instrumental techniques, ensemble playing, music reading skills, and musicianship both individually and collaboratively. Instruction will emphasize correct development of instrumental and practice techniques, string ensemble playing, music literacy, key signatures, finger patterns, and rhythmic exercises. Orchestral literature of various periods and styles will be studied and performed. This ensemble will join with Symphony and Chamber Orchestra to perform select pieces at our concerts. Instrumental lessons are not required but encouraged. Participation in all scheduled rehearsals, concerts, and other performing events as listed in the Orchestra Handbook is required.

Students will:

- Perform music of various periods and styles in a manner that illustrates careful preparation and reflects an understanding and correct interpretation of the selection.
- Increase knowledge, skills, experiences and capacities and make connections to other subjects and settings to promote and enhance lifelong learning.
- Develop and utilize efficient practice habits and self-assessment strategies that effectively fulfill ensemble and individual purpose and goals.
- Understand and engage with music through conveying ideas, communicating and collaborating, exploring and analyzing, and connecting.
- Improve sight-reading, rhythm skills, and knowledge of scale patterns.

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- Further develop proper ensemble techniques of balance, tone, rhythm, and intonation.
- Demonstrate professional musicianship and performance etiquette.

Strings – Grades 9, 10, 11, 12

Full Year – Level E 1 credit

Prerequisite: 8th Grade Strings, recommendation from director, or audition.

Strings Class is designed to give more individualized instruction for intermediate level students in grades 9 – 12, who currently play or have played an orchestral instrument (violin, viola, cello, upright bass). Instruction will focus on the fundamental aspects of reading and performing orchestral literature; providing the necessary skills to prepare students for Concert or Symphony Orchestra. Great emphasis will be placed on technique, ensemble playing, music reading, key signatures/finger patterns, rhythm, and developing efficient and effective practice habits. Orchestral literature of various periods and styles will be studied and performed. Students in this class will join with the members Concert, Symphony, and Chamber Orchestra to perform select pieces at our concerts. Instrumental lessons are strongly encouraged to enhance and expedite progress. Participation in all scheduled rehearsals, concerts, and other performing events as listed in the Orchestra Handbook is required.

Students will:

- Gain knowledge, skills, experiences and capacities, and make connections to other subjects and settings to promote and enhance lifelong learning.
- Develop and utilize efficient practice habits and self-assessment strategies that effectively fulfill ensemble and individual purpose and goals.
- Improve sight-reading/rhythm skills and knowledge of scale patterns.
- Understand and develop proper ensemble techniques of balance, tone, rhythm, and intonation.
- Understand and engage with music through conveying ideas, communicating and collaborating, exploring and analyzing, and connecting.
- Demonstrate professional musicianship and performance etiquette.

Chamber Orchestra – Grades 9, 10, 11, 12

Full Year – Grade 9 Level E

Grades 10, 11, 12 Level H 1 credit

Prerequisite: By audition only. Private lessons and concurrent participation in all Concert or Symphonic Orchestra performances are required.

Chamber Orchestra is available, by audition, to students in grades 9 – 12, who demonstrate artistic skill and insight on their instrument (violin, viola, cello, upright bass) and represent the most advanced string musicians in the school. Students will work individually and collaboratively to refine ensemble rehearsal and performance techniques, advanced instrumental techniques, music literacy, and musicianship. Advanced orchestra literature of various time periods, styles, and composers from Baroque to Contemporary will be performed; including the opportunity for solo and small ensemble performances. This ensemble will join with Symphony and Concert Orchestra to perform select pieces at our concerts. Enrollment is limited and determined by balanced instrumentation in the ensemble. Participation in all scheduled rehearsals, concerts, and other performing events as listed in the Orchestra Handbook is required.

Students will:

- Successfully perform grade 5-6 string orchestra literature of various time periods and styles.
- Perform with appropriate balance, blend, tone, intonation, and stylistic interpretations at an advanced level.

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- Use advanced knowledge of elements of music, musical devices, and string performance techniques to analyze and evaluate the quality and effectiveness of their own performances and the performances of others.
- Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. 2 Demonstrate professional musicianship and performance etiquette.

Concert Band – Grades 9, 10, 11, 12

Full Year - Level E

1 Credit

Half Year for grade 9 only .5 Credit

(can be repeated)

This course can be taken more than once .

Concert Band is open to all woodwind, brass and percussion players. The band performs at public concerts and assemblies throughout the school year. Ensemble techniques of balance, blend and intonation are studied. Members combine with Wind Ensemble to form a Marching Band for home football games, Memorial Day parades and Music in Motion. Members will rehearse one evening per week, Saturday mornings and production week. Concert Band is also offered on alternate days for students who are taking a lab science. Visit www.amityband.org for more information.

Students will:

- Understand ensemble techniques of balance, blend and intonation
- Perform high school grade level music
- Demonstrate knowledge of their instrument

Percussion Ensemble – Grades 9, 10, 11, 12

Full Year-Level E

1 Credit

Percussion ensemble is open to all percussionists, drummers and anyone interested in playing keyboard. This class will perform at public assemblies, competitions and music department productions. In the fall percussion ensemble will practice Tuesday evenings and Saturday mornings. Members of the percussion ensemble will combine with Concert Band and Wind Ensemble to perform at concerts, Memorial Day parades, Music in Motion and home football games. Percussion techniques will be discussed and learned. Percussion literature will include rudimental percussion, traditional and non-traditional percussion literature. Visit www.amityband.org for more information.

Students will:

- Understand ensemble techniques of balance, blend and intonation
- Perform high school grade level music
- Demonstrate knowledge of all percussion instruments.
- Utilize advanced techniques of balance, blend and tone
- Perform advanced rhythmic notation and widen performance range on instrument

Concert Choir – Grades 9, 10, 11, 12

Full Year - Level E

1 Credit

Half Year for grade 9 only .5 Credit

This course can be taken more than once.

Concert Choir is open to all who love singing! A variety of choral literature representing many composers and musical periods is studied and performed. Voice production, vocal techniques, balance, blend, dynamics, phrasing and rhythm are aspects of choral singing studied. Development of music-reading skills through vocal sight-reading is emphasized

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throughout the year. This group presents several concerts throughout the year, and will join with Chamber Singers to perform larger choral works. ☐

Students will:

- Sing in tune with accompaniment ☐
- Read choral music at sight ☐
- Blend as a choral group ☐
- Demonstrate an understanding of the choral art form

Internet Broadcast Radio - Grades 9, 10, 11, 12

Half Year - Level E .5 Credit

In this course, we will explore the basic aspects and concepts related to internet radio broadcasting. It is designed to be an informative and comprehensive, project-based, and hands-on experience. We will begin with an overview of the fundamentals: radio – then and now, pioneers and legends, codes of ethics, and various forms of reporting and constructing news throughout history. Other aspects will include: ambience, the art of questions/interviews, news casts, public announcements, varied reports (traffic, sports, breaking news, etc.) and the business side/career possibilities. Within each unit, students will have the opportunity to choose topics of interest and “learn by doing” to complete all projects, presentations, and assignments. A major emphasis of the course will be students creating their own news segments through research and information gathering, written dialogues, interviewing, observation, and audio clips. Due to the nature of the course, several assignments and projects will need to be completed outside of the regularly scheduled class.

Students will:

- Develop an understanding of radio communications throughout history and its many facets. ☐ Exhibit a solid understanding of news writing for broadcast. ☐ Work independently and collaboratively to create, record, and develop various news programs. ☐ Improve citizenship skills through increased engagement in the Amity community and beyond.

Studio Recording – Grades 9, 10, 11, 12

Half Year - Level E .5 Credit

This course is open to all students' grades 9-12. No music training is needed. This course will feature the use of introductory and advanced studio recording techniques. Students will learn how to engineer, mix and master vocal and instrumental music in the studio. Live performances will be recorded and mixed in the studio. Recording software Logic Pro and Pro Tools will be used on Apple computers and components. The mobile studio will also be used for recording all music department concerts throughout the year. Visit www.amityband.org for more information.

Students will:

- Produce quality recordings of student musicians
- Learn advanced recording techniques on state of the art equipment.
- Mix and master live performances

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Music Appreciation – Grades 9, 10, 11, 12

Half Year - Level E .5 Credit

This course examines and introduces students to the history, theory, and various genres of music in chronological order. Beginning with music from the Middle Ages and proceeding through the Baroque, Classical, Romantic, 19th Century, Contemporary, and ending with the music of our own time. The first quarter covers early music forms, classical music, and American Jazz. The second quarter focuses on modern traditions including gospel, folk, soul, blues, Latin rhythms, rock and roll, popular music in film, and hip hop. A special section is devoted to explore the relationship between music, social movements, and the This is an introductory course for students who want to further understand and appreciate the role of films in America. Films from the Golden Age of Hollywood through the present will be screened utilizing the principles of visual literacy. Students will view films through the lens of a director, cinematographer, editor and screenwriter and will understand and assess how each contributes to the final cut of the film.

Students will:

- Learn to appreciate music of many eras including the Renaissance, Baroque, Classical, Romantic, and 20th century
- Learn to appreciate contemporary and popular music and to analyze musical elements in all styles and genres of music

Guitar and its Role in American Music-Grades 9, 10, 11, 12

Half Year-Level E .5 Credit

Guitar...America's Voice! This course examines, in chronological order, the various stylistic periods, music genres, and progression of the Guitar throughout American music and history. Beginning with, Jazz, the Blues, and Rock n' Roll through present day genres, such as, Glam, Alternative, Punk, Heavy Metal, Nu Metal, and many others. Instruction will also cover guitar fundamentals/equipment, the formation and presence of the acoustic guitar; with the main focus being on its successor, the electric guitar. A major emphasis will be on analyzing, understanding, and listening to music of bands and artists relevant to each genre. Throughout the course, students will work independently and collaboratively to explore and study various genres and musicians of their choice. The opportunity for student performances in the form of class presentations will be available. At the end of this course, students will walk away with a comprehensive understanding of the development and evolution of the guitar. Most importantly, how it shaped our history, culture, and music as we know it today.

Students will:

- Obtain knowledge of guitar fundamentals and history of guitar.
- Identify equipment, styles, and techniques used by various artists.
- Identify music elements, characteristics, and forms of varied music genres.
- Understand the evolution and impact of the guitar on American music, history, and culture.
- Understand and engage with music through conveying ideas, communicating and collaborating, exploring and analyzing, and connecting

Music Theory – Grades 9, 10, 11, 12

Full Year - Level E 1 Credit

The Music Theory class incorporates a study of musical notation with the creative process of composing. This class is open to all students regardless of musical experience.

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Essential Benchmarks – Student will:

- Identify all notation symbols for composing
- Explore the creative process of composition
- Identify musical form both written and aurally

Electronic Music – Grades 9, 10, 11, 12

Half Year - Level E .5 Credit

This class features working with a Roland XP50MIDI workstation, Yamaha DX 7, Macintosh and Compaq computers, TEAC3600S reel-to-reel recorder and many different sequencing programs.

Students will:

- Create music on different sequencing components and programs
- Produce sound sources and effects on a reel-to reel recorder

Voice Class – Grades 9, 10, 11, 12

Half Year – Level E .5 Credit

This course emphasizes vocal technique and provides opportunities for students to develop their vocal musical potential. Voice class instructs students in basic fundamentals of vocal development such as strengthening vocal performance, the changing adolescent male voice, increase of sight-reading skills and professional stage presence.

Students will:

- Understand proper vocal technique and styles for vocal performance
- Understand elements of music through literature study
- Perform varied solo and ensemble repertoire

Music Theatre Workshop – Grades 9, 10, 11, 12

Half Year - Level E .5 Credit

This course emphasizes vocal techniques for musical theatre. The evolution of the Broadway musical will be analyzed and studied through a variety of repertoire and media. Students will develop skills and strategies for auditioning and performance through solo and ensemble studies.

Students will:

- Understand historical concepts of musical theater
- Understand the elements necessary to perform in musical theater including proper vocal techniques
- Perform musical theater repertoire as a soloist or in an ensemble

THEATER ARTS

Introduction to Technical Theater – Grades 9, 10, 11, 12

Half Year - Level E .5 Credit

This course will provide students with an overview of the components of technical theater productions. Units include

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set design and construction, lighting design and application, sound production, costume research and design, and theater safety regulations. Students will apply their knowledge of technical theater to the actual production of selected plays.

Students will:

- Demonstrate introductory skills in all aspects of technical theater
- Understand the expertise associated with various occupations in the theater
- Understand and use the language of technical theater
- Demonstrate an understanding of the aesthetic and practical requirements of theatrical design

Introduction to Acting – Grades 9, 10, 11, 12

Half Year - Level E

.5 Credit

This course provides students with an overview of theater history and acting styles. Students will study voice, movement, character, and script analysis. The emphasis in this class will be practical and students will study and perform scenes from many different genres of theater.

Students will:

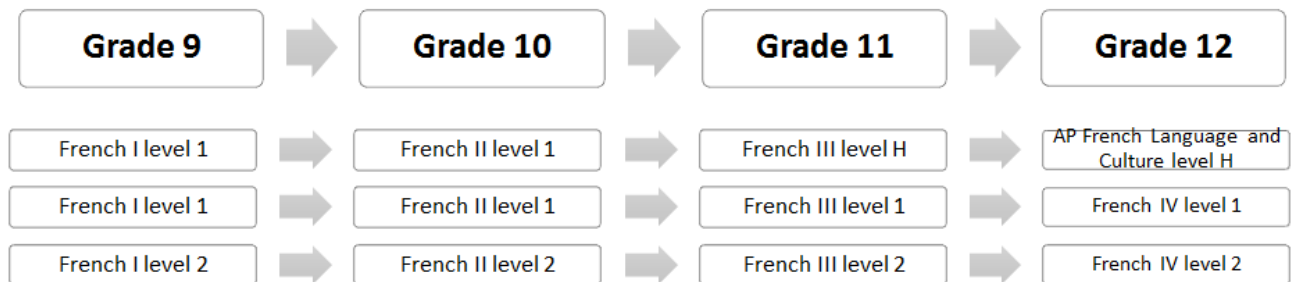
- Use voice and movement for conscious communication of thought, feeling and character
- Demonstrate skill in improvising action, dialogue and character
- Demonstrate skills of physical, emotional and social analysis through creating characters
- Critically evaluate the work of classmates

WORLD LANGUAGES

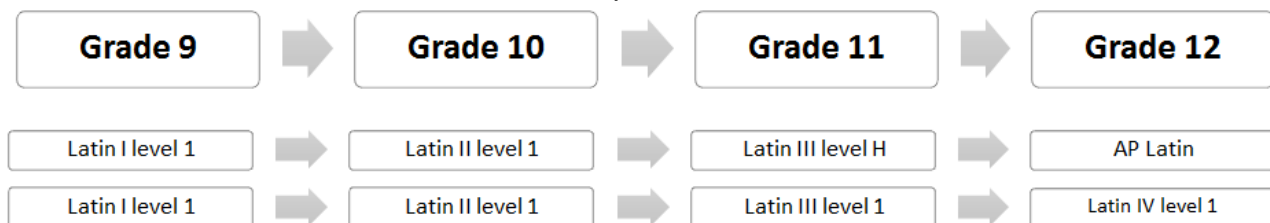
AMITY REGIONAL HIGH SCHOOL

The standard four-year pathways of World Language courses at Amity High School are dependent on a student's entry point into the language. Variations may occur for a number of reasons. Some examples include teacher recommendations, placement assessments, parent/student decisions, etc. Students with outside experience in a language should contact their school counselor before beginning the study of a language to determine proper placement.

French



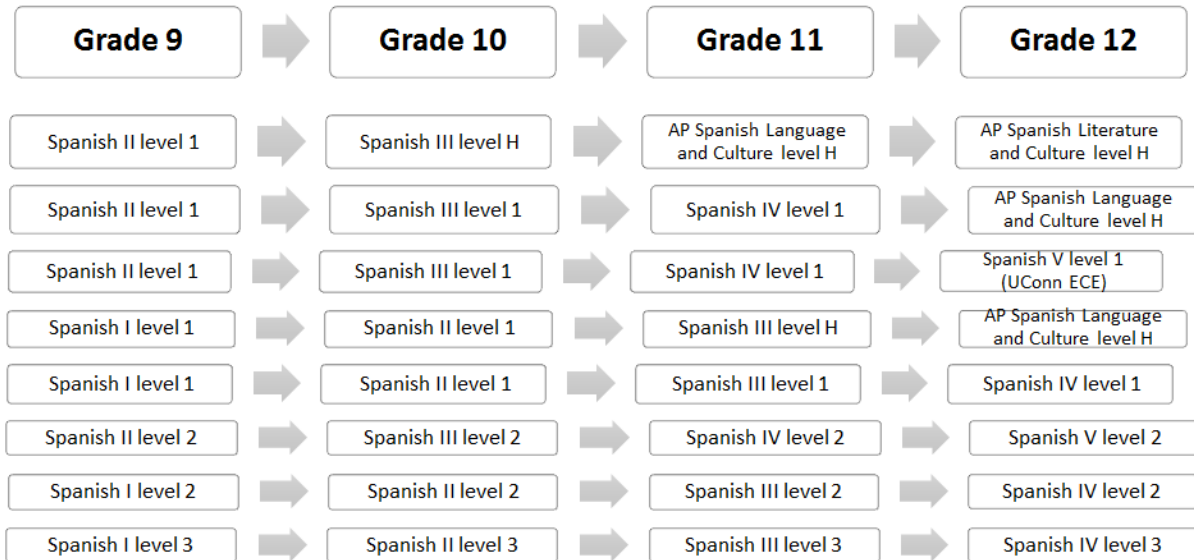
Latin



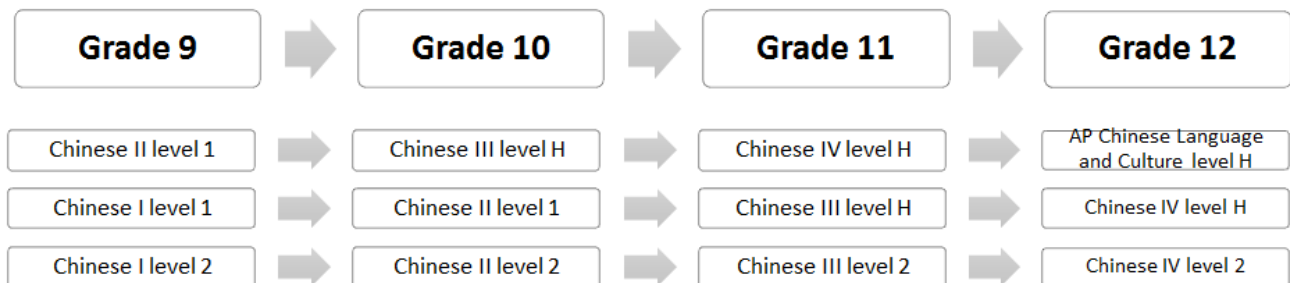
WORLD LANGUAGES

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Spanish



Chinese



WORLD LANGUAGES

AMITY REGIONAL HIGH SCHOOL

The study of one or more world languages is the key to the globalized world in the 21st century. Equipped with the ability to understand and communicate in other languages, and to understand differences and commonalities among world cultures, students who study other languages are increasingly competitive in their post-secondary studies and careers. Amity High School offers students the opportunity to study Spanish, Chinese, French, and Latin. Spanish and Chinese are offered in 7th and 8th grades, while the study of Latin and French are introduced at the 9th grade level. Students who have been successful in the study of a first language are encouraged to begin the study of a second language.

The main goal of Amity's world language program is to build students' communication skills in the target language. To assist students in improving their language proficiency, **modern language courses are taught primarily in the target language.** To empower students to increase their proficiency, each sequence of courses contains content essential for communication, assesses students on their skill mastery, and is paced accordingly. Because of the content, assessments, and pacing of each sequence of courses, **it is strongly suggested that students remain in the course and level for which they have been recommended.**

For Chinese, French, and Spanish, students build their interpretive (reading and listening), presentational (speaking and writing), and interpersonal (unrehearsed speaking between two or more people) skills. For Latin, students will improve their interpretive and presentational skills primarily through reading and writing, and they will also focus on making connections between Latin and English through the study of cognates.

The curricula in Amity's world language courses are aligned to state and national standards, and follow the ACTFL position statement that World Language classes should be conducted in the target language whenever possible. All of these standards are related to improving communication, increasing cultural awareness, making interdisciplinary connections, making comparisons among languages and cultures, and helping students to continue on the path of being lifelong learners.

The standard four-year pathways of World Language courses at Amity Regional High School are dependent on a student's entry point into the language. Variations may occur for a number of reasons. Some examples include teacher recommendations, placement assessments, parent/student decisions, etc. Students with outside experience in a language should contact their school counselor before beginning the study of a language to determine proper placement.

French I – Grades 9, 10, 11

Full Year - Levels 1, 2

1 Credit

This course will provide students with a foundational knowledge of French. It will prepare them for future study of the language, and it will also provide them with the basic skills necessary to travel to a French-speaking country. Themes covered will include daily life and typical activities of young people in francophone countries. The goal of the course is for the students to be able to communicate about basic topics in French. In this course, students will improve their interpretive, presentational, and interpersonal skills in French, as speaking, listening, reading and writing are all part of the course.

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AMITY REGIONAL HIGH SCHOOL

Students will:

- Communicate and exchange information about familiar topics and participate in short social interactions in everyday situations
- Write short messages and notes on familiar topics related to everyday life
- Understand spoken French related to familiar situations
- Understand simple texts related to familiar situations
- Demonstrate understanding of the similarities and differences between American culture and francophone cultures

Latin I – Grades 9, 10, 11, 12

Full Year - Level 1

1 Credit

This is an introductory course aimed at developing the ability to read and understand Latin. Emphasis is placed on vocabulary, forms, syntax and reading. The close correlation between Latin words and English words is noted. This course includes a survey of Roman history, Roman life and classical mythology.

Students will:

- Demonstrate reading comprehension by answering simple questions in Latin or English about short passages of Latin
- Demonstrate a knowledge of vocabulary, basic inflectional systems, and syntax appropriate to their reading level
- Translate appropriate passages of Latin
- Acquire a basic knowledge of the daily life of the ancient Romans
- Recognize common Latin roots and prefixes/suffixes in English vocabulary

Spanish I – Grades 9, 10, 11

Full Year - Level 1, 2 (by contract)

1 Credit

This course is a fast-paced course for beginners in Spanish with no previous knowledge of the language. This course may also be appropriate for those students who have taken Spanish at the middle school level but need to strengthen and master basic concepts. Listening and speaking skills are taught with emphasis on pronunciation and intonation of spoken Spanish. Grammatical structures are presented, and reading and writing skills are gradually introduced. Students will become acquainted with Hispanic cultures and civilization. **This course is conducted in Spanish.**

Students will:

- Understand the spoken language relating to familiar situations when spoken at a moderate speed
- Read selected passages within the context of acquired vocabulary and grammar
- Write short responses on a variety of topics, and answer personal questions within the acquired vocabulary and grammar
- Possess a knowledge of aspects of Hispanic cultures pertaining to leisure-time activities, festivals, and traditions

WORLD LANGUAGES

AMITY REGIONAL HIGH SCHOOL

Spanish I – Grades 9, 10, 11

Full Year - Level 3

1 Credit

This course is for beginners in Spanish with no previous knowledge of the language, or for students who were not initially successful in their studies of middle school Spanish. The pacing of this course allows students time to practice newly introduced concepts and use them in context. Listening and speaking skills are taught with emphasis on pronunciation and intonation of spoken Spanish. Grammatical structures are presented, and reading and writing skills are gradually introduced. Students will become acquainted with Hispanic cultures and civilization.

Students will:

- Understand the spoken language relating to familiar situations when spoken at a moderate speed
- Read selected passages within the context of acquired vocabulary and grammar
- Write basic sentences and answer personal questions within the acquired vocabulary and grammar
- Possess a knowledge of aspects of Hispanic cultures pertaining to leisure-time activities, festivals, and traditions

Spanish II – Grade 9, 10, 11, 12

Full Year – Level 1

1 Credit

Prerequisite: 8th grade advanced Spanish or Spanish I level 1, and teacher recommendation

This **accelerated** course is designed for those students who have successfully studied Spanish in 7th and 8th grades or have completed Spanish I. More sophisticated structures are studied and applied for communication. Students will learn how to communicate about events taking place in the past, present, and future time frames. Reading and writing of a more advanced nature are introduced.

Students will:

- Understand the spoken language relating to familiar situations when spoken at a moderate speed
- Initiate and respond to open ended questions related to current, past, and future events in special fields of interest
- Prepare and carry out memorized presentations related to course content
- Comprehend abridged and adapted written materials, as well as appropriate authentic materials
- Write letters or short compositions on familiar topics
- Demonstrate knowledge of the similarities, differences, and connections between the United States' culture and the cultures of the Spanish speaking world

Spanish II – Grade 9, 10, 11, 12

Full Year - Level 2

1 Credit

Prerequisites: Spanish I or successful completion of 8th grade Spanish

This course is designed for those students who have successfully studied Spanish in 7th and 8th grades or have completed Spanish I. More sophisticated structures are studied, practiced, and applied for communication. The skills of reading short passages and writing paragraphs are reinforced and practiced.

Students will:

- Understand the spoken language relating to familiar situations when spoken at a moderate speed with some repetition
- Initiate and respond to simple statements about current, past, and future events in special fields of interest
- Comprehend abridged or adapted printed material dealing with course content
- Write letters or short compositions on familiar topics after guided and modeled instruction

WORLD LANGUAGES

AMITY REGIONAL HIGH SCHOOL

- Demonstrate knowledge of the similarities, differences, and connections between the United States' culture and the cultures of the Spanish speaking world

Spanish II – Grade 9, 10, 11, 12

Full Year - Level 3

1 Credit

Prerequisites: Spanish I L3

This course is a continuation of Spanish I level 3. . More sophisticated structures are studied which vary according to each level. Reading and writing of a more difficult nature are introduced.

Students will:

- Understand the spoken language relating to familiar situations when spoken at a moderate speed with repetition
- Initiate and respond to simple statements about topics related to course content
- Comprehend written materials dealing with course content with scaffolding
- Write short responses to questions or prompts, with the use of scaffolding and modeling
- Demonstrate knowledge of the similarities, differences, and connections between the United States' culture and the cultures of the Spanish speaking world.

Chinese I - Grades 9, 10, 11, 12

Full Year – Levels 1, 2

1 Credit

Chinese I is an introduction to the four basic skills involved in the acquisition of Mandarin Chinese: listening, speaking, reading and writing. This course is appropriate for students with no knowledge of Chinese, or whose basic foundation from 7th and 8th grade needs reinforcement. During the first year, the emphasis will be on listening and speaking. We will use a communicative approach, designing classroom and home-use exercises that foster the use of Chinese to exchange basic information and to communicate ideas. Students in this course will also study Chinese culture.

Students will:

- Understand the spoken language relating to familiar situations when spoken at a moderate speed
- Initiate and respond to personal questions with acquired vocabulary and grammar
- Read selected passages within the context of acquired vocabulary and grammar
- Write the simplified Chinese characters, using the correct stroke order for each character
- Demonstrate some social competence of Chinese culture pertaining to home, family, school, leisure-time activities festivals, and traditions

Chinese II - Grades 9, 10, 11, 12

Full Year – Levels 1, 2

1 Credit

Prerequisite: Chinese I or 7th and 8th grade Chinese with recommendation

The second year of Chinese language study continues to stress listening and speaking skills, especially free discussion and expression on topics of concern to high school students. Reading and writing exercises are given a larger share of daily activity. Cultural materials acquaint the students with some aspects of daily life and history in Chinese speaking areas.

Students will:

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AMITY REGIONAL HIGH SCHOOL

- Initiate and respond to simple statements and maintain uncomplicated face-to-face conversation in familiar topics about current, past and future events
- Read simple authentic material within a familiar context
- Write simplified Chinese characters, using correct stroke order for each character
- Write guided paragraphs
- Use new information and perspectives to demonstrate similarities, differences, and connections between the cultures of the United States and China

SPECIAL PROGRAMS

AMITY REGIONAL HIGH SCHOOL

School Choice

The Connecticut State Board of Education offers parents and students choices among a range of educational programs and settings to maximize the opportunity for each student to achieve his/her highest potential. The options offered to Amity students through this program include magnet, charter and vocational-technical schools, Open Choice, inter-district programs and vocational agricultural centers. Students interested in enrolling in one of these programs can obtain information from the Amity Counseling Department or the CT State Board of Education.

Educational Center for the Arts (ECA)

The Educational Center for the Arts offers programs in dance, music, creative writing, and theatre and visual arts. The curriculum is designed to develop student talent by placing students in courses or projects where they work as an artist with a professional artist/teacher to achieve balance in developing technical skills, imagination and critical thinking skills. Amity students enroll in this program as their 5th and 6th class and attend ECA in the afternoon. ECA is a full year, 2 credit honors course open to students in grades nine through twelve. Information on this program is available from the ECA counselor liaison in the Amity Counseling Department

Teen Teaching Program

This inter-district program is designed for students who are considering a career in teaching. Students receive instruction in classroom methods through pre-teaching activities. They are required to participate in a mentoring program at a school of their choice and observe a host teacher for a pre-determined number of hours. Students meet once a cycle with the Amity program coordinator to review their progress and status. The Amity students in this program meet with students from other area high schools to attend lectures and activities relevant to their interest in pursuing a career in teaching. Students enroll in this program for a semester and receive .25 credit. Students may enroll in this program once while at Amity.

Early Graduation

Early Graduation is an option available to seniors who will have fulfilled their graduation requirements by the middle of their senior year. Students interested in this program should see their counselor for further information **before registering** for senior year courses. Students should submit a letter of intent, outlining their reasons and plans to their counselor and the Director of Counseling Services.

students should see the Career Counselor.

Independent Study/Academic Program

Sophomores, juniors and seniors may apply for the Independent Study/Academic Program. After review and approval by a faculty committee, the student begin an in-depth study of the approved subject under the supervision of a faculty sponsor. Independent study projects cannot overlap or duplicate material in the high school curriculum. They also cannot be used to fulfill a graduation or distribution requirement. Independent study may be done for one semester or for the full year. Students completing a full year study will receive 1 credit and .5 for 1/2 year study. Honors or Level 1 credit is awarded for successful completion of the project. Students should see their school counselor for more information.

SPECIAL PROGRAMS

AMITY REGIONAL HIGH SCHOOL

Community Service Program

The Community Service program provides students with an opportunity to try different volunteer activities, group fund raising and individual service projects. Students must complete sixty (60) hours of volunteer work per semester to receive .5 credits. Students who wish to participate in the program on a .25 basis (30 hours of volunteer time) may do so with the advisor's permission. The .25 credit option cannot be used as sixth class. Credit is awarded as Pass/Fail. All community service projects must be supervised by an adult who is not a family member. Hours completed in this program cannot be applied to the Community Service Distinction program.

Senior Service Learning Program

Seniors in their second semester may elect to participate in our Senior Service Learning Program. Accepted students complete formal class work prior to the end of the school year and culminate their high school education with a real-world work experience. Students must apply in January and be in good standing with the school academically and behaviorally. Participants must present a culminating project at the Presentation Forum. Detailed information on this program is available in the Career Center.

Student Interest Project

The Senior Interest Project (SIP) is a comprehensive project that is to be developed, designed and executed solely by the student(s). Project ideas must be pre-approved and seniors must present their projects at the Presentation Forum in June. SIP will take place during the last month of the school year (May/June) and students will continue to report to school every day.

Yale/Southern CT State University Partnership/Gateway Community College Partnership

Seniors may enroll in one undergraduate course at Yale University, Southern CT State University or Gateway Community College as part of the partnership programs Amity High School has with these institutions. These programs are designed to allow students to complete graduation requirements at Amity while broadening their educational experience at the college level. With assistance from the Amity Counseling Department, partnership application is made to Yale, SCSU or Gateway prior to the semester. Students are responsible transportation to/from these college campuses.

THREE ALTERNATIVE ROUTES TO A HIGH SCHOOL DIPLOMA

Hamden Adult Education

Students may earn an Amity Adult Education diploma by attending night classes at Hamden High School. This program is well suited for students who need credits for graduation but want or have a job during the day. The course of studies is tailored to the individual to help students earn their diploma as quickly as possible. Courses are offered

SPECIAL PROGRAMS

AMITY REGIONAL HIGH SCHOOL

in English, Math, Social Studies & Science. This program is *free* to Amity students. To enroll in this program, students first must withdraw from Amity High School, and then register in person at Hamden Adult Education. Students who complete this program *earn an Amity diploma*. Information about this program can be obtained on the web (<http://www.hamdenadulthood.org/>) or by calling 203-407-2028. Registration for this program occurs at several times during the school year.

GED (General Educational Development) Tests

Students may earn their high school equivalency diploma by taking and passing the GED (General Educational Development) Tests. The GED tests consist of five sections: Language Arts/Writing Skills, Social Studies, Science, Language Arts/Reading and Mathematics. Exams are offered monthly through the Hamden Adult Education Program at Hamden High School, but one must register three weeks in advance of the exam. It is possible for students to obtain their GED diploma within a month if they pass all five sections of the GED. Students can prepare independently for the GED, but are advised to take a practice test to find out what areas they may have to study in order to pass this test. Students also may enroll in the free course to prepare for the GED. To take the GED test, individuals must be age 17 or older & withdrawn from high school. To be eligible to take the GED, those under age 19 must provide their high school transcript and proof that they have been withdrawn from school for at least 6 months or that their high school class has already graduated. There is \$13 fee to take the GED. Call 203-773-9211 at Hamden High School to register for the GED or the free test prep course.

Job Corps

Job Corps is the nation's largest technical training and education program for young people at least 16 years of age that qualify as low income. A voluntary program administered by the U.S. Department of Labor, Job Corps provides eligible young people with the opportunity to gain the experience they need to begin a career or advance to higher education.

Job Corps is a free education and vocational training program designed to help students' ages 16-24 earn a high school diploma or GED, learn a trade, take college prep courses, obtain a driver license and get help finding a good job, make more money, and take control of their lives. Job Corps has more than one hundred campuses throughout the United States. Students receive housing, meals, basic health care, a living allowance, training and preparation for a career, all at no cost. In addition, Job Corps provides career counseling and transition support to students for up to 21 months after graduation from this program. Resources are available for English language learners. Job Corps is based on the principles of quality services and individual instruction to meet students' needs. It offers career training in more than 100 occupation areas, including automotive and machine repair, construction, finance and business services, health care, hospitality, information technology, manufacturing, renewable resources and more. All training programs are aligned with industry certifications and are designed to meet the requirements of today's careers.

Visit the Job Corps website
(<http://www.jobcorps.gov>)

or call (800) 733-JOBS or (800) 733-5627 to learn more about Job Corps, be referred to an admissions counselor closest to where one lives and obtain an information packet.