

# Program of Studies

Effective August 2012

## Canton High School

Canton, CT 06019

### Administration

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## CANTON HIGH SCHOOL

### Mission Statement and 21<sup>st</sup> Century Learning Expectations

**Mission:** To engage *all* students in learning by providing a rigorous and relevant curriculum in an environment of mutual respect and personal responsibility.

#### **Academic Expectations:**

Students will be:

- 1) Effective writers
- 2) Critical readers
- 3) Competent problem solvers
- 4) Effective communicators
- 5) Discriminating users of technology

#### **Social Expectations:**

Students will:

- 1) Demonstrate a willingness to resolve conflicts responsibly
- 2) Assume responsibility for their own behavior
- 3) Act with respect and acceptance of others

#### **Civic Expectations:**

Students will:

- 1) Understand the responsibilities of citizenship
- 2) Appreciate the diversities of American and global cultures
- 3) Make positive contributions to the school and to the community

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## **NON-DISCRIMINATION**

The Canton School District does not discriminate in educational programs, services, or employment on the basis of race, sex, sexual orientation, color, religion, age, marital status, national origin, ancestry, present or past history of mental disorder, mental retardation, learning disability or physical disability, or any other legally protected class, under the provisions of Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Civil Rights Act of 1987, the Americans with Disabilities Act of 1991, and the appropriate state laws.

The Non-Discrimination Compliance Policies for the Canton School System are published annually in employee and student handbooks and are made available through the Superintendent's Office.

In order to provide prompt, equitable resolutions to citizen, student, employee, individuals under contract, and volunteers' complaints, the Board of Education has adopted a complaint procedure that is available in the Superintendent's and all school offices.

Students may not be discriminated against in the following areas: access to and use of school facilities, vocational education, student rules, regulations and benefits, competitive activities, school-sponsored extracurricular activities, physical education, guidance and counseling, enrollment in courses, classroom assignments, treatment by teachers, graduation requirements, treatment as a married and/or pregnant student, health services, or most other aid or services.

## **PURPOSE OF THE PROGRAM OF STUDIES**

The Program of Studies is written for the purpose of informing students, parents, and other interested persons about the curriculum offerings and program requirements at Canton High School. As do most such institutions, our school attempts to provide its students with multiple opportunities to meet the 11 expectations for student learning found in our Mission Statement.

### **Course Credit**

Most courses carry a certain specified amount of credit. A student may earn course credit by:

1. Earning a passing grade (D- or above) at the conclusion of a course.
2. Fulfilling attendance requirements of no more than twenty (20) absences in a year-long course and no more than ten (10) in a semester course. For a complete description of the school attendance policy, see the CHS Handbook.

## PROMOTION AND GRADUATION

A diploma can be earned by accumulating at least twenty-four (24) credits in a four-year period. This includes fulfilling all state and local requirements as outlined here. No course taken prior to grade nine will count for credit. Students will be promoted or retained subject to these requirements.

<u>To Grade</u>	<u>Number of Earned Credits Needed</u>
10	5
11	12
12	17
Graduation	Minimum of 24 Credits

## REQUIRED PROGRAMS

The Connecticut General Assembly has prescribed certain requirements which all state high school graduates must fulfill. These requirements have been further defined and acted upon by the Canton Board of Education. A summary of requirements follows:

<u>Subject Area</u>	<u>Credits Required</u>	<u>Brief Description</u>
English	4	A program is provided at each level which is geared to the ability of the individual student.
Mathematics	3	The department makes strong recommendations regarding courses geared to students' ability levels.
Science	3	Freshmen take Integrated Science, followed by Biology. Accelerated freshmen take Honors Biology followed by Chemistry.
Social Studies	3	Students must earn 1 credit in U.S. History and .5 credit in Government. In addition, all students must take The World in Transition and Economics. Additional electives are available.
Health & Wellness	1	Freshmen and Sophomores must take Health/Wellness for .5 credits.
Fine Arts and/or Vocational Education	1	Students must take at least 1 credit in Art, Family and Consumer Science, Technology Education, and/or Music.
Electives	9	In any of the subject areas

Detailed information about all courses can be found under each Department's listing. Unless all of the above requirements are met, a diploma cannot be granted regardless of the total number of credits earned.

## **DEMONSTRATION OF PERFORMANCE STANDARDS (All students must meet the Language Arts, Mathematics, and Science portions of the policy below.)**

### Language Arts

Each student must demonstrate completion of the district's performance standard in Language Arts by meeting at least one of the following criteria:

1. CAPT scores in bands 3, 4, or 5 on both the Reading Across the Disciplines and Writing Across the Disciplines tests.
2. PSAT Critical Reading and Writing scores received in the junior year that are at or above 45.
3. A "C-" or better on specific assessments embedded in grades 11 and 12 English and social studies classes which are aligned with the skills measured on the CAPT Reading and Writing Across the Disciplines tests.

### Mathematics

Each student must demonstrate completion of the district's performance standard in Mathematics by meeting at least one of the following criteria:

1. CAPT scores in band 3, 4, or 5 on the Mathematics test.
2. PSAT math score received in the junior year that is at or above 45.
3. A "C-" or better on specific assessments in grades 11 and 12 math classes which are aligned with the skills measured on the CAPT Math test.

### Science

Each student must demonstrate completion of the district's performance standard in Science by meeting at least one of the following criteria:

1. CAPT scores in band 3, 4, or 5 on the Science test.
2. A "C-" or better on specific assessments in grades 11 and 12 science classes which are aligned with the skills measured on the CAPT Science test.

### Special Education Considerations

Special Education students whose disabilities interfere with their test performance may be exempted from this graduation requirement. This will be determined by the Planning and Placement Team after the student has made at least one attempt to meet the standards. Exemption from the "one attempt" requirement could also be made by the P.P.T. if the student's cognitive abilities justify such exemption. For those students who are completely exempted, the Planning and Placement Team will develop an alternative assessment that will be in line with the student's cognitive abilities and post-secondary transition goals.

### Implementation of Performance Standards

1. Juniors who have scored in band 1 or band 2 on the CAPT Reading Across the Disciplines exam or the CAPT Writing Across the Disciplines exam in grade 10 and have a score lower than 45 on each of the Critical Reading and Writing PSAT tests in grade 11 will need to earn a grade of C- or better on specific assessments in grade 11 English and social studies classes which are aligned with the skills measured on the CAPT Reading and Writing Across the Disciplines tests. Multiple opportunities will be provided for the student to earn a C- or better. Students will be informed in advance which assessments are related to CAPT. Students may be assigned to the Writing Center for additional support.
2. Juniors who have scored in band 1 or band 2 on the CAPT Mathematics exam in grade 10 and have a score lower than 45 on the mathematics PSAT in grade 11 will need to earn a grade of C- or better on specific assessments in grade 11 math classes which are aligned with the skills measured on the CAPT Math test. Multiple opportunities will be provided for the student to earn a C- or better. Students will be informed in advance which assessments are related to CAPT. Students may be assigned to the Math Lab for additional support.

3. Juniors who have scored in band 1 or band 2 on the CAPT Science exam in grade 10 will need to earn a grade of C- or better on specific assessments in grade 11 science classes which are aligned with the skills measured on the CAPT Science test. Multiple opportunities will be provided for the student to earn a C- or better. Students will be informed in advance which assessments are related to CAPT.
4. Once a student earns a C- or better on assessments related to the area(s) of deficiency the student will have satisfactorily met the performance standards for that particular subject.
5. Students with 10<sup>th</sup> grade CAPT scores in bands 1 or band 2 who have failed to meet the junior CAPT requirements above, and 12<sup>th</sup> grade transfer students who have not met the performance standards as set forth in this policy, will be required to earn a grade of C- or better on specific assessments in grade 12 related to one or more subject areas: English, social studies, mathematics and/or science. Multiple opportunities will be provided for the student to be successful. Failure to earn a C- by June 1<sup>st</sup> will result in the denial of graduation for that particular student.

### **HOW TO PLAN YOUR PROGRAM**

Canton High School does not group courses in traditional curricular categories (i.e., College Preparatory, General, and Vocational). Rather, the school provides a combination of basic required courses and interesting electives. We encourage the student (with help from parents and school personnel) to select courses which are appropriate for the individual. Every reasonable effort is made to enroll students in courses they choose. Students are generally able to get the program they wish, subject to these simple rules:

1. Enrollment figures justify offering the course and budget monies are available to fund the course.
2. Where enrollment is limited and conflicts occur, juniors and seniors receive first priority in scheduling.
3. Students in grades 9-12 may not enroll for fewer than 6 credits unless approved by an administrator.

Canton graduates customarily proceed to a variety of post-secondary activities; four-year colleges, two-year colleges, specialized training, military service, and various types of employment. A student who is undecided about which of these options to pursue should plan the most challenging program his or her abilities will allow. Whether students have chosen a career or not, these suggested programs should be of help in deciding what combination of courses to take.



## TWO-YEAR OR JUNIOR COLLEGES

Students who have decided to attend a two-year college or specialized school should also consult catalogs and counselors for information about requirements as these can vary greatly. In general, a suitable program might consist of:

- English 4 credits, as required
- Mathematics 3 credits, including Algebra and Geometry
- Science 2.5 credits including some combination of Biology, Chemistry, and/or Physics
- Social Studies 3 credits, as required
- World Languages 2 years of the same language
- Vocational and Fine Arts As many in area of interest as possible

Where students have been able to identify specific specialties while still in high school, school requirements can serve as a guide to structuring an appropriate program. Some examples are:

- **Business Schools** may have some requirements for entrance. To be on the safe side, you should consult with your Guidance Counselor and the catalogs available in the Library or on the web.
- **Vocational Technical Schools** usually require a strong mathematics program including Algebra, Geometry, Physics, and Technology Education courses.

## MILITARY SERVICE

Students who make an early decision to enter military service need to study recruiting publications and consult with recruiters and counselors. The two-year college program, as outlined previously, provides a good general background for the various military branches.

## EMPLOYMENT

Students who plan to enter the workforce upon graduation need to acquire a good general education. Employers look for strong basic skills, especially in English and mathematics, when considering prospective employees. A suitable program might consist of:

- English 4 credits, as required
- Mathematics 3 credits, including Algebra
- Science 3 credits, including courses in general science or electives
- Social Studies 3 credits as required
- Vocational As many electives in area of interest as possible

## **NOTE TO STUDENTS**

Before you start to select your courses, you are urged to consider your:

- Interests and plans;
- Motivation and drive;
- Abilities, aptitudes, skills, and talents;
- Job, college, and school requirements;
- Past performances;
- Strengths and weaknesses.

## **NOTE TO PARENTS/GUARDIANS**

We urge you to consider the following:

- Try to keep your own interests and ambitions separated from your child's unless you are sure they are in agreement.
- Guide and encourage your child.
- Work together with your child and with us to ensure the best possible education.
- Try to help your child develop an attitude of responsibility toward school.
- Once a subject has been chosen, encourage your child to see it through to the end. If the course is chosen with your child's ability, past performance, and aptitude in mind, there is seldom any need for a change in course.

Every Canton High School course is described in this Program of Studies. If there is any doubt as to the choice your child should make, call us, email us, write us or come in and see us. The Administration, Faculty, and Guidance Department stand ready to assist you.



## ENGLISH

The required English courses stress oral and written expression, listening, vocabulary development, and literary knowledge and appreciation using the active processes of reading, writing, and viewing. At each grade level, classes vary according to the difficulty of the material under study and the skills and strategies taught. Each student is assigned to a required English class.

Each student must satisfactorily complete one credit of English each year in order to attain the four credits required for graduation. A maximum of one credit per year will be allowed, and course work for each grade level unit must be satisfactorily completed before the next grade level unit may be taken, unless permission is granted by the department chair and/or an administrator.

Senior electives are open to juniors if space is available.

The English courses are divided into different levels of instruction: Academic, Honors, and Advanced Placement.

All English courses address the school's academic 21<sup>st</sup> Century learning expectations that students will be effective writers, critical readers, and effective communicators.

<b>English Academic</b>	<b>9</b>	<b>Full Year</b>	<b>1 Credit</b>
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The English 9 Academic course focuses on reading and the writing process, with emphasis placed on literary analysis and the interpretation of nonfiction works. Students read and respond to short fiction selections and nonfiction, as well as to longer works such as *Romeo and Juliet*, *Of Mice and Men*, *Animal Farm*, *Tuesdays with Morrie*, and *Night*. A vocabulary, grammar, and mechanics program is a part of the course.

<b>English Honors</b>	<b>9</b>	<b>Full Year</b>	<b>1 Credit</b>
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English 9 Honors emphasizes the honing of reading, writing, speaking, and listening skills through fast-paced and intensive classroom activities, challenging writing, and homework assignments. Texts include *Animal Farm*, *Of Mice and Men*, *Tuesdays with Morrie*, *Romeo and Juliet*, *In the Time of the Butterflies*, and collected short stories, poems, articles and essays.

<b>English Academic</b>	<b>10</b>	<b>Full Year</b>	<b>1 Credit</b>
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English 10 Academic emphasizes reading and writing about fiction and nonfiction. The goals are to foster the enjoyment of reading and writing, to create awareness of the connections between the two, to develop writing skills, and to increase reading comprehension. Works include *Lord of the Flies*, *The Bean Trees*, short stories, biographies, articles, and essays. Special emphasis is placed on short story analysis and extemporaneous writing in preparation for the CAPT. Students will write personal narratives and complete a research paper as well.

<b>English Honors</b>	<b>10</b>	<b>Full Year</b>	<b>1 Credit</b>
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English 10 Honors emphasizes writing in response to reading. Students study works such as *The Bean Trees*, *Lord of the Flies*, *Catcher in the Rye*, and *Into the Wild* in their entirety. In addition to frequent expository essay assignments related to the reading, students write personal essays, poems, and a research paper. Grammar centers on syntax and usage. Further concentration is placed on the analysis of short stories through extemporaneous writing as required for the CAPT and on grammar, mechanics, and structured vocabulary study for the PSAT and SAT.

<b>English Academic</b>	<b>11</b>	<b>Full Year</b>	<b>1 Credit</b>
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The focus of eleventh grade English Academic is American literature taught through an anthology and such works as *The Crucible*, *Their Eyes Were Watching God*, and contemporary novels and nonfiction. Eleventh grade students are expected to write a research paper using at least three sources, an accurate works cited page, and a proven thesis. Essay writing is an integral part of this program, including grammar lessons based on individual writing needs. Concentration is also placed on PSAT and SAT preparation.

<b>English Honors UCONN Early College Experience*</b>	<b>11</b>	<b>Full Year</b>	<b>1 Credit</b>
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This course is a survey of American literature designed to enrich and expand the study of American history. Texts include classics such as *The Scarlet Letter*, *The Crucible*, *Adventures of Huckleberry Finn*, *Ragtime*, *The Great Gatsby*, *The Grapes of Wrath*, along with selected contemporary fiction and nonfiction and a variety of essays, speeches, short stories and poetry. Emphasis is on analysis and argument. Students will write often with a variety of argument assignments.

\* English 11 Honors is approved for freshman English college credit (4 semester credit hours at a cost of \$25 per hour) through The University of Connecticut Early College Experience. These credits are transferable to most colleges and universities throughout the country.

AP English Language and Composition UCONN Early College Experience*	11	Full Year	1 Credit
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**Prerequisites:**

- 1) **Sophomore English teacher recommendation**
- 2) **Writing portfolio review and approval by Department Chairperson for all other applicants**

The AP English Language and composition course engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. The emphasis is on American literature, in step with the 11<sup>th</sup> grade history sequence. Major works representative of this course include: *The Scarlet Letter*, *The Crucible*, *Ragtime*, *The Great Gatsby*, *The Grapes of Wrath*, *The Things They Carried*, along with a wide variety of essays, speeches, short stories, and poetry. Summer reading of assigned texts is required. Students accepted into the program are expected to complete all required work and **are required to take the AP English Language and Composition Examination.**

This course prepares student for college interdisciplinary writing and for the AP exam in May which can yield college credit for scores of 3, 4, or 5 (on a 5 point scale), depending on the requirements of the individual colleges.

\* AP English Language is also approved for American Studies college credit (3 semester credit hours at a cost of \$25 per hour) through The University of Connecticut Early College Experience. These credits are transferable to most colleges and universities throughout the country.

## Grade 12 and English Electives

The following English electives are offered for Grade 11-12 students. Each senior should select a minimum of 1.0 credit. Additional electives may be chosen only if the elective is under-enrolled. In addition to the literary, thematic, and skills focus of the particular class, students can expect that vocabulary, first person narrative writing (college essays), and SAT preparation will be part of the fall section of each course. If students need or desire additional support with SAT preparation or their college essays during both the fall and spring semesters, English teachers will continue to provide that guidance through individual conferencing.

<b>AP English Literature &amp; Composition</b>	<b>12</b>	<b>Full Year</b>	<b>1 Credit</b>
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**Prerequisite:**

- 1) Junior English teacher recommendation**
- 2) Writing portfolio review and approval by Department Chairperson for all other applicants**

Advanced Placement Literature and Composition is a rigorous college-level course designed to engage highly motivated English students through intensive study of representative works from various genres and periods. A variety of writing activities provide students with opportunities to reinforce their close reading and critical analysis skills and to sharpen their understanding and appreciation of literary artistry. Although the primary focus is on expository, analytical, and argumentative literary essays, supplemental creative writing and research assignments allow students to experience the process of deliberately creating literature and to learn about its various contexts. All writing assignments are designed to develop students' ability to communicate their understanding and interpretation of literature clearly, cogently, and elegantly. Students accepted into this program are expected to take the AP exam.

This course prepares students for the AP exam in May which can yield college credit for scores of 3, 4, or 5 (on a 5 point scale), depending on the requirements of the individual colleges.

<b>Journalism</b>	<b>11-12</b>	<b>Semester</b>	<b>.5 Credit</b>
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**Prerequisite: Completion of Grade 10 English**

The Journalism course begins with the history of American journalism to help students appreciate the role that the news media has played and continues to play in a democratic society. Intertwined with history are the examination of First Amendment freedom and the responsibility of the press. Subsequent units will focus on defining news and how to gather it, the art of interviewing, copyediting, writing news stories, opinion writing, feature writing, sports writing, headlines, layout and design, photojournalism, advertising, basic newspaper production, overview of other types of media, and careers in journalism. The culmination of the course is the production of a school newspaper.

Juniors enrolled in Journalism must also take English 11; for seniors, this course would count as 0.5 English credit.

<b>Creative Writing</b>	<b>11-12</b>	<b>Semester</b>	<b>.5 Credit</b>
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Creative Writing is an elective course for students of all ability levels who are interested in studying and experimenting with all of the many genres of creative written expression: personal journals, poetry, personal narratives, essays, short fiction, drama, and song lyrics. Students engage in frequent creative writing exercises, maintain journals of their ideas, read and select classical and modern models, write freely in all genres, experiment with their own style and voice, revise their work, create portfolios of their best pieces, share their work with their peers, and provide their peers with feedback. Ultimately, students will seek out other audiences for sharing and receiving recognition for their work. Students will be encouraged to submit their pieces to Canton Schools’ website, an in-house magazine, and outside competitions and publications.

<b>Heroes &amp; Monsters Honors</b>	<b>12</b>	<b>Semester</b>	<b>.5 Credit</b>
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This fast-paced course gives students a chance to look at a fabulous array of splendid heroes and evil monsters in literature and uncover the themes that come out of the mayhem surrounding them. Students will also look at the role of the fantasy-based, romantic hero tradition and modern real-life heroes and monsters. What does the appeal of these fantastic characters reveal about human nature? Using a wide variety of imaginative literature from White’s *The Once and Future King*, to *Beowulf* and John Gardiner’s *Grendel*, to Mary Shelley’s *Frankenstein*, students will examine the roots of good and evil and the havoc that results when these forces collide.

<b>Heroes &amp; Monsters Academic</b>	<b>12</b>	<b>Semester</b>	<b>.5 Credit</b>
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This course gives students a chance to look at a fabulous array of splendid heroes and evil monsters in literature and uncover the themes that come out of the mayhem surrounding them. Students will also look at the role of this fantasy-based, romantic hero tradition. What does the appeal of these fantastic characters reveal about human nature? Using a wide variety of imaginative literature from T.H. White’s *The Once and Future King* to *Beowulf* and *Dracula*, students will examine the roots of good and evil and the havoc that results when these forces collide.

<b>Shakespeare Honors</b>	<b>12</b>	<b>Semester</b>	<b>.5 Credit</b>
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Shakespeare is a course for students of all abilities who are especially interested in studying the plays of William Shakespeare in more depth. Students will look at Shakespeare’s times and career, exploring the controversies that surround his writing and uncovering what makes his work so enduring that he remains the most famous writer ever with no one on the horizon to challenge that title. They will read and compare several comedies, tragedies, histories, and romances, and learn the elements of each, often comparing them to one or more film versions. The class will culminate with the “Olden Globes,” an awards show for Shakespeare’s work.

<b>Utopias Honors</b>	<b>12</b>	<b>Semester</b>	<b>.5 Credit</b>
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Throughout time, man has dreamed about, and occasionally acted upon, the desire to create a perfect society, a utopia. This course will examine both utopian and dystopian literature and film and the types of cultures represented in a variety of works. Students will read Thomas Moore's *Utopia*, George Orwell's *1984*, Aldus Huxley's *Brave New World*, *Brave New World Revisited*, and Margaret Atwood's *The Handmaid's Tale*, as well as examine the utopias or dystopias created in films.

<b>Public Speaking</b>	<b>11-12</b>	<b>Semester</b>	<b>.5 Credit</b>
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This course is for students of all ability levels who are interested in improving their public speaking. Students will read, view, and critique famous speakers and speeches, from Abraham Lincoln and Martin Luther King to George Bush and David Pelzer, as well as learn to write and deliver speeches and effectively use software to enhance their own presentations to an audience of their peers. A public speaking textbook will be provided. Videotaping will allow students to evaluate their own work.

<b>Senior Project Academic</b>	<b>12</b>	<b>Semester</b>	<b>.5 Credit</b>
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In Senior Project Academic, students select a topic of personal interest to explore and develop. They meet with the teacher for several days per week for instruction and small-group discussion about their projects and research. The remainder of the week, they do field work related to their projects. Students who take Senior Project Honors will be expected to: research a topic, select and plan a project, budget time and resources, uncover and expand real-world skills, reflect on personal strengths and set goals to strengthen weaknesses, use journals to problem-solve, engage in group problem-solving, and write and speak articulately about an area of interest. In addition, each Senior Project student will complete approximately 20 hours of community involvement, and a major culminating presentation. Senior Project Academic will meet conjointly with Senior Project Honors and students will be graded for their work. Senior Project does not meet NCAA eligibility for English; students planning to play sports in college must take Senior Project in addition to another English course.

<b>Senior Project Honors</b>	<b>12</b>	<b>Semester</b>	<b>.5 Credit</b>
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In Senior Project Honors, students select a topic of personal interest to explore and develop. They meet with the teacher for several days per week for instruction and small-group discussion about their projects and research. The remainder of the week, they do field work related to their projects. Students who take Senior Project Honors will be expected to: research a topic, select and plan a project, budget time and resources, uncover and expand real-world skills, reflect on personal strengths and set goals to strengthen weaknesses, use journals to problem-solve, engage in group problem-solving, and write and speak articulately about an area of interest. In addition, each Senior Project student will complete approximately 20 hours of community involvement, and a major culminating presentation. Senior Project Honors will meet conjointly with Senior Project Academic and students will be graded for their work. Senior Project does not meet NCAA eligibility for English; students planning to play sports in college must take Senior Project in addition to another English course.

<b>Contemporary Film &amp; Literature</b>	<b>12</b>	<b>Semester</b>	<b>.5 Credit</b>
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Contemporary Film & Literature is a course designed to examine post-1960 film and fiction by introducing students to the themes, ideas, and techniques employed by a variety of contemporary filmmakers and writers, with the objective of developing an appreciation for quality in film and fiction. This course introduces students to film as an art form with an emphasis on significant contemporary American and foreign films. In addition, students read literature that has either been adapted to film, examine similar themes, or share similar techniques. Through weekly screenings, readings and discussions, students learn fundamental concepts and a basic vocabulary of film study, and learn to evaluate both the similarities and differences between film and literature. Students will also be encouraged and guided as they develop their own critical approach, voice and writing skills for formal, analytical essays, and informal, in-class and online writings.

## WORLD LANGUAGES

The World Language curriculum serves a dual purpose of teaching a language while enhancing the student's knowledge of different cultures. Studying world languages in the context of a culture promotes understanding and tolerance.

The study of world languages, a minimum of two years, is required by virtually all competitive colleges. Many require three years, while the most selective schools require four to five years.

While the written component is essential when learning a language, the department's emphasis is oral communication. In the chart below are the percentages of classroom communication between student and teacher in the target language by **June**.

<b>Communication</b>					
% of classroom communication between student and teacher in the target language					
	V	IV	III	II	I
<b>Student</b>	100%	90%	75%	50-75%	25
<b>Teacher</b>	100%	100%	90%	75%	50
<b>Culture</b>					
% of written and oral information about culture taught in the target language					
	V	IV	III	II	I
<b>In English</b>	10%	10%	40%	60%	100%
<b>In Target language</b>	90%	90%	60%	40%	0%

All world language courses address the school's academic expectation that students will be effective communicators.



<b>French I - Conversational French</b>	<b>9-11</b>	<b>Full Year</b>	<b>1 Credit</b>
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This course is designed to teach students how to speak and write beginning French. The emphasis is on the practical use of French in everyday situations. Through the textbook, Glencoe's *Bon Voyage* and its accompanying DVDs and music CDs, students will learn to listen and speak. Basic expressions, vocabulary, and idioms will be emphasized in real-life simulations. Focus will also be on the contemporary cultures and lifestyles of the Francophone world so that students can appreciate its diversity. Students who take this course will be given the necessary foundation of French II classes the following year.

<b>French II</b>	<b>9-12</b>	<b>Full Year</b>	<b>1 Credit</b>
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**Prerequisite: C or better in French I**

French II builds on the basic skills and information presented in French I. There is a concentrated effort to increase students' understanding and use of the language through the presentation of more complex grammatical structures, additional verb tenses and in-depth reading of passages which instill an awareness of French and Francophone cultures and geography. Oral activities focus on contextualized situations to build both listening and speaking proficiency. The text, *Bon Voyage* supports these linguistic and cultural goals. The accompanying DVD program supports the text with activities to increase students' understanding and comprehension of people who "live the language". Students will hear and use the target language almost exclusively throughout the year.

<b>French III</b>	<b>10-12</b>	<b>Full Year</b>	<b>1 Credit</b>
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**Prerequisite: C or better in French II**

This course reinforces all the major concepts learned in French I and II. There is considerable vocabulary expansion found in the reading and conversations in the text. The goals of French II are to increase students' oral proficiency and to instill a greater appreciation and understanding of Francophone cultures. The *Bon Voyage* series will be used to reinforce vocabulary and grammar while increasing both listening comprehension and speaking proficiency. Students will read short stories, poem, and excerpts of novels as well as cultural and historical readings from the textbook. Creative writing assignments making of use video and technology will be assigned and students will be expected to deliver oral presentations and projects in French throughout the year.



<b>French IV Honors</b>	<b>11-12</b>	<b>Full Year</b>	<b>1 Credit</b>
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**Prerequisite: C+ or better in French III**

The goal of this course is mastery and application of skills acquired in French I-III and preparation for the AP class. All teaching and discussions are conducted in French. More advanced literature selections will be studied along with current articles from a variety of print and online sources. A number of literary and cultural texts, primarily from the 20<sup>th</sup> century will be studied, enhanced by slides and video presentations. The *Bon Voyage* series will again be used along with instructor-generated materials to reinforce vocabulary and grammar while increasing listening comprehension and oral proficiency. Group work, individual projects, and oral presentations are assigned frequently throughout the year.

<b>AP French / French V Honors</b>	<b>11-12</b>	<b>Full Year</b>	<b>1 Credit</b>
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**Prerequisite: B- or better in French IV H and recommendation of instructor**

AP French is a course designed to have the student extensively and almost exclusively use the language he/she has studied for the past four years. Students will continue the study of the various cultures, but will be more involved with speaking and writing French as they read and discuss literary selections and current events in the Francophone world. Oral presentations and major projects are frequently assigned throughout the year. This class follows the guidelines of the AP French class.

**All students will take the AP exam.**

<b>Spanish I</b>	<b>9-11</b>	<b>Full Year</b>	<b>1 Credit</b>
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This course introduces the new world language learner to productive and receptive language skills in Spanish. The students will be able to function at a novice proficiency level in this target language. Reading, writing, speaking, and listening are emphasized. Culture and contemporary lifestyles in South America are also extensively addressed in various readings in the core text, *Exprésate I*.

<b>Spanish II</b>	<b>9-12</b>	<b>Full Year</b>	<b>1 Credit</b>
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**Prerequisite: C or better in Spanish I**

Spanish II builds upon the basic skills, cultural information and oral activities presented in Spanish I. *Exprésate II* is a challenging follow-up to its level I counterpart. There is a concentrated effort to increase students' understanding and use of the language through the presentation of more complex grammatical structures and the in-depth reading of passages which instill an awareness of Central American culture and geography. Students will hear and use the target language almost exclusively as the year progresses.

<b>Spanish II Honors</b>	<b>9-12</b>	<b>Full Year</b>	<b>1 Credit</b>
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**Prerequisite: B or better Spanish I**

Spanish II H also builds upon the basic skills, cultural information, and oral activities presented in Spanish I. There is a more concentrated effort to increase students' understanding and use of the language through the presentation of more complex grammatical structures and in-depth reading of passages which instill an awareness of Hispanic culture and geography. The coverage of the material in Spanish II Honors is more in-depth and rigorous than Spanish II A. Students will hear and use the target language almost exclusively as the year progresses.

<b>Spanish III</b>	<b>10-12</b>	<b>Full Year</b>	<b>1 Credit</b>
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**Prerequisite: C or better in Spanish II**

Using the *Exprésate III* text, this course reinforces all concepts learned in Spanish I and II. There is considerable vocabulary expansion found in the readings and conversations in the text. Students will read and discuss numerous short stories, cultural selections and some current events articles in the target language. They should expect at least two major writing assignments each month, some incorporating technology. Throughout the year students will prepare and deliver oral presentations and projects in Spanish, both individually and collaboratively. Each unit will focus on a different region and culture in the Spanish-speaking world, including Spain, Mexico, the Caribbean, and Central and South America.

<b>Spanish III Honors</b>	<b>9-12</b>	<b>Full Year</b>	<b>1 Credit</b>
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**Prerequisite: B or better Spanish II**

This course also reinforces all concepts learned in Spanish I and II but moves at a faster pace. There is considerable vocabulary expansion found in the reading and conversations in the text. Four novels will be assigned as well as the reading of numerous short stories. Students should expect at least two major writing assignments each month. Students are expected to deliver oral presentations and projects throughout the year in Spanish. A unit on the geography and history of Spain is also featured.

<b>Spanish IV Honors</b>	<b>11-12</b>	<b>Full Year</b>	<b>1 Credit</b>
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**Prerequisite: B or better in Spanish III**

This course concentrates on mastery and contextualized application of material learned in Spanish I-III. More complex points of grammar are addressed and formal literature is presented. Short stories, novels, and poems written by famous Hispanic and Spanish authors are read, discussed, and analyzed. Vocabulary, culture, history, and geography pertaining to these literary works are discussed in a class conducted in Spanish and major projects are assigned monthly. Students will maintain weekly journals on assigned topics or those of their choosing throughout the academic year.

AP Spanish / Spanish V Honors	11-12	Full Year	1 Credit
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**Prerequisite: B- or better in Spanish IV H and recommendation of instructor**

AP Spanish is a course designed to have the student extensively and almost exclusively use the language he/she has studied for the past four years. Students will continue the study of the various cultures but will be more involved with speaking and writing Spanish as they read and discuss prominent literary selections written by famous Hispanic and Spanish authors. Oral presentations and major projects are frequently assigned throughout the year. This class follows the guidelines of the AP Spanish class.

**All students will take the AP exam.**



# SOCIAL STUDIES

The Social Studies Department offers a sequence of courses intended to provide a base of content and skills as well as electives designed to broaden the students' knowledge. The department has made a concerted effort to strike a balance between history and social sciences. Our requirements provide all students with a well-rounded introduction to the field.



- \*      Grade 9            The World in Transition (Full Year) - Required
- \*\*     Grade 10            American Government (Semester) - Required  
                                 Economics (Semester) - Required
- \*\*     Grade 11            United States History (Full Year) - Required,  
                                 OR  
                                 AP United States History (Full Year)  
                                 AND  
                                 Comparative Religions (Semester) - Elective  
                                 International Studies (Semester) - Elective  
                                 Law & Order (Semester) - Elective  
                                 Psychology (Semester) - Elective  
                                 Sociology (Semester) - Elective
  
- Grade 12            Comparative Religions (Semester) - Elective  
                                 International Studies (Semester) - Elective  
                                 Law & Order (Semester) - Elective  
                                 Psychology (Semester) - Elective  
                                 Sociology (Semester) - Elective  
                                 AP Comparative Government (Full Year) - Elective

- \* = Systematic study of world cultural regions
- \*\* = Systematic study of the U.S. and its institutions

Social Studies courses address the school's 21<sup>st</sup> Century learning expectation that students will be effective writers and critical readers.

<b>The World in Transition</b>	<b>9</b>	<b>Full Year</b>	<b>1 Credit</b>
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This course provides an overview of civilizations from the Crusades to the present. The emphasis is on political events, but the course is structured to emphasize timeless themes throughout the study of several historical periods. The course will culminate in the application of these themes to the study of specific emerging nations in the 21<sup>st</sup> century. There is an emphasis on persuasive writing and a research paper is required for this course.

<b>Economics</b>	<b>10</b>	<b>Semester</b>	<b>.5 Credit</b>
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This course is an introduction to the study of economics and the American economic system. Students will study both micro and macroeconomic principles. Theoretical concepts and practical applications are explored. One or more class projects are required.

<b>Government</b>	<b>10</b>	<b>Semester</b>	<b>.5 Credit</b>
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The purpose of this course is to provide students with knowledge of the framework of the American political system. Topics that are covered in depth include: governmental institutions, law, lawmaking, and politics. One or more class projects are required.

<b>U.S. History</b>	<b>11</b>	<b>Full Year</b>	<b>1 Credit</b>
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This course provides an understanding of the significant facts and themes in American history. Although the emphasis will be placed on political events, social and economic history will also be included. Projects are required. Students will be exposed to Pre-Columbian time to modern day.

<b>AP United States History</b> <b>UConn Early College Experience*</b>	<b>11</b>	<b>Full Year</b>	<b>1 Credit</b>
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**Students are not required to take AP English Language and Composition in conjunction with this course.**

This course is modeled after a standard college survey course. It is an intensive study of the political institutions and behaviors, public policy, social and economic change, diplomacy and intellectual developments of the United States. Students will analyze, evaluate, and organize historical evidence from a variety of sources. They will work at developing those reading and reasoning skills that are necessary to make informed judgments.

Each historical period will be connected to four important literary and cultural themes:

- 1) Building new worlds; exploration, expansion, and constitutionalism
- 2) America's struggles with war and peace
- 3) The development of the American Dream: myth vs. reality

4) America's "us vs. them" attitudes, including sexism, racism, and immigration

Students will also study American art, music, and philosophy.

This is an intensive course designed to prepare students to take the AP U.S. History exam which may give college credit and/or advanced standing. Writing is a major component of the course. Summer reading of assigned texts is required.

**All students will take the AP exam.**

\* UConn Early College Experience (ECE) provides academically motivated students the opportunity to take university courses while still in high school. These challenging courses allow students to preview college work, build confidence in their readiness for college, and earn college credits that provide both an academic and a financial head-start on a college degree.

ECE instructors, who are certified as adjunct professors by UConn faculty, create a classroom environment fostering independent learning, creativity and critical thinking – all pivotal for success in college. Canton High School offers an ECE course via AP US History. To support rigorous learning, University of Connecticut library resources are also available to students.

ECE students must successfully complete the course with a grade of C or better in order to receive university credit. University credits are highly transferable to other universities.

Students are charged approximately \$25 per credit fee in the fall. For additional information visit: [www.ece.uconn.edu](http://www.ece.uconn.edu).

<b>Comparative Religions</b>	<b>11-12</b>	<b>Semester</b>	<b>.5 Credit</b>
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This course will examine the practices, beliefs, and histories of the world's major faiths. Both Eastern as well as Western religions are studied. Trips to houses of worship and speakers from area clergy are part of the course. A class project is required.

<b>Psychology</b>	<b>11-12</b>	<b>Semester</b>	<b>.5 Credit</b>
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This course is an introduction to the study of human and non-human behavior as seen by the social scientists. It is presented in a practical and useful manner. Topics covered include personality theory, learning, emotion, normal behavior, and abnormal behavior. Some of the major theorists studied are Freud, Erikson, Jung, Adler, and Skinner. A class project and labs are required.

<b>Sociology</b>	<b>11-12</b>	<b>Semester</b>	<b>.5 Credit</b>
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This course will focus on the social and cultural environment of our society. Selected topics, concepts, principles, and terms of sociology will be presented. The value of sociology as a tool in understanding society will be a constant theme. Individual as well as group projects are required.

<b>Law and Order</b>	<b>11-12</b>	<b>Semester</b>	<b>.5 Credit</b>
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The purpose of this class is to examine and develop an understanding of the American criminal justice system. Major topics of the class will include an overview of the criminal legal code, investigative procedures and techniques, judicial process and the correctional system. Special emphasis will be placed on contemporary issues associated with the criminal justice system. This course will include one major research paper and several “position” papers, and field trips, and guest speakers.

<b>International Studies</b>	<b>11-12</b>	<b>Semester</b>	<b>.5 Credit</b>
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This course will cover an array of current social, political, and economic topics from around the world. Students will become informed critical thinkers, able to recognize the multiple perspectives that can color an event. They will gain an understanding of the interactions of diverse cultures and engage in civil debate on contemporary issues from around the globe. Students will explore a variety of media and assess the validity and reliability of news sources, including Internet sources. Students will read widely and write often. In addition, students will be encouraged to participate in the Model United Nations Club where they will compete with other schools at a mock UN meeting once a semester.

<b>AP Comparative Government</b>	<b>12</b>	<b>Full Year</b>	<b>1 Credit</b>
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The AP Comparative Government course provides to students a general introduction of the purpose, and roles of a variety of governments on a global scale. While half of the curriculum will focus on the American system of government, students will go above and beyond and compare our system with other international governments when discussing topics such as the nature of sovereignty, authority and power. Comparisons will be made between and among political institutions including levels of government, forms of executive authority, legislatures, election and party systems, bureaucracies, judiciaries as well as other areas. The role of the citizen is explored in all political systems under study as are global trends, threats, and consequences of economic and political change. The course will also include a study of public policy issues including social welfare, civil liberties, the environment, population and migration, and economic development.

This is an intensive course designed to prepare students for the AP Comparative Government exam which may give college credit and/or advanced standing. Writing is a major component of the course. Summer reading of assigned texts is required.

**All students will take the AP exam.**



## MATHEMATICS

Mathematics is pervasive in today’s world. Every individual needs a basic level of competence in the field of mathematics to be productive in today’s world. Many career fields demand advanced competencies in mathematics. To meet these needs, the department offers a variety of courses ranging from personal finance to calculus.

Students must complete three years of mathematics. While all students are encouraged to realize their maximum potential, the department strongly recommends that course placement be by teacher recommendation.

All math courses address the school’s 21<sup>st</sup> Century learning expectations that students will be competent problem solvers and discriminating users of technology as a tool for learning.

<b>Algebra IA</b>	9	Full Year	1 Credit
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**Prerequisite: Completion of Pre-Algebra 8 and teacher recommendation**

This course is designed to cover the first half of the Algebra I curriculum. Topics include operations on real numbers, evaluating expressions, functions and their graphs, solving equations, solving and graphing inequalities, writing and graphing linear functions, and probability. There is a strong emphasis on real world applications. The graphing calculator is used to facilitate the understanding of course concepts.

<b>Algebra IB</b>	10	Full Year	1 Credit
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**Prerequisite: Successful completion of Algebra IA**

This course is a continuation of Algebra IA. After a review of Algebra IA topics, students will study systems of equations, polynomials, quadratic functions, exponential functions, and simplifying radicals. There is a strong emphasis on real world applications. The graphing calculator is used to facilitate the understanding of course concepts. CAPT practice is also an integral part of this course.



<b>Algebra I</b>	<b>9-11</b>	<b>Full Year</b>	<b>1 Credit</b>
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**Prerequisite: C or better in Pre-Algebra 8 is recommended**

Algebra I is the foundation for all higher level mathematics courses. A working knowledge of the language and symbols used in Algebra is essential to the understanding of mathematics. This course emphasizes algebraic techniques that are presented within the framework of our number system. Some topics included are: graphing, modeling data, equation solving, inequalities, linear functions, systems of linear equations, quadratic functions, exponential functions, radical expressions, operations on polynomials, factoring, and probability. The graphing calculator is used to facilitate the understanding of these concepts.

<b>Geometry &amp; Data Analysis</b>	<b>10-12</b>	<b>Full Year</b>	<b>1 Credit</b>
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**Prerequisite: Completion of Algebra IA and IB or Algebra I and teacher recommendation.**

This course, which may be team taught with a special education teacher, covers an array of topics. Geometry topics will include terminology, measurement, parallel and perpendicular lines, Pythagorean Theorem, right triangle trigonometry, area, volume, congruence, similarity, and symmetry. Data analysis topics will include collecting data, interpreting data and graphing. Real world application of topics, rather than theory, is the focus of this course.

<b>Geometry</b>	<b>9-12</b>	<b>Full Year</b>	<b>1 Credit</b>
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**Prerequisite: Successful completion of Algebra I or Algebra IA and Algebra IB**

Students will develop logical thinking and the ability to use deductive and inductive reasoning in practical problem-solving. Through a study of two-dimensional figures, the student will gain the ability to compare values, draw general as well as specific conclusions, and apply geometric concepts using Algebra. Spatial relationships, visualizing plane and space figures, and understanding the connection between points and planes are skills that will be developed.

<b>Honors Geometry</b>	<b>9-10</b>	<b>Full Year</b>	<b>1 Credit</b>
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**Prerequisite: B- or better in Honors Algebra I or teacher recommendation**

This course concentrates on understanding the structure of mathematics, solving problems using models and the meaning of logical sequence. With the use of precise language and terminology, the student will develop inductive and deductive reasoning, and an understanding and application of geometric properties and relationships. Concepts of space geometry are integrated with plane geometry throughout the course.

<b>Algebra II</b>	<b>10-12</b>	<b>Full Year</b>	<b>1 Credit</b>
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**Prerequisite: Successful completion of Algebra I and Geometry**

This second level course in Algebra advances the study of the axioms of real numbers. We will study equation solving, problem solving, algebraic fractions, variations, linear and quadratic inequalities, irrational and complex numbers, matrices, and conic sections. Emphasis will be on the study of a variety of functions including linear, quadratic, polynomial, exponential and logarithmic. The graphing calculator is used to facilitate the understanding of concepts. The application of each of these areas of study is also included.

<b>Honors Algebra II</b>	<b>10-11</b>	<b>Full Year</b>	<b>1 Credit</b>
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**Prerequisite: B- or better in Honors Geometry and Honors Algebra I or teacher recommendation**

This is a comprehensive course which includes a rigorous treatment of the axioms involving real numbers through the study of complex numbers. Topics include functions, equations, polynomials, rational expressions, and irrational numbers. This is followed by exponential and logarithmic functions, analytic geometry, and matrices. The graphing calculator is used to facilitate the understanding of these concepts. The application of these areas of study is also included.

<b>Topics In Mathematics</b>	<b>11-12</b>	<b>Full Year</b>	<b>1 Credit</b>
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**Prerequisite: Successful completion of Algebra II**

This course covers an array of topics. After a brief review of Algebra II, students will study functions, sequences and series, probability and statistics, and trigonometry. The focus will be on real world applications and modeling data. The graphing calculator will be used to facilitate the understanding of these concepts. SAT review will also be a part of this course. Students who have earned a credit in Precalculus & Trigonometry are not eligible to take this course for credit.

<b>Precalculus &amp; Trigonometry</b>	<b>11-12</b>	<b>Full Year</b>	<b>1 Credit</b>
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**Prerequisite: B or better in Algebra II and Geometry**

This theoretical Precalculus course involves a detailed study of the real number system, emphasizing analysis and the function concept throughout. Among topics included are polynomial functions, exponential and logarithmic functions, and trigonometric functions through a detailed study of trigonometry. We also cover complex numbers, some parametric equations, and some data analysis. The graphing calculator is used extensively throughout this course. Students will need a graphing calculator and/or a computer program with graphing capability.

<b>Honors Precalculus &amp; Trigonometry</b>	<b>11-12</b>	<b>Full Year</b>	<b>1 Credit</b>
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**Prerequisite: B or better in Honors Algebra II and Honors Geometry or A or better in Academic Algebra II and Academic Geometry**

This comprehensive theoretical course is designed for the student who has demonstrated a high degree of proficiency in mathematics. The course involves mathematical analysis techniques with an emphasis on functions. Topics are drawn principally from such subject areas as trigonometry, analytic geometry, and algebra. Graphing is emphasized throughout the course. Students will need a graphing calculator and/or a computer program with graphing capability.

<b>Probability &amp; Statistics</b>	<b>12</b>	<b>Full Year</b>	<b>1 Credit</b>
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**Prerequisite: C- or better in Academic Algebra II**

This course is designed to acquaint students with the theories of probability, that branch of mathematics which deals with the study of purely chance phenomena or events, and statistics, the science of collecting, organizing, analyzing, and interpreting data. The laboratory approach and the use of graphing calculators will be an integral part of this course.

<b>AP Statistics</b>	<b>11- 12</b>	<b>Full Year</b>	<b>1 Credit</b>
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**Prerequisite: B+ or higher in Algebra II, B- or higher in Honors Algebra II**

This course will cover the AP Statistics curriculum. Students will be introduced to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will also be exposed to four broad conceptual themes: 1. Exploring Data: Describing patterns and departures from patterns; 2. Sampling and Experimentation: Planning and conducting a study; 3. Anticipating Patterns: Exploring random phenomena using probability and simulation; 4. Statistical Inference: Estimating population parameters and testing hypotheses. Students need to have a TI graphing calculator for this course.

<b>AP Calculus AB UCONN Early College Experience*</b>	<b>12</b>	<b>Full Year</b>	<b>1 Credit</b>
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**Prerequisite: B or better in Honors Precalculus or A or better in Academic Precalculus**

This course involves the concepts of differentiation and integration with applications. Topics include definite integrals, limits, continuity, applications of differentiation to maxima and minima of functions and applications of integration to area and volume. Students may be eligible for credit for one semester of Calculus under the University of Connecticut Early College Experience Program as well as the Advanced Placement Program.

\* UConn Early College Experience (ECE) provides academically motivated students the opportunity to take university courses while still in high school. These challenging courses allow students to preview college work, build confidence in their readiness for college, and earn college credits that provide both an academic and a financial head-start on a college degree.

ECE instructors, who are certified as adjunct professors by UConn faculty, create a classroom environment fostering independent learning, creativity and critical thinking – all pivotal for success

in college. Canton High School offers an ECE course in Calculus. To support rigorous learning, University of Connecticut library resources are also available to students.

ECE students must successfully complete the course with a grade of C or better in order to receive university credit. University credits are highly transferable to other universities.

Students are charged approximately \$25 per credit fee in the fall. For additional information visit:

[www.ece.uconn.edu](http://www.ece.uconn.edu).

**All students will take the AP exam.**

### **Other Electives:**

<b>Personal Finance</b>	<b>Elective</b>	<b>12</b>	<b>Semester</b>	<b>.5 Credit</b>
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This course does not count towards the three (3) math credits needed for graduation unless approved by the department chair and principal.

This course will provide students with essential personal financial planning techniques including budgeting, car loans, investments, mortgages, managing money, and the consequences of mismanaged finances. An emphasis will be placed on the practical aspects of managing money.

<b>Accounting</b>	<b>Elective</b>	<b>12</b>	<b>Semester</b>	<b>.5 Credit</b>
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This course does not count towards the three (3) math credits needed for graduation unless approved by the department chair and principal.

This course will provide students with skills with which they can use to run a business or keep track of their own finances. Students will learn that accounting is the “language of business” and that it provides the financial knowledge and analytical skills critically needed by both business organizations and individuals. Students will learn about recording financial transactions, using the double-entry accounting system, and preparing financial statements.

# SCIENCE

The Science curriculum is designed to provide students with basic knowledge and skills in biology, chemistry, physics, and earth science. Various elective courses are provided for students interested in progressing beyond the basic level in their knowledge of science.

Students with exceptional interest in and aptitude for science may wish to pursue an accelerated science program. The advantage of this program is that it combines an academically challenging program with an opportunity to elect courses in other areas of interest.



All science courses address the school's 21<sup>st</sup> Century learning expectations that students will be competent problem solvers and discriminating users of technology as a tool for learning.

<b>Integrated Science</b>	<b>9</b>	<b>Full Year</b>	<b>1 Credit</b>
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Integrated Science surveys earth science, chemistry, and physical science topics and includes the application of science in solving contemporary global issues. The course, which is aligned with the current Connecticut science frameworks, is designed to increase students' knowledge and understanding of concepts in all three areas of science as students are prepared for CAPT in tenth grade. Integrated Science will also provide students with a solid foundation for future science courses, including Biology and Chemistry.

<b>Honors Integrated Science</b>	<b>9</b>	<b>Full Year</b>	<b>1 Credit</b>
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Honors Integrated Science surveys earth science, chemistry, and physical science topics while emphasizing the application of science in solving contemporary global issues. The course, which is aligned with the current Connecticut science frameworks, is designed to increase students' knowledge and understanding of concepts in all three areas of science as students are prepared for CAPT in tenth grade. Honors Integrated Science will involve independent project work dealing with current issues in science. The course will provide students with a solid preparation for future honors science courses, including Honors Biology and Honors Chemistry.

<b>Biology</b>	<b>10-12</b>	<b>Full Year</b>	<b>1 Credit</b>
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**Prerequisite: Integrated Science**

Biology involves an introduction of the basic concepts and laboratory skills needed to understand the world of living things. Areas considered will be molecular and cellular biology, genetics, evolution, and a survey of the protists, plants, and animals. The structure and function of the human organ systems including major diseases that affect these systems will be examined. The course will be enhanced with laboratory experiences and outside readings.

<b>Honors Biology</b>	<b>9-12</b>	<b>Full Year</b>	<b>1 Credit</b>
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**Prerequisite: C+ or better in 8<sup>th</sup> grade Algebra I and teacher recommendation required for incoming Grade 9 students**

Honors Biology is a challenging course for the student with exceptional interest in and aptitude for science. Topics covered will be similar to Biology. However, these topics will be covered in greater depth, stressing scientific skills and thought processes.

<b>AP Biology</b>	<b>11-12</b>	<b>Full Year</b>	<b>1.4 Credits</b>
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**Prerequisite: B or better in Biology and Chemistry**

Rules governing this course: Meets seven periods per week

Advanced Placement Biology is a college level Biology course which will present to the students in-depth discussions of such topics as molecular and cellular biology, genetics, evolution, and the structure and function of plants and animals. Students will be expected to do independent work and to develop sophisticated scientific skills. The curriculum for this course has been developed in cooperation with the Advanced Placement Testing Service.

**All students will take the AP exam.**

<b>Chemistry</b>	<b>10-12</b>	<b>Full Year</b>	<b>1 Credit</b>
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**Prerequisite: C or better in Algebra I**

Academic chemistry is an introductory course which focuses on problem solving techniques using basic algebraic skills. Content to be studied includes matter, energy, atomic theory, electron arrangement, Periodic Law, chemical bonding, naming and writing compounds, stoichiometry, gas laws, thermochemistry, acids, bases, salts, and nuclear chemistry. In addition, reading and writing about science, laboratory activities and cooperative learning will also be integral parts of this course. Upon successful completion of this course and recommendation of the teacher students should feel comfortable entering AP chemistry or an introductory chemistry course at the university or college level.

<b>Honors Chemistry</b>	<b>10-12</b>	<b>Full Year</b>	<b>1 Credit</b>
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**Prerequisite: B or better in Algebra I and in Geometry, and concurrently enrolled in Algebra II**

Honors chemistry is a challenging course which emphasizes problem solving techniques using basic algebra and algebra II skills. Content to be studied includes matter, energy, atomic theory, electron arrangement, Periodic Law, chemical bonding, naming and writing compounds, stoichiometry, gas laws, solutions, acids, bases, salts, thermochemistry, kinetics, redox reactions, equilibrium, and nuclear chemistry. In addition, reading and writing about science, problem solving and cooperative learning will also be integral parts of this course. Students will be expected to perform experiments and to write comprehensive lab reports. Upon successful completion of this course students should feel most comfortable entering AP chemistry or an introductory chemistry course at the university or college level.

<b>AP Chemistry</b>	<b>11-12</b>	<b>Full Year</b>	<b>1.4 Credits</b>
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**Prerequisite: A in Chemistry, B or better in Honors Chemistry, Algebra I, Geometry, and Algebra II**

Rules governing this course: Meets eight periods per week

Advanced Placement Chemistry is a college-level Chemistry course. This course will present in-depth discussions of such topics as reaction rates, equilibrium thermodynamics, electrochemistry, acids and bases, solutions, and reactions in aqueous solutions. Students are expected to work independently outside of class to develop the depth of understanding needed to participate in class discussions. Students are also involved in a comprehensive laboratory program to prepare students for advanced scientific studies. The curriculum for this course has been developed in cooperation with the Advanced Placement Testing Service.

**All students will take the AP exam.**

<b>Conceptual Chemistry Elective</b>	<b>11-12</b>	<b>Full Year</b>	<b>1 Credit</b>
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**Prerequisite: Biology**

Conceptual Chemistry is the study of how atoms, the fundamental building blocks of our world, combine to form materials. An emphasis is placed on a conceptual understanding of our everyday world from the perspective of atoms and molecules. This course stresses the interaction and impact of new materials on our lives, society and the environment. Conceptual Chemistry focuses on concepts and critical thinking. Calculations, while not emphasized, are incorporated in select instances when they assist in conceptual understanding. Basic chemical concepts include atomic models, chemical bonding, and chemical reactions. Extensive end-of-chapter study materials encourage critical thinking.

<b>Physics</b>	<b>11-12</b>	<b>Full Year</b>	<b>1 Credit</b>
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**Prerequisite: Algebra I, Geometry**

This course is designed to meet the needs of college-bound students who do not plan to continue their education in the field of science, but who wish to further explore the physical sciences. Topics in this general level physics course will include studies of motion, work, heat, waves, light, electricity, and magnetism. Emphasis will be on a conceptual understanding of physical principles, and will involve numerous laboratory activities. This course is open to all juniors and seniors who have completed two years of science.

<b>Honors Physics</b>	<b>11 - 12</b>	<b>Full Year</b>	<b>1 Credit</b>
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**Prerequisite: Algebra I, II, Geometry**

This physics course is designed to meet the needs of college-bound students who have an interest in continuing in the field of science or wish to explore the physical sciences in depth. Topics are similar to those studied in academic physics, but the concepts will include more vigorous laboratory activities and mathematical applications. This course is open to any junior or senior who has successfully completed other honors level science courses.

<b>Botany</b>	<b>10-12</b>	<b>Semester</b>	<b>.5 Credit</b>
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**Prerequisite: Completion of Biology**

This course involves a survey of the plant kingdom. Emphasis will be on the structure and functions of higher plants. First priority in enrollment in this class is given to upperclassmen.

<b>Zoology</b>	<b>10-12</b>	<b>Semester</b>	<b>.5 Credit</b>
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**Prerequisite: Completion of Biology**

Zoology involves a study of the invertebrate group of the animal kingdom. Evolutionary relationships of animals will be included. Students will be expected to develop skills in dissection, microscopy, and library research. First priority in enrollment in this class is given to upperclassmen.

<b>Forensics</b>	<b>Elective</b>	<b>11-12</b>	<b>Year</b>	<b>0.5 Credit</b>
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**Prerequisite: Biology and Chemistry**

Forensic science is the application of basic biological, chemical and physical science principles and technological practices in the analysis of crimes and the role of evidence in criminal and civil proceedings. Major areas of study in this course will include crime scene processing and reconstruction, fingerprinting, evaluation of injuries, cause and time of death, ballistics, blood splatter analysis and DNA analysis. The class is student and inquiry-centered with a primary focus on laboratory investigations.

Successful completion will satisfy 0.5 credits towards the required 3.0 credits in lab science to qualify for graduation.

# TECHNOLOGY EDUCATION

Through the study of Technology Education students will apply concepts, skills, and processes from a variety of academic disciplines to solve practical problems and extend human capabilities. The core areas are communication, transportation, manufacturing, and construction, with a sequence of introductory, advanced, and independent study opportunities designed to meet the avocational as well as the vocational needs of all students.



All technology courses are open to grades 9 - 12 on an elective basis and may be used to fulfill the Fine Arts/Vocational Education credit requirement.

All technology education courses address the school's 21<sup>st</sup> Century learning expectations that students will be competent problem solvers and discriminating users of technology as a tool for learning.

<b>Pre-Engineering (Required)</b>	<b>Gr. 9 Experiential</b>	<b>30 days</b>	<b>.17 Credit</b>
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This course serves as an introduction into the development of product systems and environments through problem-solving activities using diverse materials, both common and recyclable. Mechanical in nature, it will explain the theory and concepts behind the process using computer programs, videos, and demonstrations and then put that knowledge into practical application through working models and testing procedures.

<b>CADD I</b>	<b>Elective</b>	<b>9-12</b>	<b>Semester</b>	<b>.5 Credit</b>
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Computer Assisted Design & Drafting I covers mechanical drafting including developments, auxiliary views, and detailed working drawings involving multiple parts, assembly instructions, and advanced 3-D modeling. Experiences gained through this course, along with a student portfolio, will provide students with career exposure leading to draftsmen, designer, engineer, or similar fields.

<b>CADD II</b>	<b>Elective</b>	<b>9-12</b>	<b>Semester</b>	<b>.5 Credit</b>
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Computer Assisted Design & Drafting II emphasizes the advanced aspects of mechanical drafting and the basic fundamentals of architectural drafting. Students will learn how to read blueprints, draft residential floor plans, including elevations, sections and plot plans through the use of computer assisted drafting. In addition, students will study famous architects and local architectural monuments and structures.

<b>Metals Technology I</b>	<b>9-12</b>	<b>Semester</b>	<b>.5 Credit</b>
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In this course, metalworking is introduced as a skilled trade. Students experience metalworking hand tools through a variety of projects. These include the use of sheet metal, band iron, casting and forging as well as an introduction to brazing and welding techniques. Shop safety and career opportunities in the field of metals technology are also stressed.

<b>Metals Technology II</b>	<b>10-12</b>	<b>Semester</b>	<b>.5 Credit</b>
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**Prerequisite: Metals Technology I**

A continuation of Metals Technology I, this course places its emphasis on the advanced tools and technology of the metalworking field. These areas include material identification, selection and characteristics, and advanced welding techniques. In this course the emphasis also is shifted from hand tools to the power tools.

<b>Power Technology</b>	<b>9-12</b>	<b>Semester</b>	<b>.5 Credit</b>
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The course teaches the basic theory, construction and operation of the four-stroke-cycle gas engine. Also discussed are a variety of other engines, electricity, and electric motors. Topics such as basic aeration, lighter than air flight, rocketry, and marine design are also featured. Shop safety and career awareness are also stressed.

<b>Auto Technology</b>	<b>9-12</b>	<b>Semester</b>	<b>.5 Credit</b>
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**Prerequisite: C or better in Power Technology**

Students study the automobile and its many systems with an emphasis on "hands-on" activities. Systems studied include engine, brakes, steering, cooling, and lubrication. Proper identification and use of hand tools are stressed. Shop safety and career opportunities in the field of automotive technology are also emphasized.

<b>Basic Car Care</b>	<b>9-12</b>	<b>Quarter</b>	<b>.25 Credit</b>
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This is the class for every present or soon to be car owner. This class will offer the basics you need to keep the car running better and longer. This class will take the mystery out of automobile ownership. Topics such as fluid and filters, vehicle safety inspections, getting better fuel mileage and buying your next new or used car will be discussed. If you just started driving and/or are going off to college in the new car, this is the course for you.

<b>Fundamental Home Maintenance</b>	<b>9-12</b>	<b>Quarter</b>	<b>.25 Credit</b>
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Soon our students will join the seventy-five million Americans who own their own home. It's a big step, but this class will explain just what it takes to buy, and maintain your first home. Topics such as; plumbing, heating, electrical and construction will be explored. We will also investigate the home buying experience; including financing, taxes, credit and more. This is a great opportunity to gain the knowledge you will need to make the best of the biggest purchase of your life.

<b>Introductory Woodworking</b>	<b>9-12</b>	<b>Semester</b>	<b>.5 Credit</b>
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Introductory Woodworking is an overview of modern woodworking practices. Design, wood joining, conservation, safety, and wood types will be covered using a variety of group and individual projects and problem-solving activities. Gluing, staining, and wood varnishing techniques will be demonstrated and incorporated into all projects. A fee of \$15.00 is required to cover the cost of materials.

<b>Advanced Woodworking</b>	<b>9-12</b>	<b>Semester</b>	<b>.5 Credit</b>
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**Prerequisite: Introductory Woodworking**

Students will explore new materials and advanced methods of project construction. Students will design and construct projects that feature advanced designs and include advanced methods of wood cutting and shaping. Students will apply the most modern methods of wood joining and finishing to their advanced level projects. Safety and career exploration is also highlighted. A fee of \$25.00 is required to cover the cost of materials.

<b>Manufacturing Enterprise</b>	<b>10-12</b>	<b>Semester</b>	<b>.5 Credit</b>
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Students will develop entrepreneurial skills through the creation of a manufacturing business within the school. A product will be developed, designed, manufactured, and marketed within this student-run and owned venture, thus giving the class the potential to reap substantial profits or incur financial losses.

<b>Video Production</b>	<b>9-12</b>	<b>Semester</b>	<b>.5 Credit</b>
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This course will offer students the opportunity to perform each of the functions necessary to produce a successful news and/or video presentation. Topics include responsible reporting, the production team, equipment (audio and video) editing, studio and field production, and broadcasting. A non-linear digital video editing system will help enhance final products. Interviews, public service announcements, documentaries, and commercials are some of the required team projects.

## FAMILY AND CONSUMER SCIENCE



Emphasis in family and consumer sciences is on making decisions which improve the quality of one's life. Life skills are taught in the areas of child-rearing, communication in relationships, nutritious food choices, and consumer decisions. Career skills can be obtained in the areas of culinary arts and child development. Building an individual value structure is encouraged. All high school level courses are elective and are open to all students wishing to acquire life skills

Family Career and Community Leaders of America (FCCLA) chapter activities are integrated throughout all courses. Additional opportunities exist for after-school participation in community service, leadership, and projects which encourage student-involvement on the state and national levels in FCCLA. Family and Consumer Science courses may be used to fulfill the requirement of one credit in "Fine Arts or Vocational Education."

All FCS courses address the school's 21<sup>st</sup> Century expectation that students will be competent problem solvers.

<b>Culinary Arts I</b>	<b>9-12</b>	<b>Semester</b>	<b>.5 Credit</b>
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This course involves planning, purchasing, preparing, and serving nutritious foods. Emphasis is on the appearance, cost, texture, and flavor of foods as well as the management of time and energy in the kitchen. Sweet/Savory units on vegetables, fruits, grains, and baked products are included. Care and selection of equipment and appliances in a household and commercial kitchen will be included. Safety and sanitation, recycling, and economy are emphasized. Basic skills for food service jobs will be introduced. Students participate in school-catered events to demonstrate and refine their culinary skills. A fee of \$20.00 is required to cover the cost of supplies.

<b>Culinary Arts II</b>	<b>9-12</b>	<b>Semester</b>	<b>.5 Credit</b>
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**Prerequisite: Grade of C or better in Culinary Arts I or consent of the instructor**

This is a course for the enthusiastic and more experienced cook who has an appreciation for good food. Students will discover culinary delights from many regions of America and the world. The basics of soups, sauces, egg cookery, and seasonings are introduced. Each student has the opportunity to be the "star" of his own cooking show with a cooking demonstration of an ethnic food. This course is especially recommended for students considering a career in the food industry. A fee of \$20.00 is required to cover the cost of supplies.

<b>Catering &amp; Food Production</b>	<b>11-12</b>	<b>Semester</b>	<b>.5 Credit</b>
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**Prerequisite: Grade C or better in Culinary Arts I and II**

Students will enhance their skills in the principles of professional cooking. Opportunity is provided to experience line production, quantity cookery, cost analysis, and the operation of a small business in catering school and community functions. Additional opportunities exist for internships in the Culinary/Hospitality Field for those students who have a serious interest in exploring career options. Students should complete all three levels in Culinary Arts prior to the internship.

<b>Child Development</b>	<b>10-12</b>	<b>Year</b>	<b>1 Credit</b>
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This course emphasizes the social-emotional, cognitive, and physical development of children from the prenatal stage through age five. A real-life baby experience is required of all students through the use of a simulated crying baby.

Students will also gain entry-level skills in the field of child development. Topics include choosing quality child care, licensing of day care centers, supervising children in a child-safe environment and planning child-appropriate learning activities. Practical experience is provided through a year-long, weekly playtime program titled "Teens and Toddlers Playtime" held in the CPAT (Canton Parents as Teachers) room. Enrollment in the Career Pathways Program at Northwest Community College for college credit is available to interested students with permission of the instructor and director of guidance. Students must maintain a "C" or better average to receive college credit. This course is recommended for those interested in teaching, nursing, or a career with children.



BEST COMMUNITY FOR  
MUSIC EDUCATION  
IN AMERICA  
2011

GRAMMY SIGNATURE  
SCHOOL FINALIST  
2007, 2009, 2010

## MUSIC

The Canton Music Department's Vision is to develop our students' ability to create, perform, and respond to music at their highest level in a safe and nurturing environment.

The Music Department views its commitment to the student body in three ways:

1. A commitment to direct musical and artistic experiences through various ensembles, performing a wide variety of musical styles for a wide variety of audiences.
2. A commitment to courses and skills taught to provide a foundation for those students who choose to attend music schools after graduation and/or for those students who wish to enter the music field as a career.
3. A commitment to provide opportunities for personal artistic and emotional expression. These skills and experiences provide a basis upon which students gain a life-long relationship as intelligent consumers of music and the arts.

All music courses are elective. Music courses may be used to fulfill the requirement of one credit in "Fine Arts or Vocational Education."

All music courses address the school's 21<sup>st</sup> Century learning expectation that students will be effective communicators and competent problem solvers.

<b>Guitar</b>	<b>Elective</b>	<b>9-12</b>	<b>Semester</b>	<b>.5 Credit</b>
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**Prerequisite: Students must own an acoustic guitar. Enrollment is limited to 12 students.**

This course is designed to teach the basic skills of guitar. Emphasis will be placed upon fundamental chord structures, melodies and note reading. The course will include assignments and periodic theory/performance evaluations. This course may be repeated for credit.

<b>Music Technology</b>	<b>9-12</b>	<b>Semester</b>	<b>.5 Credit</b>
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Students learn how to use music software to create compositions that could be stored on MP3's and audio CD's. These compositions could then be incorporated in video productions and digital portfolios. If time allows, the basics of recording live music will be taught. This course may be repeated for credit.

<b>20<sup>th</sup> Century American Popular Music</b>	<b>9-12</b>	<b>Semester</b>	<b>.5 Credit</b>
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This course will look at the evolution of pop music of the 20<sup>th</sup> century in an effort to understand the unique relationship between music and society. Representative historical periods and artists will be analyzed, as will the influence of the music business, taking into consideration the recording industry, and radio and performance markets. The course will include listening and analysis assignments, research of pop culture topics, and independent and group projects simulating various music industry scenarios.

<b>Concert Choir I</b>	<b>9</b>	<b>Full Year</b>	<b>1 Credit</b>
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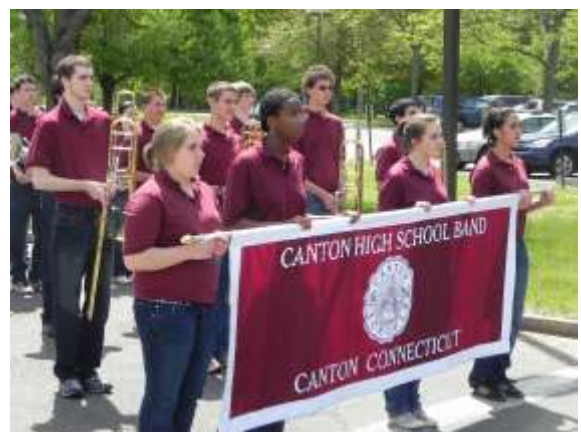
**Prerequisite:** Participation in the Grade 7 and 8 choral program or by permission of the instructor  
 All students will study the basics of vocal production, vocal skill development, sight singing, ear-training, and choral style through literature from all periods of music. The elements of music theory will also be covered.

Rules governing this course: Attendance at all concerts and performances is mandatory. Failure to attend will result in an “F” for the concert and will have a major impact upon the grade for the quarter.

<b>Concert Choir II</b>	<b>10-12</b>	<b>Full Year</b>	<b>1 Credit</b>
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**Prerequisite:** Participation in the Grade 7-9 choral program or by permission of the instructor  
 Students will continue to work on vocal skill development, sight singing, ear training, theory, and choral style from the Renaissance to the 21st century.

Rules governing this course: Attendance at all concerts is mandatory. Failure to attend will result in an “F” for the concert and will have a major impact upon the grade for the quarter.



<b>Concert Band</b>	<b>9</b>	<b>Full Year</b>	<b>1 Credit</b>
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**Prerequisite:** Participation in the Grade 7 and 8 Instrumental Program or by permission of the instructor

This group will perform appropriate literature that will challenge the students and give them the opportunity for success in a wide variety of musical styles. The musical aspects of interpretation, phrasing, ensemble balance, and blend are emphasized.

Rules governing this course: Attendance at all concerts and performances is mandatory. Failure to attend will result in an "F" for the concert and will have a major impact upon the grade for the quarter.

<b>Symphonic Band</b>	<b>10-12</b>	<b>Full Year</b>	<b>1 Credit</b>
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**Prerequisite:** Participation in the Grade 7-9 Instrumental Program or by permission of the instructor

Emphasis will be placed on continuing development of musicianship. This includes intonation, phrasing, music reading, and rhythmic understanding. A broad range of musical styles will be studied within standard wind ensemble literature.

Rules governing this course: Attendance at all concerts and performances is mandatory. Failure to attend will result in an "F" for the concert and will have a major impact upon the grade for the quarter.

<b>Chamber Singers (Monday evenings, 7:00-9:00 p.m.)</b>	<b>10-12</b>	<b>Full Year</b>	<b>.5 Credit</b>
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**Prerequisite:** Must be a member of Concert Choir or by permission of the instructor and principal Chamber Singers is a small performing ensemble selected by audition. The repertoire is interesting and varied and advanced for high school performing groups, demanding self-discipline, and a genuine commitment to excellence. Evening concerts, various state and district festivals and holiday programs offer many performance opportunities.

Rules governing this course: Attendance at all concerts and performances is mandatory. Failure to attend concerts and performances, as well as absences from rehearsals, will result in an "F" for the rehearsal, concert, or performance and will have a major impact upon the grade for the quarter.

<b>AP Music Theory</b>	<b>11-12</b>	<b>Full Year</b>	<b>1 Credit</b>
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**Prerequisite:** Previous participation in the high school instrumental or vocal music program; permission of instructor

This course is designed to teach advanced elements of music. Special emphasis will be placed on increasing the student's ability to compose music through the use of computers. Ear-training exercises will be incorporated throughout the course to develop listening skills. The course will include assignments in composition, periodic tests, and quizzes. The curriculum for this course has been designed in cooperation with the AP Testing Service and will prepare students to take the AP Music Theory exam in May. Summer preparatory work is required.

# ART

The goal of the art department is to develop both the cognitive and affective skills of the student through creative problem-solving and critical thinking. Producing unique works of art helps the student understand the media and skills used by artists. Art education provides tools for a critical assessment of what we read, see, and hear, along with models and standards of excellence. Art education also helps students make better choices and even influence the marketplace of both products and ideas.

Art courses may be used to fulfill the requirement of one credit in "Fine Arts" or "Vocational Education." Except for Art 9 Experiential, all art courses are electives.

All art courses meet National Art Education Standards, Connecticut State Standards, and Canton High School academic expectations that students will be competent problem solvers and effective communicators.



<b>Art Experiential (Required)</b>	<b>9</b>	<b>30 days</b>	<b>.17 Credit</b>
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Art 9 Experiential is a foundations course in which students are exposed to a variety of art mediums, including the use of technology. Class assignments are based on the Seven Art Elements, which are the building blocks of design, as well as the Seven Principles of Design, which are the ways in which artists arrange the Art Elements.

<b>Jewelry I</b>	<b>9-12</b>	<b>Semester</b>	<b>.5 Credit</b>
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This course integrates art history, criticism, aesthetics, and art production. Jewelry I introduces students to the fabrication process involved in creating a piece of sterling silver jewelry by hand. Emphasis is on working use of art elements and design principles, jewelry-specific vocabulary, process and techniques, as well as safety, care, and use of tools and equipment. Students are required to pay a materials fee for sliver and stones, approximately \$40 for the semester. Students will also need to purchase a sketchbook for critiques, designing, and class assignments. Completion of a minimum of eight pieces is required for credit. A minimum grade of C is required to advance to Jewelry II.

<b>Jewelry II</b>	<b>9-12</b>	<b>Semester</b>	<b>.5 Credit</b>
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**Prerequisite: Grade of C or better in Jewelry I**

Building on skills acquired in Jewelry I, students in Jewelry II will combine more advanced-level techniques with greater emphasis on pieces that demonstrate advanced-level design and craftsmanship. A minimum of eight pieces is required for credit. Students are required to pay for materials, approximately \$40 for the semester. Students will also need to purchase a sketchbook for critiques, designing, and class assignments. A minimum grade of C is required to advance to the next level course in jewelry.

<b>Ceramics I</b>	<b>9-12</b>	<b>Semester</b>	<b>.5 Credit</b>
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This introductory studio course teaches basic skills and techniques in a variety of construction techniques using clay as the dominant medium. Each student is required to complete a series of projects that demonstrate specific knowledge and control of the medium of clay, both in hand building and on the potter's wheel. A variety of decorative techniques for surface design will be used to expand the range of student solutions to decorative and artistic treatments of the clay form. The emphasis in this course is on individual problem-solving. There will be a field trip to a local ceramic artist's studio to participate in a Raku firing. A materials fee of \$20.00 is required.

<b>Ceramics II</b>	<b>9-12</b>	<b>Semester</b>	<b>.5 Credit</b>
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**Prerequisite: C or better in Ceramics I**

This course builds on the skills acquired in Ceramics I. Students are assigned problems intended to expand their knowledge beyond the beginner level of ceramics. Hand-building techniques and wheel-thrown vessels and methods as well as decorative surface techniques will be explored. Students are also expected to contribute to the smooth operation of the studio through maintenance. More advanced problem-solving is emphasized. A journal/sketchbook is required. There will be a field trip to a local ceramic artist's studio to participate in a Raku firing. A materials fee of \$20.00 is required.

<b>Introduction to Photography</b>	<b>9-12</b>	<b>Semester</b>	<b>.5 Credit</b>
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At the beginning level, this course introduces students to Black and White Film and Digital Photography. Instruction will include the mechanics of the camera and how to use a camera to control depth of field and motion. The elements and Principles of Design and Compositional Rules will be taught to create a well-composed image. In Film, the students learn proper methods of exposure (in camera) and methods to develop and print the photographic image. Students are also introduced to darkroom techniques that can be used to improve or enhance the image. In Digital, the students learn the settings of a digital camera and how to use it as a creative tool. Students will be introduced to Adobe Photoshop to edit their photos. A fully manual, film/35 mm camera is recommended but not required, and a digital camera is required. A materials fee of \$50.00 is required to cover the cost of film, paper, and ink.

<b>Film Photography</b>	<b>9-12</b>	<b>Semester</b>	<b>.5 Credit</b>
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**Prerequisite: C or better in Introduction to Photography**

As students advance and develop competency in making and processing their images, they are challenged to grow through a series of assigned projects. These assignments will include, for example, traditional studies in composition, abstraction, portraiture, and social themes. The student is encouraged to develop a body of work in portfolio form. Each student is expected to develop a conceptual understanding of the images produced. A fully manual/film 35 mm camera is required for this course. A materials fee of \$50.00 is required to cover the cost of film and paper.

<b>Digital Photography</b>	<b>Elective</b>	<b>9-12</b>	<b>Semester</b>	<b>.5 Credit</b>
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**Prerequisite: C or better in Introduction to Photography**

This course will provide students with advanced techniques of Digital Photography. There will be exploration in the history, techniques, subject matter, and current practices of digital photography. Students will use Photoshop as a tool to edit their photos. A digital camera is required for the course. A materials fee of \$20.00 is required to cover the cost of paper and ink.

<b>Computer Graphics &amp; Animation Levels I, II</b>	<b>10-12</b>	<b>Semester</b>	<b>.5 Credit</b>
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**Prerequisite: C or better in Art 9 Experiential or with permission of the instructor**

Today, artists use computers in many ways for digital painting and image editing, illustration, page design, film and video editing and animation (both 2D and 3D). This course consists of two components: Computer Graphics and Computer Animation. In the Computer Graphics portion of the course, students create, produce, and disseminate information, ideas, and feelings expressed through words, symbols, and images printed on paper and other materials through a series of assignments using Adobe Photoshop software. Advanced-level students will work on individual projects. In the Animation portion of the course, the student becomes the producer, art director, cinematographer, and director all rolled into one using LightWave 3D's Modeler.

<b>Art Across Cultures</b>	<b>9-12</b>	<b>Semester</b>	<b>.5 Credit</b>
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This course celebrates the diversity and beauty of various art forms from around the world. Students will create culturally inspired works of art in a variety of media and materials. Students will learn about art forms from Africa and the Middle East; Russia and Eastern Europe; Asia; Australia; North, South, Central and Latin America. The course exposes students to world-wide artistic expressions and values, incorporates geography, language, history, religion, music, foods, cultural and social traditions, and perspectives. A sketchbook, 8.5" x 11", is required. Advanced levels will explore different art forms from the same regions.

Drawing I	10-12	Semester	.5 Credit
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**Prerequisite: Completion of Art 9**

This introductory studio course teaches basic skills and techniques in drawing from direct observation, i.e., still life, landscape, and architecture. The primary goals are to learn to judge proportion and to depict those observations in drawings that demonstrate an understanding of depth, form, and space. The intent of this course is not only to impart technical skills in drawing, but also to investigate the nature of drawing as a way of seeing and organizing ideas and perceptions. Verbal skills are developed through self-assessment, critiques, and class discussion.

Drawing II	10-12	Semester	.5 Credit
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**Prerequisite: Completion of Drawing 1**

This course further develops the skills of drawing from direct observation of still life, landscape, architecture, and the human form. Students use traditional subject matter to explore a range of drawing materials that include the introduction of color, mark making, and gesture. Compositional and rendering skills are emphasized through various wet and dry media. Students develop their own style of self-expression and a portfolio of drawings based on a cohesive theme. Assistance is given to students in developing their portfolios for art school review. This course prepares students for Advanced Placement Studio Art.

Painting I	10-12	Semester	.5 Credit
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**Prerequisite: Completion of Drawing 1**

This course is an introduction to the fundamental principles of various types of painting materials and techniques. The course will begin with an investigation into painting materials and how they influence ideas. Students will explore the issues of color, composition, and surface development using acrylics, oils, and watercolor paints on paper, board, and stretched canvas. Traditional and nontraditional methods to address the genres of still life, landscape, and portraiture will be used. The course will stress visual literacy and conceptual growth. This course is appropriate for students who are planning a career in an art-related field.

Painting II	10-12	Semester	.5 Credit
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**Prerequisite: Completion of Painting 1**

Students continue to develop their painting skills on a more advanced level through the exploration of traditional and contemporary art. Students are encouraged to experiment with painting practices in order to develop a personal style. Guidance from the art faculty will be given to students who are preparing a portfolio for art school. This course prepares students for Advanced Placement Studio Art.

<b>2-Dimensional and 3-Dimensional Design 9-12</b>	<b>Semester</b>	<b>.5 Credit</b>
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The study of design requires active participation by the students in their local as well as national culture. Using problem-solving skills within the context of design, students gain an understanding of the commercial aspects of visual culture. Utilizing the elements and principles of design, and working in various black-and-white and color media, students explore organizational possibilities for both 2-D and 3-D problems.



<b>AP Studio Art</b>	<b>11-12</b>	<b>Full Year</b>	<b>1 Credit</b>
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**Prerequisite:** At least 2 art courses or with permission of the instructor after submitting a portfolio of drawings for review.

AP Studio Art is a college-level course designed for the serious art student. The purpose of this class is to enhance technical skill and creative expression in the developing student artist. Major topics include: drawing, 2D media, and 3D design. The curriculum is largely prescribed by the College Board Advanced Placement Program. Senior students are expected to develop a full art portfolio, which will be evaluated in May by advanced placement personnel.

## Health and Wellness Education

The Health and Wellness curriculum provides a blueprint for how students can live an active, balanced, and healthy life. The purpose is to connect the concepts of health and physical education, and the curriculum supports students in making connections and applying skills for a lifetime of health and well-being. The Health and Wellness curriculum is aligned with the state standards. Students are required to take one semester of health and wellness in grade 9 and one semester in grade 10. Health and Wellness is offered as an elective in grades 11 and/or 12. One credit of physical education/health and wellness is required for graduation.

The grades 9 - 12 Health and Wellness Education Program is comprehensive and emphasizes physical, mental, and emotional well-being while stressing social responsibility with respect to oneself and others and wellness-promoting decision making. Current information and skills and strategies that foster a healthy lifestyle are presented. Health resources in the school and community are emphasized in all Health and Wellness classes.

In addition, all Health and Wellness courses address the school's academic and social expectations that students will be competent problem-solvers, demonstrate a willingness to resolve conflicts responsibly, assume responsibility for their own behavior, and act with respect toward acceptance of others.

<b>Health &amp; Wellness 9</b>	<b>Required</b>	<b>Semester</b>	<b>.5 Credit</b>
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The core concepts of physical fitness and wellness are introduced in grade 9 and an emphasis is placed on decision-making skills and personal choices that lead to a healthy lifestyle, including choices for friendships and relationships. The students will also explore the following fitness topics: nutrition, exercise science, injury prevention, and individual program design. Students will engage in activities such as weight room training, Tae-bo, and yoga. The curriculum is aligned to the state health and physical education standards.

<b>Health &amp; Wellness 10</b>	<b>Required</b>	<b>Semester</b>	<b>.5 Credit</b>
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The sophomore Health and Wellness curriculum is based on the premise that students need to enhance their individual knowledge and skills to make better personal wellness decisions. The curriculum is aligned to the state health and physical education standards and an emphasis is placed on personal responsibility, decision-making, self-advocacy skills, and respect for individual differences. Students are engaged in topics such as substance abuse prevention, stress management, mental health, and community wellness. Students will participate in physical fitness testing. The state requires that 10<sup>th</sup> grade physical fitness test results be reported.

<b>Health &amp; Wellness 11/12</b>	<b>Elective</b>	<b>Semester</b>	<b>.5 Credit</b>
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The junior/senior Health and Wellness curriculum is designed to encourage students to continue to examine the relationship between their personal wellness goals and their lifestyle choices. In addition to considering the physical, mental, and social impact of their behaviors on their lives, students will be challenged to practice ethical/moral-reasoning skills in considering lifestyle issues. Topics in the course will address fitness topics such as aerobic training, nutrition, strength training, etc. through exploration of various lifetime activities.

## STUDENT SUPPORT SERVICES

<b>Study Skills</b>	<b>9-12</b>	<b>Full Year or Semester</b>	<b>.5 to 1 Credit</b>
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This program is designed to provide academic and organizational support for students with specific needs. Students are taught a variety of interventions including: skill development in note-taking, test-taking, organization, time management, self-management, and self-advocacy.

Students (and their parents) feeling a need to participate in Study Skills Support should consult a guidance counselor for additional information.

## ADDITIONAL SUPPORT FOR STUDENTS

### Math Lab

The Mathematics Laboratory is an extension of the Mathematics Department and usually will be staffed with mathematics teachers. It will be open to students most periods of the day and may be used by:

1. Students in Grades 9 and 10 who have been assigned during study hall because of difficulties in mathematics.
2. Students in Grades 11 and 12 who require help in mathematics and who have been urged to attend during Earned Study Privilege.
3. Any student requesting assistance in a mathematics course. The Math Lab will also serve as a resource center where reference materials and books will be available for students to use for projects and reports.

### Writing Center

The Writing Center is staffed by English and Social Studies teachers and is open throughout the day. The Writing Center is a drop-in site that addresses the entire continuum of student ability – from accomplished, fluent writers to those who struggle with written assignments. Students in grades 9 and 10 who have difficulties in writing may be referred to the Writing Center by their English and/or Social Studies teachers and students can also attend during their study hall. Students in grades 11 and 12 who require help in writing are encouraged to attend during their open period.

### Student Study Center

A tutor is available 30 hours per week to provide educational support to students identified by counselors, the 504 Team, and/or the Student Intervention Team. The tutor will monitor academic performance, provide instruction when necessary, regularly meet with students, and communicate with parents/guardians when appropriate

### Homebound Instruction

Any student who, through an injury or illness, is absent from school for a period of two or more weeks will be eligible for up to ten (10) hours of homebound instruction per week. Such instruction will be provided after a parent/guardian notifies the Special Education Administrator, in writing, requesting homebound instruction.

### National Honor Society Tutoring

The National Honor Society offers tutoring to students in need of academic support. In coordination with the classroom teacher, members work with students individually or in small groups.

## CANTON ACADEMY - AN ALTERNATIVE SCHOOL

In response to a need for a smaller learning environment for select students, an alternative school, Canton Academy, has been established. The school operates Monday through Thursday from 3:00 p.m.- 6:30 p.m. on the campus of Canton High School.

- The program is available to regular and special education students in grades 11 and 12.
- Students are eligible for the program if recommended by the PPT or the Student Intervention Team, and have demonstrated the need for a small instructional setting in a modified school day. Students are required to complete an application prior to admittance, and are required to participate in an interview process with a member of the Academy program, a parent/guardian, and a counselor or case manager.

For additional information, please contact Ms. Melissa Cook, Coordinator of the Canton Academy, your teenager's counselor, or visit the school's website to read the Canton Academy Handbook.

## COLLEGE EXPERIENCES

### College Now

11-12

.5 College Credit / Per Semester Course

College Now is a college program designed to provide outstanding juniors and seniors with the opportunity to enroll in one or more college courses per semester on a tuition-free basis. The program is quite selective and open only to students who meet the following criteria:

- Qualified high school juniors or seniors who have exhausted the college preparatory courses at CHS, and who have an 8.0 GPA.
- Students who have maintained grades of "A" and "B" consistently in their academic courses.
- Students must have achieved a minimum score of 1000 on the Verbal and Math portions of the SAT or 100 on the Verbal and Math portions of the PSAT.
- Students must be recommended into the program by their guidance counselor and approved by the Director of Guidance.

Participating colleges: University of Hartford (for seniors only) and St. Joseph College

### Partnership Program

11-12

.5 College Credit / Per Semester Course

The Canton High School to College Partnership Program is a special program designed to enable qualified high school juniors and seniors to take up to two courses (six or eight credits) of college work each semester at no charge. The students, however, are responsible for buying their own books and providing their own transportation. Students must be recommended by their guidance counselor and approved by the Director of Guidance.

Participating Community College: Northwestern Connecticut Community College, Tunxis Community College

### Early College Experiences (UCONN) - See English, Social Studies, and Math Departments

Students are eligible to receive college credit from UCONN for the following courses: English 11H, AP Language and Composition (Grade 11), AP U.S. History, and AP Calculus. See course descriptions for these courses for additional information and visit UCONN's ECE website: <http://www.ece.uconn.edu/>

# CAREER DEVELOPMENT EXPERIENCES

## School-to-Career System

School-to-Career is one of the most important initiatives to attempt to meet the growing need for skilled workers to compete in the global marketplace. The goal of the School-to-Career initiative is to enhance students' educational experiences with their career goals as a primary motivation. It also helps to develop school and work-related skills through many levels of work experiences.

The School-to-Career system provides a strong preparation for post-secondary education and career training. It provides opportunities for students to explore careers, to observe the skills and related academic competencies required within a given career, and to be better prepared for an increasingly technological labor market.

CHS's School-to-Career system seeks to engage every student in developing a career exploration plan, including career counseling and investigation, career awareness and career exploration activities. These programs give students the guidance and experiences they will need to make good decisions about their future. The system will encourage students to take into account their individual interests, abilities, experiences and values as they relate to their future occupational goals.

<b>Job Shadowing Program</b>	<b>9-12</b>	<b>0 Credit</b>
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This program is offered to all students and provides an opportunity for students to explore careers and investigate professions and trades. A job shadow is a one-day observation at a local business or community agency. The student shadows an adult at the workplace. Students are responsible for transportation to and from the shadowing workplace. More information is available in the Career Development Center.

<b>School-to-Career Internship</b>	<b>11-12</b>	<b>Credit: TBD</b>
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The School-to-Career Internship program is a structured work-site experience where students work and learn on the job. Defined set of objectives and learning activities enable students to experience a broad understanding of the career area. A variety of tasks will provide the intern with a vision of the many skills necessary in the career path and related career fields unknown prior to the internship. Credit will be granted upon the completion of the internship. No credit will be given to students who serve as teachers' assistants.

# VIRTUAL HIGH SCHOOL

## Virtual High School

Virtual High School courses are offered through the Internet in a BlackBoard format which is common to the on-line courses offered by many colleges. Offerings include more than two-hundred full-semester or full-year courses in every interest area and include many specialized topics, ranging from Academic, Honors, and Advanced Placement.

All VHS courses are designed and monitored by a certified teacher, but are ‘asynchronous,’ meaning the work can be completed from any computer at any time of day. Research, reading, writing, online communicating and collaborating with peers, and time management are required to successfully complete a VHS course. VHS courses are approved for both Canton High School graduation and NCAA eligibility. Go to <http://www.govhs.org/> for additional information and the catalog. An approved application for a VHS course is required.

Courses taken successfully by Canton students in the past three years include:

- AP French
- Calculus for Business
- Bioethics Symposium
- Oceanography
- Environmental Chemistry
- Pre-Veterinary Medicine
- Anatomy & Physiology
- Gods of CNN
- AP Statistics
- Perspectives in Health
- Film & Literature
- AP Government & Politics
- Philosophy
- Engineering Principles

## ADDITIONAL EDUCATION EXPERIENCES

<b>Greater Hartford Academy of the Arts</b>	<b>9-12</b>	<b>3 Credits</b>
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The Greater Hartford Academy of the Arts, managed by the Capitol Region Education Council, offers basic and advanced study in seven arts areas: music, theater, dance, visual arts, film and television, theater production and design, and creative writing. The educational goals of the program are to develop talent in high school students, thereby developing their self-confidence and self-esteem; to enhance understanding of and appreciation for cultural diversity; to foster flexible ways of thinking; to engage the imagination; and to expose students to performance by professional artists. Students attend the academy half time, leaving CHS at 12 noon. See your guidance counselor for more information or call 800-757-6300.

<b>Greater Hartford Academy of Mathematics &amp; Science</b>	<b>9-12</b>	<b>3 Credits</b>
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The Greater Hartford Academy of Mathematics and Science (GHAMAS) at the Learning Corridor is a public magnet school for grades 9-12 managed by the Capital Region Education Council (CREC). The school opened on a full-time basis in the fall of 2001. The Learning Corridor is a campus of magnet schools adjacent to Trinity College. GHAMAS will provide students with a specialized honors level/Advanced Placement curriculum in the natural sciences and mathematics taught by master teachers and practicing scientists. The curriculum is founded in laboratory experiences of physics, chemistry, biology, biochemistry and molecular genetic, earth science, astronomy, electronics, and engineering. Mathematics and computer science will be taught as a discipline and more importantly, through applications to scientific experimentation. Juniors and seniors will be afforded opportunities in research at the surrounding institutions of higher education as well as in the GHAMAS research labs. Technology and applications of computer science will be a major component of all activities, and the school has been designed for each student to be fully integrated in to the world's information network.

The magnet school is conducted as half-day sessions with courses in mathematics. Health/biomedicine and science. Grades 9 and 10 will attend the magnet school in the mornings and grades 11 and 12 in the afternoons. All other curricular courses will be provided by Canton High School. In order to be successful at GHAMAS, students should have completed Algebra I in eighth grade, possess a strong motivation for pursuing math and science, and have an aptitude for inquiry-based learning. For more information please call 800-757-6300.

<b>University High School of Science and Engineering</b>
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The primary focus of the University High School of Science and Engineering is to effectively prepare graduates for pursuing further education and careers in a range of scientific, engineering and technological fields. Through its location on the University of Hartford campus, the University High School is facilitated in achievement its goal of building an early college model of high school education. The early college model bridges secondary and higher education by welcoming high school students, teachers and administrators into the university community and infusing the expectations of collegiate education into the high school experience. Call (860) 695-9020 for additional information.

## ENRICHMENT PROGRAMMING

The goal of the Enrichment Program is to offer educational opportunities beyond the classroom. The program also permits students to complete an Independent Study project.

To remain active for the current year, Independent Study students are expected to participate in at least one of the programs offered and/or submit a plan for an Independent Study Project. This plan is due by December and would normally be completed in May.

Short conferences will be scheduled with students several times a year to develop independent study projects, monitor progress, and evaluate work.

Enrichment programming includes, but is not limited to, original research, independent research, projects, theatre studies, college seminars, service projects, and other enrichment activities.

### LIBRARY MEDIA CENTER



The Library Media Center has a central role in the academic life of Canton High School. The primary goal of the LMC is to educate students in information literacy. Information literacy includes, but is not limited to, developing sound research techniques, evaluating information for accuracy and reliability, selecting the best information tools for each type of project, and understanding the concept of intellectual property. The LMC supports the curriculum by providing appropriate resources for each discipline, and by working in collaboration with faculty.

The Library Media Center staff promotes reading for information as well as for pleasure with the goal that students will continue to be enriched by information and by literature.

<b>9th Grade Seminar</b>	<b>Experiential</b>	<b>.17 Credit</b>
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This course is designed to help students reach full academic potential. Students will learn, review, and practice information literacy skills including research techniques and organization. They will also explore ways to improve study skills, time management, decision-making, problem-solving techniques, and an understanding of themselves and the school environment.

## CO-CURRICULAR ENRICHMENT PROGRAMS

Following are listings of co-curricular enrichment programs available to students with high academic potential. These programs are designed to motivate students toward excellence through incentives such as scholarships, prizes, trips, and public recognition. Students interested in participating in one or more of these programs should confer with their guidance counselor. Rules governing these programs:

- Students must meet minimum qualifications as stated by the advisor.
- Participation is subject to availability of advisors or mentors.
- Students involved in pull-out (excused from class) programs may be disqualified if they fail to keep up with course work.

### Ambassador Program - Mrs. Urko

The Guidance Department Ambassador Program seeks to orient new students to Canton High School by matching them with an “ambassador” to act as their guide. This program attempts to contact and support new students. The Ambassadors offer a variety of activities (breakfasts, luncheons) to involve new students in the school community. They also seek to support students academically with “drop in” tutoring assistance.

### ACDA Honors Choir

The CT Chapter of the American Choral Directors Association sponsors a “Fall Conference Concert” each year in October. Participation in a Men’s Honor Choir and a Women’s Honor Choir is recommended by the choral music instructor.

### ASBDA Honors Band

The CT Chapter of the American School Band Directors’ Association sponsors a fall concert each year in November. Participation in the band is recommended by the instrumental music instructor. This is a one-day festival, with the concert scheduled in the evening.

### All-State Music Festival

The CT Music Educators Association also sponsors this three-day festival. The audition “scores” from the Northern Region Adjudication are used to determine participation in chorus, band, orchestra, or jazz band in early April. A project involving a presentation to an appropriate audience is normally expected.

### Art Club - Mrs. Hughes

During Art Club, assistance will be given to students who come in and want help with:

- *Artwork for enjoyment*
- *Assignments in art courses*
- *Portfolios for art school*
- *Idea planning for projects, posters etc. for their other classes.*

Special Workshops are planned during the year, which will require students to sign up in advance to attend. A modest fee for materials will be charged for these special workshops. Workshop themes and dates will be written in the daily announcements. Art club meets once every two weeks.



**Athletic Council – Mrs. Stephan**

Athletic Council is a group of students who work with the Athletic Department as liaisons to student Athletes. They also help to plan and coordinate activities for field day during Spirit Week. Athletic Council meets during the school day.

**Athletic Program – Seasonal Offerings**

**Fall**

- (B) Varsity Soccer
- (B) J.V. Soccer
- (G) Varsity Field Hockey
- (G) J.V. Field Hockey
- (B) Varsity Cross Country
- (G) Varsity Cross Country
- (G) Varsity Soccer
- (G) J.V. Soccer
- (B) Football
- (G) J.V. Volleyball
- (G) Varsity Volleyball

**Winter**

- (B) Varsity Basketball
- (B) J.V. Basketball
- (G) Varsity Basketball
- (G) J.V. Basketball
- (B) Varsity Wrestling
- (B) Freshmen Basketball
- (B) Indoor Track
- (G) Indoor Track

**Spring**

- (B) Varsity Baseball
- (B) J.V. Baseball
- (G) Varsity Softball
- (G) J.V. Softball
- (B) Varsity Tennis
- (G) Varsity Tennis
- (B) Varsity Golf
- (G) Varsity Golf
- (B) Track & Field
- (G) Track & Field
- (G) Varsity Lacrosse
- (B) J.V. Lacrosse
- (B) Varsity Lacrosse
- (G) J.V. Lacrosse

**Be The Change – Ms. Gembala**

Be the Change is a club that will focus on finding ways for students to “change” the world around them through a variety of learning and volunteer experiences. We will explore ways in which students can “Be the Change,” however large or small, in the world. Be the Change will also specifically connect with the program “Rachel’s Challenge” in keeping with the theme of students making a difference in the world. The club meets weekly.

**CATA (Canton Adolescents Taking Action) – Mrs. Aitchison**

CATA is a club that works to improve the school and community. Activities that CATA has done are: started a paper recycling program at CHS; started a bottle and can recycling program at CHS; cleaned the school grounds; painted bathrooms at CHS; baked and delivered cookies throughout the year to the Canton Food Bank. Meetings are Thursday mornings at 7:15 a.m.

**Chemistry Club – Ms. Ott**

Chemistry club is an organization for students who are interested in broadening their horizons in chemistry. Experiments are generally student inspired and extend beyond the typical 50-minute class period. Members are expected to attend each monthly meeting and if possible to provide tutoring to chemistry students in need before or after school weekly. Fundraising is also important for supplies for experiments and to contribute to the Chemistry Club Scholarship awarded to one or more deserving seniors each year.

**CHS TV – Mr. DuBois**

CHS TV offers students the opportunity to get involved in the production, research, and filming of a TV newscast about our school. The group presents their finalized work to fellow students during various showings of CHS TV throughout the year. CHS TV meets during lunches, as needed.

**CLOSE UP – Ms. Mocarski**

An intense study of government in Washington, D.C. in March. Students attend large group presentations by high government officials as well as small discussion groups. An emphasis is placed on living and studying with students from other parts of the United States.

### **Community of Concern - Mrs. Govin**

This group is a town-wide council that attempts to focus on prevention of the use and abuse of alcohol, tobacco, and other drugs. The goal is awareness and education. The group consists of town officials, parents, students, and other community members and meets the second Monday of the month.

### **Creative Writing - Mrs. Principe**

A creative writers' group where students may bring poetry, short stories, or other writings to share with others and receive feedback. Students may also read poetry they like if they credit the author. We hope to host a poetry show or coffee house in the spring. All are welcome. Meets every other Wednesday from 2:15 to 3:15 p.m.

### **Debate - Mrs. Hartley**

CHS Debate is a group of students who meet to debate other schools at a competition held at the State Capital.

### **Drama - TBD**

A workshop for those interested in acting and drama, the Drama Club meets to work on acting skills.

### **Electrathon - Mr. Zordan**

Canton High Schools Electrathon Club is dedicated to the exploration, design, construction, and competition of alternate energy vehicles. This club is open to all students with an interest in alternative energy. We are presently members of both the Electrathon America and the Connecticut Electrathon Challenge organizations. We have competed in various events throughout New England and meet every Thursday evening, 6:30-8:30 p.m., in the Canton High School Auto Department.

### **ESTEEM - Ms. Zacchera**

ESTEEM is a group of High School students who present daylong workshops to younger students. These students are chosen for their strength of character, willingness to make a commitment and eagerness to participate and make the activity a priority in their busy schedules. These students must also be willing to take a stand against drugs and alcohol. ESTEEM rehearses Thursday evenings 5:00-7:00 p.m..

### **FCCLA (Family, Career, & Community Leaders of America) - TBD**

An after-school activity that meets twice a month to encourage leadership skills, volunteerism, and opportunities to bake, sew, etc. All grades 9-12 are welcome to attend the meetings which are held on the first and third Tuesdays of every month, in room 207 from 2:20-3:30 p.m.

### **Gay Straight Alliance (GSA) - Ms. Moberly**

The Gay Straight Alliance is a judgment-free zone in which all students can share their insights and opinions in a comfortable atmosphere. It is a place where they can feel free to be themselves, whether they are gay, straight, transgendered, or questioning. This club encourages students to express their concerns and in turn be educated about how to cope with their situations. Students meet every Wednesday at 2:30 in room 234 not only to speak with each other about their experiences and emotions, but also to engage in thought provoking conversations among peers.

### **Jazz Combo(s) - Mr. Mills**

Jazz Combo is a small group with an emphasis on jazz improvisation. Size and number of combos will be determined based upon improvisation experience and instrumentation. The group will meet once per week, as determined by the director and group, and is open to students enrolled in either Jazz Ensemble or Workshop.

### **Jazz Ensemble – Mr. Scavone**

The Jazz Ensemble is a full “Big Band,” playing all styles of jazz. The group meets once a week after school, as determined by the director and group. Auditions and rehearsals begin at the discretion of the director.

### **Jazz Workshop - Mr. Scavone**

The Jazz Workshop is a non-auditioned full-sized “Big Band,” playing all style of jazz. The group meets once a week, as determined by the director and group. It is open to any students enrolled in the instrumental music program.

### **Leo Club – Lions International, sponsored by Canton Lions Club – Ms. Zacchera**

Objective and Motto: Lions Clubs International adopted the Leo Club Program as an official program of the association in 1967. Open to males and females, the objective of the Leo Club Program was (and still is) “...to provide the youth of the world (with) an opportunity for development and contribution, individually and collectively, as responsible members of the local, national, and international community.” The Leo Club motto is:

**Leadership** – Leos develop skills as organizers, time managers, and motivators of their peers.

**Experience** – Leos learn the importance of cooperation through community service.

**Opportunity** – Membership provides young people with a chance to excel, to develop positive character traits, and to receive recognition for their contributions to the community. Today, the Leo Club Program is stronger than ever. Community service remains the cornerstone of the program. Like their Lion counterparts, Leo club members enjoy serving their neighbors and watching positive results unfold.

### **Math Team - Mrs. Aitchison/Mr. Aureli/ Mrs. Forastiere**

Canton High School is a member of the Capital Area Mathematics League (CAML). The team competes in monthly meets October through March, and a banquet is held in May when teams and individuals are recognized. Members are sophomores through seniors who have been recommended by a teacher.

### **Mock Trial (Law) Club – Mr. O'Donnell**

The Mock Trial Club is composed of students in grades 10-12 who are interested in the law. We begin to meet in December and continue through March. Our goal is to successfully compete against other high schools in a Mock Trial competition held in the spring. We normally go to trial in either Hartford or Waterbury Superior Court. Students are to act as either lawyers or witnesses, and the case is always very interesting, and a fun learning experience.

### **Model U.N. – Ms. Mocarski**

This club lets you act out world affairs issues with a group of your peers. Not only do you act it out, but you come together to understand how small our world really is. Activities include a trip to the United Nations in New York and a weekend conference held at the University of Hartford.

### **National Honor Society – Mrs. Ruby**

National Honor Society is a group of students who demonstrate excellence in four areas of scholarship, leadership, character, and service. Membership is based on a selective process by a faculty council consisting of five teachers. The Honor Society strives to uphold its standards and provide leadership and service to the school and community. Its activities range from co-hosting Spirit Week, to providing a tutoring service to all students. NHS meets Tuesday mornings.

### **Northern Region Music Festival – Mr. Scavone**

Participation in this festival is by audition only, and suggested literature is listed for choral and instructional audition. The two-day festival is sponsored by the CT Music Educators Association and takes place in January of each year. Auditions are held in November of the preceding year.

**Peer Counseling - Ms. Zacchera**

Peer Counseling is designed to provide a support network of students for other students. All students are invited to apply for the program. Members are selected on the basis of their ability to relate well to others in addition to general characteristics, such as responsibility, maturity, common sense, and the ability to follow through. Peer counselors meet Friday mornings from 7:15-7:35 a.m.

**Reach Out Program - Select Student Representatives/Mrs. Eickenhorst**

The Reach Out Program is a group of students who volunteer their time to tutor and help students in both the Intermediate and Primary schools.

**SEARCH - Mr. Duffy/Mr. Messier /Ms. Moran**

This club is designed to follow the Connecticut Department of Environmental Protection's guidelines for water chemistry tests and invertebrate collection and identification to assess local stream water quality.

**Stage Productions/Musicals - Mr. Gottheimer**

The CHS Musical Theatre Department presents a full-scale Broadway musical or a dinner and Cabaret in March of each year. All students are invited to audition for solos, chorus, and other important roles. Musicals presented in the past years include "Grease," "South Pacific," "Carousel," and "Les Miserables".

**Student Council - TBD**

The Student Council is a body of elected class officers and interested students who conduct various activities throughout the year (Spirit Week, Mr. CHS, etc.). Student Council meets Wednesday mornings as needed.

**Substance Free Students (SFS) - Mrs. Urko**

Substance Free Students get together as a group and plan educational and substance-free activities such as skiing, Six Flags, and a dinner. Throughout the year the students will be able to participate in these extra activities as long as they're substance free. SFS meets Tuesday mornings.

**Technology Club/Theater Manager - Mr. Moran**

Activities focus on learning the basics of sound reinforcement, theater lighting, audio and video production in order to be able to provide these services to school functions. The Technology Club fosters a sense of ownership since students are directing the process.

**Yearbook - Mrs. Ruby**

For a group of seniors who are interested in becoming a part of the Yearbook staff and are willing to participate in all aspects of production - from layout to budgeting to selling ads. Meeting times will be decided by the staff. Yearbook is also open to a limited number of juniors to assist the editors.

