

PROGRAM OF STUDIES



2023-2024

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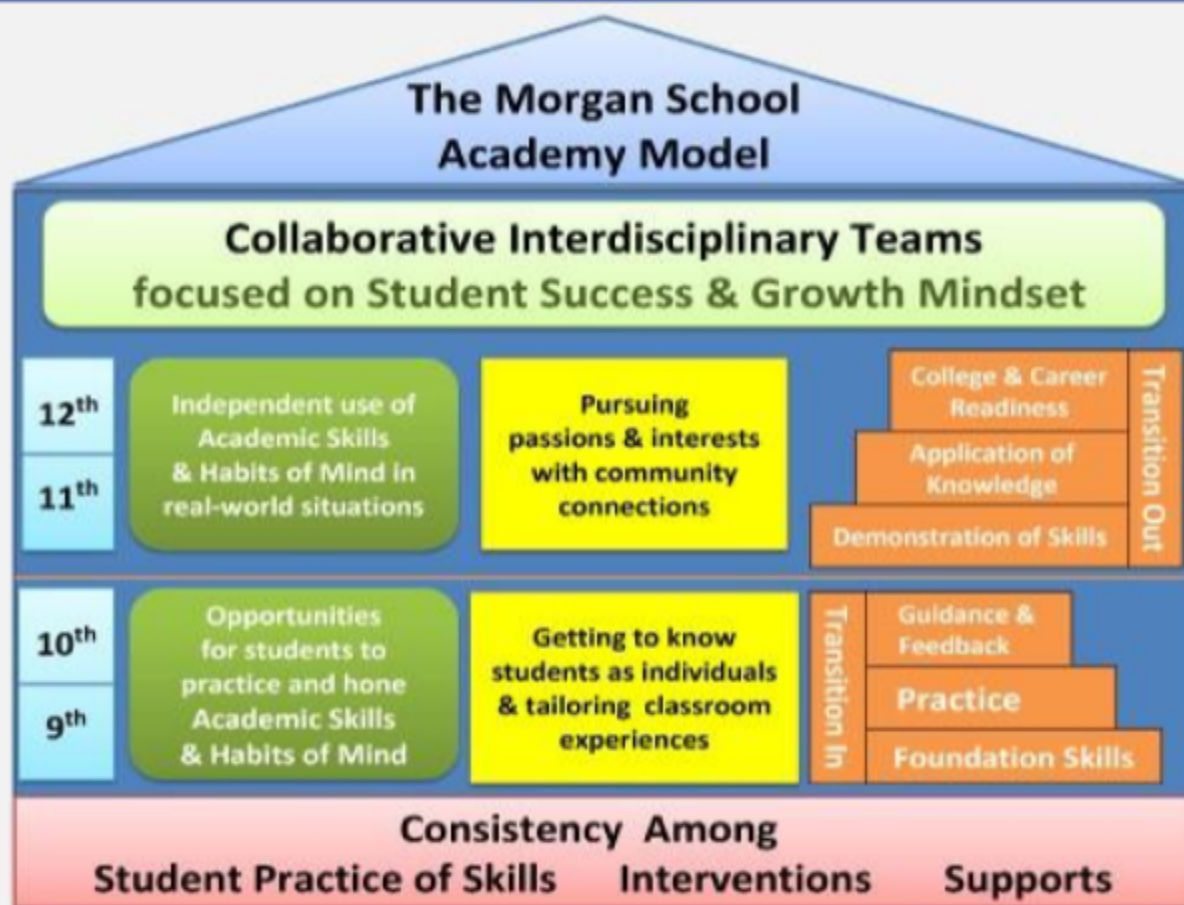
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The Morgan School Academy Model was designed to develop and hone students' skills both as they "transition in" to Morgan as well as when they "transition out" of Morgan. Every member of the Morgan community is dedicated to delivering all students consistent instruction and providing the necessary interventions and supports during the course of their high school career.

The Morgan School Habits of Mind

Habits of Mind

1. Show initiative; demonstrate an ability to set, work toward, and achieve goals.
2. Display compassion and empathy for others.
3. Assume both personal and civic responsibility.
4. Be receptive to new ideas and open to varying perspectives.
5. Understand personal strengths and limitations; advocate for support when needed.
6. Be willing to take risks and learn from mistakes; demonstrate resilience.
7. Communicate respectfully and effectively with others; utilize skills to resolve conflicts.
8. Create, imagine, and innovate; exhibit curiosity and passion for learning.

Empowering learners to embrace and influence the future with courage and compassion



Foundation Skills and Competencies

The purpose for establishing a set of common learning competencies is the belief that all teaching and learning should be meaningful, relevant, and connected. Therefore, there should be a common thread to link all disciplines. The following K-12 Foundation Skills and Competencies are essential for all students to become independent and collaborative learners, and must be incorporated in all disciplines. The foundation competencies are not intended to limit any discipline; rather, they are intended to provide teachers, students, and the community with a set of common expectations that will enhance curriculum, development and continuity of purpose, assist teachers in planning instruction and assessment, and improve student performance.

1. Reads a variety of literary, informational, and persuasive texts with understanding, and is able to analyze, interpret, evaluate text, and read for enjoyment.
2. Uses appropriate forms of expressions and conventions of Standard English to communicate and develop thoughts, share ideas, influence and persuade, and create and entertain.
3. Applies understanding of a writing process (drafting, revising, editing, and rewriting) to improve writing.
4. Applies computational skills, number sense, and mathematical techniques to solve problems and judge the reasonableness of results.
5. Listens to and views verbal and nonverbal presentations in order to understand, clarify, analyze, and make connections.
6. Delivers oral and visual presentations which demonstrate a coherent sequence of thought and the use of standard English conventions, forms of expression, vocabulary, and tools appropriate for the purpose and audience.
7. Works collaboratively in a group to accomplish a goal by exchanging ideas, synthesizing information,

investigating solutions to a problem, sharing workload, and completing assigned tasks.

8. Designs and applies techniques for identifying and investigating real-world issues and problems by observing and posing questions, hypothesizing, collecting and analyzing data, and communicating findings.
9. Investigates and evaluates information and arguments from a wide range of resources and perspectives to convey knowledge, establish a personal stance, or defend a position.
10. Develops digital literacy through the responsible use of digital tools to engage and collaborate within a global community of learners

Graduation Requirements

Graduating students must earn twenty-five (25) credits in the following departments:

Department	Credits	Department	Credits
English	4	Humanities	2
Mathematics	3	World Language	1
Science	3	Physical Education	1
STEM	3	Health	1
Junior Portfolio	1	Electives	3
Social Studies	3		

****Note:** Courses may only count towards one graduation requirement**

STEM Elective Courses:

Accounting I	Digital Imaging I	Engineering & Manufacturing II: Principles	Personal Finance
Accounting II	Digital Imaging II	Engineering & Manufacturing III: Design & Development	Physics
Advanced Culinary & Baking	ECE Allied Health/ Anatomy & Physiology	Entrepreneurship	Pre-Calculus
Advanced Graphic Production	ECE Environmental	Forensic Science	Programming for Data Science
AP Biology	ECE Marine Science	Intro to Communications	Sculpture II
AP Calculus	ECE Physics	Introduction to Culinary I	Tech Integration

AP Computer Science	ECE Probability & Stats	Introduction to Data Science	Video Production I
Business Applications	Electronic Music	Journalism	Video Production II
Culinary Arts II	Engineering & Manufacturing I: Introduction	Live Broadcast	

Humanities Elective Courses:

Advanced Art Portfolio	Culinary Arts II	Husky Leadership I & II	Journalism
Advanced Culinary & Baking	Digital Imaging I	Introduction to Art	Psychology
Advanced Drawing & Painting	Digital Imaging II	Introduction to Clothing & Interior Design	Rock Band
Advanced Graphic Production	Drawing & Painting	Introduction to Communications	Sculpture
African American/Black & Puerto Rican/Latino Studies	Early Childhood Education	Introduction to Culinary Arts I	Sports & American Culture
Beginning Guitar	Electronic Music	Introduction to Early Childhood	Unified Art
Chorus	Film Study	Introduction to Law	Video Production II
Concert Band	History of Rock & Roll	Introduction to Sociology	World Language
Creative Writing	Humanities	Jewelry Design and Metalsmithing	

Junior Portfolio

The Junior Portfolio presentation offers students the opportunity to share their progress toward achieving the skills necessary to succeed at the challenges they will face after high school. Students' discussions will be based on insights they have gained from reflecting on the quality of their work over the three preceding years. In the spring of their junior year, students will make their presentations to a panel of teachers from the district schools. Speaking in front of the panel will prepare students for interviews with prospective employers and college admissions officers, people who are likely to be less concerned with a specific grade in a specific course, but rather with what kind of reader, writer, and problem solver the applicant is. **Successful completion of the Junior Portfolio Exhibition is a graduation requirement.**

Summer School

The purpose of summer school is to restore any lost credit from the previous academic year. Summer school may be done at any accredited summer school program. Work done during the summer will be averaged with the grade received during the school year. The school-year work will comprise 80% of the grade and the summer

work 20% of the grade. In order to qualify for the summer school study, the student must have received at least two quarters of passing work in a full-year course, one quarter of passing work in a semester course, have taken the final examination in the course, and receive a final grade of 50% or higher.

Leveling

Honors/Level I - The difference between levels is in the depth and breadth of the curriculum. Generally speaking, students in honors-level courses are tasked with unpacking some of the more complex relationships and understandings that exist in each curricular area. Oftentimes, this leads to more independent work expectations at the honors level.

AP/ECE/Dual Enrollment - These are college level courses that follow an approved curriculum. Although these courses have particular prerequisites, interested students are encouraged to challenge themselves as often as possible. The most important factor in determining whether a student should take college level classes is an interest in engaging in the material. Students should not feel pressured to enroll in all available AP/ECE/Dual Enrollment classes to gain entrance to a competitive college. Choosing selected classes in an area of interest is the best approach for realizing success in these more demanding courses. Students should expect that work in AP classes will center around preparation for the AP Exams in the Spring. All students enrolled in AP/ECE/Dual Enrollment courses are required to take the end of year exam. Financial assistance can be provided if needed.

Course/Level Changes

School counselors and/or administration will consider the request to override a teacher recommendation initiated by parents, and/or students, from the time students select their courses in March until five (5) days prior to the start of school using the "Petition to Override a Teacher Recommendation" form.

Before the 5th day of class, parents, or students may initiate course/level changes for core academic classes. They must put in writing the reason for the change and sign a "Request for Change of Schedule" form. Course/leveling changes will then be allowed if the parent/guardian, teacher, department head, and counselor agree. Requests for changes in course/level will be referred to the administration if there is no agreement. That decision will be final. In most cases students will be enrolled in the elective courses choose (either their first choice or second choice) and will not be allowed to change their scheduled electives.

Once the 5th day of school has passed, course changes will not be permitted unless there are extenuating circumstances. After the second semester begins, course/leveling changes will be handled in accordance with the procedure utilized at the beginning of the school year for semester courses only.

If a teacher, at any time, feels that a student has been inappropriately placed, she/he should notify the student's counselor and parent immediately.

Advanced Academic Opportunities

The Morgan School cultivates intellect and character in partnership with families and the community. Students learn in a rigorous academic and student-centered environment that prepares them to become resourceful, productive, healthy citizens in a global society.

The Morgan School offers a variety of core academic courses as well as electives at varying levels to accommodate all types of learners. This page outlines the most advanced course offerings for students who seek to challenge themselves in one or more subjects. Students are permitted and encouraged to take as many advanced level courses as possible, and may take a combination of levels in order to receive their Morgan School diploma. Listed are advanced course opportunities organized by subject, and include Advanced

Placement courses and Early College Experience (ECE) courses taught in conjunction with the University of Connecticut. All students enrolled in AP/ECE courses are required to take the end of year exam. Financial assistance can be provided if needed.

English	Math	Science	Social Studies	World Language	Fine Arts	CTE
Honors English I	Honors Algebra I	Honors Biology	Honors US History	Honors French II	Advanced Art Portfolio	AP Computer Science Principles
Honors English II	Honors Algebra II	Honors Chemistry	Honors World History	Honors French III	Advanced Drawing & Painting	Engineering and Manufacturing I, II, III
Honors English III/AP English Language & Composition	Honors Geometry	AP Biology	AP US Government & Politics	Honors French IV		Advanced Culinary and Baking Arts - Restaurant Experience
UConn English 1007: Seminar and Studio in Academic Writing & Multimodal Composition (ECE)	Honors Pre-Calculus	ECE Physics		Honors French V ECE French		
Humanities	AP Calculus	ECE Allied Health/ Anatomy & Physiology		Honors Spanish III		
Honors Journalism	ECE Probability & Statistics	ECE Environmental Science		Honors Spanish IV		
		ECE Marine Science		AP Spanish		

Honors Challenge

The honors challenge is offered for select courses that do not currently offer an honors level. This opportunity is available to all students who wish to increase their depth of knowledge and development of skills in a given course. Teachers will develop experiences for students that will allow them to apply their learning in creative and enriching ways during each semester. These varied experiences will be outlined by the teacher during the first two weeks of school. Students will earn honors credit upon successful completion of the honors challenge expectations as outlined for each designated course and successful completion of the course. The following

courses will be offered with the honors challenge.

Department	Course
Social Studies	African American/Black and Puerto Rican/Latino Studies, Introduction to Sociology
Math	Introduction to Data Science, Algebra I
English	Journalism
Science	Forensics

Early College Experience (ECE)

ECE courses are taught in conjunction with the University of Connecticut. The curriculum used has been approved by UCONN and Morgan teachers who teach ECE courses are considered adjunct UCONN professors. Students who take ECE courses must sign up for UCONN credit. If a student decides to go to a college somewhere other than UCONN, credit has been found to be transferable most of the time. Here is the link to the credit transfer database so students can see which colleges accept the credit:

https://eceapps.uconn.edu/credit_transfer_database/

Descriptions of the courses listed below can be found in the curricula in which they are offered.

Morgan Course	ECE Course	College Credits	Morgan Course	ECE Course	College Credits
#0455 English 4 (UCONN) H	ENGL 1007	4	#0509 ECE Allied Health	AH 2001	2
#0640 Probability & Statistics	STAT 1100Q	4	#0527 ECE Marine Science	MARN1003E	4
#0516 ECE Environmental Science	NRE 1000E	3	#0531 ECE Physics	PHYS1201Q	4

Recommended Courses for College Bound Student

If a student has the goal to continue education beyond high school, he/she must pursue a rigorous course of study. The following are recommendations for college-bound students. The selection will provide a thorough preparation for college.

Typical College Entrance Requirements

COURSE	HIGHLY COMPETITIVE COLLEGE	TYPICAL LIBERAL ARTS COLLEGE	UCONN	QUINNIPIAC	SCSU
English	4	4	4	4	4
History	3-4	3-4	2	2	2-3
Mathematics	4	3-4	3-4	3-4	3-4

Science	3-4	2-3	2-3	3-4	2-3
World Language	3-4 (in High School)	3 (in High School)	2-3	2-3	2-4

Art Curriculum

The art curriculum is designed to help students understand and appreciate the importance of art in our culture. A sequential program of instruction is offered to provide students with a solid foundation in the elements and principles of art. Students will explore a wide range of media and techniques.

[Link to Art Curriculum](#)

Introductory Courses	Intermediate Courses	Advanced Courses
Drawing & Painting I	Drawing & Painting II	Advanced Portfolio
Jewelry Design & Metalsmithing	Sculpture II	
Sculpture I		

DRAWING AND PAINTING I

Grades 9, 10, 11, 12

#0805- Level 1

Semester

1/2 credit

This is an introductory course focused on the fundamentals of drawing and painting from observation, recognizing visual relationships, and the development of skills using tonal value and color theory. Students will learn a variety of techniques including perspective, shading, color blending and illustration. This course will explore various media from charcoal to acrylic paint, as well as composition and subject matter.

DRAWING AND PAINTING II

Grades 9, 10, 11, 12

#0812- Level 1

Semester

1/2 credit

Prerequisite: Students must pass Drawing & Painting I.

This is an intermediate course focused on continued drawing and painting fundamentals from direct observation and fantasy. Emphasis will be on the continued development of one's personal artistic growth using the principles of design. New media will be used, such as conté crayon, gouache paint and oil paint. Students are given more complex drawing and painting assignments and will be expected to apply concepts learned in their previous art classes to create original work.



SCULPTURE I

Grades 9, 10, 11, 12

#0822- Level 1

Semester

1/2 credit

Sculpture I provides the opportunity to use a variety of materials to create 3-dimensional works of art. Students

will learn clay building techniques, from wedging to glazing, to develop functional and nonfunctional pieces. Form, balance and texture are characteristics of sculpture that students will become acquainted with as they try additive and subtractive methods. Emphasis will be on personal expression and problem solving.

SCULPTURE II

Grades 9, 10, 11, 12

#0827- Level 1

Semester

1/2 credit

Prerequisite: A passing grade in Sculpture I

Sculpture II is an intermediate course focused on further exploration of 3-dimensional art-making materials. Students are given more complex sculpture assignments and will be expected to apply the concepts learned in their previous sculpture class to create original artwork. Emphasis will be on the development of one's personal artistic growth in expressing ideas, through sculpture, using the principles of design.



JEWELRY DESIGN & METALSMITHING

Grades 9, 10, 11, 12

#0820- Level 1

Semester

1/2 credit

Learn how to create jewelry and forge mini sculptures from semi-precious metals and gemstones. Students will be introduced to tools and techniques to manipulate copper, brass, nu-gold, nickel and sterling silver. Jewelry techniques will cover wire wrapping, beading, polishing, stamping, sawing and soldering. Students will learn how to make key chains, pendants, bracelets, earrings, necklaces and set stones. After learning each basic technique, students can choose their favorite and design their own jewelry.

ADVANCED ART PORTFOLIO

Grades 11, 12

#0814- Level 1

Semester

1/2 credit

Prerequisite: A grade of 90 or above in Drawing & Painting II or Sculpture II

This is an advanced course designed to accommodate students planning to pursue higher education in the fine arts. Students will be developing and refining a body of work to present to art schools which represent the best of their capabilities, their personal creative style, and their interests in a future art career. Such areas might include fashion design, graphic design, commercial art, make-up artist or interior design. College portfolios will be prepared for students who are continuing in art after high school.



Business Education Curriculum

The business education curriculum is designed to help students achieve four objectives: prepare for college, learn business for personal use, develop computer skills, and prepare for full-time employment upon graduation. Whatever a student's objective, the business education curriculum includes courses that are applicable in a variety of areas, especially preparing students for college and introducing students to real-world experiences.

Introductory Courses	Intermediate Courses
Accounting I	Accounting II
Business Application	
Entrepreneurship	
Personal Finance	

ACCOUNTING I

Grades 10, 11, 12

#0305- Level 1

Year

1 Credit

Can be used as a third math credit or computer credit.

Students will learn the systematic methods of keeping records, both in business and for personal use. The complete accounting cycle is studied for both a sole proprietorship service business and a partnership merchandising business. Students will create a semi-automated accounting workbook utilizing Microsoft Excel to complete two comprehensive accounting simulations throughout the year. This course is geared to critical thinking, problem solving, cooperative and student centered learning. Guest speakers are invited into the classroom to open up the idea of pursuing a career within the multiple accounting fields available. This course is suitable for college bound students considering majoring in business or the high school graduate looking to start his or her own business.

ACCOUNTING II

Grades 10, 11, 12

#0321- Level 1

Year

1 Credit

Prerequisite - Accounting I.

This college-level accounting course is recommended for students interested in a career in business or pursuing a post-secondary degree in business. The course incorporates advanced methods of departmentalized accounting, internal control systems, general accounting adjustments, and managerial accounting. Guest speakers are invited into the classroom to enrich visions for career opportunities within the accounting field.



BUSINESS APPLICATIONS

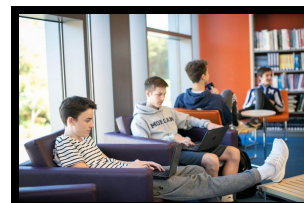
Grades 10, 11, 12

#0324- Level 1

Semester

1/2 credit

This is a semester computer course that will improve students' digital literacy skills. Students will use Microsoft Office Suite and Google applications to produce authentic projects and real life applications. Some examples of projects include creating business cards, flyers, leveraging Google Forms for data collection and creating financial calculators for analysis.



ENTREPRENEURSHIP

Grades 9, 10, 11, 12

#0320- Level 1

Semester

1/2 credit

This course will provide a foundation for students to develop the skills necessary to build a small business.

Students will use and expand innovative thinking skills, problem solving skills, analytical skills, and managerial skills during this project based learning course. Local small business owners are invited into the classroom to explain their business and how they achieved success. After reviewing a variety of case studies and scenarios students will collaborate to construct an authentic business plan that could have the potential of becoming a reality for the young entrepreneur who truly believes in and pursues his or her idea.

PERSONAL FINANCE

Grades 9, 10, 11, 12

#0349- Level 1

Semester

1/2 credit

This course is designed to give students valuable insight into the fundamentals of managing and investing their money. Topics addressed in this course are employment and career development, banking, consumer credit, debt management, investments, budgeting, the finances of housing, taxes, and insurance. To further enrich students in the topics discussed, a computer simulation that reflects real market conditions is used to reinforce the curriculum and to give students a better understanding of what is to come outside of high school.

English Curriculum

The English Curriculum at The Morgan School has been designed to foster the growth of our students as thoughtful and reflective readers, writers, and thinkers. Students will work to improve their ability to read, write, listen, and observe critically. Our two course levels have been devised in order to provide the students in those courses with appropriate challenges and materials, and to maximize their potential for success. Instruction in both levels will encourage students to master the district's Foundational Skills and Competencies.

[Link to English Curriculum](#)

Course Sequence

TYPE	GRADE 9	GRADE 10	GRADE 11	GRADE 12
REQUIRED COURSES	English I	English II	English III, AP English Language and Composition	English IV, UCONN English, Humanities
ELECTIVES	Journalism, Creative Writing	Journalism, Creative Writing	Journalism, Creative Writing, Film Study, Diverse Voices in Literature	Journalism, Creative Writing, Film Study, Diverse Voices in Literature

ENGLISH I

Grade 9

#0401- Level 1

Year

1 credit

In Freshman English, students explore literature organized by genre: short story, poetry, novel, and drama. Applying a variety of reading strategies, students will analyze fiction as well as non-fiction texts. In addition to employing several writing strategies, students will participate in the writing process,



responding to various texts and strengthening skills in English conventions. Students will also work to enhance their abilities in cooperative group work, class discussion, and oral presentation. Text-based vocabulary as well as the department's vocabulary program will develop students' fluency.

ENGLISH I H

Grade 9

#0404- Honors

Year

1 credit

Prerequisite: Teacher recommendation

English I Honors: Students will use the archetypal approach to explore early Western literature, such as classical Greek and Roman epics, plays, and speeches. The course will explore the connections between ancient texts and their more modern equivalents. In addition, students will receive instruction in a variety of expository and narrative writing techniques, and students will practice close reading skills as well as writing about texts critically while reading modern, classic, and contemporary texts.



ENGLISH II

Grade 10

#0408- Level 1

Year

1 credit

Prerequisite: Successful completion of English I

This course is designed to challenge students with readings that test and develop their critical reading, thinking, and writing skills. Students will continue to learn how to improve writing, speaking, reading, and listening skills in addition to increasing their vocabulary and developing test-taking strategies.

ENGLISH II H

Grade 10

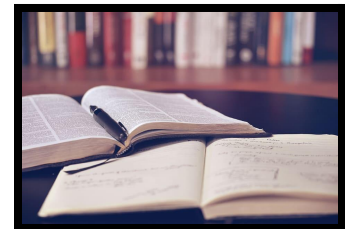
#0414- Honors

Year

1 credit

Prerequisite: Successful completion of English I (Honors), or teacher recommendation and a grade of A in English I Level 1

English II Honors: Students in this course will explore classic and modern world literature. Units of study are centered around "culture," with a focus on world literature as a means of broadening students' literary landscapes. An emphasis will be placed on a close reading of text and on developing a thoughtful, critical, personal reaction to texts. Students will continue to improve their ability to engage with challenging material through reading, writing, and discussion.



ENGLISH III

Grade 11

#0485- Level 1

Year

1 credit

Prerequisite: Successful completion of English II

An emphasis on literature of the United States provides the basis for language development in this class. Students who take this class will explore the idea of the American Dream through a diverse lens. Analysis of each text requires students to examine how words are used to communicate effectively. Test-taking strategies continue to be addressed, as do vocabulary development and research study skills.

ENGLISH III HONORS/AP ENGLISH LANGUAGE & COMPOSITION

Grade 11

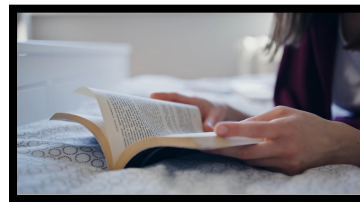
#0423- Honors/Advanced Placement

Year

1 credit

Prerequisite: Successful completion of English II (Honors), or teacher recommendation in English II Level 1

Students who take this course will read and analyze diverse texts including speeches, letters, articles, memoirs, and images. Students will gain understanding of how language functions while deepening their understanding of the world. Through class discussions, individual and group projects, and a variety of writing assignments, this course will prepare students for the AP English Language exam and for college level coursework.



ENGLISH IV

Grade 12

#0491- Level 1

Year

1 credit

Students in this course will work to gain competence and confidence in a range of language arts skills. During the first semester, students will examine different rhetorical patterns evident in college-level essays and stories. Using these as models, students will learn a variety of strategies to help them develop a clear, cogent style in their written work. While most students recognize the basics of good writing, in this course, they will build on that knowledge, and through coaching and practice, learn to communicate more effectively. During the second semester, students in this course will build on previous learning to further develop their ability to analyze complex texts and to communicate what they learn from those texts in a variety of ways. Instruction will focus on how an author constructs an argument. Students will work both independently and cooperatively to hone their research, speaking, listening, and collaboration skills in preparation for the rigors of college-level work.

UCONN ENGLISH 1007: SEMINAR AND STUDIO IN ACADEMIC WRITING AND MULTIMODAL COMPOSITION

Grade 12

#0455- Honors

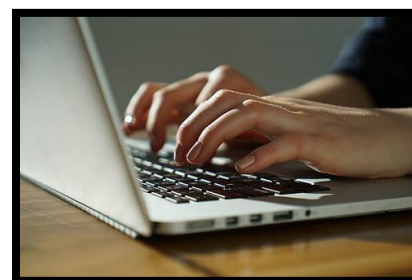
Year

1 credit

Prerequisite 1: C+ or higher in Honors English III or A- or higher in College Prep English III

UConn English 1007 introduces students to the work of college writing, which includes posing questions, developing sustained intellectual projects, and generating knowledge that invites engagement with wide and varied audiences. Writing is project-building- a practice of making something, composing through collaborative, student-driven inquiry. Through inquiry and exploration, students determine how they will advance and further develop the class conversation across various media. Modes of composition may include videos, images, podcasts, editorials, or social media campaigns. This course is a prerequisite to many university courses and all UConn writing competency courses.

Students who pass this course will earn 4 UConn credits.



DIVERSE VOICES IN LITERATURE- NEW FOR 2023-2024

Grades 11, 12

#0073 - Level 1

Semester

1/2 Credit

This course is an opportunity for students to read, explore, and study diverse literature by a variety of authors.

Works may include those by and about Asian, Black, Puerto Rican, Hispanic/Latino, LGBTQ+, neurodivergent, and indigenous peoples. Readings will include poetry, plays, short stories, and novels.

HUMANITIES

Grade 12

#0024- Honors

Year

1 credit

In this course, students investigate the art, architecture, music, and literature of various cultural periods. Students will gain an understanding of the philosophical perspectives and historical context which helped to shape the cultural output of these periods. Students' ability to express themselves creatively will be challenged as they explore the creative expression of our civilization's greatest artists, writers, and thinkers.

JOURNALISM

Grades 9, 10, 11, 12

#0425- Level 1, (Honors challenge)

Semester or Year

1/2 credit or 1 credit

Students will learn about the world of journalism by taking on the role of a journalist and creating content for [The Morgan PawPrint](#), the digital news source of The Morgan School. Students will write, take photos, create videos, report on school events and keep people informed through Facebook, Twitter, or Instagram. Roles students fill will include reporter, photographer, videographer, editor, writer, and publicist. The emphasis will be on the principles of clarity, accuracy, and fairness. Any student of any grade may take this course. Students may also earn honors credit. With approval, students may take the course multiple times for credit. This course satisfies a Humanities or STEM requirement. *Note - This course is offered with the honors challenge. See the description on page 7 of this document.*



CREATIVE WRITING

Grades 9, 10, 11, 12

#0446- Level 1

Semester

1/2 credit

This comprehensive writing course exposes students to various types of creative writing including creative nonfiction, short story, mystery, poetry, children's story, and the one act play. Students must be prepared to share their work with the class and to support the efforts of their classmates.



FILM STUDY

Grades 11, 12

#0459- Level 1

Semester

1/2 credit



Film Study: Students will examine a variety of films from both an analytic and creative perspective. Students will explore coming-of-age films, film history, film techniques, and genre. Students will utilize electronic media as well as traditional media to reflect and articulate their ideas. Students are exposed to visual literacy strategies as well as critical thinking activities. (Note: Not NCAA approved.)

LITERACY

Grades 9, 10

#0910- Level 1

Semester

1/2 credit

This English elective course is offered to students in grades 9 and 10 who were matched with this intervention through the SRBI process. The class is designed to strengthen reading comprehension skills for students reading two or more levels below grade level. The goals are to promote student success in literacy tasks by using a variety of reading and writing strategies, provide targeted, personalized instruction where students set literacy goals, and to track fluency, accuracy, vocabulary, and/or comprehension progress.

Family & Consumer Sciences Curriculum

The Family and Consumer Sciences curriculum at The Morgan School offers elective courses to all students. Courses provided enable students to explore several career-oriented courses including working within the food industry and early childhood related fields of study. Many of the courses offered help students understand real-life challenges and ways to deal with these in a healthy way. Courses offered include Culinary I & II, Advanced Culinary and Baking Arts, and Introduction to Early Childhood and Early Childhood Education.

[Link to the Family & Consumer Science Curriculum](#)

INTRODUCTION TO CULINARY ARTS I

Grades 9, 10, 11

#0852- Level 1

Semester

1/2 credit

Students will explore “real foods” through basic cooking techniques in the areas of breakfast foods, vegetables & fruits, salads, grains, sandwiches and casseroles. The science of baking techniques in the areas of quick breads and cookies will be practiced. The course will include safety and sanitation in the kitchen, measurement math, recipe reading and writing, nutrition, culinary vocabulary, lab organization and career exploration.



CULINARY ARTS II

Grades 9, 10, 11, 12

#0853- Level 1

Semester

1/2 credit

Prerequisite: Introduction to Culinary Arts I with a C- average or better

Students will explore “real foods” through advanced cooking techniques in the areas of stocks, soups, sauces, poultry, meats, fish and seafood. The science of baking techniques in the areas of pies, cakes and yeast breads will be practiced. The course will include safety and sanitation review, recipe & menu writing and nutrition. Students will have an opportunity to explore possible careers through a field trip experience. Students will problem solve while perfecting mise en place, kitchen math and the further understanding of cooking and baking principles.



ADVANCED CULINARY ARTS and BAKING- RESTAURANT EXPERIENCE

Grades 10, 11, 12

#0887- Level 1

Semester

1/2 credit

Prerequisite: Completion of Culinary Arts I & Culinary Arts II with a C- average or better

This is a comprehensive course for students with an interest in food service and related careers. Advanced cooking and baking techniques will focus on a variety of regional U.S. and international recipes. Student teams will research, plan, prepare and serve volume recipes to staff and for catered events. Problem solving throughout the process and analyzing costs and sales helps to create a professional atmosphere. Included is a field trip to professional kitchens and/or colleges. A serious interest in the course content and the ability to work as a leader, both independently and as a part of a team is required.



INTRODUCTION TO EARLY CHILDHOOD

Grades 10, 11, 12

#0842- Level I, Dual enrollment (Middlesex Community College)

Semester

1/2 credit (3 ECE Middlesex Community College credits with successful completion of both Introduction to Early Childhood and Early Childhood Education)

This course is for any student interested in working with or on behalf of children, in the fields of education, healthcare, therapies and human services. Students will study the physical, intellectual, emotional and social development of infants and toddlers and the topics of conception, pregnancy, birth defects, positive parenting, child abuse and career exploration. Many activities will be project based.

EARLY CHILDHOOD EDUCATION

Grades 10, 11, 12

#0843- Level 1, Dual enrollment (Middlesex Community College)

Semester

1/2 credit (3 ECE Middlesex Community College credits with successful completion of both Introduction to Early Childhood and Early Childhood Education)

Prerequisite: Completion of Introduction to Early Childhood with a C- average or better

Early Childhood Education is the preschooler course where students will take on a leadership role and teach preschoolers in small teams. Prior to working with the preschoolers, students will learn about physical, intellectual, emotional and social development and creating lesson plans and lessons. The actual teaching and formal observations of the preschoolers help teens to learn about development and to problem solve what the little ones need to succeed. Students interested in working in education, healthcare, social work and future parenting will benefit from this course.



INTRODUCTION TO CLOTHING & INTERIOR DESIGN- NEW FOR 2023-2024

Grades 9, 10, 11, 12

#0768 Level 1

Semester

1/2 credit

This course serves as background knowledge for further study in the clothing and textiles, and interior design and decorating fields. This is a project-based course that provides practice in Quarter 1 focused on: clothing and textiles with projects related to color theory, clothing design, and creating clothing lines. Quarter 2 will focus on interior design and decorating with projects related to principles and elements of design, designing indoor spaces, and choosing appropriate materials and furnishings.

Health Education Curriculum

The health education curriculum presents to the student the concept that good health decisions and habits practiced during early adolescence will reduce the occurrence of related health problems and extend life expectancy and quality.

[Link to Healthy and Balanced Living Curriculum](#)

HEALTH I

Grades 9, 10

#0019A- Level 1

Semester

1/2 credit

Health I is a semester long course that is a graduation requirement.

This course can be taken in the lower academy, either in Freshman or Sophomore year. Developmentally appropriate topics may include: healthy relationships, wellness concepts, influences, substance abuse, decision making, sexual education, nutrition, and fitness.



HEALTH II

Grades 11, 12

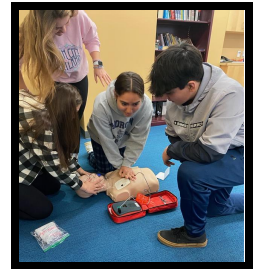
#0019B- Level 1

Semester

1/2 credit

Health II is a semester long course that is a graduation requirement. This course can be

taken in the upper academy, either in Junior or Senior year. Developmentally appropriate topics may include: mental health, alternative medicine, stress, SOS, substance abuse, refusal skills, disease prevention, goal setting, and CPR/First Aid.



Husky Leadership Curriculum

The HUSKY LEADERSHIP PROGRAM prepares students to meet the challenges of leadership in today's world. The coursework will teach students the knowledge, skills, and best practices necessary to communicate and work with diverse groups of people toward common goals to implement important changes in the school and community. Through these courses, students will explore the principles of leadership and develop individual and group leadership skills to impact their lives and their communities now and in the future.

HUSKY LEADERSHIP I

Grades 9, 10, 11, 12

#0016- Level 1

Semester

1/2 credit

This course is designed to introduce the student to the knowledge, skills, and competencies of effective leadership. The curriculum is rich in leadership theory as presented by the class text, Emotionally Intelligent Leadership, and many components presented in Jostens Renaissance Leadership Curriculum. Students

will reflect and analyze personal qualities, values, and traits necessary to grow leadership capacity. Students will learn and benefit from case studies, personal

accounts and peer reflections. After taking this course, students will better understand their leadership strengths and weaknesses, and have a better overall sense of attributes necessary to lead others. Some basic skills



required to be successful in this course include; respect for others, self-reflection, critical thinking, personal responsibility, and a strong desire to help others.

HUSKY LEADERSHIP II

Grades 10, 11, 12

#0017- Level 1

Semester

1/2 credit

Prerequisite: Husky Leadership I

In this course, students will apply their leadership knowledge and skills by designing and implementing a legacy project and leading community/school events. This course aims to guide students to make a difference in the lives of others. The structure of HLII is a hybrid design. Students will meet as a whole group, work one-on-one with an instructor, and will work interactively via Google Classroom. This course requires responsibility for self-directed learning and the ability to perform community outreach and organize/facilitate school events. Husky Leadership II will serve as a valuable resource for those who aspire to become leaders in their community or career setting.

FRESHMAN EXPERIENCE

Grade 9

#6466- Level 1

First Semester

1/2 credit

This course facilitates the transition from middle school to high school by preparing students with the necessary skills needed to be successful here at The Morgan School and beyond! In order to do so, students will begin exploring his or her own “self”.

It is also important that students are equipped with the skills needed to be successful **global citizens** in the highly digitalized 21st century. To do so, this course heavily integrates technology to teach students how to utilize it as a valuable educational tool. Additionally, this class is a safe space in which students may discuss the freshman experience as well as discuss what to expect later on in high school as upperclassmen and after graduation as they mature into self-sufficient adults.



Mathematics Curriculum

The curriculum in mathematics is designed to serve students of all abilities and interests. While three credits in mathematics will satisfy graduation requirements, students are encouraged to avail themselves of the many elective offerings.

[Link to Mathematics Curriculum](#)

Course sequence for students in Algebra I in 9th Grade

PATHWAY	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Calculus	Algebra I	Geometry	Algebra II	Precalculus
Data Science	Algebra I	Geometry	Algebra II	Introduction to Data Science or ECE Statistics

With proper planning, students may pursue a dual calculus and data science pathway.

Course sequence for students in Geometry in 9th Grade

PATHWAY	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Calculus	Geometry	Algebra II	Precalculus	AP Calculus
Data Science	Geometry	Algebra II	Precalculus or Introduction to Data Science or ECE Statistics	Precalculus or Introduction to Data Science or ECE Statistics

With proper planning, students may pursue a dual calculus and data science pathway.

ALGEBRA I

Grades 9, 10

#0601- Level 1, (Honors Challenge)

Year

1 credit

Algebra I is the first in a set of three courses (Algebra I, Geometry, and Algebra II) designed to help students develop mastery in the use and application of structure in symbolic expressions. The goal of the course is to provide students with the mathematical foundation needed to create and reason with equations, inequalities, and systems. Topics include one variable statistics, linear equations, inequalities and systems, two-variable statistics, functions, exponential functions, and quadratic equations and functions.

Note - This course is offered with the honors challenge. See the description on page 7 of this document.

GEOMETRY

Grades 9, 10, 11

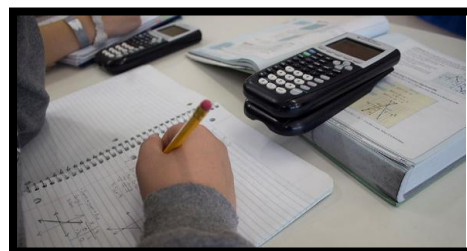
#0605 - Level 1

Year

1 credit

Prerequisite: Grade of C- or better in Algebra I, Level 1

Geometry is the second in a set of three courses (Algebra I, Geometry, and Algebra II) designed to help students develop mastery in the use and application of structure in symbolic expressions. The course focuses on the study of geometric definitions, postulates, theorems, and corollaries, implemented through mathematical modeling. Topics include constructions and rigid transformations, congruence, similarity, right triangle trigonometry, solid geometry, coordinate geometry, circles, and conditional probability.



GEOMETRY H

Grades 10, 11

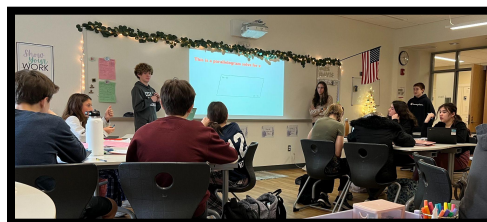
#0614- Honors

Year

1 credit

Prerequisite: Grade of B+ in Algebra I, Level 1

Geometry is the second in a set of three courses (Algebra I, Geometry, and Algebra II) designed to help students develop mastery in the use and application of structure in symbolic expressions. The course focuses on the study of geometric definitions, postulates, theorems, and corollaries, implemented through mathematical modeling. Topics include constructions and rigid transformations, congruence, similarity, right triangle trigonometry, solid geometry, coordinate geometry, circles, and conditional probability. Offering of the course at the honors level includes the same topics with some receiving a deeper treatment.



ALGEBRA II

Grades 10, 11, 12

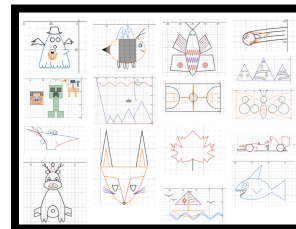
#0608- Level 1

Year

1 credit

Prerequisite: Geometry

Algebra II is the final course in a set of three courses (Algebra I, Geometry, and Algebra II) designed to help students develop mastery in the use and application of structure in symbolic expressions. Topics include further study of polynomials and rational expressions as well the introduction of absolute value, radical, trigonometric, exponential, and logarithmic functions. The course also includes the study of data analysis concepts such as measures of dispersion and the analysis of regression models.



ALGEBRA II H

Grades 10, 11

#0634- Honors

Year

1 credit

Prerequisite: Grade of B+ in Geometry Level 1

Algebra II is the final course in a set of three courses (Algebra I, Geometry, and Algebra II) designed to help students develop mastery in the use and application of structure in symbolic expressions. Topics include further study of polynomials and rational expressions as well the introduction of absolute value, radical, trigonometric, exponential, and logarithmic functions. The course also includes the study of data analysis concepts such as measures of dispersion and the analysis of regression models. Offering of the course at the honors level includes the same topics with some receiving a deeper treatment.

PRECALCULUS

Grades 11, 12

#0628- Level 1

Year

1 credit

Prerequisite: Grade of C in Algebra II, Level 1

This course includes concepts and skills which are necessary for the study of calculus. Topics will include: functions, graphs, polynomial and rational functions, exponential and logarithmic functions, trigonometric functions with emphasis on the unit circle and right triangle approaches, and trigonometric identities and their applications. The use of technology is an integral part of the curriculum.

PRECALCULUS H

Grades 11, 12

#0693- Honors

Year

1 credit

Prerequisite: Grade of B+ in Algebra II, Level 1

This course, rigorous in approach, includes an in-depth study of those topics listed in the course description of Precalculus, Level 1.

INTRODUCTION TO DATA SCIENCE (IDS)

Grades 10, 11, 12

#0650- Level 1 (Honors Challenge)

Year

1 credit

Prerequisite: Successful completion of Algebra II or Co-Enrolled in Algebra II

Introduction to Data Science (IDS) teaches students to reason with, and think critically about, data in all forms. The Common Core State Standards (CCSS) for High School Statistics and Probability relevant to data science are taught along with the data demands of good citizenship in the 21st century. Additionally, IDS provides access to rigorous learning that fuses mathematics with computer science through the use of R/RStudio, an open-source programming language/environment that has long been the standard for academic statisticians and analysts in industry. IDS is a statistics course that addresses the CCSS-Math for High School Statistics and Probability and Practice for Modeling. IDS is also a mathematics course that prepares students to engage with the passport to advanced mathematics content encountered on the SAT. *Note - This course is offered with the honors challenge. See the description on page 7 of this document.*



ECE PROBABILITY & STATISTICS

Grades 11,12

#0640- Honors

Year

1 credit

Prerequisite: Grade of B in Algebra II

ECE Probability & Statistics is a course offered through collaboration with the University of Connecticut (STAT 1100Q). Successful completion of the course results in 4 credits at the University of Connecticut. Topics include standard and nonparametric approaches to statistical analysis; exploratory data analysis, elementary probability, sampling distributions, estimation and hypothesis testing, one- and two-sample procedures, regression and correlation. Learning to do statistical analysis using statistical software is an integral part of the course.

Eligibility Guidelines: Successful completion of Algebra II and teacher recommendation. To earn University of Connecticut credit, students must register for the course through the university (includes a \$200 fee) and earn a final grade of C or better. Third year and fourth year students are permitted to take this as a stand alone course or co-enroll with precalculus and/or calculus.

AP CALCULUS

Grade 12

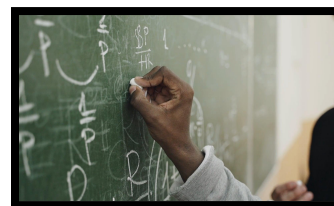
#0694- Honors

Year

1 credit

Prerequisite: Grade of B in Honors Precalculus

This course includes a brief review of elementary functions and a rigorous study of introductory calculus. Topics will include: algebraic functions, introductory calculus, graphs, limits, derivatives, anti-derivatives, and applications of the derivative. Graphing calculators will be used; however, students must be comfortable with hand calculations. A summer packet will be required. All students enrolled in AP courses must take the end of year exam. Financial assistance is available if needed.



Music Curriculum

The music curriculum offers a wide variety of musical experiences for students. Most courses have no prerequisite. Morgan offers courses to learn and experience music via computer programs, beginning lessons on guitar, various rock-n-roll courses and high quality instrumental & vocal performing ensembles.

[Link to Music Curriculum](#)

Performing Organizations

Participation in any of the performing groups requires students to be available for local public performances.

CONCERT BAND

Grades 9, 10, 11, 12

#0022- Level 1

Year

1 credit

Prerequisite: Successful participation in the Morgan or Eliot Concert Band last year or approval of the band instructor

Concert Band is the study of various music styles, history and theory through classroom rehearsals and public performances. The Morgan Band will perform in a concert setting at least three times during the school year. The Morgan Band also participates in the Clinton Memorial Day Parade. These four performances are mandatory for members of the band. Some solo opportunities may be available; auditions may be required at the discretion of the director. Students wishing to participate in extracurricular instrumental or band activities need to be members of the Morgan Concert Band.



CHORUS

Grades 9, 10, 11, 12

#0034- Level 1

Year

1 credit

Participation in the Morgan Chorus will provide basic technical knowledge of vocal production and exposure to a wide variety of choral repertoire. The Morgan Chorus will perform in a concert setting at least three times during the school year as well as at the Morgan Commencement Ceremonies. These four performances are mandatory for members of the Chorus. Some solo opportunities may be available; auditions may be required at the discretion of the director. Students wishing to participate in extracurricular vocal activities need to be members of the Morgan Chorus.



ROCK BAND

Grades 9, 10, 11, 12

#0030- Level 1

Semester

1/2 credit

No Prerequisite, but this course is designed for students with at least a basic playing proficiency on the guitar, bass, keyboards, or drums.

Rock Band class is for students who play guitar (acoustic and/or electric), bass, drums & keyboards. Class time will be primarily large and/or small group rehearsals broken up with lectures and demonstrations involving contemporary technique, theory, timing, improvisation, reading, rock history, how to practice, and how to listen. Music will be selected by the instructor as well as the students from simple rock songs of the 50's, 60's, 70's, 80's & 90's (as well as a little folk, blues, country, pop & reggae). This will be a "performance oriented" class with

our goal to get out and play at various times toward the end of the semester. As with all performing ensembles, students need to be available for local public performances.

HISTORY OF ROCK AND ROLL

Grades 9, 10, 11, 12

0042- Level 1

Semester

1/2 credit

Prerequisite: none

Explore Rock & Roll from its Blues roots into the early 70's. This course will examine the evolution of Rock & Roll and its significance from musical, historical, social, and political developments. Classes will be organized around lectures, recordings, videos, group discussions, activities and projects. Regular and active listening to a variety of artists and songs will be expected of students.



BEGINNING GUITAR

Grades 9, 10, 11, 12

0020- Level 1

Semester

1/2 credit

Prerequisite: none

This semester-long course is designed for students with NO previous guitar experience. Students learn to play the guitar as well as basic musical fundamentals and theory along the way. Students will learn the basics of playing guitar at a beginning level through studying music notation, tablature and chord symbols. Students will also gain an understanding of flat-picking, finger picking, rhythmic patterns, posture, singing songs, musical forms, and have a performing experience.



ELECTRONIC MUSIC

Grades 9, 10, 11, 12

#0043- Level 1

Semester

1/2 credit

Prerequisite: none

Learn the basic elements of music like melody, rhythm, form, tone and dynamics by composing music with Apple's GarageBand on Macintosh computers. Students will use MIDI based keyboard controllers to interface with the software. Basic musical notation and principles of music theory, structure and form will be taught along the way. Recording projects and uploading musical files will be covered as well as making music, voice overs or sound effects for video. No previous musical experience or classes are needed. Students may advance to using Sibelius music notation software toward the end of the semester to print and distribute their compositions.

INTRODUCTION TO MUSICAL THEATRE- NEW FOR 2023-2024

Grades 9, 10, 11, 12

#0052 - Level 1

Semester

1/2 credit

Prerequisite: none

Musical Theatre is an exploration of American Musical Theatre. Students will study the work of the actor/singer/dancer and use their gained knowledge to develop as performers. Students will prepare and present as soloists as well as members of small groups and larger ensembles. Since this is a workshop course, students will prepare material for class presentation and critique. There will also be a focus on the audition process as well as musical theatre history and repertoire. Finally, the class will participate in a culminating showcase performance at the end of the semester.

Physical Education Curriculum

Students at The Morgan School have the opportunity to gain athletic experience, confidence, knowledge, and skills by participating in a wide variety of physical activities. Through participation, students will learn to be positive members of a team, practice leadership and effective communications, develop pride in their school and community, as well as respect and appreciation for self and others. The Physical Education curriculum fosters problem solving and the awareness that physical activity is necessary for a healthy body, mind and spirit.

[Link to Healthy & Balanced Curriculum](#)

PHYSICAL EDUCATION I

Grades 9, 10

#0000A- Level 1

Semester

1/2 credit

Prerequisite: none

Objectives of the 9th/10th grade curriculum are to develop movement skills and knowledge, a positive self-image, and social skills by working in a team setting. The curriculum adheres to the state framework guidelines in which students work within the guidelines of fitness and team sports. The curriculum includes: soccer, tennis, ultimate Frisbee, yard games, hiking, track & field, basketball, badminton, volleyball, cooperative games, and the state physical fitness test.



PHYSICAL EDUCATION II

Grades 11, 12

#0000B- Level 1

Semester

1/2 credit

Prerequisite: Physical Education I

Objectives of the 11th/12th grade curriculum include developing an understanding of social etiquette, effective movement, and the pursuit of individual and carry-over activities. The emphasis is on self-improvement through knowledge and experience. The curriculum is based on the sports education model of team sports. This model encourages students to take an active role in their own sport and physical activity experience by serving in varied and realistic roles that are evident in authentic sport settings such as captains, coaches, trainers, statisticians, officials, publicists, and members of a sports council. Students develop camaraderie through team uniforms, names, and develop strong affiliations with their teams as they work together to learn and develop their skills and tactical play. The sports offered include: soccer, tennis, ultimate Frisbee, yard games, softball, basketball, badminton, pickleball, volleyball, and physical fitness concepts.

COMPETITIVE PHYSICAL EDUCATION

Grades 11, 12

#0000C- Level 1

Semester

1/2 credit

A grade "C" or better in Physical Education I and II and/or teacher recommendation

This course is designed to incorporate a full complement of team and lifetime sports, with fitness and conditioning exercises being a part of all activities.

Students choosing this elective will participate and compete in various team sports. Students learn the skills, strategies, and etiquette necessary to be successful at each of these activities.



Students will implement leadership and peer mediation skills in small and large group settings. Students may implement these skills in a leadership role with students at various levels in the district. They will be required to participate in physical education class activities which may include activities from Physical Education I and Physical Education II.

PERSONAL FITNESS- NEW FOR 2023-2024

Grades 11, 12

#9463 - Level 1

Semester

1/2 credit

Prerequisite: PE I

Through exposure to health and skill related components of fitness, such as cardiorespiratory endurance, power, flexibility, muscular strength, and balance, this course is designed to increase possibilities of engaging in lifelong physical activity. As it applies to lifelong fitness and nutrition, emphasis will be placed on developing an appreciation for and deeper understanding of goal setting. A combination of body weight exercises, circuit training, free weights, and machines will be used, as well as metrics for improvement of individual physical fitness.

Science Curriculum

The foundation of science is built around inquiry and exploration of challenging issues that face our planet. Our curricula, rooted in Next Generation Science Standards (NGSS) will foster an interest in our world and provide the necessary skills for students to be successful in any career path they pursue. The science curriculum is designed to meet the needs of students of varied interests and abilities. College bound students should choose at least three core courses (preferably four). The basic college track is Integrated Science (9th), Biology (10th), Chemistry (11th) and Physics (12th). The goal of the science curricula is to give students opportunities to solve problems independently and work collaboratively in a variety of ways. These experiences will be in the form of laboratory experiments, projects and presentations. The goal of these activities will be learning how to think critically and apply science concepts to authentic issues.

[Link to the Science Curriculum](#)

Suggested Elective Courses

CAREER PATHWAY	SUGGESTED ELECTIVES
STEM	Physics, Forensic Science, ECE Courses- Environmental Science, Marine Science, Allied Health, Physics
Health Fields	AP Biology, ECE Allied Health/Anatomy and Physiology
Environmental Science	ECE Marine Science, ECE Environmental Science

INTEGRATED SCIENCE

Grade 9

#0505- Level 1

Year

1 credit

This course is an introduction to science skills and concepts that will engage a diverse student population. Students will challenge and support one another in a rich learning environment that will develop collaboration and problem solving skills. This laboratory-centered course provides students with concepts and skills common throughout all science courses. The topics align with the Next Generation Science Standards (NGSS) and include fundamentals of physics, chemistry, and earth science (energy, waves, matter and the human impact on the Earth). Emphasis is placed on the development of laboratory techniques and science inquiry, mathematical manipulations, creative thinking, and modeling. Inquiry and problem solving will engage students through hands-on activities. The proper method of lab reports will be emphasized.



HONORS BIOLOGY

Grades 9, 10

#0504- Honors

Year

1 credit

Prerequisite: Recommendation from eighth grade science teacher or permission from the program chair or recommendation from 9th grade Integrated Science Teacher

This rigorous course will challenge students with the complexities of the living systems. The major areas of study include biochemistry, cell biology, genetics & evolution. The laboratory will include frequent inquiry investigations. These activities will allow students considerable opportunity to explore major concepts in biology and solve problems independently and collaboratively.

BIOLOGY

Grade 10

#0501- Level 1

Year

1 credit

This is a broad survey course designed to meet the demands of students who plan to further their studies in college, particularly in the biological sciences. It is a blend of the traditional, lecture-laboratory, and discussion approaches to show real world applications of biological concepts and ideas. Core topics include: biochemistry, cell biology, genetics & evolution. The laboratory will coordinate with the lecture material. This course will focus on exploration and generate collaboration with hands-on activities.



HONORS CHEMISTRY

Grades 10, 11, 12

#0524- Honors

Year

1 credit

Prerequisites: Grades of B- or better in Algebra I and Honors Biology or permission from the program chair

Honors chemistry is designed for students who plan to attend a highly selective university and perhaps major in the sciences. The course moves at a faster pace than Level I Chemistry and explores a larger number of topics as well as requiring a greater depth of understanding. Laboratory summary reports and a short research report are required. Among the topics considered are the structure and classification of matter, chemical bonding and reactions, modern atomic theory, solutions, equilibrium systems, kinetics, redox chemical reactions, oxidation/reduction processes and acid-base theories.



CHEMISTRY

Grades 10, 11, 12

#0508- Level 1

Year

1 credit

Prerequisite: C or better in Algebra and C- or better in Integrated Science or Biology

A course designed to give college preparatory students an introduction to the basics of chemistry which they would need to succeed in college science courses. Among the topics considered are the structure and classification of matter, chemical bonding and reactions, modern atomic theory, solutions, equilibrium systems, and acid-base theories. These and other topics are studied through mathematical as well as conceptual approaches. Laboratory reports will be handed in regularly. Students considering taking this course should be concurrently enrolled in Algebra II or already have completed that course. *Students planning to enter nursing at the RN or BSN level and those planning on other health field careers which require a four-year college degree should enroll in this course.

PHYSICS

Grades 11, 12

#0518- Level 1

Year

1 credit

Prerequisite: Grade of C+ or better in Chemistry and Algebra II

This course focuses on increasing students' understanding of the world we live in, how it changes and how nature abides by certain predictable laws, through inquiry and experimentation. Topics covered include motion, forces, energy, momentum, circular motion, waves, sound, optics and electrostatics. This is a general college preparatory course. Students planning a future career in science, medical, or health fields are strongly encouraged to take physics.



ECE PHYSICS (UCONN-PHYS 1201Q: General Physics I)

Grades 11, 12

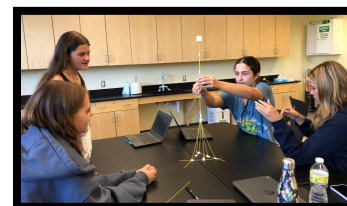
#0531- Honors

Year

1 credit (4 UCONN credits)

Prerequisite: Successful completion of high school chemistry is recommended

A non-calculus based course introducing the laws of force and motion applied to mechanical phenomena. Concepts such as work, mechanical energy, linear and angular momentum, and energy conservation are explained. The laboratory offers fundamental training in precise measurements.



ECE ENVIRONMENTAL SCIENCE (UCONN-NRE 1000E)

Grades 10, 11, 12

#0516- Honors (Level 1 students are encouraged to take this course)

Year (offered odd years)

1 credit (Three UCONN Credits)

NRE 1000E: Environmental Science

Prerequisite: Grade of B- or better in Biology. Students must have taken or be currently enrolled in Chemistry. Students not meeting the prerequisites must seek the approval of the instructor.

An introduction to basic concepts and areas of environmental concern and how these problems can be effectively addressed. Topics include human population, ecological principles, conservation of biological resources, biodiversity, croplands, rangelands, forestlands, soil and water conservation, pollution and water management, and wildlife and fisheries conservation. The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative



risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Traditional lectures will be combined with laboratories, in class group research projects and presentations. All UCONN students must fulfill an environmental literacy general education requirement and this course fulfills this requirement. All students enrolled in ECE courses must take the end of year exam. Financial assistance is available if needed.

AP BIOLOGY

Grades 10, 11, 12

#0502- Honors - Advanced Placement

Year

1 credit

Prerequisite: Grades of B- or better in Biology and Chemistry or permission from the program chair

This advanced biology course will expand the major themes presented in the first year of biology. The course is designed to be the equivalent of a college introductory course for science majors. The two main goals of AP Biology are to help students develop a conceptual framework for modern biology and to help students gain an appreciation of science as a process. The content included in this course is chemistry of life, cell structure and function, cellular energetics, cell communication and cell cycle, heredity gene expression and regulation, natural selection, and ecology. All students enrolled in AP courses must take the end of year exam. Financial assistance is available if needed.

ECE MARINE SCIENCE (UCONN-MARN1003E)

Grades 10, 11, 12

#0527- Honors (Level 1 students are encouraged to take this course)

MARN 1003E: Introduction to Oceanography with Lab

Year (offered even years)

1 credit (Four UCONN Credits)

Prerequisite: Grade of B- or better in Biology and must be currently enrolled or previously taken Chemistry. Students not meeting prerequisites must seek teacher approval.

Recommended preparation: A background in secondary school physics, chemistry or biology. Processes governing the geology, circulation, chemistry and biological productivity of the world's oceans. Emphasis on the interactions and interrelationships of physical, chemical, biological and geological processes that contribute to both the stability and the variability of the marine environment. Laboratory experiments, hands-on exercises, and field observations. Students will participate in field trips and a required long-term research project. All students enrolled in ECE courses must take the end of year exam. Financial assistance is available if needed. All UCONN students must fulfill an environmental literacy general education requirement and this course fulfills this requirement. All students enrolled in ECE courses must take the end of year exam. Financial assistance is available if needed.



FORENSIC SCIENCE

Grades 11, 12

#0523- Level 1 (Honors Challenge)

Year

1 credit

Forensics is an investigative science and technology course.

Students will learn how to observe, collect, analyze and evaluate evidence found at crime scenes. Some of the many topics covered

are fingerprint analysis, hair and fiber comparison, serology and crime scene analysis. The culmination of the course will include the analysis of a crime scene. *Note - This course is offered with the honors challenge. See the description on page 7 of this document.*



ECE ALLIED HEALTH/ANATOMY and PHYSIOLOGY (UConn-AH2001)

Grades 10, 11, 12

#0509- Honors

Year

1 Credit (Two UConn Credits)

Prerequisite: Grade of B- or better in Biology and must be currently enrolled or previously taken Chemistry.

Students will be eligible for the following UConn ECE course: AH 2001: Medical Terminology

Introduction and mastery of medical terminology through presentation of word roots, prefixes and suffixes. This course will focus on learning about the human body from the simple macromolecules to the complex systems that help us function as an organism. Students will learn the structure and function of the major organs and organ systems. Dissection of preserved organisms is an integral part of this course. Students will be expected to learn the terminology pertaining to the structures discussed in this course. This course is designed to allow students to explore the possibility of entering the medical and related health fields. All students enrolled in ECE courses must take the end of year exam. Financial assistance is available if needed.



Social Studies Curriculum

Social studies is the integrated study of history and the social sciences that provides students with a foundation for understanding political institutions, social and cultural perspectives, geography, economic development, participatory citizenship, as well as historical and global perspectives. The social studies curriculum is designed to develop independent, cooperative and critical thinking in order to prepare students to participate productively and responsibly in a technological and rapidly changing global society. Competence in social studies makes it possible for students to understand their past and present and prepare for their future.

Requirements:

The State of Connecticut requires all students to successfully pass at least one semester of civics and one year of United States History.

Additionally, The Morgan School requires a total of 3 credits of Social Studies.

[Link to Social Studies Curriculum](#)

Suggested sequence

TYPE	GRADE 9	GRADE 10	GRADE 11	GRADE 12
REQUIRED	US History	World History	Civics and Government	
ELECTIVES		Sports and American Culture	AP US Government Introduction to Criminal Law Sports and American Culture Psychology African American/Black and Puerto Rican/Latino Studies Introduction to Sociology	AP US Government Introduction to Criminal Law Sports and American Culture Psychology African American/Black and Puerto Rican/Latino Studies Introduction to Sociology

US HISTORY

Grade 9

#0155- Level 1

Year

1 credit

This course examines United States history from 1929 to the present. Unit topics begin with the Great Depression, World War II, and the Cold War and continue through the end of the twentieth century to today. The focus is on economic, social, and political issues and emphasizes a critical approach to primary sources and evidence in general.

US HISTORY H

Grade 9

#0156- Honors

Year

1 credit

In an honors level history course, students are expected to understand the broad conceptual ideas that connect different eras of history. An ability to recognize point of view, bias, and patterns of history are critical for success at this level. This course examines United States history from 1929 to the present. Unit topics begin with the Great Depression, World War II, and the Cold War and continue through the end of the twentieth century to today. The focus is on economic, social, and political issues and emphasizes a critical approach to primary sources and evidence in general.

WORLD HISTORY

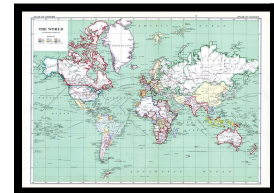
Grade 10

#0101- Level 1

Year

1 credit

This course examines the foundation and development of human societies from ancient civilizations to the French Revolution. Asian, Middle Eastern, and European units will be explored. The focus is on economic, social, and political issues and emphasizes a critical approach to primary sources and evidence in general.



WORLD HISTORY H

Grade 10

#0103- Honors

Year

1 credit

Prerequisite: Grade of C or better in United States History

In an honors level history course, students are expected to understand the broad conceptual ideas that connect different eras of history. An ability to recognize point of view, bias, and patterns of history are critical for success at this level. This course examines the foundation and development of human societies from ancient civilizations to the French Revolution. Asian, Middle Eastern, and European units will be explored. The focus is on economic, social, and political issues and emphasizes a critical approach to primary sources and evidence in general.

CIVICS AND GOVERNMENT

Grade 11

#0181- Level 1

Year

1 credit

This course is designed to introduce students to the major structures and processes of the American political system. Students will apply knowledge and understanding of civics and government to



explore national and global problems. They will also analyze a variety of viewpoints and perspectives on topics related to the study of government. Engagement in activities that promote the development of research, reading, writing, speaking, and listening skills will be a part of the inquiry process.

AP U.S. GOVERNMENT AND POLITICS

Grades 11, 12

#0182- Honors/Advanced Placement

Year

1 credit

Prerequisites: At least a C average in honors level 10th grade program or at least a B average in 10th grade level 1 social studies course

This course is a rigorous, college level class that is designed to introduce students to the major structures and processes of the American political system. Students will gain an analytical perspective on U.S. government and politics. This course requires students to do extensive and careful reading of primary and secondary sources, as well as significant writing and critical thinking about the issues studied. This course prepares students to take the Advanced Placement United States Government and Politics exam in the spring. All students enrolled in AP courses must take the end of year exam. Financial assistance is available if needed.

INTRODUCTION TO CRIMINAL LAW

Grades 11, 12

#0127- Level 1

Semester

1/2 credit

This course explores criminal law, courts, and the rights and responsibilities of young people. Activities center around an examination of legal procedures, courts, law enforcement and corrections.



SPORTS AND AMERICAN CULTURE

Grades 10, 11, 12

#0157- Level 1

Semester

1/2 credit

This course examines the history and culture of sports and its relation to identity, race, gender, and capitalism. While this course largely concentrates on the late 20th century and the 21st century, students will learn how sports have developed with regards to different issues. Students will explore the athlete as a popular cultural hero and examine the extent to which debates within the sporting world have changed over time. This course will also prepare students for the Junior Portfolio Exhibition through the use of various assessments, school- wide rubrics, and reflections.



PSYCHOLOGY

Grades 11, 12

#0131- Level 1

Semester

1/2 credit

This course examines the interaction among the biological, mental, and social behavioral aspects of our personality. Besides preparing students to succeed in a college psychology course, a major focus is the practical application of this course to everyday life. Problems of procrastination, goal-setting, motivation and achievement are explored. Practical application of psychology to handling everyday problems as well as goal setting and achievement will be stressed.

AFRICAN AMERICAN/BLACK AND PUERTO RICAN/LATINO STUDIES

Grades 11, 12

#0959- Level 1, (Honors Challenge)

Year

1 credit

The course is an opportunity for students to explore accomplishments, struggles, intersections, perspectives, and collaborations of African American/Black and Puerto Rican/Latino people in the U.S. Students will examine how historical movements, legislation, and wars affected the citizenship rights of these groups and how they, both separately and together, worked to build U.S. cultural and economic wealth and create more just societies in local, national, and international contexts. Coursework will provide students with tools to identify historic and contemporary tensions around race and difference; map economic and racial disparities over time; strengthen their own identity development; and address bias in their communities. *Note - This course is offered with the honors challenge. See the description on page 7 of this document.*

INTRODUCTION TO SOCIOLOGY– NEW FOR 2023-2024

Grades 11, 12

0132- Level 1, (Honors Challenge)

Semester

1/2 credit

Sociology is the study of how human actions are influenced by the societies they live in and how people are shaped by their surroundings. This course is designed to offer insight into our complex and dynamic social environment and introduce students to current topics that are critical to understanding today's diverse world. Some of the topics include, but are not limited to, culture, subcultures, social institutions, collective behavior, social change, social deviation, the family, religion, racial and ethnic minorities, poverty, and crime. *Note- This course is offered with the honors challenge. See the description on page 7 of this document.*

Technology Education Curriculum

Technology education, as part of the total program of education, offers distinct opportunities for students to acquire educational, social, and occupational information and to engage in meaningful activities that will be of assistance in choosing and planning a career. It further helps students to understand and make judgments, regarding the effects of technology on all elements of society and environment in an action-based program. The technology curriculum is designed to help prepare individuals for meeting the requirements of a technological culture. The technology courses offered will help prepare students who are currently a part of the computer generation. Communications, transportation, construction and manufacturing are the core areas of study. Computers are integrated in each area of study to challenge the students and provide a meaningful program of studies. Students follow a systems approach to their work as in business and industry.

The program of studies is built upon four areas of learning:

1. Engineering
2. Communications
3. Transportation
4. Construction/Manufacturing

[Link to the Technology Education Curriculum](#)

TECHNOLOGY SEQUENCES:

Graphic Communication	Audio/Video Communication	STEM: Engineering
Intro to Communications (S)	Intro to Communications (S)	Engineering & Manufacturing I: Introduction (S)
Digital Imaging I (S)	Video Comm.-Live Broadcast (S)	Engineering & Manufacturing II: Principles (S)
Digital Imaging II (S)	Video Production I (S)	Engineering & Manufacturing III: Design & Development (Y)
Graphic Design (S)	Video Production II (S)	Principles of Engineering (S)
Advanced Graphic Production (S)		AP Computer Science Principles (Y)

(S) = Semester (Y) = Year

AP COMPUTER SCIENCE PRINCIPLES

Grades 10, 11, 12

#0630- Level 1

Year

1 credit

Code.org's Computer Science Principles (CSP) curriculum is a full year, entry level course that introduces high school students to the foundations of modern computing. There is no prior knowledge in computers needed. The course covers a broad range of foundational topics such as programming, algorithms, the Internet, big data, digital privacy and security, and the societal impacts of computing. All students enrolled in AP courses must take the end of year exam. Financial assistance is available if needed.



ADVANCED GRAPHIC PRODUCTION

Grades 10, 11, 12

#0774- Level 1

Semester

1/2 credit

Prerequisite: Grades of C- or better in Digital Imaging or Graphic Design or instructor approval

Students with experience in Digital Imaging and/or Graphic Design will work both individually and as a team to produce a variety of large volume projects. Projects will build upon knowledge and skills learned in the Communications sequence or similar experience. Projects will include the following: single and multi-color silk screen prints, commercial vinyl sign production. For a final project, students will print a 24 page, 8.5" x 5.5", book of their design. A large format laser printer allows students to print single and multi-color projects on 12" x 18" paper media. Students will create a digital portfolio of their work.

DIGITAL IMAGING I

Grades 9, 10, 11, 12

#0772- Level 1

Semester



1/2 credit

Prerequisite: Grade of C or better in Intro to Communications or instructor approval

This class is the recommended continuation to the photography and graphic design portion of Intro to Communications. In this class, principles of digital imaging, digital photography, and graphic design are explored. Students learn intermediate composition techniques, design principles, features of the DSLR cameras, lighting, and digital creation and editing using Adobe Camera Raw, Adobe Photoshop, and Adobe Lightroom. All projects are added to an individualized Communications Digital Portfolio (a Google Site). Successful completion of this class will prepare students for the Adobe Photoshop Professional Certification. This class is the prerequisite for Digital Imaging II.

DIGITAL IMAGING II

Grades 10, 11, 12

#0779- Level 1

Semester

1/2 credit

Prerequisite: Grade of C or better in Digital Imaging I or instructor approval

This class is the recommended continuation to Digital Imaging I. Students shoot images using DSLR cameras and learn advanced editing techniques using Adobe Camera Raw, Lightroom, and Photoshop. Students will also be required to take photographs outside of school, participate in certain field trips, write an artist statement, and develop an image concentration. Students will learn and practice vocational aspects of photography, photo shoots, digital imaging, and graphic communications. Students submit images to various contests and scholarships. Successful completion of this class will prepare students for the Adobe Photoshop Professional Certification. All images are added to an individualized Communications Digital Portfolio (a Google Site).

ENGINEERING & MANUFACTURING I: INTRODUCTION

Grades 9, 10, 11, 12

#0751- Dual enrollment (Goodwin University credit)

Semester

1/2 credit

Prerequisite: none

This introductory course is designed to give an overview of engineering and manufacturing concepts for the STEM sequence. Topics covered will include: design process, Computer Aided Drafting (CAD) using SolidWorks, lab/shop safety, engineering challenges, Laser, 3D printing, and Computer Numerical Control (CNC). Students will also explore engineering principles and careers in the engineering and manufacturing field.

This course is eligible for 3 credits from Goodwin University Credit for BMM 222: Introduction to Manufacturing.

ENGINEERING & MANUFACTURING II: PRINCIPLES

Grades 9, 10, 11, 12

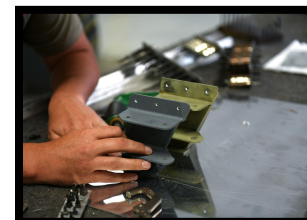
#0756- Dual enrollment (Goodwin University credit)

Semester

1/2 credit

This introductory course is designed to give an overview of engineering and manufacturing concepts for the STEM sequence. Topics covered will include: design process, Computer Aided Drafting (CAD) using SolidWorks, lab/shop safety, Laser, 3D printing, Computer Numerical Control (CNC), structure and operations of a manufacturing organization. Students will also explore engineering principles and careers in the engineering and manufacturing field.

This course is eligible for 3 credits from Goodwin University Credit for BMM 100: Introduction to Manufacturing.



ENGINEERING & MANUFACTURING III: DESIGN AND DEVELOPMENT

Grades 10,11,12

#0758- Dual enrollment (Goodwin University credit)

Year

1 credit

Prerequisite: Grade of C or better in the following courses: Intro to Engineering I & Engineering II or instructor approval

In this capstone course, students will work as part of a team to develop a solution to a technical problem of their choosing. They will be able to challenge themselves by trying to solve one of those “don’t you hate it when...” issues of the world. Students will observe a need here at The Morgan School or their community and develop a way to meet that need. They will research, design, test, and construct their solution or recommendations, then present it to industry or community partners. Students and their team will build on skills learned previously to guide them through Computer Aided Design (CAD) , Computer Aided Manufacturing (CAM) and Computer Numeric Control (CNC) machines. The Innovation Laboratory has the capabilities to build solutions to many different problems. Students will learn how to program, set-up, run, and trouble-shoot the CNC mill, and router. Projects could include competing in state and national competitions such as the Electrathon or creating a prosthetic arm.

This course is eligible for 3 credits from Goodwin University Credit for BMM 175: CNC Machining.

GRAPHIC DESIGN

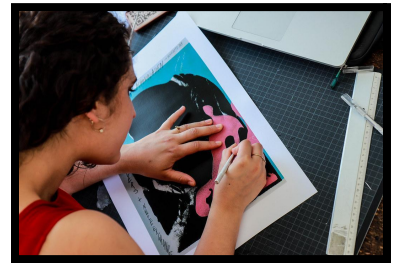
Grades 9, 10, 11, 12

#0773- Level 1

Semester

1/2 credit

Students with experience in Intro to Communications will work both individually and as a team to produce a variety of projects. Projects will build upon knowledge and skills learned in the Digital Imaging portion of Intro to Com. Projects will include the following; typography, logo design, package design, restaurant menus, concert posters, board games, magazine, web page layout, and designing for video still graphics. Each student will create a digital portfolio of their completed projects.



INTRODUCTION TO COMMUNICATIONS

Grades 9, 10, 11, 12

#0771- Level 1

Semester

1/2 credit

Prerequisite: none

In this class, fundamental principles of media literacy, digital imaging, digital photography, graphic design, and videography. Students learn composition techniques, design principles, features of the DSLR cameras, and video editing principles using Adobe Camera Raw, Adobe Photoshop, Adobe Premiere, Adobe Bridge, and Adobe Illustrator. All projects are added to an individualized Communications Digital Portfolio (a Google Site). This class is the prerequisite for the Graphic Design, Digital Imaging, and Video Production Pathways.

LIVE BROADCAST

Grades 10, 11, 12

#0780- Level 1

Semester



1/2 credit

Prerequisite: Grade of C or better in Intro to Communications or Journalism or instructor approval

This course is designed to give journalistic and technical knowledge of live and prerecorded studio broadcasts. Students learn how to write and create their own television news broadcast, present newscasts live, and stream episodes to the Daily Dog Pound Youtube Channel. Students learn about broadcast journalism, newswriting, camera/lens work, audio collection, special effects, graphics, set design, and more. Students gain practical experience by producing both news and feature segments. Students are required to work behind and/or in front of the camera. Broadcasts are viewed daily by the Morgan community, and once a week, lengthier feature stories are presented. This course may be taken more than once for additional credit as an I.S. with instructor's approval. (Audio/Video Communications III, Capstone)

VIDEO PRODUCTION I

Grades 9, 10, 11, 12

#0775- Dual enrollment (Quinnipiac University)

Semester

1/2 credit

Prerequisite: Grade of C or better in Intro to Communications or instructor approval

In Video Production I, students continue to learn the basics in editing (using Adobe Premiere), scriptwriting, cinematography, audio editing, and production. Students write their own treatments, storyboards, shotlists, and scripts for films. They also explore different careers in the film industry. During production, students work different jobs in order to gain real world experience. Projects completed in this course may include mini sequences, PSAs, music videos, commercials and 5-minute shorts. Successful completion of this course will prepare students for the Adobe Premiere Professional Certification. All videos are added to an individualized Communications Digital Portfolio (a Google Site).

This course is eligible for 3 credits from Quinnipiac University for FTM 110: Single Camera Production.

VIDEO PRODUCTION II

Grades 10, 11, 12

#0776- Level 1

Semester

1/2 credit

Prerequisite: Grade of C or better in Video Production I or instructor approval.

In Video Production II, students learn advanced video production and editing techniques (using Adobe Premiere). Projects build upon knowledge and skills learned in Intro to Communications and Video Production I. Students focus on cinematography, audio collection, special effects, and editing techniques. Projects may include the following: commercials, documentary excerpts, live action shots, shorts, motion graphics, and special effects. Successful completion of this course will prepare students for the Adobe Premiere Professional Certification. All videos are added to an individualized Communications Digital Portfolio (a Google Site). This course may be taken more than once for additional credit as an I.S. with instructor's approval. (Audio/Video Communications III, Capstone)



World Language Curriculum

In today's world of easy travel, access to foreign media, international business, global education, and high-speed communication, the study of World Language is more important than ever. In today's job market, knowledge of a world language is an important and valuable asset. The study of another language also is critical in our cultural, emotional, and intellectual development. A variety of communicative-approach methods, up-to-date materials and innovative technologies provide students with real world, practical opportunities to learn Spanish and French. The World Language staff strongly recommends that students continue the World Language sequence with which they have started for a minimum of three years. Many colleges prefer three, even four years of study in the same language. Advance Placement preparation for the language version of the test is usually completed at the end of the junior year of language study. Students are urged to consult college catalogs for the World Language entrance requirements of the school of their choice. A "C-" average in a World Language course is required in order to proceed to the next level.

[Link to World Language Curriculum](#)

FRENCH II

Grade 9, 10, 11, 12

#0205- Level 1

Year

1 credit

Prerequisite: Successful completion of French I with a grade of C- or better and recommendation of the teacher

The study of grammar, vocabulary and culture is continued and selections from masterpieces of French literature are introduced. Active mastery and conversation continue to be stressed. Short novels, online materials and teacher-produced materials will be used to build language proficiency.



FRENCH II H

Grades 9, 10, 11, 12

#0204- Honors

Year

1 credit

Prerequisite: Required minimum score on the French I proficiency test given mid-year in 8th grade and with the recommendation of current teacher

This is an intense course which is designed to develop the students speaking, listening, reading and writing skills. Students will continue to study grammar, vocabulary and culture. The short novels, online materials and teacher-produced materials will be used to supplement texts with the objective of further improving the proficiency level of students.

FRENCH III

Grade 10, 11, 12

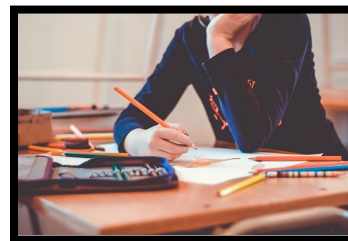
#0228- Level 1

Year

1 credit

Prerequisite: Successful completion of French 2, Level 1 with a grade of C- or better and recommendation of the teacher

This course continues to develop skills established in the previous year. In addition to speaking and listening skills, stress will be placed on the development of grammar and writing skills. Reading selections of modern French prose and Francophone history will be studied. Short novels focusing on specific grammar points and teacher-produced materials will be used to supplement texts with the objective of further improving the proficiency level of students.



FRENCH III H

Grade 10, 11, 12

#0234- Honors

Year
1 credit
Prerequisite: Successful completion of French 2, Honors with a grade of C- or better and recommendation of the teacher
This course continues to develop skills established in the previous year in an intense and fast-paced program. In addition to speaking and listening skills, stress will be placed on the development of grammar and writing skills. Reading selections of modern French prose and Francophone history will be studied. Short novels focusing on specific grammar points and teacher-produced materials will be used to supplement texts with the objective of further improving the proficiency level of students.

FRENCH IV

Grades 11, 12
#0225- Level 1

Year
1 credit
Prerequisite: Successful completion of French III, Level 1 with a grade of C- or better and recommendation of the teacher
This course is an integrated approach to the study of the French language, literature, history and culture. The goal of the course is to improve the students' proficiency in reading, writing and speaking. The teacher-produced and online materials will be used to supplement texts with the objective of further improving the proficiency level of students by means of authentic, current videos.

FRENCH IV H

Grades 11, 12
#0244- Honors

Year
1 credit
Prerequisite: Successful completion of French 3, Honors with a grade of C- or better and recommendation of the teacher
This course is a rigorous, integrated approach to the study of the French language, literature, history and culture. The goal of the course is to improve the students' proficiency in reading, writing and speaking. The teacher-produced and online materials will be used to supplement texts with the objective of further improving the proficiency level of students by means of authentic, current videos.



FRENCH V/ECE FRENCH

Grades 11 & 12
#0274- ECE

Year
1 credit
Prerequisite: Successful completion of French IV Honors or French IV Level I with a grade of C- or better and recommendation of the teacher
The French V course of study continues history from French IV: from the 18th Century and the Revolution through Modern Day. In addition, studies will include literature excerpts from French writers and poets such as Voltaire, Vigée-Lebrun, Hugo, Rimbaud, Duras, Sartre, and West African authors Laye and Ba. Grammar and writing skills will be reviewed and refined. The class will also stay current on Francophone news and other cultural points.

SPANISH I

Grades 9, 10, 11, 12
#0208- Level 1

Year
1 credit
Spanish I is offered to those students who have not yet begun the study of Spanish or need to repeat the first year in the language sequence. Those that



have studied French may also enroll in this course. This course is an introduction to Spanish grammar, vocabulary, and Hispanic cultures. Active mastery and conversation are stressed.

SPANISH II

Grades 9, 10, 11, 12

#0231- Level 1

Year

1 credit

Prerequisite: Successful completion of Spanish I, Level 1 with a grade of C- or better and recommendation of the teacher

This course continues to strengthen grammar and vocabulary in all areas of proficiency. The aim is to also recognize and discuss the cultural connections and differences of the Spanish speaking world with our own.

SPANISH III

Grades 9, 10, 11, 12

#0248- Level 1

Year

1 credit

Prerequisite: Successful completion of Spanish II, Level 1, at Eliot or Morgan, with a grade of C- or better and recommendation of the teacher

In this course, readings, including excerpts from the works of celebrated authors, will be introduced and supplemented with taped materials. A heightened awareness of Hispanic cultures is developed through the readings. Active mastery and conversation continue to be stressed. Grammatical skills are refined.

SPANISH III H

Grades 9, 10, 11, 12

#0224- Honors

Year

1 credit

Prerequisite: Successful completion at Eliot of Spanish II with grade verification and recommendation of the teacher

This course continues to develop skills established the previous year in an intense and fast-paced program. In addition to speaking and listening skills, stress will be placed on writing compositions, and reading selections of classic and modern Hispanic prose. Spanish and Hispanic cultures will be studied throughout the text with an emphasis on Spanish literature. Grammatical skills will be refined.



SPANISH IV

Grades 10, 11, 12

#0258- Level 1

Year

1 credit

Prerequisite: Successful completion of Spanish III, Level 1 with a grade of C- or better and recommendation of the teacher

This course is designed to improve the students' oral proficiency and ability to comprehend spoken and written Spanish. Students will learn to analyze, discuss, and express themselves through contemporary readings, newspaper and magazine articles, and oral and written assignments. The cultural focus is on the contemporary Spanish speaking world.

SPANISH IV H

Grades 10, 11, 12

#0254- Honors

Year

1 credit

Prerequisite: Successful completion of Spanish III, Honors with a grade of C- or better and recommendation of the teacher

This course is an intensive study of Spanish literature and history from the Middle Ages through the nineteenth century. It will begin an Advanced Placement sequence which can be completed the following year. Students will learn to analyze, discuss, and express themselves through contemporary readings, newspaper articles and oral and written assignments. Current events and issues of the Spanish speaking world will also be studied and discussed.

AP SPANISH H

Grades 11, 12

#0284- Honors

Year

1 credit

Prerequisites: Successful completion of Spanish IV, Honors or Spanish IV, Level 1 with a grade of C- or better and recommendation of the teacher This course stresses composition and cultural readings. It is designed to further familiarize students with the great authors of Hispanic literature; to give students a sense of history and the evolution of the arts; and to continue their progress in the other language skills by means of study, discussion, and analysis of literary works. The successful completion of that examination may lead to college credits and/or placement in advanced courses. All students enrolled in AP courses must take the end of year exam. Financial assistance is available if needed.



CONTEMPORARY HISPANIC CULTURES

Grades 11, 12

#0265- Level 1

Year

1 credit

Prerequisites: Successful completion of Spanish IV, Honors or Spanish IV with a grade of C- or better and recommendation of the teacher

Come and enrich your speaking, reading and listening abilities in Spanish. Through the study and discussion of social/current issues as well as Hispanic short stories, both classic and modern, students will present, debate and discuss in the target language. This class seeks to improve and refine the students' language skills.

Appendices

ACCREDITATION STATEMENT

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

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

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

institution.

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of the school or college. Individuals may also contact the Association: New England Association of Schools and Colleges, 3 Burlington Woods Drive, Burlington, Massachusetts 01803

NON-DISCRIMINATION

The Clinton Board of Education does not discriminate on the basis of race, color, creed, national origin, sex or handicap in any of its educational programs.

The Clinton Board of Education offers all of its educational programs without regard to race, color, creed, national origin, sex or handicap.

The Clinton Board of Education does not discriminate on the basis of race, color, creed, national origin, age, sex, marital status or handicap in establishing and implementing hiring and employment practices and establishing and providing school activities and programs.

The Clinton Board of Education offers all vocational programs to students without regard for race, color, creed, national origin, sex, or handicap.

The Morgan School Alternative Program (M.A.P.)

The Morgan Alternative Program (MAP) is intended to provide students with an opportunity to take courses and earn credits toward graduation either for credit retrieval or credit advancement purposes. Students interested in taking a MAP course must meet with their school counselor and parent where a MAP contract, which identifies their course of interest and outlines student and teacher expectations, will be signed. The MAP Coordinator then enrolls the student into their chosen MAP course(s).

Courses:

- English
 - English 1, 2, 3 & 4
 - Essentials of Communication
- Math
 - Algebra 1 & 2
 - Geometry
 - Pre-Calculus
 - Consumer Math
- Science
 - Int. Physics & Chemistry
 - Biology
 - Chemistry
 - Physics
 - Earth Science

- Social Studies
 - US History
 - World History
 - America History
 - Civil War Era
 - Economics
 - Government
 - Vietnam Era
 - World Civilization
 - General History
 - Psychology
- Health/Physical Education
 - Health Education
 - Physical Education
 - Physical Fitness