

26-27



# Program of Studies

*Curriculum and Planning Guide for Students, Parents, and Teachers*

CANTON  
HIGH SCHOOL

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# Vision of the Canton Public Schools Graduate



## CREATIVE THINKER

*I can*

- Demonstrate curiosity and interest
- Generate and explore innovative ideas and solutions
- Take chances with the possibility of failure
- Respond to outcomes with adaptability and resilience



## COMMUNICATOR

*I can*

- Seek opportunities to share with those with different perspectives
- Listen, speak, and write respectfully with my audience in mind
- Choose appropriate methods of communication
- Utilize a variety of media



## COLLABORATOR

*I can*

- Contribute my ideas toward a common goal
- Promote discussion and respond in ways that lead to positive outcomes
- Listen to and consider different perspectives
- Adapt and compromise with others



## CRITICAL THINKER

*I can*

- Examine existing assumptions or beliefs
- Identify and define problems or tasks
- Develop open-ended questions to drive learning
- Seek and evaluate information from a variety of viewpoints or sources
- Synthesize information in order to draw conclusions
- Determine strengths and challenges through self-reflection and feedback



## COMPASSIONATE CITIZEN

*I can*

- Be kind
- Empathize with the needs of others
- Act with integrity
- Understand the local, national, and global impact of my actions
- Contribute my time, talents, knowledge and resources to benefit others
- Take ownership of my academic, civic, and social responsibilities





## Canton High School Program of Studies

### Dear Students and Parents:

The Program of Studies is written to inform students about course offerings and program requirements at Canton High School. All courses, programs, policies and guidelines align with the school's strong commitment to the Vision of the Canton Public Schools Graduate. Across the depth and breadth of the high school experience, students will demonstrate the individual attributes of the Vision. Courses are designed to provide opportunities for all students to show their capacities as Creative Thinker, Communicator, Collaborator, Critical Thinker, and Compassionate Citizen through both their academic work and co-curricular activities, within a program of study unique to individual student goals, talents, attributes, and aptitudes.



In planning their academic program, students should refer to graduation requirements and consider their post-high school plans. Parents and students should read the first pages of this document carefully in order to understand how to best plan a course of study and the expected timelines and procedures that guide the development of the Canton High School curriculum and annual schedule.

As part of our school community, students have a wide variety of courses and resources available. Students will consult with their school counselor, teachers, and parents to make academic decisions. We encourage students to take advantage of opportunities to learn more about themselves and to discover new interests and talents at Canton High School. With an array of offerings and choices, and with the help of a supportive school and community, students should feel confident in their ability to develop an informed and rich program of study during their four years.

Students, we look forward to supporting your success during your high school years!

Sincerely,

Andrew DiPippo  
Principal



### District and School Commitment to Social Emotional Learning and Well-Being

The Collaborative for Social and Emotional Learning (CASEL) led the way nearly two decades ago in defining social and emotional learning as “the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy, establish and maintain positive relationships, and make responsible decisions.” Student growth and well-being in these areas is as important as academic progress, and is an essential component of school, work, and overall life success.

Canton High School is committed to providing students support for their personal growth both in and out of the classroom.

## Graduation Requirements

To graduate from Canton High School, students must meet specific credit, course, performance standard, and attendance requirements, in compliance with the Connecticut State Department of Education (**CT SDE**) Public Act No.17-42. Students must fully complete all credit and performance standard requirements **in advance** of the formal graduation ceremony in order to participate. Students will have multiple opportunities and pathways to meet the requirements, and will take courses in the expected sequence per grade level and department.

CT SDE Graduation Requirements <i>Required for All Connecticut Students</i>	Canton High School Graduation Requirements <i>Courses all CHS students take to meet the state requirements</i>	
<b>Humanities</b> <b>9.0 credits</b>	English	4.0
	Social Studies, including 1 credit in U.S. History and .50 credits in Government	3.0
	World Language	2.0
<b>STEM</b> <b>9.0 credits</b>	Mathematics, including Algebra I, Geometry, Algebra II	3.0
<b>Science, Technology, Engineering, Mathematics</b>	Science, including one life science, one physical science	3.0
	Personal Financial Literacy	.50
	STEM electives	2.5
<b>Physical Education/Health</b> <b>Health and Safety</b>	Health and Wellness I, II, III (combined: PE 1.0, Health, .50)	1.5
	Digital Citizenship OR Health/Safety Pathways (.50)	.50
<b>Capstone Experience</b>	Canton Mastery Project	.50
<b>Fine Arts</b>	Visual Arts, Music and Performing Arts	.50
<b>Electives</b>	To fulfill requirements/explore interests	4
	<b>TOTAL CREDITS</b>	<b>25.0</b>

### Graduation Performance Standards

All students must meet at least one of the graduation performance standards for each of the three content areas listed below prior to senior year. If a standard listed is not met, then the standard can be met through an alternate means, such as a review of a portfolio of student work.

#### English

Achieve a grade of C- or better in two full credit (1.0) CHS English courses

**OR**

Achieve the College/Career Readiness Benchmark for the PSAT/NMSQT taken in Grade 11

**OR**

Achieve the College/Career Readiness Benchmark for the SAT

#### Mathematics

Achieve a grade of C- or better in two full credit (1.0) CHS math courses

**OR**

Achieve the College/Career Readiness Benchmark for the PSAT/NMSQT taken in Grade 11

**OR**

Achieve the College/Career Readiness Benchmark for the SAT

#### Science

Achieve a grade of C- or better in two full credit (1.0) CHS science courses

**OR**

Meet standard on Next Generation Science Standards (NGSS) State Exam taken in Grade 11

### Credits Required for Grade Level Promotion

To Grade 10: 6 credits

To Grade 11: 12.5 credits

To Grade 12: 17.5 credits

A student earns credit by achieving a minimum grade of 60 (D-) **AND complying with attendance requirements** (see student handbook). Credit may be denied in the case of unexcused absences exceeding the policy.

# Graduation Requirements

## Course Planning/Meeting the Requirements

Most credit requirements are earned automatically by completing the CHS requirements listed on the previous page. All Humanities credits are built in by completing the CHS requirements in place. STEM requirements are more individualized with multiple pathways. School counselors work with students to ensure appropriate course selection to advance in credits and meet all requirements.

## FLEX Courses

FLEX courses, noted below and throughout the catalog, are courses that can fall under more than one category of credit requirement. Students can apply these courses toward ONE category, depending on individual credit needs. This flexibility allows students to more closely align their personal interests with the state and high school requirements. When a FLEX course is selected, the course will automatically be applied to the area in which the student needs to fill credit. FLEX courses may count toward ONE credit area, not both. These courses are listed below as well as within the department sections.

**Example:** A student needs additional STEM credit. They choose to take Music Technology and apply toward STEM because they have already met their Fine Arts requirement.

<b>HUMANITIES: 9 credits</b> <b>*must include one Fine Arts course; see below</b>	<b>STEM: 9 credits</b> <b>Science, Technology, Engineering, Math</b>
All English Department courses	All Mathematics Department courses
All Social Studies Department courses	All Science Department courses
All World Language Department courses	All Technology Department courses
All Fine Arts courses: Music Department, Visual Arts Department	All Family and Consumer Science Courses
IEP Courses: Study Skills, Literature	

<b>FLEX: Fine Arts/STEM</b>	<b>FLEX: Humanities/Fine Arts</b>	<b>FLEX: Humanities/STEM</b>
Architectural Design Digital Photography Film Photography I Film Photography II Fine Woodworking Graphic Design & Digital Photography Music Technology Video Production	Theater Arts (offered alternating years)	Computer Science Principles—App Design UConn ECE Essentials of Economics Personal Financial Literacy Multimedia Communications I Multimedia Communications II

## Middle School Credit

The high school curriculum is designed so that all students can meet all requirements during grades 9-12. Some students may earn credit, transferrable to the high school, during middle school. Credits count toward graduation requirements but are not calculated as a part of the CHS grade point average. Middle school credit appears as “P” on the transcript if the standard is met:

**Mathematics (Algebra I): Final grade of 70 or higher, 1 credit**

**World Language (Spanish IA/Spanish IB to move to Spanish II in high school): Final overall average of 70 or higher, 1 credit**

**Health and Safety (Digital Citizenship, beginning with Class of 2027): Pass/P on final assessment, .50 credit.**

Students may choose to opt out of middle school credit at no detriment in favor of repeating the course in high school, in order to gain deeper mastery before moving ahead in the sequence. Students and parents of entering freshmen with questions about middle school credit should consult with the CHS director of school counseling for advisement.

## System of Grading

CHS uses a weighted system of grading. All final numerical averages for all courses are computed into the cumulative (overall) grade point average (GPA) whether passed or failed. Official GPA is calculated at the end of each school year. Only courses taken at CHS are computed into the official GPA. Transfer credit is awarded P/Pass on the official transcript. The student's transcript from the sending school is provided upon request for college applications or other needs.

Canton High School does not rank students. The School Counseling Department provides a school profile to colleges/universities outlining our system and including a chart representative of the current class GPA ranges. Military academies no longer require class ranking.

An unweighted GPA is calculated at the start of senior year in accordance with requirements set forth by the state department of education, to determine students eligible for CAAP (CT Auto-Admit Program), which allows for automatic admission to certain state universities. Eligible seniors will be notified.

A valedictorian and salutatorian (highest/second highest overall cumulative GPA) are identified at the close of Q3 during the senior year. Students must attend CHS for at least four full semesters (entering by Gr. 10/2nd semester) in order to be eligible.

Quality Point Scale			
Grade	AP/ECE	Honors	College Prep
A+	5.33	4.83	4.33
A	5.00	4.50	4.00
A-	4.67	4.17	3.67
B+	4.33	3.83	3.33
B	4.00	3.50	3.00
B-	3.67	3.17	2.67
C+	3.33	2.83	2.33
C	3.00	2.50	2.00
C-	2.67	2.17	1.67
D+	2.33	1.83	1.33
D	2.00	1.50	1.0
D-	1.67	1.17	.67
F	0	0	0

## Course Levels of Instruction

All courses prepare students for postsecondary education/training, employment, or service. Levels are described below and next to the course description within this catalog. Where not indicated, the course is assumed to be College Preparatory. **Students may not skip, override, or "test out" of course prerequisites or sequence** (e.g., Drawing I before Drawing II; Geometry must be completed before Algebra II). **All AP/ECE courses require a teacher recommendation and some courses have strong guidance for previous performance in order to be successful; these are noted in the course description.**

**1) College Preparatory (CP):** Depth and breadth of subject aligns with content area standards for mastery of necessary skills and post high school preparation.

**2) Honors (H):** Curriculum and standards match those of college prep but honors courses move at a faster pace and depth with more rigorous expectations to achieve mastery of the content.

**3) College: (ECE/AP) UConn Early College Experience (ECE) /Advanced Placement (AP):** College-level courses; fast paced with high challenge and requiring strong commitment. ECE courses award official UConn credit (see page 9). AP courses *may* result in college credit as determined by individual college policies. Some courses are concurrent AP/ECE; see course description. Exam fees apply/registration takes place in fall. For AP courses, participation in the exam is strongly encouraged.

### Advanced Placement Offerings:

English:	AP Language & Composition, AP English Literature & Composition
Mathematics:	AP Calculus AB; AP Statistics
Music:	AP Music Theory
Science:	AP Biology; AP Chemistry; AP Environmental Science; AP Physics 1
Social Studies:	AP Comparative Government; AP Psychology; AP United States History; AP World History
World Language:	AP Spanish Language and Culture

### UConn Early College Experience (ECE; see details on page 9):

ECE/AP Calculus AB	ECE Essentials of Economics	ECE/English 11 H
ECE/AP Spanish Language	ECE/AP U.S. History	ECE/Mandarin III



## Grading Procedures

### Report Cards and Transcripts

Report cards are issued electronically each quarter and show letter grades for the term. The cumulative GPA is shown on the year end report. Only final overall letter grades and credits appear on the official high school transcript, the document that is sent to colleges or used as proof of credits earned and graduation.

### Honor Roll

The honor roll system is built around letter grades so that all students are equally able to achieve recognition regardless of their level of instruction (CP, H, AP). To qualify, students must be enrolled in six (6) academic courses that meet daily (Gr 12: At least 5). Students may not have any incomplete grades. Requirements as follows:

**High Honors:** As (A+, A, A-) with no more than one B (B+, B, B-)

**Honors:** Any combination of As and Bs with no more than one C (C+, C, C-)

### Final Exams

Students must complete final examinations, worth 12% of total grade with exceptions for seniors who meet criteria (below). In case of absence, final examinations must be made up. An absence note must be presented before taking the exam.

#### **Senior Exemption Policy:**

- A. Student must be in good academic, attendance, and disciplinary standing to exercise the exemption privilege.
- B. Student must have a minimum of a 90 average
- C. Students with a 90 or better can still choose to take the exam. Once this decision is made, it cannot be reversed and the exam score will be entered into the final average.

### Academic Honor Societies/Service and Recognition Opportunities

There are several nationally-recognized chapters of honor societies represented at CHS, as well as the opportunity to pursue the Connecticut Seal of Biliteracy by demonstrating proficiency in two languages (English and Spanish, for example). To learn more about criteria, please contact the corresponding department chair, who can provide details about selection criteria and commitment required for membership in good standing.

## College Credit/Extended Curricular Offerings: CHS-Affiliated

### UConn Early College Experience (ECE)

These courses provide the opportunity to earn both high school and college credit with the CHS teacher, who is certified by UConn to teach the course. Credit is applicable to UConn or transferrable to many colleges and universities. The tuition savings is significant: each course costs approximately \$150, a 90% reduction over the tuition charged on campus. Some ECE courses are offered concurrently with AP courses. For more information on the UConn ECE program, visit <http://uconn.ece.edu> or contact the ECE coordinator. See previous page for current offerings.

### VHS Learning

VHS (Virtual High School) Learning has long served summer credit needs with fee-based online courses. CHS courses are offered during the school year with no fee. Taught remotely by certified VHS teachers, they are appropriate for motivated and independent learners in Grades 10-12. The sign up process is publicized and students work with the CHS VHS coordinator to apply and enroll. Courses may not take the place of graduation requirements or of courses already offered at CHS. Courses are taken in addition to, and not in replacement of, internal schedule load requirements. Space is limited; juniors and seniors take priority. Grades earned are indicated on the transcript and included in the GPA and for honor roll. Courses may be viewed online at <https://www.vhslearning.org/>.

### Greater Hartford Academy of the Arts (GHAA)

**Half-Day Elective Credit Program:** This program offers intensive study in the arts. Students leave CHS at midday to attend and earn three credits in arts electives each year (bus transportation is provided). Because students can only schedule four periods/courses during their CHS portion of the day, careful planning is required in order to meet CHS graduation requirements and some students may have to seek external/summer credit, at their own expense. Desired course levels may also be limited. Students with can find great success in the program if they are willing to make compromises in order to attend. To learn more about the program, visit this website: <https://ghaahd.crecschools.org/>. **Current CMS students considering this option should consult with the high school director of counseling to discuss scheduling impact.**

### Teaching Assistant

Teaching Assistants are by arrangement between a willing teacher and student. Goals include: Support tasks, deepened understanding in an area of interest, gaining insight into teaching as a career, and collaboration with teacher and students. One quarter credit per semester or one half credit over one academic year on a pass/fail basis; not calculated as part of the weighted GPA. Students must meet minimum course load requirements before adding a Teaching Assistant contract.

### Independent Study

Independent study or in-district internship can take place in any curricular area, as an arrangement between a willing teacher and the student. These experiences provide an opportunity for deeper study in an area of interest. Planned objectives and assessments must be included, and approval must be obtained from both the teacher, department chair, and principal. One half credit

## External Credit Options

### College Programs

For Grades 11, 12.

Several local colleges offer opportunities for qualified juniors and seniors to experience the challenge of a college classroom, enhance the existing high school course of study, and potentially earn college credit while still in high school, at no or low cost. Current programs include (subject to change by the college):

- **CT State Colleges and Universities (CSCU):** The community colleges offer a high school partnership program, found here: <https://ctstate.edu/admissions-registration/how-to-apply/high-school-students/early-college-and-dual-enrollment>
- **University of Saint Joseph Challenge Program** <https://www.usj.edu/admissions/first-year-admissions/challenge-program/>

Interested students should see their counselor for more information. Grading will be recorded as “pass/fail” on transcript with the exception of UConn ECE courses, which adhere to CHS grading practices because they are taught by CHS faculty who are certified by UConn.

### Recovery Credit/Summer School

If a student does not earn a passing grade, the student may retake the course during CHS summer school or other external program (must be pre-approved). The student must have a grade of 50 or above in order to participate in condensed (typically around four weeks) recovery credit summer school. A passing grade will then be recorded as P on the student’s transcript and credit will be awarded. The grade will not be calculated into the weighted GPA. The new course grade will not replace the initial grade. Students who do not meet the threshold of 50 can take a full-length approved course (typically around eight weeks if summer) or repeat the course during the school year. Students are responsible for fees associated with recovery credit.

### Enrichment Credit/Alternate Credit Sources

Occasionally students discover an opportunity for a course outside of CHS which has special interest for them, via an online resource, college, or other program. Students must see the counselor to determine if the course meets accreditation and other requirements in advance of signing up. Approved courses count toward elective credit and usually cannot replace a core academic course or graduation requirement that is able to be scheduled at CHS. **All requests for external credit must be approved in advance of the course start. See the school counselor for details. Credit is awarded and applied upon receipt by the School Counseling Department of the official transcript from the program.**

# Course Selection Procedures and Guidelines

## Timeline (exact dates are announced)

### January

- Teachers enter course recommendations.
- CHS presents Eighth Grade Curriculum Night for families of incoming freshmen.
- Gr 8 course selection with CHS counselor assistance. Parents will review choices at home.
- PowerSchool window open for CHS students to make selections (late Jan/early Feb).
- Once the window locks, students can no longer make adjustments. In this case, contact the school counselor (8th graders: contact the director of school counseling) immediately with concerns/changes.

### February

- Level overrides/other requests due.

### Early Spring

- Master Schedule is developed.

### May

- Course confirmations sent home.
- Counselors work with students to resolve conflicts/address any changes.

**Please Note: Course offerings depend on demand at the time of registration. Courses may be canceled as a result of insufficient enrollment or if not approved as part of the Canton Public Schools annual budget. Some courses are offered alternating years.**

## Schedule Load

Students must take a minimum of six classes each semester (seniors must take a minimum of 5). Internships, teaching assistants, independent study, and online courses are above and beyond the minimum requirements.

## Schedule Change Requests

The Master Schedule is built based on requests and to provide every student access to necessary core courses and electives that meet graduation requirements. Changes are difficult once school has begun and are subject to space available and the student's schedule aligning with expected graduation progress. Students may only request a course change within the first ten (10) school days of the semester. When a change of level is requested after school has begun, grades from the current level will transfer to the new level and students are expected to access supports (conferencing with teacher, accessing support labs, etc.) before requesting a change. All level changes MUST be completed no later than the 5th school day after the close of the 1st quarter of a year long course, or the first five weeks (25 school days) of a semester course.

## Withdrawing From a Course

Students should contact their school counselor at the first consideration of a course drop as it may have broader credit implications or may not be possible at all. Many supports are in place for students to achieve success in their courses and maintain their schedule, therefore, a course withdrawal is considered a last resort except in exceptional circumstances. A student may withdraw from a course without a grade appearing on the transcript no later than five (5) school days past the published midpoint of the 1st quarter of the course. After this point, a (W) will appear on the official school record, including report cards/transcript. No course may be dropped if it will cause a student to fall below minimum schedule load. W mark is excluded from cumulative GPA. In the case of a senior dropping a course, colleges must be notified of any changes in the student's schedule that differs from the transcript provided with applications, regardless of when the course was dropped.

## Level Recommendations

Occasionally a student may request to override to a higher level. Some courses (noted in their description) carry strong recommendation of a minimum final grade in the preceding/prerequisite course in order to move to the next course at the same level. Students making an override request are required to follow a written procedure and meet with their counselor, current teacher, and department chair for thoughtful and informed deliberation before making a change.

## Pass/Fail

Students in Gr. 11-12 may select one of these options after all graduation credit/course requirements have been met in that department. Once made, this decision is irreversible. The course will only affect the GPA if the student fails. A passing grade will have no numerical value. One credit per year maximum. These options cannot be applied to AP courses. See counselor for details.

## Department of School Counseling

**The Canton High School Counseling Department supports the academic, social/emotional and post high school planning components of student success.** In following a comprehensive, prescribed scope and sequence of activities, the department ensures that each student develops a Student Success Plan, consisting of experiences and activities across the spectrum of social, academic, and career domains, culminating in the development of a post-high school plan. Counselors meet with students on both an individual basis and in group or classroom settings.

Students are assigned to counselors alphabetically by student's last name, and remain with the same counselor for all four years. Students may schedule a meeting with their counselor by visiting the department or by clicking on the school counselor's Calendar link, which is included in each counselor's email signature, or on the department website: <https://sites.google.com/a/cantonschools.org/canton-high-school-counseling-department/>. Parents with questions or concerns are invited to reach out to the school counselor by phone or email or to make an appointment by calling the school counseling secretary. **School Counselors protect student confidentiality in student discussions and in the maintenance of student records. Exceptions to confidentiality occur when a student is at risk of harming him/herself or others; in such a case, parents and appropriate personnel are notified.**

### **Counselors provide support with:**

**Academic Planning:** School counselors guide students in developing a course of study appropriate to student's level, interest, and possible career pathway. Students should make use of resources (PowerSchool, etc.) in order to set goals and track progress.

**Social/Emotional Support:** School counselors can help students with a wide range of issues including decision-making skills, transitions, and learning how to manage peer relationships, among others, and work with students to build self-advocacy skills.

**Post-High School Planning:** School counselors help students to gain knowledge about their own interests and skills to develop an ongoing and evolving plan for life beyond high school. See below for more information.

**Counseling and Referral Services:** School counselors provide assistance with referrals to in-school and outside agencies as appropriate, in consultation with other student support personnel, including the school social worker and the school psychologist.

School Counselors belong to the following professional organizations, and are guided by both national and state standards, including:

*The American School Counselor Association (ASCA), The Connecticut School Counselor Association (CSCA), and the National Association of College Admissions Counselors (NACAC).*

## Post-High School Planning

Students engage in a comprehensive post-high school planning process. Lessons and opportunities are woven into curriculum (10th grade Economics and Finance; Senior Mastery Project) in addition to ongoing individual career and counseling conferences. Students and parents are welcome to meet with the school counselor at any point during the high school years for conversations about planning for life after high school. Parents are an essential part of this process, and are encouraged to take advantage of the evening programs offered by the counseling team. A brief summary of some of the activities, options, and resources:

- **Naviance:** A web-based career and college program providing a variety of tools linked to a student's individual account. Students use the program for a series of activities throughout high school, including personality inventories, career interest surveys, college research, and career and college document processing during the senior year. Students should take advantage of the tools available within the program.
- **Career Research and Planning:** Students begin early self-assessment and reflection in their first months of high school, completing inventories and surveys and considering pathways for further research. The community college system offers year-to-career certificate programs in a variety of areas, in addition to offerings from vocational and technical schools. Representatives occasionally visit our Culinary, Visual Arts, and Technology programs to speak with students about opportunities.
- **College and University Planning:** The School Counseling Department hosts representatives college and university representatives, in person, and more recently, online, with counselor and students attending virtually. At least fifty colleges visit and interact directly with Canton students each year, in addition to the annual Hartford Area College Fair each October.
  - **Athletics:** Students interested in participating in college athletics should refer to the National Collegiate Athletic Association (NCAA) for eligibility requirements and meet with their counselor early and regularly to ensure all academic requirements are met. For more information, please refer to the NCAA eligibility website: <https://web3.ncaa.org/ecwr3/>
- **Military Recruitment:** Students interested in serving our country should approach the process with research into various branches. Representatives regularly visit Canton High School and the school counselor can arrange meetings with individual recruiters.



## Additional Student Services and Supports

### The Learning Commons

The Learning Commons is the hub of many activities and resources. The Literacy Innovation Specialist offers support to both teachers and students, and supports curriculum by providing appropriate resources and working in collaboration with faculty to deliver lessons to students. Students develop skills in research, resource credibility, digital learning tools, and in reading for both information and pleasure. The space can also be reserved for special programs and events. Teachers can reserve space to allow students to use the dynamic technology for collaboration.



### The Student Study Center (SSC)

Students can access the SSC, located in the Learning Commons, on an as-needed basis, or can be assigned for a semester or for the school year, in place of a study hall. Students may be recommended for placement for additional organizational and/or academic support by a teacher, counselor, or parent. Teachers/staff are assigned to the space and students can get help in a more focused setting. Generalized support is provided; for example, test preparation, project work, understanding and organizing assignments, and the opportunity for suggestions and feedback.

### Social-Emotional Support

The School Counselor, Psychologist, and Social Worker collaborate to help support students in their social and emotional growth. The School Counselor is traditionally the first stop for any student in need or parent inquiry, to provide help in the moment, or for short-term, targeted support for generalized concerns. The School Social Worker and Psychologist work primarily with identified students (those with a 504 plan or IEP) and also provide overall support to the student body and school community as needed. School Counselors refer students internally to the Social Worker and/or Psychologist when appropriate, and all student services personnel can also provide referrals to outside agencies. **In case of an urgent need, there is always help available.**

### Tiered Support for Higher Needs

#### Special Education and Individualized Education Plans

The Department of Pupil Services offers a comprehensive continuum of services, including academic areas, counseling, speech-language therapy, occupational therapy, and physical therapy. Services are determined collaboratively through the Planning and Placement Team (PPT) process. If a student is found eligible, an Individualized Education Program (IEP) is developed and designed to meet the individual needs of the student, focusing on participation and progress in the general education curriculum. Students participate in regular academic and elective courses to the maximum extent possible, as determined by the PPT. Students or parents with questions about this process can contact the school counselor. Support services include the following:

- **Student Intervention Team (SIT)**

This team works with teachers and students to provide the first tier of intervention, before an IEP. The team consists of an administrator, teachers, counselors and the school psychologist and social worker, and meets weekly to collaborate on support and interventions for struggling students. Parents are notified when students are identified for support by the SIT Team.

- **Resource Support**

Students are provided with individualized direct instruction in the core academic subjects. Students may receive supplemental instruction outside of the general education setting for a portion of the academic day. Students work toward postsecondary goals for education and career readiness. This support may be provided individually or within small groups and is determined by the PPT process and has the option to earn credits toward graduation.

- **Learning Lab**

At the high school level, opportunities to reinforce and practice the generalization of safety and daily living skills are essential components as student's work toward postsecondary goals for education, career readiness and or transition support.

- **Thrive**

Students participating in Thrive are supported through counseling and therapeutic support. Students focus on foundational life skills including stress management, social-emotional learning, impulse control, communication, goal setting, critical thinking and creative problem solving, as well as instruction in executive functioning skills and time management.

## Departments and Courses

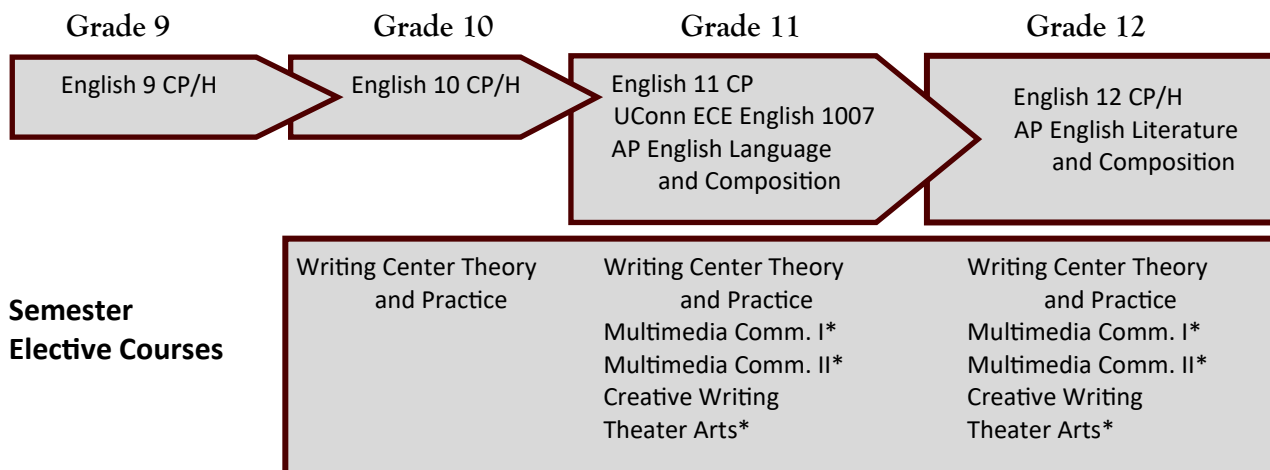


## English

The English Department courses emphasize the skills of the Common Core State Standards (CCSS). Students within our English classes should consider themselves valuable contributors to the learning environment and feel challenged to stretch their learning in a variety of different ways throughout the year. All courses, no matter the content, will focus on the skills of reading, writing, thinking, and communicating. Students are required to complete four consecutive years of English.

**Semester elective offerings are in addition to and not in lieu of the four full-year required courses for graduation.**

### English Course Sequence by Grade Level



\*FLEX course: Humanities OR STEM credit

# Courses

## English 9 CP

1 Credit

English 9 focuses on the overarching theme of Innocence to Experience, as explored through a variety of texts and activities. Students will work to expand their knowledge and skills in reading, writing, grammar, and vocabulary, as well as critical thinking and discussion skills. Possible texts include *Three Things I Know Are True*, *The Ocean at the End of the Lane*, and *The Tragedy of Romeo and Juliet*.

## English 9 H

1 Credit

English 9 Honors focuses on the overarching theme of Innocence to Experience, as explored through a variety of texts and activities. An honors level course has an expectation of increased rigor and pacing, and students will be expected to take on more independence and ownership of their learning while expanding grammar and vocabulary. Possible texts include *Peter Pan*, *The Ocean at the End of the Lane*, and *Antigone*.

## English 10 CP

1 Credit

English 10 emphasizes reading and writing about fiction and nonfiction. Goals are to foster the enjoyment of reading and writing and to create awareness of the connections between the two. Students read several full-length texts centered around the thematic topic of Survival including *Into the Wild*, *Lord of the Flies*, *Macbeth*, and *A Raisin in the Sun*. Students also select from several other texts that connect to the ways in which people survive.

## English 10 H

1 Credit

English 10 Honors is a rigorous literature-based writing program for highly motivated students who wish to develop their enjoyment of reading and writing and their ability to make and express the connection between the two. Students read several full-length texts centered around the overarching theme of The Quest including *The Alchemist*, *A Raisin in the Sun*, *Fahrenheit 451*, *The Alchemist*, and *Macbeth*, along with ancillary short fiction, non-fiction, and poetry selections. With an emphasis on argument writing, students learn to develop their own writer's voice and style.

## English 11 CP

1 Credit

English 11 focuses heavily on critical reading of both high-interest and complex literature. Students will study whole-class texts such as *The Crucible*, *The Great Gatsby*, *Behold the Dreamers*, and *The Kite Runner*, as well as book club novels throughout various units of study and independent reading units. Students will practice rhetorical, analytical, and critical thinking skills, while also honing their writing, speaking, and research skills.

## UConn ECE ENGL 1007

1 Credit

This course is designed to enrich and expand the study of American time periods, issues, and events. Texts include classics such as *The Great Gatsby*, *The Things They Carried*, and *Their Eyes Were Watching God*, selected contemporary fiction and nonfiction, and various essays, speeches, short stories, and poetry. Emphasis is placed on analysis and argument with a strong focus on rhetoric and developing a personal style and voice. Students will use the texts and their research to develop inquiry questions that are of central importance to their understanding of self, specifically their identities, perspectives, and the stories they tell, within our larger society. **This course is approved by UConn for college credit (and college level GPA weight) for those who opt in. Fee applies/waivers available for those who qualify. See page 8/9 for details.**

## AP English Language & Composition

1 Credit

**Prerequisite: 10th grade English teacher recommendation**

Advanced Placement English Language and Composition is designed to help students become analytical, rhetorical readers and writers. Students are taught to read and write critically by focusing on the choices that authors make in relation to social context, audience, and purpose. Most texts will be nonfiction. Student will create an inquiry focus to explore the overarching question, what does it mean to be human? **Summer assignments are required. Please see information on the Advanced Placement Program on page 8. Students are strongly encouraged to take the AP exam.**

# English

## English 12 CP

1 Credit

English 12 builds on thematic ideas studied in grades 9-11 with an emphasis on Agents of Change. Throughout the year, students will explore a variety of literature including different genres and styles with the goal of finding their place in the world as life-long readers. Course composition will focus heavily on the writing process and revision cycle, with an eye for audience and purpose for writing outside of high school. Emphasis will be on class discussion, presentation, individualized study, and discovery.

## English 12 H

1 Credit

English 12 Honors builds upon thematic ideas studied in grades 9-11 with an emphasis on Agents of Change. Students in the honors level will focus on higher-level literature in a variety of genres and styles, and will more deeply examine various critical lenses and theories. Texts include *Southernmost* and *Night*, in addition to selections by more contemporary authors. Students will also deepen the level of sophistication in their writing through experimentation of voice and perspective. Emphasis will be on class discussion, presentation, individualized study, and discovery.

## AP English Literature & Composition

1 Credit

**Prerequisite: 11th grade English teacher recommendation**

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. Although the primary focus is on expository, analytical, and argumentative literary essays, supplemental creative writing and research assignments are also provided. All writing assignments are designed to develop students' ability to communicate their understanding and interpretation of literature. **Summer assignments are required. Please see information on the Advanced Placement Program on page 8. Students are strongly encouraged to take the AP exam.**

## Writing Center Theory and Practice

.5 Credit

Writing Center Theory and Practice combines the theoretical framework of good practices for writers and writing coaches with the practical application of skills to help students grow in both arenas. Students will explore writing across the disciplines and conduct research into the best practices and approaches to peer tutoring. Students will then practice with their own and their peers' writing. Students who successfully navigate this course will be able to take on the responsibility of serving in the Canton High School Writing Center as peer writing coaches for the rest of their high school career.

## Creative Writing (*alternating years*)

.5 Credit

Creative Writing is a semester course for students of all ability levels who are interested in studying and experimenting with the many genres of creative written expression: personal journals, poetry, personal narratives, short fiction, and screenplays. Students engage in frequent creative writing exercises, maintain journals of their ideas, read and select classical and modern models, and write freely in all genres. The semester ends with a cumulative portfolio.

## Multimedia Communications I

.5 Credit

**FLEX course. Meets the credit requirement for Humanities OR STEM and may be applied to ONE area but not both.**

Multimedia Communications I is a skills-based course which allows students choice and flexibility to pursue topics of interest and develop competence in multimedia storytelling by producing news, feature, and editorial content in print, podcast, and video. Students are introduced to the foundations of reporting: objectivity, accuracy, credible sourcing and strong writing before applying these principles to various media. The course culminates with a showcase podcast or video.

## Multimedia Communications II

5 Credit

**FLEX course. Meets the credit requirement for Humanities OR STEM and may be applied to ONE area but not both.**

This course expands on skills learned in Multimedia Communications I. Students work in teams and individually to report, write, edit and design high quality print, audio, and video content on deadline for *The Canton Journal*, Canton High School's online news, arts, and literary magazine. Each student will compile a portfolio that demonstrates mastery in print, audio, and video storytelling.

## Theater Arts (*alternating years*)

.5 Credit

**FLEX course. Meets the credit requirement for Fine Arts OR Humanities and may be applied to ONE area but not both.**

Students will study the essential elements of drama, while exploring their ability to take risks through improvisation, skits, monologues, and scene work. They will review a broad historical range of drama through the centuries, while investigating how the stage has allowed expression of ideas and an awareness of deeper issues in society. Students should be prepared to discuss, to create, and to push themselves just outside the edge of their comfort zone whenever possible.

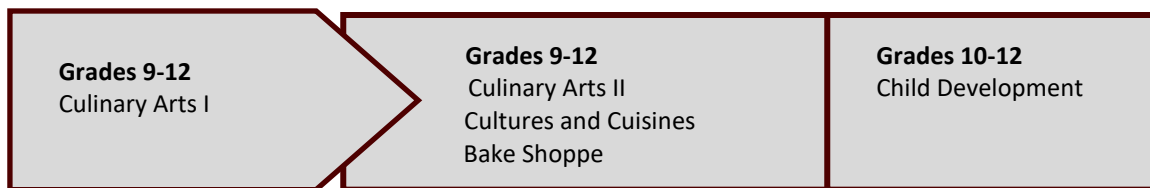


# Family and Consumer Science

The Family and Consumer Science curriculum emphasizes life skills and strong decision-making that help students to form and build upon their individual value structure. Family Career and Community Leaders of America (FCCLA) chapter activities are integrated throughout all courses. Additional opportunities exist by participation in the FCCLA Club.

## Semester Courses

## Full Year Course



All Culinary courses have a materials fee (see description). Students with a concern should contact their school counselor in confidence. No student will be denied access to a course for financial reasons.

## Courses

### Culinary Arts I

**.5 Credit**

This course involves planning, purchasing, preparing, and serving nutritious foods and focuses on nutrition, cost, texture, and flavor as well as the management of time and energy in the kitchen. Units on proteins, fruits, vegetables, 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 is emphasized. Skills for food service jobs will be introduced. Students may participate in school-catered events to demonstrate and refine their culinary skills. A materials fee of \$20.00 is required.



### Culinary Arts II

**.5 Credit**

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. The basics of soups, sauces, breakfast cookery, appetizers and hors d'oeuvres are introduced. Each student has the opportunity to participate in a "Chopped"-like competition for their final exam. This course is strongly recommended for students considering a career in the food industry. A materials fee of \$20.00 is required.

### Cultures and Cuisines

**.5 Credit**

#### Prerequisite: Culinary Arts I

This course will supply students with background information about specific regions of the United States and the world. Students will select, plan for, and cook different food from different environments and learn how dietary patterns vary around the world. Emphasis will be placed upon factors that make individual foods more common in one area than another (climate, soil, religion, economics, trade, historic events). A materials fee of \$20.00 is required for the semester.

### Bake Shoppe

**.5 Credit**

#### Prerequisite: Culinary Arts I

Breads and pastries of many nations will be included in a survey of types and methods of bread and pastry preparation. The course will concentrate on the production and quality control of baked goods that are used in hotels and restaurants. Students will focus on preparation of recipes (yeast products, quick breads, cakes and pastries). Quantity food preparation equipment and methods of baking will be used. Students will participate in school-catered events after school hours to demonstrate and refine their culinary skills. Materials fee of \$20.00 is required.

### Child Development

**1 Credit**

This course emphasizes the social-emotional, cognitive, and physical development from the prenatal stage through age five. A real-life baby experience is required through the use of a simulated crying baby. Students will 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 age-appropriate learning activities. This course is recommended for those interested in teaching, nursing, or a career with children.



# Health and Wellness

The Health and Wellness curriculum is developed in accordance with state requirements and aligned with the National PE standards (Shape America) and Healthy and Balanced Living Curriculum Framework. The Physical Education and

Health components of the curriculum are combined in grades 9-11 and build in progression, and the addition of a Digital Citizenship course aligns with state standards and delves into essential Health and Safety topics. The curriculum as a whole provides students with the knowledge and skills they need to develop a healthy and safe lifestyle through high school and beyond.



**Health and Wellness I/II/III are required for all students. Students will complete 1.0 credits in Physical Education and .50 credits in Health and Safety in combination by completing all three courses. Students will earn the remaining .50 required credit in Health and Safety as follows.**

**Class of 2027+: Most students will take the Digital Safety and Citizenship course at CMS. Those who do not will be able to take the online course during high school.**

## Courses

### Health & Wellness I

**.5 Credit**

Health & Wellness I engages students in developing the knowledge and skills to make informed, responsible health decisions while fostering social competence through movement. Students explore core concepts such as stress management and substance use and abuse, and nutrition while actively participating in fitness activities, including net games, invasion games, and cooperative games designed to build teamwork, communication, and lifelong wellness habits.

### Health & Wellness II

**.5 Credit**

Health & Wellness II focuses on communication, personal responsibility, and respect for individual differences while applying knowledge of movement and fitness concepts. The course emphasizes topics such as social media, values, relationships, and sexual health, paired with participation in recreational activities including yoga, pickleball, golf, and volleyball. Students continue to develop both their physical literacy and emotional intelligence through active engagement and reflection.

### Health and Wellness III

**.5 Credit**

Health & Wellness III encourages advocacy for oneself and others while deepening the understanding of the benefits of movement and physical activity. As a culminating course in the wellness sequence, students explore topics such as sleep, suicide prevention, social awareness, and social-emotional health. Physically, students engage in a variety of lifetime activities and games designed to promote lifelong fitness. Students will also have the opportunity to earn First Aid/CPR/AED certification as part of this course.

### Digital Safety and Citizenship

**.5 Credit**

Students will complete this course using formative assessments completed at the close of each unit and a summative assessment as the final requirement to achieve credit (minimum score required). The following topics are covered: media balance and well-being; privacy/security; digital footprint and identity; cyberbullying; relationships and communication; news and media literacy.

# Mathematics

Mathematics is pervasive in today's world, requiring a basic level of competency in order to be productive in today's world, with some fields demanding advanced competencies. To meet these needs, the department offers a variety of courses. While all students are encouraged to realize their maximum potential, the department strongly recommends that course placement be by teacher recommendation. All math courses are aligned to the Common Core State Standards for Mathematics and help prepare students to be critical thinkers. **All students must earn three credits in Mathematics and must take courses in sequence.**

Grade 9	Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> <li>• Conceptual Algebra I* <i>By recommendation</i></li> </ul>	<ul style="list-style-type: none"> <li>• Geometry and Data Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Conceptual Algebra II</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced Algebra with Financial Applications</li> <li>• Probability &amp; Statistics</li> <li>• STEM elective if needed for STEM credits</li> </ul>
<ul style="list-style-type: none"> <li>• Algebra I</li> </ul>	<ul style="list-style-type: none"> <li>• Geometry CP/H</li> </ul>	<ul style="list-style-type: none"> <li>• Algebra II CP/H</li> </ul>	<ul style="list-style-type: none"> <li>• Precalculus CP/H</li> <li>• Probability &amp; Statistics</li> <li>• AP Statistics</li> </ul>
<ul style="list-style-type: none"> <li>• Geometry CP/H <i>Requires prior successful completion of Algebra I</i></li> </ul>	<ul style="list-style-type: none"> <li>• Algebra II CP/H</li> </ul>	<ul style="list-style-type: none"> <li>• Precalculus CP/H</li> <li>• Probability &amp; Statistics</li> <li>• AP Statistics*</li> </ul> <p><i>*Recommended as 2nd math/elective credit if Gr. 11</i></p>	<ul style="list-style-type: none"> <li>• Probability &amp; Statistics</li> <li>• AP Statistics</li> <li>• Calculus H</li> <li>• UConn ECE Math 1131Q/AP Calculus AB</li> </ul>

\*Conceptual Algebra I earns 1.0 credit in math and is aligned with a math lab support which earns an additional .50 STEM credit; this .50 course does not count toward the three required credits in mathematics.

## Courses

### Conceptual Algebra I

1 Credit math+.50 Credit STEM

**By recommendation of 8th grade teacher, includes mathematics support lab**

This course will cover a review of Pre-Algebra topics followed by coverage of probability, statistics, solving equations, solving and graphing inequalities, linear functions, systems of equations, quadratic functions and exponential functions. The support course meets extra periods to help the students advance in the curriculum and receive extra skill support.

### Algebra I

1 Credit

**Prerequisite: C or better in Prealgebra**

The foundation for all higher level mathematics courses. A working knowledge of the language and symbols of Algebra is essential to the understanding of mathematics. This course emphasizes algebraic techniques that are needed to solve equations and real world applications. Topics include: patterns, graphing, modeling data, equation solving, inequalities, linear functions, systems of linear equations, quadratic functions, exponential functions, operations on polynomials, factoring, statistics, and probability.

### Geometry & Data Analysis

1 Credit

**Prerequisite: Conceptual Algebra I or Algebra I and teacher recommendation**

This course covers an array of topics, including terminology associated with geometric shapes, measurement, parallel and perpendicular lines, Pythagorean Theorem, right triangle trigonometry, area, volume, congruence, similarity, transformations and symmetry. Data analysis topics will include the use of given data to draw conclusions and applications to real world examples.

### Geometry CP

1 Credit

Students will develop logical thinking and the ability to use deductive and inductive reasoning in practical problem-solving. Through a study of two-dimensional and three-dimensional figures, the student will gain the ability to compare values, draw general as well as specific conclusions, and apply geometric concepts using Algebra. Some topics include congruence, similarity, a study of right triangles, transformations, area and volume.

# Mathematics

## Geometry H

1 Credit

**B or better in Algebra I strongly recommended**

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 in 2D and 3D are covered in this course.

## Conceptual Algebra II

1 Credit

**Prerequisite: Completion of Algebra I and Geometry**

This second level course in Algebra extends the concepts from Algebra I with a focus on equations and inequalities, functions (linear, quadratic, and exponential), systems of equations, sequences, and series, and may introduce some probability and statistics concepts. Real world applications will be studied for each unit.

## Algebra II CP

1 Credit

This second level course in Algebra extends the real number system. We will study equation solving, problem solving, functions (including linear, quadratic and exponential), shifts of graphs, polynomial functions, rational functions and expressions, exponential functions and logarithms, sequences and series, conics, statistics, and trigonometry. The graphing calculator and graphing software are used to facilitate the understanding of concepts through discoveries. Real life applications are shown for each unit of study.

## Algebra II H

1 Credit

**B– or better in Geometry H and B or better in Algebra I strongly recommended.**

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 such as linear, quadratic, polynomial, rational and radical. This is followed by exponential and logarithmic functions and analytic geometry. The graphing calculator is used to facilitate the understanding of these concepts. The application of these areas of study is also included.

## Precalculus & Trigonometry CP

1 Credit

**B or better in Algebra II strongly recommended.**

This theoretical precalculus course focuses on analysis of various types of functions and their characteristics. Topics include polynomial functions, exponential and logarithmic functions, and trigonometric functions through a detailed study of trigonometry. We also cover complex numbers, and some data analysis. The graphing calculator is used extensively throughout this course. Purchasing a graphing calculator (TI-84) is strongly encouraged.

## Precalculus & Trigonometry H

1 Credit

**B or better in Algebra II H or A or better in Algebra II CP strongly recommended.**

This comprehensive theoretical course is designed for the student who has demonstrated a high degree of proficiency in mathematics. This 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. Purchasing a graphing calculator (TI-84) is strongly encouraged.

## Advanced Algebra with Financial Applications

1 Credit

**Prerequisites: Grade 12, completion of Algebra II (any level)**

The course covers many advanced algebra topics from the perspective of financial applications under eight umbrellas: Discretionary Expenses, Banking, Investing, Credit, Employment and Income Taxes, Automobile Ownership, Independent Living, and Retirement Planning and Household Budgeting. Students will experience the interrelatedness of mathematical topics, find patterns, make conjectures, and extrapolate from known situations to unknown situations. The topics contained in this course are introduced, developed, and applied in an as-needed format in the financial settings covered. Students are encouraged to use a variety of problem solving skills and strategies in real-world contexts, and to question outcomes using mathematical analysis and data to support their findings. Students will have multiple opportunities to use, construct, question, model, and interpret financial situations through mathematical representations.





# Mathematics

## Probability & Statistics

1 Credit

**Prerequisite:** Algebra I, II, and Geometry/Geometry and Data Analysis

This course teaches the fundamentals of probability including experimental and theoretical models for the first quarter of the year. The rest of the year focuses on statistics which is the science of collecting, organizing, analyzing, and interpreting data. The laboratory approach and the use of graphing calculators are integral to this course. Students who have earned a credit in AP Statistics are not eligible to take this course for credit.

## AP Statistics

1 Credit

**B+ or better in Algebra II CP or B– or better in Algebra II H strongly recommended.**

Students will be introduced to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will 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 a TI graphing calculator for this course. Students who have taken Probability & Statistics are not eligible to take this course for credit. **Please see information on the Advanced Placement Program on page 8. Students are strongly encouraged to take the AP exam.**

## Calculus H

1 Credit

**B– or better in Precalculus CP or C or better in Precalculus H strongly recommended.**

This course involves the study of the mathematics of motion. Topics will include a review of Precalculus, limits and continuity, derivatives and applications of derivatives, and definite and indefinite integrals and applications of integration. Problems will be covered from a conceptual and theoretical perspective. A strong grasp of algebra is desirable and a graphing calculator is a requirement.

## UConn ECE Math 1131Q/AP Calculus AB

1 Credit

**A or better in Precalculus CP or B or better in Precalculus H strongly recommended.**

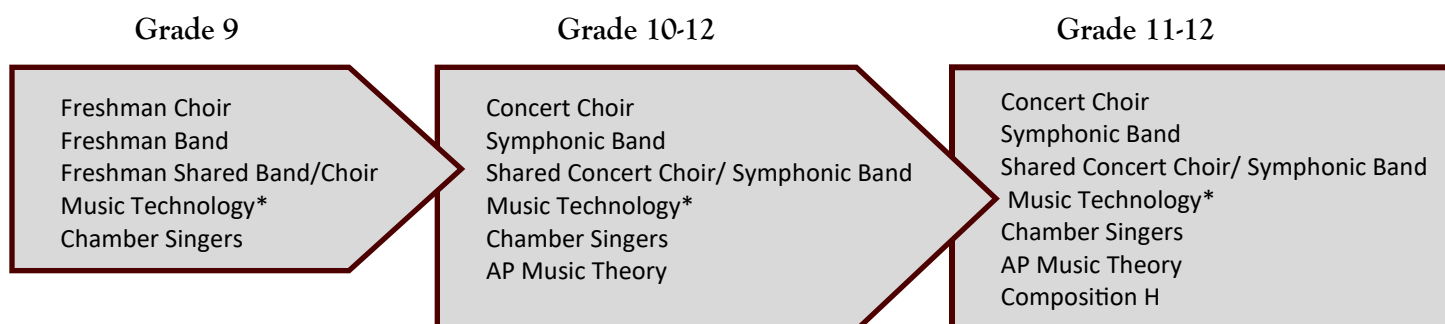
This course involves the concepts of differentiation and integration with applications. Topics include definite integrals, limits, continuity, applications of differentiation to maxima and minima of functions and applications of integration to area and volume. Students need a graphing calculator (TI-84) for this course. Students may choose to opt into the UCONN ECE option to earn one semester of college credit; fee applies. Students must earn at least a D on the UCONN Math Department final exam and a grade of C overall to receive ECE credit. **A concurrent AP/UConn ECE offering. Please see information on these programs on pages 8-9. Students are strongly encouraged to take the AP exam.**



# Music

Canton High School has a strong and proud history of commitment to students' participation in the performing arts. The Music Department views its commitment to the student body in three ways:

- A commitment to direct musical and artistic experiences through various ensembles, performing a wide variety of musical styles for a wide variety of audiences.
- 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.
- A commitment to courses and skills that provide a foundation for students interested in music schools and/or a career in the music field.



\*FLEX course: Fine Arts OR STEM credit.

## Courses

### Freshman Band

1 Credit

**Prerequisite:** Prior instrumental experience or permission of 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. Musical aspects of interpretation, phrasing, ensemble balance, and blend are emphasized. Attendance at all performances is a mandatory component of the class.

### Freshman Choir

1 Credit

Open to all ninth grade students. Students will study the basics of vocal tone production, sight singing, ear training, ensemble skills, music theory, and choral repertoire from many periods and genres of choral music. Attendance at all performances is a mandatory component of the class.

### Freshman Shared Band/Choir

1 Credit

**Prerequisite:** Prior instrumental experience or permission of instructor

At Canton High School, the music department continues to support students who love to sing and play an instrument. A shared Freshman Choir and Freshman Band student will spend half of the class time in chorus and half of the class time in band for a total of one credit. Attendance at both choral and band performances is a mandatory component of the class.

### Concert Choir

1 Credit

Open to all students in grades 10-12. Students will continue to work on more advanced vocal tone production, sight singing, ear training, music theory, ensemble skills and choral repertoire from many periods and genres of choral music. Attendance at all performances is a mandatory component of the class.

### Symphonic Band

1 Credit

**Prerequisite:** Prior instrumental experience or permission of instructor

Emphasis will be placed on continuing development of musicianship, including intonation, phrasing, music reading, and rhythmic understanding. A broad range of musical styles will be studied within standard wind ensemble literature. Attendance at all performances is a mandatory component of the class.



# Music

## Shared Concert Choir/Symphonic Band

1 Credit

**Prerequisite:** Prior instrumental experience or permission of instructor

At Canton High School, the music department continues to support students who love to sing and play an instrument. A shared Concert Choir and Symphonic Band student will spend half of the class time in chorus and half of the class time in band for a total of one credit. Attendance at both choral and band performances is a mandatory component of the class.

## Chamber Singers 9-12

.5 Credit

Monday Evenings, 7:00-9:00 pm

**By audition. Concurrent enrollment in Concert Choir or Freshman Choir is required.**

Chamber Singers is a small performing ensemble selected by audition. All members must also be part of Concert Choir or Freshman Choir. Students will work on advanced ensemble skills and repertoire focused on small ensemble choral singing. Evening and weekend concerts, as well as various state and district festivals, offer many performance opportunities. Attendance at all performances is a mandatory component of the class.

## Music Technology

.5 Credit

**FLEX course. Meets the credit requirement for Fine Arts OR STEM and may be applied to ONE area but not both.**

Students learn how to use music software including Soundtrap and MixCraft to create original compositions. Students work independently or collaboratively to demonstrate knowledge of how contemporary music is composed and produced. The basics of recording live music will be introduced.

## AP Music Theory

1 Credit

**Prerequisite:** Successful participation in the high school instrumental or vocal music program or permission of instructor

This course is designed to teach advanced elements of music. Ear training exercises will be incorporated throughout the year to develop listening skills. The course will include assignments in composition, as well as periodic tests, quizzes and sight singing assessments. The curriculum prepares students to take the AP Music Theory exam in May. Summer preparatory work is required.

**Please see information on the Advanced Placement/ECE Program on pages 8-9. Students are strongly encouraged to take the AP exam.**

## Composition H

1 Credit

**Prerequisite:** Successful participation in the high school instrumental or choral program and completion of AP Music Theory or permission of the instructor

This course allows students with a strong background in music theory to apply their knowledge in creating music. Students will use music software such as Finale to create arrangements and original compositions which result in a culminating recital of original compositions.

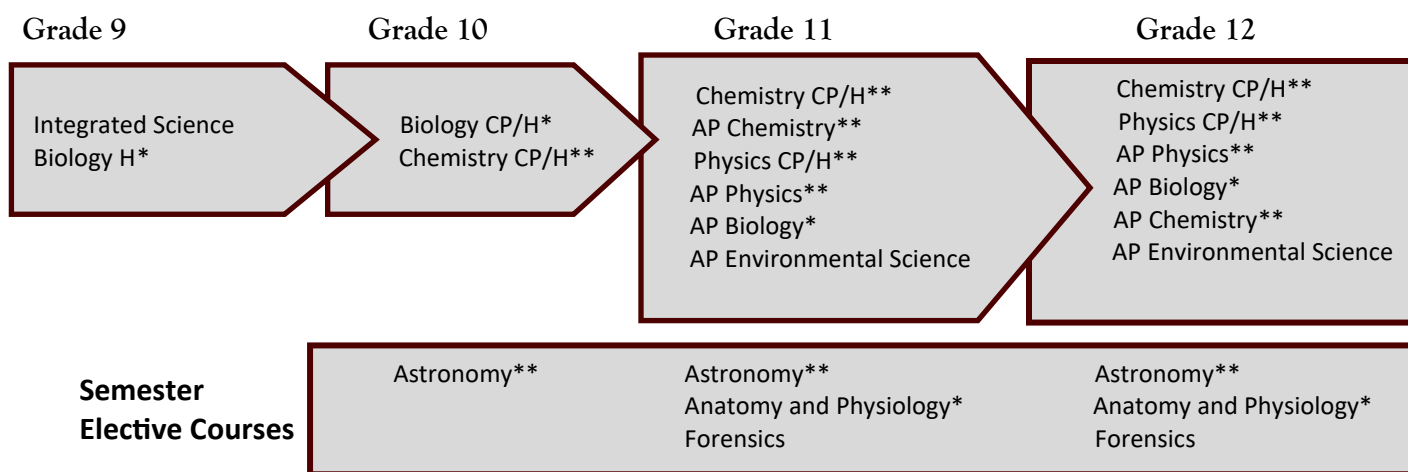


# Science

The Science curriculum is aligned with the Next Generation Science Standards (NGSS) and is designed to provide students with the knowledge and skills desired in a scientifically literate high school graduate. Students learn and apply the skills of writing a scientific question/identifying a problem, designing a scientific investigation, organizing and presenting data, assessing the relevance and credibility of scientific information, performing scientific measurements and calculations (using appropriate technology), and using data to identify trends/make predictions. Elective courses provide interesting topics for students interested in progressing beyond the traditional course offerings in science.

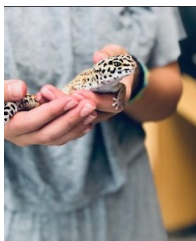
## Typical Science Pathways and Courses by Grade Level

There are multiple possible sequences in Science. Students will complete courses in sequence, and must note the prerequisites and math recommendations within the course descriptions. A traditional pathway often includes a progression of Biology and Chemistry followed by Physics. All students will complete three credits, including one life science and one physical science.



\*life science  
\*\*physical science

## Courses



### Integrated Science

1 Credit

Integrated Science provides a deeper understanding of concepts in earth science, chemistry, and physical science topics and includes the application of science in solving contemporary global issues. This course is designed to increase students' knowledge and understanding of concepts in science while emphasizing hands-on lab work and models. Integrated Science will provide students with a solid foundation for future science courses, including Biology and Chemistry.

### Biology CP

1 Credit

**Prerequisite:** Integrated Science. Biology CP is open to 10th grade+

Biology involves an introduction to basic concepts and laboratory skills needed to understand the world of living things. Considered will be molecular and cellular biology, genetics, evolution, and ecology. There is an emphasis on relevancy and every effort is made to include real world connections. The course will be enhanced with laboratory experiences and outside readings.

### Biology H

1 Credit

**Prerequisite:** Completion of 8<sup>th</sup> grade Algebra I with B or better for incoming Grade 9 students, or recommendation from Integrated Science teacher for Grade 10 students.

A challenging course promoting an understanding of key concepts that challenge students to make sense of the living world. Ideas are built upon understanding of core ideas, science and engineering practices, and crosscutting concepts from earlier grades. Topics include: Structure and Function, Inheritance and Variation of Traits, Matter and Energy in Organisms and Ecosystems, Interdependent Relationships in Ecosystems, and Natural Selection and Biological Evolution: connecting life's unity and diversity. This course prepares students for upper level science courses



## Science

### AP Biology

1.5 Credits

**Prerequisite:** B+ or better in Biology CP/Chemistry CP; B or better in Biology H/Chemistry H

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.

**Please see information on the Advanced Placement Program on page 8. Students are strongly encouraged to take the AP exam.**

### Chemistry CP

1 Credit

**Prerequisite:** Completion of Biology

Introductory course focused on extensive problem solving techniques utilizing previous knowledge of mathematics. Content includes matter, energy, atomic theory, electron arrangement, periodic law, chemical bonding, naming and writing compounds, stoichiometry, and nuclear chemistry. In addition, reading and writing about science, laboratory activities and cooperative learning will also be integral parts of this course. Students will be expected to perform experiments and to write comprehensive lab reports.

### Chemistry H

1 Credit

**Prerequisite:** Completion of Biology H/Geometry H required; grade of B- or better strongly recommended. Can be concurrently enrolled in Algebra II H.

Chemistry H is a challenging course emphasizing problem solving techniques using a high level of algebra and mathematical skill. Content 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. .



### AP Chemistry

1.5 Credits

**Prerequisites:** Completion of one year of chemistry with a final grade of A in CP level or B or better in H level strongly recommended; completion of Algebra I, Geometry, and Algebra II with a final grade of B in each math course strongly recommended

Advanced Placement Chemistry is a college-level 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 and will also participate in a comprehensive laboratory program to prepare students for advanced scientific studies.

**Please see information on the Advanced Placement Program on page 8. Students are strongly encouraged to take the AP exam.**

### Physics CP

1 Credit

**Prerequisites:** Completion of Biology and Chemistry and teacher recommendation; concurrent enrollment in/completion of Algebra II

This full-year course in physics explores the basic principles and laws that govern the world around us. Emphasis will be placed on “mechanics” which includes: motion, forces, energy, and momentum. Math principles (algebra & rearranging equations) will complement the conceptual ideas, but sophisticated math & trigonometry will not be emphasized. Physics is a problem-solving course that helps students *apply* the information they learn to a variety of different situations. Further topics may include: circular motion, simple machines, simple harmonic motion, static electricity, circuit design, magnetism, waves, sound & light.

### Physics H

1 Credit

**Prerequisites:** Completion of science courses in sequence, Algebra II with a final grade of B or better strongly recommended.

This full-year course in physics explores the principles and laws that govern the world around us. Emphasis will be placed on “mechanics” which includes: motion, forces, energy, and momentum. In addition to conceptual understanding, math principles will comprise a significant portion of the course’s content. Self-direction and solid algebra skills are expected and trigonometry will be explored. Physics H is a problem-solving course that helps students *apply* the information they learn to a variety of different situations. Further topics may include: circular motion, simple machines, simple harmonic motion, static electricity, circuit design, magnetism, waves, sound & light.

## Science

### AP Physics 1

1.5 Credits

**Prerequisites:** B+ or better in Algebra II H and completion of Precalculus strongly recommended.

AP Physics 1 is a college-level, algebra based course which is currently the most advanced physics offering at CHS. This full-year course with additional lab, explores the principles and laws that govern the world around us. Strong math skills are essential for this class, although no calculus is required. Emphasis will be placed on “mechanics” which includes: motion, forces, energy, momentum, rotation, harmonic motion, and fluids. AP Physics 1 is a problem-solving course that helps students apply the information they learn to a variety of different situations. Further topics may include: static electricity, circuit design, magnetism, waves, sound & light. Students considering a career in STEM are encouraged to take this course.

**Please see information on the Advanced Placement Program on page 8. Students are strongly encouraged to take the AP exam.**

### AP Environmental Science

1 Credit

**Prerequisite:** Current science teacher recommendation

Advanced Placement Environmental Science is designed to be the equivalent of a one-semester college level course where students engage with the scientific principles, concepts, and methodologies relevant to understanding the interrelationships of the natural world. Students will identify, analyze, and develop prevention and solutions to natural and human-made environmental issues. The course is interdisciplinary and includes topics from geology, environmental studies/science, chemistry and geography.

**Please see information on the Advanced Placement Program on page 8. Students are strongly encouraged to take the AP exam.**

### Astronomy

.5 Credit

**Prerequisite:** 10th grade and up; concurrent with Biology or higher level science

This one semester course provides the opportunity to develop knowledge and understanding about the solar system, galaxy, and universe in which we live. Much attention is given to the most compelling topics within the field – including those that can be directly observed in the night sky. Areas of study include: the Zodiac & constellations, a historical timeline from Aristotle to present day, formation of the solar system, life cycle of stars, cosmology & the larger structure of the universe, and the search for life. If weather permits, one or two telescope observation nights may be offered.

### Anatomy and Physiology

.5 Credit

**Prerequisite:** Biology, Chemistry (may be concurrent if grade 11 or 12)

This semester course is for those interested in science-related fields. Anatomy and Physiology is a discussion and laboratory based study of the structure and function of the human body. The study will range from cells and tissues to body systems and processes. Activities will include microscopy, dissections, skeletal examination and case studies. course is designed for college and career preparation, especially for biology and health-related majors/careers.

### Forensics

.5 Credit

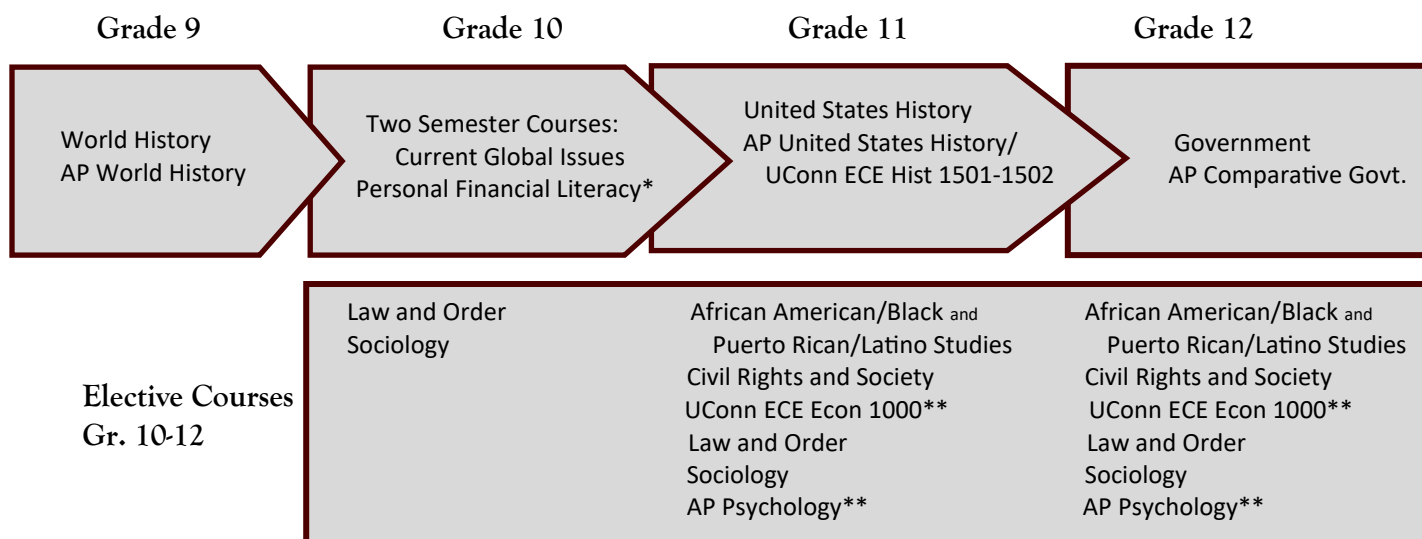
**Prerequisite:** Biology and/or concurrent with Chemistry

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, blood typing, trace evidence, blood splatter analysis, and DNA analysis. class is student and inquiry-centered with a focus on critical thinking skills and laboratory investigations.



# Social Studies

The Social Studies Department courses provide a base of content and skills as well as electives designed to broaden the students' knowledge. The department strikes the balance between history and social sciences, provided all students with a well-rounded introduction to the field, including electives which allow students to explore a range of topics. Students will take courses in the expected sequence as listed below.



\*STEM credit

\*\*FLEX course: Humanities OR STEM credit; college credit and/or AP exam fee applies, waivers available for those who qualify

## Courses

### World History

1 Credit

World History is an introduction to history on a global scale. While the study of Ancient World shall be covered, the course will emphasize major historical topics from 1200 C. E. to present. Students evaluate this history using five major course themes. Students will be required to read, write, and research extensively during the course of the year.

### AP World History

1 Credit

**Prerequisite: 8th grade teacher recommendation required; B+ or better in preceding class strongly recommended**

AP World History provides students with an introduction to World History on a global scale. Major historical periods studied will be from 1200 C.E. to present. Students will evaluate this history using five major course themes. While World History will parallel much of this curriculum, students in this AP course will be required to read and write much more extensively at a level that is rigorous and demanding. **Summer reading of assigned texts is required. Please see information on the Advanced Placement Program on page 8. Students are strongly encouraged to take the AP exam.**

### Current Global Issues

.5 Credit

The purpose of this course is to apply historical content, themes, and concepts learned from the World History course to finding solutions to modern day problems. Students will engage in the process of researching modern global problems and present viable solutions to those problems in a Model UN Simulation debate. Students will engage in this simulation as a specific delegate to a United Nations meeting to debate proposals. Students will have to learn about specific countries and their positions on the issues. Topics will vary from year to year.

### Personal Financial Literacy

.5 Credit

**STEM credit**

Students will gain the introductory knowledge needed to learn how to plan for and manage their personal expenses across their lifespan in a constantly shifting environment. Topics will include: understanding budgeting and spending and how these are impacted by their own belief systems, the media, and other external influences, how to plan for post high school training and education, and recognizing consumer fraud, scams, and unfair business practices. Students will study the elements of investing, saving, and managing health care and other insurances. An overview of the introductory principles of economics will be included.

## Social Studies

### U.S. History

1 Credit

This course provides a survey of the significant turning points, ideas, and people in American history from 1865 to the early 21st century, through the study of four major themes in American history: The American Dream, The American Identity, the evolution of America's foreign policy and finally the development of the role of government. Although the emphasis will be placed on political events, social and economic history will also be included. Projects and research are required.

### UConn ECE HIST 1501-1502/AP United States History

1 Credit

**Prerequisite: Recommendation of 10th grade teacher**

This course is a survey of American history from 1491 to the early 21st century. Students will analyze, evaluate, and organize historical evidence from a variety of sources and will work to develop strong reading and reasoning skills, leading to strength in critical analysis and the ability to make informed judgments. Course themes will connect to each of the nine historical periods. Students may concurrently earn six (6) college credits through the UCONN ECE program. Fee applies. **A concurrent AP/UCONN ECE offering. Completion of summer work required. Please see information on these programs on pages 8-9. Students are strongly encouraged to take the AP exam.**

### Government

.5 Credit

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 at the local, state, and national level, law, lawmaking and politics. Founding documents will be studied throughout the course. Special emphasis will be placed on local political systems to foster civic participation in the local community. One or more class projects and papers are required.

### AP Comparative Government

1 Credit

**Prerequisite: Recommendation of 11th grade teacher**

This course provides an introduction to the purpose and roles of a variety of governments on a global scale, including focus on the on the American system, as well as a comparison with other governments. Topics include 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, and judiciaries. The role of the citizen, global trends, threats, and consequences of economic and political change are explored, along with study of public policy issues including social welfare, civil liberties, the environment, population and migration, and economic development. Summer reading of assigned texts is required. **Please see information on the Advanced Placement Program on page 8. Students are strongly encouraged to take the AP exam.**

### AP Psychology

1 Credit

**Prerequisite: Recommendation of 10th or 11th grade teacher**

This course introduces students to the systematic and scientific study of human behavior and mental processes. Students explore key concepts, theories, and research methods across topics including biological bases of behavior, cognition, motivation, emotion, development, personality, abnormal behavior, and social psychology. Through analysis of experiments, case studies, and real world applications, students develop skills in critical thinking, research, and data interpretation. This course provides the foundation for further study in psychology, neuroscience, or related fields.

### African American/Black and Puerto Rican/Latino Studies

1 Credit

**Prerequisite: Gr. 11/12; successful completion of grades 9/10 social studies requirements**

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



## Social Studies

### Civil Rights & Society

.5 Credit

**Prerequisite:** Gr. 11/12

This course will focus on how diverse groups, cultures, and identities play a role in the historical and contemporary development of the nation's fabric and identity. While topics include race and racism, this course will also include a study of gender and gender identity, class and economic opportunity, and culture and cultural diffusion. Emphasis will be placed on how these topics shape American beliefs of equity, justice, and liberty, as well as practices, and habits. Students will draw from founding documents, historical texts, as well as contemporary sociological and cultural studies to explore the origins of prejudice, discrimination, bias, and racism. Students will also explore the positive contributions from all members of society to the development of the nation's fabric.

### UConn ECE Econ 1000

.5 Credit

**Successful completion of Algebra I/Geometry; completion of or concurrent enrollment in Algebra II**

An introduction to basic micro and macro economic concepts. Topics include: opportunity costs, supply and demand, incentives, comparative and absolute advantage, inflation, unemployment, employment policies, balance of international payments, and economic growth. UConn Economics 1000 is designed to encourage further study in post-secondary education. **Completion of summer Please see information on these programs on pages 8-9.**

### Law and Order

.5 Credit

The purpose of this class is to examine and develop an understanding of the American criminal justice system. Topics will include an overview of the criminal legal code, investigative procedures and techniques, judicial process and the correctional system. Emphasis will be placed on contemporary issues associated with the criminal justice system. Students will develop position papers and will have additional learning opportunities through interaction with guest speakers and on field trips.

### Sociology

.5 Credit

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.

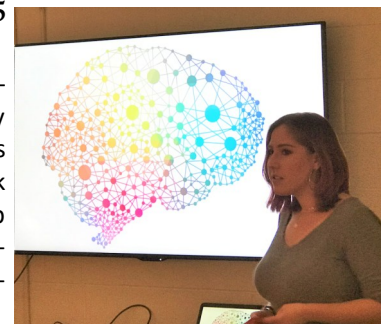
## Senior Capstone

### Canton Mastery Project

. 5

**Credit**

The Capstone is a required first semester course for all seniors. Students will have the opportunity to study a topic or area of interest of their choice over the first half of their senior year. They will apply their knowledge of research, collaboration, communication, and presentation skills through a long-term independent project. During the class, students will also further their work toward college and career readiness skills, while developing their interpersonal and leadership abilities through embedded experiences. Ultimately, all students will formally present their semester's work to an audience of peers, teachers, administrators, and community members during a final exhibition.





# Technology

Students learn to solve practical problems and extend human capabilities through their study in technology courses. Technology courses call upon multiple academic disciplines as students learn to apply concepts and skills to solve practical problems and extend human capabilities. Courses are offered in the areas of engineering, industrial skills, multimedia production, and computer science. Any introductory course can be followed by the advanced offerings in sequence. All courses are semester-based, so a Gr. 9 student has the potential to access advanced courses by their second semester of high school.

## Engineering/Industrial Pathways

### Introductory Courses (Gr 9-12)

Engineering Design\*

Fundamentals of Transportation Design

### Advanced Courses (Gr. 9-12)

Alternative Energy Vehicle Design  
Architecture\*\*  
Fine Woodworking\*,\*\*  
Industrial Design and Manufacturing

Alternative Energy Vehicle Design  
Power Tech

### Additional Electives

**Engineering/Industrial (Gr. 9-12)**  
Robotics, Electronics & Mechatronics

**Media (Gr. 9-12)**  
Video Production\*\*

**Computer Science (Gr. 10-12)**  
Computer Programming  
Computer Science: App Design\*\*

\*Course has a materials fee (see description). Students with a concern should contact their school counselor in confidence. No student will be denied access to a course for financial reasons.

\*\*FLEX course: Fine Arts OR STEM credit. Can count for credit in ONE area but not both.

## Courses

### Alternative Energy Vehicle Design

.5 Credit

**Prerequisite:** Engineering Design or Fundamentals of Transportation Design

Alternative Energy Vehicle Design heavily incorporates automotive design concepts with a project designed to enable students to apply their knowledge of science and math to the highly technical alternative power applications for the vehicles of the future. Students in this course design and build vehicles that meet specifications for an alternative energy vehicle challenge sponsored by Electrathon America. The testing and culminating events are to enter and drive the vehicles in the Connecticut Electrathon America road race at Lime Rock Park.

### Architecture

.5 Credit

**Prerequisite:** Engineering Design

**FLEX course. Meets the credit requirement for Fine Arts OR STEM and may be applied to ONE area but not both.**

This course introduces students to the world of building design and construction. Students will explore architectural history, various construction and design techniques, and requirements which go into building the world around them. Basic woodworking and construction techniques will be applied through hands on projects. Shop safety as well various career options are introduced as well.

### Computer Programming

.5 Credit

**Prerequisite:** Algebra I

This course is designed to teach the fundamentals of object oriented programming using current programming language, such as Java. Emphasis is placed on designing and creating well-structured programs using the programming process. Students will learn vocabulary, code syntax, and programming logic as they code and design programs.

### Computer Science Principles—App Design

.5 Credit

**Prerequisite:** Algebra I

**FLEX course. Meets the credit requirement for Fine Arts OR STEM and may be applied to ONE area but not both.**

Students are introduced to the creative aspects of computer science. Study in this course focuses on developing an understanding of information, programming, abstraction, and algorithms as well as larger issues, including the Internet and the broader impact of computing as a whole. Students work to apply principles of computer science by building socially useful apps and programs across platforms to provide relevant solutions for today's world. The course requires continued project development and emphasizes writing, communication, collaboration, and creativity.

## Technology

### Engineering Design

.5 Credit

#### Introductory Course

Through this course students explore 2D and 3D design through the use of various media including both wood and 3D printing. CAD software will be used heavily as students work to complete various hands on design activities. Emphasis will be placed using both 3D printing and CNC technology to explore design concepts and various manufacturing and production techniques.

**Materials fee of \$15.**

### Fine Woodworking

.5 Credit

#### Prerequisite: Engineering Design

**FLEX course. Meets the credit requirement for Fine Arts OR STEM and may be applied to ONE area but not both.**

Students explore new materials as they design and construct projects which feature 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. **Materials fee of \$25.**



### Fundamentals of Transportation Design

.5 Credit

#### Introductory Course

In this hands-on course, students will explore the world of bicycles, learning about design, components, and mechanics. Through interactive projects, students will gain skills in assembly, maintenance, and repair, fostering technical proficiency and problem-solving abilities. By the end of the course, students will understand the systems of modern bikes and be able to maintain a bicycle, along with an understanding of the value of cycling as an avenue for developing and maintaining a healthy lifestyle.

### Industrial Design and Manufacturing

.5 Credit

#### Prerequisite: Engineering Design

Industrial Design and Manufacturing allows students to develop an in-depth knowledge of how the world around them is made. Metalworking, fabrication, and various welding techniques will be introduced through a series of hands-on design challenges, including opportunities for creative expression as well. Students will apply their learning to design and manufacture a variety of products, representing authentic, industry practices.

### Power Tech

.5 Credit

#### Prerequisite: Fundamentals of Transportation Design



Power Tech teaches the basic theory and operation of the engine and its application in the transportation industry.. Students explore concepts of engine operation through a series of hands-on problem solving activities. Automotive design concepts are explored in depth as students work to design and build a simple vehicle. Safety as well as basic metalworking and welding techniques are introduced.

### Robotics, Electronics & Mechatronics

.5 Credit

In this course the electronic and mechanical world around us will be explored as students work to design and complete various hands on projects. Technological areas such as drones, robots, and electronics will be explored through the use of 3D design software, programming, and the engineering design process as students complete various hands on problem solving activities.

### Video Production

.5 Credit

**FLEX course. Meets the credit requirement for Fine Arts OR STEM and may be applied to ONE area but not both.**

This course offers students the opportunity to perform each of the functions necessary to produce a successful news and/or presentation. Topics include responsible reporting, the production team, equipment (audio and video), editing, studio and field production, and broadcasting. 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.

# Visual Arts

Students have the opportunity to create art in a variety of media. Courses are intended for any student interested in art for exploration and enjoyment, in preparation for portfolio development, for those interested in applying to fine arts programs, or for those interested in pursuing art as a career choice. Any introductory course can be followed by the advanced offerings in sequence. All courses are semester-based, so a Gr. 9 student has the potential to access advanced courses by their second semester of high school.

	2D Design	3D Design	Media Arts
<b>Introductory</b>	Drawing and Painting I Foundations of Art	Sculpture Foundations of Art	Film Photography I*/**
<b>Advanced</b> <b>Must complete courses</b> <b>in sequence</b>	Drawing and Painting II Drawing and Painting III	Ceramics I* (gr 10-12) Adv. Ceramics & Sculpture	Film Photography II*/** Graphic Design and Digital Photography*/**

\*Course has a materials fee (see description). Students with a concern should contact their school counselor in confidence.  
No student will be denied access to a course for financial reasons.

\*\*FLEX course: Fine Arts OR STEM credit

## Courses

### Foundations of Art & Design

.5 Credit

#### Introductory Course

This entry level course is an introduction to the foundations of art and design through a series of projects that explore the elements of art and principles of design. Students will create two and three dimensional works of art using design theories and structures. This foundation course is for students who may have an interest in art and want to explore various media.

### Sculpture

.5 Credit

#### Introductory Course

This course is designed for students who enjoy working in three dimensions and want to explore sculptural forms. Students will develop an understanding of 3D design principles through hands-on projects using additive, subtractive, and relief sculpture techniques. Creative problem-solving and personal expression are fostered as students construct and combine materials to create original 3D artwork. A wide range of media may be explored, including clay, plaster, metal, wood, glass, textiles, and found objects.

### Ceramics

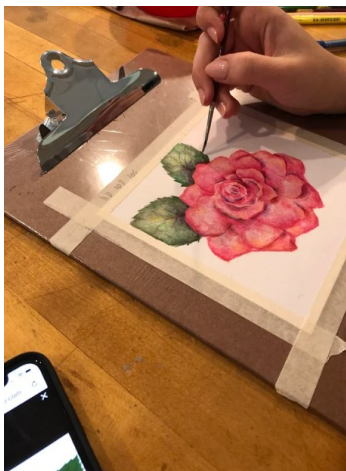
.5 Credit

#### Gr 10-12

In this course, students learn the basics of working with clay and explore a variety of hand-building techniques. You'll complete projects that help you gain confidence in shaping, joining, and decorating clay. Students experiment with different surface design methods to make their pieces unique and expressive. The class emphasizes creative problem-solving, personal expression, and careful craftsmanship while helping you build a strong foundation in ceramics. Materials fee: \$25.00.



## Visual Arts



### Drawing & Painting I

.5 Credit

#### Introductory Course

In this course, students build fundamental drawing and painting skills through direct observation of a variety of subjects. Emphasis is placed on understanding proportion, depth, and form while developing strong compositions that explore space and visual balance to strengthen their technical abilities while also growing as creative thinkers and visual communicators. Students will explore color, value, and expressive mark-making. Students will reflect on their artistic process through written responses, self-assessments, critiques, and personal artist statements, building confidence in both visual and verbal presentation.

### Drawing & Painting II

.5 Credit

This course further develops the skills of drawing from direct observation of various subjects. Students will use traditional subject matter to explore a range concepts. Compositional and rendering skills are emphasized through various wet and dry media to create realism with a focus on color theory and portraiture.

### Drawing & Painting III

.5 Credit

Students will deepen their understanding of color theory: exploring how color, value, and temperature influence mood, composition, and visual storytelling. Advanced drawing and painting techniques will be emphasized, including observational drawing, proportions in portraiture, perspective, layering, mixed media, and expressive mark-making. Students will continue to develop their personal style and create original, portfolio-quality artwork. Reflection, self-assessment, critiques, and artist statements will guide students in refining their ideas and improving their technical and creative abilities. This course is ideal for students preparing for upper-level art study or continuing to develop a strong, expressive art portfolio.

### Advanced Ceramics & Sculpture

.5 Credit

Gr 10-12

#### Prerequisites: Sculpture, Ceramics

Students will work with a broad range of materials to create innovative sculptural works that explore form, structure, space, and meaning. This course emphasizes independent problem solving, personal artistic voice, and refined craftsmanship while students engage in advanced processes such as mixed-media construction, installation, assemblage and construction, armature building, mold-making, and complex clay forms. Students will study historical and contemporary sculptors to deepen their understanding of how artists use materials to communicate and challenge ideas. Regular critiques will foster collaboration, critical thinking, and growth.



### Film Photography I

.5 Credit

**FLEX course. Meets the credit requirement for Fine Arts OR STEM. May be applied to ONE area but not both.**

In this hands-on introductory course, students will explore the art and craft of black-and-white film photography—from shooting and developing their own film to creating prints in the darkroom. Through guided practice, students will gain confidence using a camera's manual settings to control focus, depth of field, and motion. The course also covers design and composition principles to help students create visually compelling images, as well as exposure and darkroom techniques to refine and enhance their prints.

Materials fee: \$50.00



## Film Photography II

.5 Credit

**FLEX course. Meets the credit requirement for Fine Arts OR STEM and may be applied to ONE area but not both.**

After students gain confidence and skill in exposing and processing their images with the completion of Intro to Film Photography, they will be challenged to grow creatively through a series of guided projects in topics of their choice. Assignments may include explorations in composition, abstraction, portraiture, social themes, and more. Students will develop a cohesive body of work presented in portfolio form to build a deeper conceptual understanding of the images they create. A fully manual 35mm film camera is recommended (but not required). Students may also experiment with medium-format film and alternative processes. Materials fee: \$50.00.

## Graphic Design and Digital Photography

.5 Credit

**Prerequisite: Film Photography I**

**FLEX course. Meets the credit requirement for Fine Arts OR STEM and may be applied to ONE area but not both.**

Designed for motivated students able to work independently, students will further explore the principles underlying effective design, creating visual solutions to design problems. Students will use the Adobe software platform to learn about the role of visual literacy in society while learning advanced photographic techniques. Students will explore contemporary design challenges and structures, learning to communicate ideas effectively through words, symbols, and imagery. A digital SLR camera with manual settings is required for many assignments; cameras may be signed out if a student does not own one.

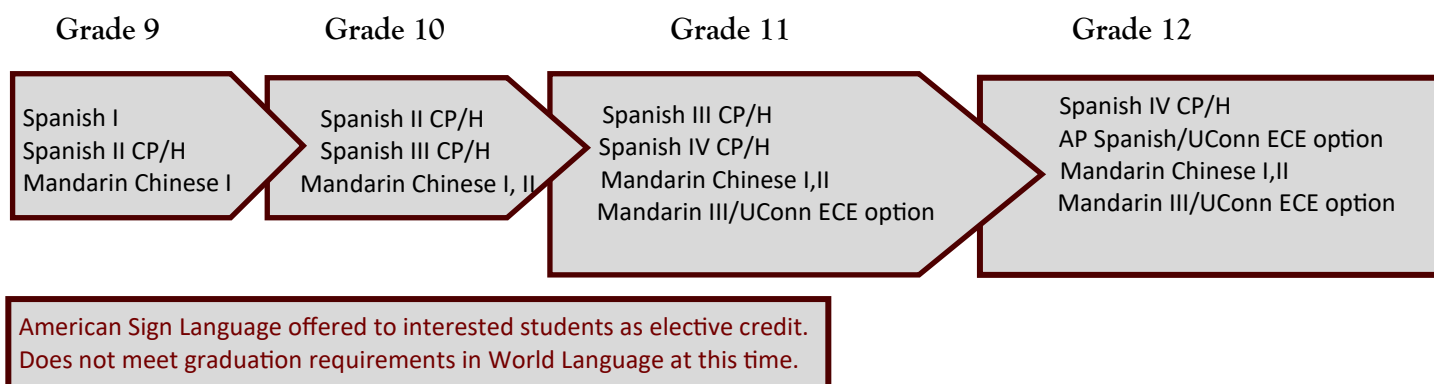
**Materials fee: \$20.00.**





# World Language

The World Language curriculum addresses communication, cultures, connections, and communities, with a focus on real-world application and global competency. Learners who become proficient in a second language are not only college and career-ready, but are also “world-ready” and globally competent. Students are strongly encouraged to complete at least three years of the same language on the high school level to be most prepared for post-secondary options, with highly competitive colleges recommending study in the same language for four years of high school. Students have the opportunity to earn the Seal of Biliteracy.



## Courses

### Spanish I CP

1 Credit

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 the Spanish language. Reading, writing, speaking, and listening are emphasized. Culture and contemporary lifestyles in various Spanish speaking countries are also addressed in various readings. Students will work collaboratively to use critical thinking, reasoning, and problem-solving skills in order to communicate in another language to meet the challenges of global citizenship in the 21st century.

### Spanish II CP

1 Credit

**Prerequisite: Completion of Spanish I. For grade 9, completion of CMS Spanish IA/IB with a grade of C or higher**

Spanish II builds upon the basic skills, cultural information and oral activities presented in Spanish I. Students will increase their understanding and application of the language through the presentation of more complex grammatical structures and the in-depth reading of passages, instilling an awareness of Latin American culture and geography. Students will work collaboratively in order to communicate in another language to meet the challenges of global citizenship in the 21st century. Class will be conducted mostly in Spanish and students will use the language more and more as the year progresses.

### Spanish II H

1 Credit

**For grade 9, completion of CMS Spanish IA/IB with a grade of C or higher**

Spanish II Honors builds upon the basic skills, cultural information, and oral activities as students increase their understanding and use of the language through the presentation of more complex grammatical structures and in-depth reading of passages. Coverage of the material is more in-depth and rigorous than Spanish II CP. Students will work collaboratively to use critical thinking, reasoning, and problem-solving skills in order to communicate in another language to meet the challenges of global citizenship in the 21st century. Students will hear and use the Spanish language almost exclusively as the year progresses.

### Spanish III CP

1 Credit

This course reinforces and expands all concepts learned in Spanish I and II. There is considerable vocabulary expansion and advanced grammar found in the readings and conversations in the text. Students will read and discuss longer passages, cultural selections and some current events articles written in the Spanish language. Students will be able to write one or more paragraphs about themselves and familiar topics. 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 America. Students will work collaboratively to use critical thinking, reasoning, and problem-solving skills in order to communicate in another language to meet the challenges of global citizenship in the 21st century. Students will hear and use the Spanish language almost exclusively as the year progresses.

## World Language

### Spanish III H

1 Credit

As students expand their vocabulary and learn to use more complex grammatical structures, they will use authentic materials such as literature, news articles, interviews, newscasts and songs. Students should expect major writing assignments during the year, incorporating technology and research, and will be expected to deliver oral presentations and projects throughout the year. Each unit will focus on a different region and culture in the Spanish-speaking world, including Spain, Mexico, the Caribbean, and Central America. The Spanish language will be heard and used most of the time.

### Spanish IV CP

1 Credit

Spanish IV is designed to expand the students' command of the language. Students will focus on learning useful vocabulary and cultural knowledge for traveling in, living in, and learning about Spain and Latin America. Intensive review of grammar is provided through a variety of written and oral presentations in Spanish. Literary selections which complement the study of the history and culture of Spain and selected Latin American countries are also presented. Students will hear and use the Spanish language almost exclusively as the year progresses.

### Spanish IV H

1 Credit

This course will focus on a comprehensive review of all grammar topics learned in levels I-III and a continued breadth of vocabulary. Students will use authentic materials such as literature, news articles, interviews, newscasts, songs and films to be able to address and discuss cultural topics. Students will be discussing contemporary topics within the Spanish speaking world and participating in debates. Students should expect major writing assignments. They will also be expected to deliver oral presentations and projects throughout the year. Students will hear and use the Spanish language almost exclusively throughout the year.

### UConn SPAN 3178-3179/AP Spanish Language and Culture

1 Credit

**Prerequisite:** Teacher recommendation; final grade of A in Spanish IV CP or B or better in Spanish IV H strongly recommended.

Extensive use of the language is required. Students will use authentic materials to perform integrated tasks such as the ones on the AP exam, and are expected to research topics independently, hold class discussions, make oral presentations, and compose expository and persuasive essays on the six AP themes: Families in Different Societies, The Influence of Language and Culture on Identity, Influence of Beauty and Art, How Science and Technology Affect Our Lives, Factors That Impact the Quality of Life, and Environmental, Political and Societal Challenges in preparation for the AP exam. Students **A concurrent AP/UConn ECE offering. Please see information on these programs on pages 8-9. Students are strongly encouraged to take the AP exam.**



## World Language

### Mandarin Chinese I

1 Credit

Students will spend considerable time becoming familiar with the Chinese sounds and will begin to develop the four skills of listening, speaking, reading and writing. and grammar structures will be embedded in thematic cultural units such as greeting/introductions, family, dates, times, sports and colors. Students will also learn some Chinese history.

### Mandarin Chinese II CP

1 Credit

Students in this course continue to develop the skills introduced in Mandarin I They will practice all of the skill areas (listening, speaking, reading, and writing) in more sustained scenarios. Themes include school life, parts of the body, transportation, and weather. The Level II course will incorporate more characters and higher skill development to make it a more intensive course.

### Mandarin Chinese II H

1 Credit

Students in this course continue to develop their Mandarin skills in listening, speaking, reading, and writing with increasing rigor and depth, and will engage in the language in more sustained scenarios. Themes include school life, parts of the body, transportation, and weather. The Level II course will incorporate more characters and higher skill development to make it a more intensive course. Students in the honors level should be prepared to learn at a faster pace.

### UConn CHIN 1114/Mandarin III

1 Credit

**This course is approved by UConn for college credit (and college level GPA weight) for those who are recommended; there are some additional expectations. Fee applies. See page 8/9 for details.**

Students will build upon their foundation of listening comprehension, reading comprehension, writing and speaking in modern standard Mandarin Chinese from previous years. Mandarin III will continue to introduce course content with more emphasis on authentic texts, including essays, news article, advertisements, and other primary sources. These readings will allow students to expand their level of vocabulary and increase their focus on literacy in Chinese characters.

### American Sign Language I

1 Credit

Students will develop beginning level ASL receptive and expressive communication skills with vocabulary and grammar in a cultural context. American Deaf culture and history will be introduced with an emphasis on making comparison and connections to one's own culture. Course instruction and activities are primarily in ASL. American Sign Language is considered an elective, and does not meet CHS World Language graduation requirements.

**\*American Sign Language may be taught in digital format and requires strong ability to work independently.**

## The Seal of Biliteracy

The Seal of Biliteracy is awarded to students who demonstrated that they have attained proficiency in two or more languages by high school graduation.

The Seal, noted on the student's official high school transcript, is a statement of accomplishment, signaling evidence of career and college-readiness and the student's engagement as a global citizen to employers, training programs, and institutions of higher education. The ability to communicate in an additional language has become a clear advantage for all students in the pursuit of any endeavor, whether in the advancement of study, in the workplace, or in the development of broader and richer social and personal experiences and opportunities.

### Eligibility

Students can earn the seal by achieving a qualifying score on either the 1) ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) exam OR 2) Spanish AP Language and Culture exam. Students are eligible to sit for the spring AAPPL exam when they reach Spanish IV and/or Mandarin III. Students who reach AP Spanish can take the AP exam in May.

### Qualifying Scores:

AAPPL: Minimum score of Intermediate 3 on all 4 components

AP Language and Culture Exam—Minimum score of 3



## Policy on Non-Discrimination in Education

### Policy 5145.4

The Canton Board of Education complies with all applicable federal, state and local laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its educational programs or activities because of race, religion, color, national origin, sex, sexual orientation, marital status, age, disability, pregnancy, or gender identity or expression, subject to the conditions and limitations established by law.

It is the policy of the Board that any form of discrimination or harassment on the basis of race, religion, color, national origin, sex, sexual orientation, marital status, age, disability, pregnancy, gender identity or expression, or any other basis prohibited by state or federal law is prohibited, whether by students, Board employees or third parties subject to the control of the Board. The Board's prohibition of discrimination or harassment in its educational programs or activities, including athletics. It is also the policy of the Board to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, disability, pregnancy, gender identity or expression.

For the purposes of this policy, "gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.

#### **Legal Reference: Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, *et seq.***

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d, *et seq.*

Americans with Disabilities Act, 42 U.S.C. § 12101, *et seq.*

Connecticut General Statutes § 10-15c and § 46a-81a, *et seq.*

Discrimination on basis of sexual orientation

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, *et seq.*

**Policy adopted: March 13, 2013**

**Policy revised: March 24, 2015**

#### **CANTON PUBLIC SCHOOLS, Canton, Connecticut**

Questions concerning Title IX and 504 compliance should be directed to: Jon Bishop 860.693.7704.