

Program of Studies

For

Mark T. Sheehan High School

2015 – 2016



“WE SEEK TO SERVE HUMANITY.”

Mark T. Sheehan High School

142 Hope Hill Road

Wallingford, CT 06492

Telephone: 203-294-5900

NEASC ACCREDITATION STATEMENT

Mark T. Sheehan High School is accredited by the New England Association of Schools and Colleges, Inc., a non governmental, nationally recognized organization whose affiliated institutions include elementary 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 give 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 competence of individual graduates. Rather, it provides reasonable assurance about the quality of 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:

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES,
209 BURLINGTON ROAD, BEDFORD, MASSACHUSETTS 01890
(781) 271-0022, FAX (781) 271-0950.

Mark T. Sheehan High School is accredited by the Connecticut State Department of Education and is a member of the New England Association of Colleges and Secondary Schools.

The Wallingford Public Schools does not discriminate on the basis of race, creed, color, national origin, age, sex, marital status or disability in establishing preliminary hiring and employment practices and establishing and providing school activities and programs.

The Board of Education Compliance Officer for TITLE VI and TITLE IX is Cindy Lavalette, Assistant Superintendent for Personnel. Mrs. Lavalette's phone contact information is: 203-949-6508. Her mailing address is 43 Hall Avenue, Wallingford, CT 06492.

The Board of Education Compliance Officer for 504 is Robert Mancusi, Director of Pupil Personnel Services. His phone contact information is: 203-294-5946. His mailing address is: 415 Church Street/Route 68, Yalesville, CT 06492.

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Wallingford Public Schools District Mission Statement and Vision

Mission: To inspire, educate and support all students as they discover and pursue their personal best.

Vision: Wallingford Public Schools, with families and community, will distinguish itself with innovative teaching and learning experiences in a safe and supportive environment. Our goal is to ignite passion for learning and excellence in every student so that each becomes a life-long contributor to the local and global communities.

Mark T. Sheehan High School Core Values and Beliefs Statement

Mark T. Sheehan High School provides a challenging and supportive environment that inspires students to be critical thinkers, effective communicators, and responsible, contributing members of a dynamic global society.

Mark T. Sheehan High School

Rosemary Duthie, Principal
Gregory Dirkson, Assistant Principal
Justin Marciano, Assistant Principal

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It is the policy of the Wallingford Board of Education not to discriminate on the basis of race, color, religious creed, age, physical disability (in accordance with Section 504 of the Rehabilitation Act of 1973), national origin, ancestry, marital status, mental disorder, or sex (in accordance with Title IX of the 1972 Educational Amendments) in any of its educational programs, activities, or employment practices.

College and Career Readiness

What is “*college ready*”?

College today means much more than just pursuing a four- year degree at a university. Being “college ready” means being prepared for any postsecondary education or training experience, including study at two- and four-year institutions leading to a postsecondary credential (i.e. a certificate, license, Associates or Bachelor’s degree). Being *ready* for college means that a high school graduate has the English and mathematics knowledge and skills necessary to qualify for and succeed in entry-level, credit-bearing college courses without the need for remedial coursework.

What is “*career ready*”?

In today’s economy, a “career” is not just a job. A career provides a family-sustaining wage and pathways to advancement and requires postsecondary training and/or education. A job may be obtained with only a high school diploma, but offers no guarantee of advancement or mobility. Being *ready* for a career means that a high school graduate has the English language arts and mathematics knowledge and skills needed to qualify for and succeed in the postsecondary job training and/or education of their chosen career (i.e. technical/vocational program, community college, apprenticeship or significant on-the-job training).

Is “*ready for college*” and “*ready for career*” the same thing?

With respect to the knowledge and skills of English language arts and mathematics expected by both employers and post-secondary faculty, the answer is a resounding yes! In the last decade, research shows a convergence in the expectations of employers and colleges in terms of the knowledge and skills high school graduates need to be successful. Economic reality also reflect these converging expectations. Education is more valued and more necessary than ever before. Today, ALL high school graduates need to be prepared for postsecondary education and/or training if they are to have options and opportunities in higher education and the job market.

Mark T. Sheehan High School



Core Values and Beliefs

Core Values and Beliefs Statement

Mark T. Sheehan High School provides a challenging and supportive environment that inspires students to be critical thinkers, effective communicators, and responsible, contributing members of a dynamic global society.

21st Century Expectations for Student Learning

Academic Expectations

- Communicate effectively orally, in writing, and using media tools.
- Solve problems using critical, creative, and innovative thinking.
- Apply content knowledge and skills to new situations.
- Access, analyze, and evaluate information using print, non-print, and digital sources.

Social Expectations

- Work collaboratively while respecting divergent viewpoints.
- Demonstrate respect for oneself and others.
- Act responsibly while demonstrating integrity and ethical behavior.
- Recognize and value the importance of wellness and physical fitness.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

Civic Expectation

- Understand that each individual plays an important role in maintaining and improving the quality of life for all members of the community.

We believe that...

- Students learning and well-being is at the center of every decision considered by our school.
- Learning is a shared responsibility among students, faculty, families, and community.
- In order to succeed in a globally competitive society, students need to master academic, social, and civic skills through the curriculum and instruction they receive.
- When implementing curriculum, classroom teachers take into consideration the individual needs of learners.
- Teachers strive to create a classroom environment where students feel safe and supported, both academically and emotionally.

Planning Your Program of Study and Selecting Your Courses Counseling Assistance

The material outlined below is intended to be an aid to you and your parents in making decisions about selecting courses and study programs that are aligned to career goals. It is recognized, however, that printed material alone may be insufficient for you and your parents to make such important decisions. Therefore, both high schools provide many opportunities for small group and individual assistance to you and your parents before and during the course selection process. Some of those special efforts take the following form:

School counselors assist students in planning four- year programs of study.

School counselors meet with students individually each year to help them select courses.

Course selection workshops are scheduled for students and their parents.

If scheduling conflicts arise and a student cannot be assigned to all of his/her course choices, the counselor will consult with the student about alternate selections. In addition, parents are invited to consult personally with their children's school counselors.

Students are assigned to counselors alphabetically.

Lyman Hall High School - 203-294-5360

Susan Lorenzo, *Director*

Jill Hollis, Heather Kloiber, Patrick Kozloski

Kaitlyn Kopylec

Mark T. Sheehan High School - 203-294-5915

Maura Distante, Wendy Eaton-Soto, Erica Forselius

Students will be allowed to change their schedule prior to the beginning of the school year provided they maintain the minimum credit requirement. Students will be allowed to change their second semester schedules during the first semester provided they maintain the minimum credit requirement and as long as the change does not require a change in a full year course placement.

Students may drop a course once the course begins only if it is the principal's judgment that the student was misplaced.

Student Success Planning

All Wallingford middle and high schools utilize a success planning software system (Naviance Succeed) to assist students and parents and ensure that our graduates are college and career ready. Naviance Family Connection, an Internet based tool that allows students and families to access online resources and collaborate on college and career readiness activities.

Using Family Connection, students can research colleges, scholarships, careers, enrichment programs, and courses in one web-based location. They can also create individual success plans that can be linked to college and career readiness. Students can also use Family Connection to request transcripts and teacher recommendations. In addition, students can complete career and personality assessments, create and track academic and personal goals, and perform tasks related to post secondary planning.

We hope that our students make regular use of the Family Connection. During the course selection process, students can use the program to develop long range high school and post-graduation plans of study that are based on the individual student's anticipated career aspirations. Research tells us that students who have clearly defined, long term plans of study during high school are far better prepared to meet the demands of college and career in the future.

To access the Naviance Family Connection:

Step 1: Go to <http://succeed.naviance.com/> followed by your child's *current* school code name

- For Sheehan use **marktshs**
- For Lyman Hall use **lymanhall**
- For Dag Hammarskjold use **daghms**
- For Moran use **jameshmms**
- Example: <http://succeed.naviance.com/marktshs>

Step 2: Enter your son/daughter's username and password, which are the same as those he/she uses to utilize the school's computer network.

Selecting Your Courses

With the help of your counselor and parents, you should develop a plan of courses that you will take during your high school years. This plan should focus both on meeting all the requirements for graduation as well as preparing for your future.

Each year, you will have the responsibility of selecting your courses. Your ability, interests, and future plans should serve as the guide in the selection of those courses. The school counselors, faculty, and administration will assist and guide you in your selections; however, before you begin to select your courses, give some thought to the following questions:

1. How well have you done in school so far?
2. In what subjects have you been particularly successful?
3. What subjects would you like to explore?
4. What are your post-high school plans? Have you looked into the collect selection process? Have you looked into the possibility of beginning a career right after graduation? Have you discussed these plans with your parents/guardians and your counselor?
5. What role do extracurricular activities paly in your school program and future plans?

Some of these questions may be difficult to answer on your own. Make certain that you have talked to people, who may be able to help: your parents/guardians, teachers, counselor, and/or representatives from colleges, business, and industry.

Plan of Study for Class of 2017 and 2018

Personal Educational Planning Worksheet

GRADE 9	
COURSE/SUBJECT	CREDIT
English - Literary Themes and Genres	1
Math - Geometry (A) or (H); Algebra 1 (G - 2 credits); Algebra 1 (A - 1 credit)	1 1
Social Studies - United States Government & Politics (Fall) and Contemporary Global Issues (Spring)	1 ½
Science - Biology (H) or Integrated Science (B, G, or A)	
PE 9	
<i>Electives:</i> (Give special consideration to a World Language and career cluster electives)	
_____	_____
_____	_____
_____	_____
_____	_____
<input type="checkbox"/> 1 elective credit used for Algebra 1G in addition to math credit	
Minimum Credits	6 ½

Personal Educational Planning Worksheet

GRADE 10	
COURSE/SUBJECT	CREDIT
World Literature	1
Math	1
Science	1
World History	1
PE 10	½
Health	½
<i>Electives:</i> (Give special consideration to a World Language and career cluster electives)	
_____	_____
_____	_____
_____	_____
Minimum Credits	6½

GRADE 11		GRADE 12	
COURSE/SUBJECT	CREDIT	COURSE/SUBJECT	CREDIT
American Literature	1	English 4	1
Math	1	PE 12	½
Science	1		
United States History	1		
PE 11	½		
<i>Electives:</i> (Give special consideration to a World Language and career cluster electives)		<i>Electives:</i> (Give special consideration to a World Language and career cluster electives)	
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
Minimum Credits	6½	Minimum Credits	6½

Plan of Study for Class of 2016

Personal Educational Planning Worksheet

GRADE 11		GRADE 12	
COURSE/SUBJECT	CREDIT	COURSE/SUBJECT	CREDIT
American Literature	1	English 4	1
Math	1	*Civics	½
Science	1	PE 12	½
United States History	½		
PE 11	½		
<i>Electives:</i> (Give special consideration to a World Language and career cluster electives)		<i>Electives:</i> (Give special consideration to a World Language and career cluster electives)	
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
Minimum Credits	6½	Minimum Credits	6½

***Civics is a graduation requirement for all Grade 12 students.**

Program Description

The Curriculum

Wallingford high schools are comprehensive high schools with a responsibility to all the youth of the community. Consequently, educational programs are available for students of varying abilities, interests, and goals. The program of studies consists of a core of required courses designed to provide students with the basic skills, knowledge, and attitudes that are the foundation of our social, civic, and economic life. In addition, the program offers many electives which provide students with the opportunity for exploration and development of new interests as well as for the further development of identified interests and abilities.

Students elect their courses with parental consent. Students are encouraged to consult with classroom teachers and counselors to help determine cooperatively the course level(s) a student will be taking.

Academic Levels

All students have equal access to the curriculum to meet their learning needs, interests, and goals. Some courses are leveled to better serve students' individual needs. Placement is based on the student's academic performance, teacher and school counselor recommendations and parental consent.

1. Advanced Placement level courses challenge students' intellectual abilities with rigorous college level curriculum, instruction, and assessment. Advanced Placement syllabi, officially certified by the College Board, emphasize content depth, critical analysis, and synthesis. Outstanding reading, numeracy, and writing skills are essential. Students are expected to demonstrate time management skills and be highly motivated in order to meet the extensive preparation and homework requirements of AP. Students are encouraged to take the AP examination. College credit may be earned by students whose scores on the AP exam meet college requirements. The granting of such credit is at the discretion of the university.

2. Honors level courses provide students with challenging high school curriculum, instruction, and assessment. Honors courses proceed at a vigorous pace and require students to demonstrate critical thinking, analysis, and synthesis skills. Well developed reading, numeracy, and writing skills are essential. Students are expected to be highly motivated to meet demanding homework requirements.

3. Academic level courses provide students with meaningful high school curriculum, instruction, and assessment. Academic courses proceed at a pace that enables students to develop and demonstrate critical thinking, analysis, and synthesis skills. Instruction and assessment of grade level reading, numeracy, and writing skills are emphasized. Students are expected to be motivated to meet regular homework requirements.

4. General level courses provide students with grade level high school curriculum, instruction, and assessment, often individualized to meet student learning needs or styles. General courses proceed at a pace that enables students to develop critical thinking, analysis, or synthesis skills that are grade appropriate. Instruction and assessment emphasize developing and strengthening students' skills in reading, numeracy, and writing. Students are expected to meet regular homework requirements.

5. Basic level courses provide students with core area high school curriculum, instruction, and assessment that are individualized to meet unique student learning needs and styles. Basic level courses proceed at a pace that enables students to demonstrate progress in reading, numeracy, and writing to achieve at grade level. Students are expected to meet regular homework requirements.

Students who are below grade level in English or mathematics will be required to take these core subjects at the basic level unless the parent/guardian requests otherwise in writing.

Graduation Requirements

Credit Requirements		
English	4.00 credits	Literary Themes and Genres, World Literature, American Literature, English 4
Mathematics	3.00 credits	*See Below
Social Studies	3.00 credits	.50 credit in United States Government & Politics and 1.00 credit in United States History
Science	3.00 credits	
Physical Education	2.00 credits	
Fine Arts Career Technology Education (CTE)	1.00 credit	Agricultural Science, art, business, cooperative work experience, dramatic arts, family and consumer sciences, introduction to theater, and marketing
Health	.50 credits	
Electives	8.50 credits	
TOTAL CREDITS	25 minimum	

***One math course must cover algebraic concepts.**

Performance Standard Requirements

Students must also satisfactorily demonstrate the district's performance standards in science to be eligible to graduate. The district's performance standards may be met in any of the required areas by:

- Achieving at or above the proficient level on the relevant sections of the Connecticut Academic Performance

OR

- Satisfactorily completing the district's performance assessment

Community Service Requirement

All students are required to complete **30 hours** of community service. Community service hours must be completed by May 1 of the senior year.

An application must be obtained **prior to** beginning the service and approved by a school counselor or administrator. Applications are available from the school counseling office.

Course Load Requirements

- Students must carry a minimum of 6½ credits per year of classroom courses. Independent study, work experience courses and external credit programs do not count toward the course load requirements.
- Students are allowed to earn a maximum of eight credits of actual course work in any given academic year. In addition, a student may earn one additional credit through a work experience program (e.g., CWE, CWE/BOE, Vo-Ag) or one additional credit in an independent study. Students may not earn work experience credit and independent study credit in the same year.

Entrance Requirements For Institutions of Higher Learning

Your school counselor and the school counseling department are primary sources of information on the requirements for school and college admissions. Admission varies by college and program, and each must be checked carefully.

Ask to see catalogs or guides for specific details, or ask to use the computerized programs. Always alert your counselor to your long-range goals as they definitely will affect your high school course selections.

College-Bound Student Athletes

Students interested in participating in athletics at a Division I or II institution are reminded to review the National Collegiate Athletic Association (NCAA) eligibility requirements outlined on the NCAA Eligibility Center website www.eligibilitycenter.org.

Graduation Requirements

The Capstone Experience

As defined in the *Connecticut Plan*, the **Capstone Experience** is “is a culminating activity that provides a way for students to demonstrate the knowledge and skills they acquired during their secondary school years of education. It engages students in a project/experience that focuses on an interest, career path or academic pursuit that synthesizes classroom study and real world perspective. High school students are asked to demonstrate their ability to apply key knowledge and skills by planning, completing and presenting a culminating project linked to one or more area of personal interest and the individual's Student Success Plan.

The capstone experience may include an in-depth project, reflective portfolio, community service and/or internship. As part of the experience, the student will demonstrate research, communication and technology skills including additional relevant 21st century skills.” (<http://www.sde.ct.gov/sde/cwp/view.asp?Q=322264&a=2702>)

While all students will engage in similar tasks as they approach the final Capstone Project, the final outcomes will take on a myriad of forms as students pursue learning of their own design. The following are just a few examples of Capstone Projects:

- Writing, directing, and filming a public-service announcement that will be aired on public-access television.
- Designing and building a product, computer program, app, or robot to address a specific need, such as assisting the disabled.
- Interning at a nonprofit organization or a legislator’s office to learn more about strategies and policies intended to address social problems, such as poverty, hunger, or homelessness.
- Conducting a scientific study over several months or a year to determine the ecological or environmental impact of changes to a local habitat.
- Researching an industry or market, and creating a viable business plan for a proposed company that is then “pitched” to a panel of local business leaders. **(Credit: 1) - Grade: 12**

CREATING COMMUNITY CREATIVITY 9704

Course Level: A **Grade: 9**

Students in this course collaborate with two groups: Wallingford town officials and Professor Tina Seelig of Stanford University and her staff. Merging online study of creativity with real-world problem solving, the first half of the course centers around online, project-based studies of creativity developed at Stanford, and the second involves students working together to find practical solutions to challenges faced by local government leaders in Wallingford. This course provides individual and collaborative problem-solving and innovation activities for students in the context of practical contributions to our surrounding community. (Credit: ½)

University of Connecticut Early College Experience

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

ECE instructors, who are certified as adjunct professors by UConn faculty, create a classroom environment that fosters independent learning, creativity, and critical thinking—all pivotal for success in college. Mark T. Sheehan High School offers ECE courses in English, Calculus, Physics, French, and Spanish. To support rigorous learning, University of Connecticut library resources are also available to students.

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

Students are charged a \$30 per credit fee in the fall. For additional information visit: www.ece.uconn.edu.

Regional Agriculture Education Center

Lyman Hall High School offers a comprehensive Agriculture Science and Technology Education program to students from Wallingford and numerous surrounding districts through its Regional Agriculture Education Center. The program consists of classroom instruction, hands-on laboratory experiences, student leadership training through FFA, a supervised and planned agricultural work experience, and the development of a portfolio, a collection of student work over the four year program.

All students interested in exploring agriculture-related careers must submit an application form and accompanying materials by the last Friday of January. Enrollment of students from sending districts is coordinated through that district's Board of Education. The sending districts, by law, are responsible to pay the costs of transportation and tuition.

For a more detailed description of the Ag-Ed program at Lyman Hall High School, please turn to page 18.

Grade Point Averages

Grade points are granted according to the level of the course and the mark earned in it, except for those courses designated as PASS-FAIL or unlevleled courses.

System of Marks and Grade Points

Mark	A.P.	Honors	Academic	General	Basic
A+	4.8	4.4	4.0	3.6	3.2
A	4.6	4.2	3.8	3.4	3.0
A-	4.4	4.0	3.6	3.2	2.8
B+	4.2	3.8	3.4	3.0	2.6
B	4.0	3.6	3.2	2.8	2.4
B-	3.8	3.4	3.0	2.6	2.2
C+	3.6	3.2	2.8	2.4	2.0
C	3.4	3.0	2.6	2.2	1.8
C-	3.2	2.8	2.4	2.0	1.6
D+	3.0	2.6	2.2	1.8	1.4
D	2.8	2.4	2.0	1.6	1.2
D-	2.6	2.2	1.8	1.4	1.0
F	0.0	0.0	0.0	0.0	0.0

Rank in Class

Rank in class, as recorded on the student's permanent record, is based on the quality point average of eight semesters. Nomination as a varsity scholar is based on the quality point average of 3.7 or higher at the completion of seven semesters. However, additional scholars are recognized at graduation upon the completion of eight semesters and meeting the GPA requirement.

Cancellation of Courses or Programs

Courses or programs listed and/or described in this document are subject to change at any time due to budgetary limitations, insufficient enrollments, and for other reasons as determined by the Board of Education.

Authority of the Principal

The building principal shall have the final authority on issues regarding course selection and granting of credits. This shall include, but not be limited to, determination of credits for transfer students, exceptions to prerequisites, level changes, and diploma eligibility.

Program Considerations

1. Prerequisite Courses: When a prerequisite course is listed, the student must have passed the prerequisite. A student may repeat a course to meet a grade requirement for a prerequisite but not for credit toward graduation.

2. Repeating Required Courses Failed:

Students must repeat, in the subsequent summer or in the subsequent year, courses required for graduation which they fail.

3. Repeating English Courses Failed:

Two grades of English may be taken concurrently upon the successful completion of Literary Themes and Genres and English 2.

4. Programs Offered At Only One High School:

If a program is offered at only one high school and students at the other high school wish to enroll in that program, the students may transfer to the other school so that they can participate in the program. Such transfers can take place only in the year that the students will actually begin the program, and the students must transfer back to their original school at the completion of the program or if they drop out of the program or if they drop out of the program in any year other than the senior year.

5. Course Selection Requests That Cannot Be Accommodated:

Every effort will be made to fulfill students' requests. However, in instances where original selections cannot be accommodated, every effort will be made to arrange for placement in other classes suited to student interest and need.

6. Pass/Fail Option:

A student taking the minimum class load requirement (i.e., 6½ credits) may take one additional half or full credit elective course that is traditionally graded per year on a pass/fail basis. Elective courses are those not required for graduation. Students must select this pass/fail option prior to the beginning of the course and may not drop the pass/fail option once the course has begun. Also, students may not use the pass/fail option in any year in which they undertake an independent study for credit. A course taken on a pass/fail basis receives credit towards graduation, if the student passes, but the course is not counted in the calculation of the rank-in-class.

7. Finality of Course Selections:

Students will be allowed to change their schedules prior to the beginning of the school year as long as by doing so they do not drop below the minimum credit requirement. Students will be allowed to change their second semester schedules during the first semester as long as they do not drop below the minimum credit requirement and as long as the change does not require a change in a full year course placement. Students may drop a course once the course begins only if it is the principal's judgment that the student was misplaced.

Agricultural Education - Lyman Hall High School

The program will provide experiences in agriculture and related occupational careers to prepare students for their choice of an agricultural vocation. To have students fulfill their agricultural goals; a planned, supervised, occupational experience program shall supplement classroom training. The program shall be in addition to regularly scheduled class activities. Completion of a four year curriculum will allow students to receive training to enter a school of higher learning or to enter directly into a chosen agricultural career.

ECE (Early College Experience) credits through the University of Connecticut will be granted to students who complete Floral Art (2 credits) and Introduction to Plant Science (3 credits). These credits are awarded to students who complete the class and receive a minimum of a "B" average.

Ag-Ed also has College Career Pathways agreements with SUNY Cobleskill, UCONN's Radcliffe Hicks School of Agriculture and Unity College. Students who complete studies in plant science, animal science and wildlife biology and receive a "C" average or better in the agriculture classes have the opportunity to receive up to 12 college credits.

Enrollment: Agriculture, as offered at the Regional Vo-Ag Center in Wallingford, is an elective within the framework of Lyman Hall High School. Agriculture is a four year sequential program. High school students in the towns of Bethany, Branford, Cheshire, East Haven, Hamden, Meriden, North Branford, North Haven, Wallingford, and West Haven may enroll. The sending towns are responsible, by law, to pay the costs of tuition and transportation.

Enrollment Procedures: Students must have a definite interest in agriculture and must submit an application form and accompanying materials by January 20th. The application and accompanying materials should be returned to the Ag-Ed Center. All candidates will be notified in writing as to their status of acceptance.

Program: The agricultural program is divided into four components:

- **Classroom and Laboratory:** Activities in the classroom and laboratory provide opportunities for the study and discussion of problems related to agriculture. An intensive study of diverse subjects integrates classroom activities with field trips, laboratory work, research, assigned readings, and shop activities.
- **Occupational Experience Program:** Students enrolled in agriculture must initiate and conduct an occupational experience program with their agriculture teacher. Supervision of the program by the teachers of agriculture will occur at regular intervals throughout the year, so that students will benefit from this experience. The SAE (Supervised Agricultural Experience) requirement at Lyman Hall High School is:
 - Grade Nine Students - 100 hours
 - Grade Ten Students - 150 hours
 - Grade Eleven Students - 150 hours
 - Grade Twelve Students - 200 hours
- **FFA:** FFA is an intracurricular educational, non-profit, nonpolitical youth organization. An integral part of the agricultural experience, FFA encourages leadership, character, thrift, scholarship, cooperation, citizenship, and patriotism. Meetings throughout the year offer members the opportunity to participate in local, state, regional, and national activities. The local chapter provides opportunities for practicing parliamentary procedure, proper conduct of meetings, group discussions, and public speaking.
- **Portfolio:** The Agricultural Education is a collection of student work including but not limited to SAE practices and photographs, classroom skill evaluation, writing samples, samples of hands-on-work, a collection of employability skills, academic work and an assemblage of leadership skills.
- **Course of Study:** The agricultural program offers a four year student study in one of the following areas:
 - Agricultural Mechanics/Turf Management
 - Animal Science/Equine Science
 - Animal Technology
 - Aquaculture Science
 - Food Science
 - Plant Science
 - Wildlife Biology

Course Offerings, Regulations and Descriptions

AGRICULTURAL MECHANICS/TURF MANAGEMENT 1 8753

(Offered only at LHHS)

Course Level: A

Grade: 9

Freshman course work introduces students to tractor driving, soils and turf management, plumbing, welding and cold metal work, wood working, and athletic field layout. Students will be introduced to and participate in the Lyman Hall Chapter of the national organization, FFA. Students will start to develop a portfolio and skills to prepare for future careers in agricultural mechanics and turf management. (Credit: 1)

AGRICULTURAL MECHANICS/TURF MANAGEMENT 2 8763

(Offered only at LHHS)

Course Level: A

Grade: 10

Sophomore course work continues to build a foundation for students interested in agricultural mechanics and turf management. Topics studied include: athletic field maintenance, principles of electricity, welding, small gasoline engines, operation and maintenance of landscape equipment, and golf course management. Students will continue to participate in the Lyman Hall Chapter of the national organization, FFA. Students will continue the development of their portfolio and skills to prepare for future careers in agricultural mechanics and turf management. (Credit: 1½)

AGRICULTURAL MECHANICS/TURF MANAGEMENT 3 8773

(Offered only at LHHS)

Course Level: A

Grade: 11

Junior course work continues to build a foundation for students interested in agricultural mechanics and turf management. Topics studied include: facility construction, transit and site grading, equipment system maintenance, job interviewing, and boat construction. Students will continue to participate in the Lyman Hall Chapter of the national organization, FFA. Students will continue the development of their portfolio and skills to prepare for future careers in agricultural mechanics and turf management. (Credit: 1½)

AGRICULTURAL MECHANICS/TURF MANAGEMENT 4 8783

(Offered only at LHHS)

Course Level: A

Grade: 12

Senior course work continues to build a foundation for students interested in agricultural mechanics and turf management. Topics studied include: surveying, landscape construction, equipment overhaul, current trends in agriculture, golf course design, and an independent project. Students will also continue to participate in the Lyman Hall Chapter of the national organization, FFA. Students will also complete their portfolio and document skills for future careers in agricultural mechanics and turf management. (Credit: 2)

ANIMAL SCIENCE/EQUINE SCIENCE 1 8433

(Offered only at LHHS)

Course Level: A

Grade: 9

Freshmen course work introduces students to equine science, small animal science, tractor driving, and an introduction to livestock. The students will be introduced and participate in the LHHS chapter of a national organization, FFA. Students will start to develop a portfolio and the skills necessary to prepare for future careers in the animal science and equine industries. (Credit: 1)

ANIMAL SCIENCE/EQUINE SCIENCE 2 8443

(Offered only at LHHS)

Course Level: A

Grade: 10

Sophomore course work introduces students to light horse production, equine anatomy and physiology, animal behavior, animal handling and restraint, & equine conformation and horse judging. Students will be introduced to and participate in the Lyman Hall Chapter of the National FFA organization. Students will continue to develop their portfolio and identify skills to prepare them for future careers in animal science/equine science. (Credit: 1½)

ANIMAL SCIENCE/EQUINE SCIENCE 3 8453

(Offered only at LHHS)

Course Level: A

Grade: 11

Junior course work continues to build a foundation for students interested in animal science/equine science. Topic studied include: equine and instruction, equine nutrition, equine breeding and genetics, equine health and disease, and horseshow preparation. Students will continue to participate in the Lyman Hall Chapter of the national organization, FFA. Students will continue the development of their portfolio and further develop skills to prepare for future careers in animal science/equine science. (Credit: 1½)

ANIMAL SCIENCE/EQUINE SCIENCE 4 8463

(Offered only at LHHS)

Course Level: A

Grade: 12

Senior course work continues to build a foundation for students interested in animal science / equine science. Topics studied include: horse farm management, current trends in agriculture, first aid, and driving horses. Students will continue to participate in the Lyman Hall Chapter of the national organization, FFA. Students will complete the development of their portfolio and further develop skills to prepare for future careers in animal science/equine science. (Credit: 2)

ANIMAL TECHNOLOGY 1 8273**(Offered only at LHHS)****Course Level: A****Grade: 9**

Freshman course work introduces students to dogs and cats, tractor driving, animal behavior and handling, food science and butterfly gardening. Students will be introduced to and participate in the Lyman Hall Chapter of the national organization, FFA. Students will start to develop a portfolio and skills to prepare them for future careers in agricultural technology, veterinary technology, and companion animal sales and services. (Credit: 1)

ANIMAL TECHNOLOGY 2 8283**(Offered only at LHHS)****Course Level: A****Grade: 10**

Sophomore course work continues to build a foundation for students interested in animal technology and food science. Topics studied include: principles of electricity, veterinary clinical skills (anatomy and physiology and first aid), lab animals, and companion animal management. Students will continue to participate in the Lyman Hall Chapter of the national organization, FFA. Students will continue the development of their portfolio and skills to prepare for future careers in animal technology. (Credit: 1½)

ANIMAL TECHNOLOGY 3 8293**(Offered only at LHHS)****Course Level: A****Grade: 11**

Junior course work continues to build a foundation for students interested in animal technology. Topics studied include: food product development; food safety and quality control; and veterinary clinical skills (animal health assessment and implementation). Students will continue to participate in the Lyman Hall Chapter of the national organization, FFA. Students will continue the development of their portfolio and skills to prepare for future careers in animal technology. (Credit: 1½)

ANIMAL TECHNOLOGY 4 8203**(Offered only at LHHS)****Course Level: A****Grade: 12**

Senior course work continues to build a foundation for students interested in animal technology/food science. Topics studied include: animal advocacy, clinical skills, current trends in agriculture, and reproduction and genetics. Students will continue to participate in the Lyman Hall Chapter of the national organization, FFA. Students will complete the development of their portfolio and further develop skills to prepare for future careers in animal technology. (Credit: 2)

AQUACULTURE SCIENCE 1 8673**(Offered only at LHHS)****Course Level: A****Grade: 9**

Freshman course work introduces students to aquaculture on the global scale with domestic perspective, culture techniques, external finfish anatomy, species under culture and the Fish Production Laboratory. Students will be introduced to and participate in the Lyman Hall Chapter of the national organization, FFA. Students will start to develop a portfolio and skills to prepare for future careers in aquaculture and the related aquatic sciences. (Credit: 1)

AQUACULTURE SCIENCE 2 8683**(Offered only at LHHS)****Course Level: A****Grade: 10**

Sophomore course work continues to build a foundation for students interested in aquaculture. Topics include small recirculating system design, finfish morphology, water chemistry, fresh water aquaculture, recirculating equipment as well as continued experience in the Fish Production Laboratory. Students will continue to participate in the Lyman Hall Chapter of the national organization, FFA. Students will continue the development of their portfolio and skills to prepare for future careers in aquaculture and the related aquatic sciences. (Credit: 1½)

AQUACULTURE SCIENCE 3 8693**(Offered only at LHHS)****Course Level: A****Grade: 11**

Junior course work continues to build a foundation for students interested in aquaculture. Topics include large recirculating system design, advanced water quality, applied husbandry, marine aquaculture, and pond culture techniques as well as rigorous experience in the Fish Production Laboratory. Students will continue to participate in the Lyman Hall Chapter of the national organization, FFA. Students will continue the development of their portfolio and skills to prepare for future careers in aquaculture and the related aquatic sciences. (Credit: 1½)

AQUACULTURE SCIENCE 4 8603**(Offered only at LHHS)****Course Level: A****Grade: 12**

Senior course work continues to build a foundation for students interested in aquaculture. Topics include genetics; both Mendelian and applied, hatchery techniques, seafood marketing, microalga techniques and recirculating system maintenance as well as rigorous experience in the Fish Production Laboratory. Students will continue to participate in the Lyman Hall Chapter of the national organization, FFA. Students will complete their portfolio and document skills for future careers in aquaculture and the related aquatic sciences. (Credit: 2)

FOOD SCIENCE 1 8473**(Offered only at LHHS)****Course Level: A** **Grade: 9**

Food Science, broadly defined, is the profession that deals with the scientific and technological aspects of foods and related products. In this course students will be involved with determining the chemical, biological, and physical nature of food in terms of quality, safety, and nutrition, with the application of science and engineering to the processing, and storage and use of food and food-related products. Food scientists' training must be truly interdisciplinary in order to provide the nation and the world with a nutritious, safe, and wholesome food supply. (Credit: 1)

FOOD SCIENCE 2 8483**(Offered only at LHHS)****Course Level: A** **Grade: 10**

Food Science, broadly defined, is the profession that deals with the scientific and technological aspects of foods and related products. In this course students will be involved with determining the chemical, biological, and physical nature of food in terms of quality, safety, and nutrition, with the application of science and engineering to the processing, and storage and use of food and food-related products. Food scientists' training must be truly interdisciplinary in order to provide the nation and the world with a nutritious, safe, and wholesome food supply. (Credit: 1½)

FOOD SCIENCE 3 8493**(Offered only at LHHS)****Course Level: A** **Grade: 11**

Food Science, broadly defined, is the profession that deals with the scientific and technological aspects of foods and related products. In this course students will be involved with determining the chemical, biological, and physical nature of food in terms of quality, safety, and nutrition, with the application of science and engineering to the processing, and storage and use of food and food-related products. Food scientists' training must be truly interdisciplinary in order to provide the nation and the world with a nutritious, safe, and wholesome food supply. (Credit: 1½)

FOOD SCIENCE 4 8403**(Offered only at LHHS)****Course Level: A** **Grade: 12**

Food Science, broadly defined, is the profession that deals with the scientific and technological aspects of foods and related products. In this course students will be involved with determining the chemical, biological, and physical nature of food in terms of quality, safety, and nutrition, with the application of science and engineering to the processing, and storage and use of food and food-related products. Food scientists' training must be truly inter-

disciplinary in order to provide the nation and the world with a nutritious, safe, and wholesome food supply. (Credit: 2)

PLANT SCIENCE 1 8323**(Offered only at LHHS)****Course Level: A** **Grade: 9**

Freshman course work introduces students to concepts related to plant science, house plants, soils, plumbing, and tractor driving. This class will assist with activities related to the annual Holiday Shop. Students will be introduced to and participate in the Lyman Hall Chapter of the national organization, FFA. An additional component includes the development of a portfolio and skills to prepare them for future careers in plant science. (Credit: 1)

PLANT SCIENCE 2 8343**(Offered only at LHHS)****Course Level: A** **Grade: 10**

Sophomore course work introduces students to ornamental plants, fall flower gardening, plant propagation, annuals and vegetables and continues to build their understanding of the holiday shop in December. Students will be introduced to and participate in the Lyman Hall Chapter of the National FFA organization, FFA. Students will continue to develop their portfolio and identify skills to prepare them for future careers in plant science. (Credit: 1½)

PLANT SCIENCE 3 8353**(Offered only at LHHS)****Course Level: A** **Grade: 11**

UCONN Early College Experience (ECE)
Junior course work continues to build a foundation for students interested in plant science. Topics studied include: flower design, holiday shop, and landscape design and maintenance. Students will continue to participate in the Lyman Hall Chapter of the national organization, FFA. Students will continue the development of their portfolio and skills to prepare for future careers in plant science. (Credit: 1½)

PLANT SCIENCE 4 8363**(Offered only at LHHS)****Course Level: A** **Grade: 12**

UCONN Early College Experience (ECE)
Senior course work continues to build a foundation for students interested in plant science. Topics studied include: garden center greenhouse management, holiday shop, current trends in agriculture, and flower design. Students will continue to participate in the Lyman Hall Chapter of the national organization, FFA. Students will complete the development of their portfolio and further develop skills to prepare for future careers in wildlife plant science. (Credit: 2)

WILDLIFE BIOLOGY 1 8373**(Offered only at LHHS)****Course Level: A** **Grade: 9**

Freshman course work introduces students to tractor driving, field biology, soils and vegetables, plumbing and introduction to forestry. Students will be introduced to and participate in the Lyman Hall Chapter of the national organization, FFA. Students will start to develop a portfolio and skills to prepare for future careers in wildlife biology. (Credit: 1)

WILDLIFE BIOLOGY 2 8383**(Offered only at LHHS)****Course Level: A** **Grade: 10**

Sophomore courses work introduces students to dendrology, field measurements, birds of prey, waterfowl, electricity, woodworking and freshwater ecology. Students will be introduced to and participate in the Lyman Hall Chapter of the National FFA organization. Students will continue to develop their portfolio and identify skills to prepare them for future careers in wildlife biology. (Credit: 1½)

WILDLIFE BIOLOGY 3 8393**(Offered only at LHHS)****Course Level: A** **Grade: 11****UCONN Early College Experience (ECE)**

Junior year course work continues to build a foundation for students interested in wildlife biology. Topics studied include: entomology, furniture construction, preparation for interviewing, wildlife habitat and fisheries science management. Students will continue to participate in the Lyman Hall Chapter of the national organization, FFA. Students will continue the development of their portfolio and further develop skills to prepare for future careers in wildlife biology. (Credit: 1½)

WILDLIFE BIOLOGY 4 8303**(Offered only at LHHS)****Course Level: A** **Grade: 12****UCONN Early College Experience (ECE)**

Senior year course work continues to build a foundation

for students interested in wildlife biology. Topics studied include; forest ecology, field ornithology, wildlife research techniques, whitetail deer ecology, and conservation biology. Students will have an opportunity to explore current trends in agriculture. Students will continue to participate in the Lyman Hall Chapter of the national organization, FFA. Students will complete the development of their portfolio and further develop skills to prepare for future careers in wildlife biology. (Credit: 2)

OCCUPATIONAL EXPERIENCE 1 8814**(Offered only at LHHS)****Course Level: G** **Grade: 9**

Occupational Experience 1 must be related to agriculture. The student and the supervising teacher will develop the experience program that will best meet the needs of the student's vocational objectives. A detailed record book must be maintained including daily experiences. (Credit: ½)

OCCUPATIONAL EXPERIENCE 2 8824**(Offered only at LHHS)****Course Level: G** **Grade: 10**

Occupational Experience 2 must meet the standards of Occupational Experience 1, with the additional stipulation that the experience and responsibilities will need to be more comprehensive in scope. (Prerequisite: Occupational Experience 1 - Credit: ½)

OCCUPATIONAL EXPERIENCE 3 8834**(Offered only at LHHS)****Course Level: G** **Grade: 11**

Occupational Experience 3 must meet all the requirements of Occupational Experience 2 (Prerequisite: Occupational Experience 2 - Credit: ½)

OCCUPATIONAL EXPERIENCE 4 8844**(Offered only at LHHS)****Course Level: G** **Grade: 12**

Occupational Experience 4 must meet all the requirements of Occupational Experience 3 (Prerequisite: Occupational Experience 3 - Credit: ½)

Art

The high school art program is designed to encourage creative growth, develop artistic skills, and instill an appreciation of visual art. The courses are challenging and appropriate for students seeking an art or art related career and students who wish to continue to build their skills for enjoyment and life long learning.

ART FOUNDATIONS 5213**Course Level: A** **Grades: 9-12**

In this course, students will study and apply the art elements and design principles. Students will work under the direction of their teacher to create two and three-dimensional projects. Students will be required to create and respond to works of art that express concepts,

ideas and feelings. They will work with a variety of art media that explore techniques used in professional art. Students will measure their degree of success in their own art projects by stated objectives and will be introduced to career opportunities that utilize art skills. (Required for advancement to other art courses - Credit: 1)

Students in **Art Foundations (5213)** are expected to:

- Solve problems using critical, creative, and innovative thinking.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

ART PHOTOGRAPHY 5113

Course Level: A

Grades: 10-12

In this one-semester course, Art Photography students will study and apply the design elements and principles of art. Students learn to use cameras and develop and print film using traditional processes. Major aspects of study include the development of photography as an art medium, the eye of the photographer, and the quality of the work. The history of photography is explored. Having your own camera would be helpful, but is not required. (Prerequisite: Art Foundations - Credit: ½)

Students in **Art Photography (5113)** are expected to:

- Solve problems using critical, creative, and innovative thinking.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

ADVANCED ART PHOTOGRAPHY 5123

Course Level: A

Grades: 11-12

This course is a continuation of Art Photography with an emphasis on advanced techniques and artistic expression through the photographic image. In this course, students are challenged by sophisticated assignments using traditional darkroom techniques. The necessity to employ art elements and design principles within assignments is a major factor as the course progresses. Major aspects of study include the continuation of the development of photography as an art medium and high quality work. The history of photography is further explored. Having your own camera would be helpful, but is not required. (Prerequisite: Art Photography - Credit: 1)

Students in **Advanced Art Photography (5123)** are expected to:

- Solve problems using critical, creative, and innovative thinking.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

ART STUDIO 1 5313

Course Level: A

Grades: 10-12

In this course, students will expand their skills developed in Art Foundations. Students will explore a wider range of techniques and materials in both two and three-dimensional media. Art Studio 1 students will create, plan, evaluate, refine, present, and exhibit works of art. They will research and analyze historic meaning and purpose in varied works of art and will investigate career opportunities that utilize art skills. (Prerequisite: Art Foundations - Credit: 1)

Students in **Art Studio 1 (5313)** are expected to:

- Solve problems using critical, creative, and innovative thinking.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

ART STUDIO 2 5323

Course Level: A

Grades: 11-12

This course is based directly on the studies addressed in Art Foundations and Art Studio 1. Students begin to master various techniques and materials in two and three-dimensional art forms and will begin to develop an individualized body of work. They will explore and become familiar with a variety of art movements and experiment with the styles and techniques used by artists in movements. Students will study art methods, terminology and careers. (Prerequisite: Art Studio 1 - Credit: 1)

Students in **Art Studio 2 (5323)** are expected to:

- Solve problems using critical, creative, and innovative thinking.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

ART STUDIO 3 5333

Course Level: A

Grade: 12

This course further explores the techniques, media, and styles of two and three-dimensional art forms, developed and introduced in previous Art Studio courses. The ongoing study of the art elements and design principles will be incorporated in a more sophisticated study. Students will be encouraged to develop a portfolio and will study and investigate art careers, methods, and interests such as painting, sculpture, and graphic design. (Prerequisite: Art Studio 2 - Credit: 1)

Students in **Art Studio 3 (5333)** are expected to:

- Solve problems using critical, creative, and innovative thinking.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

ADVANCED PLACEMENT ART STUDIO 5342

Course Level: AP

Grades: 11-12

This course is designed for students who are seriously interested in pursuing a career in art. Course work will be based on various projects suggested for portfolio review by the College Board. Students will be required to complete a portfolio and exhibit artwork at the end of the school year. Students will also be required to work outside of class in addition to completing required class assignments. Students will be required to produce a minimum of twenty-four works-of-art for portfolio deadline of April. Students who opt to take AP Art Studio for a second year, must develop a portfolio in a different area. They will also have the opportunity to submit their portfolio to the College Board, in accordance with their requirements and may be awarded college credit.

(Prerequisites: Art Studio 1, Art Studio 2, or recommendation of teacher, and a portfolio accepted by the art department chairperson. - Credit: 1)

Students in **Advanced Placement Art Studio (5342)** are expected to:

- Solve problems using critical, creative, and innovative thinking.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

DIGITAL ART PHOTOGRAPHY 5103

Course Level: A **Grades: 10-12**

Digital Art Photography students will develop both technical and creative skills through the use of digital cameras, scanners, printers, and digital imaging software. Students will study and apply the arts elements and principles of design. Major aspects of study include the development of photography as an art medium, the eye of the photographer, and the quality of work. Contemporary digital photography is explored. Having your own digital camera is recommended, but not required. (Prerequisite: Art Photography - Credit: ½)

Students in **Digital Art Photography (5103)** are expected to:

- Solve problems using critical, creative, and innovative thinking.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

JEWELRY, CERAMICS, AND FIBER ARTS 1 5153

Course Level: A **Grades: 10-12**

This course explores the ways in which crafts have played a part in man's cultural development. An emphasis is also placed on contemporary crafts as an art form. Media explored include jewelry, metalwork, ceramics, pottery, and fiber art. Assignments stress originality and meaning, careful planning and design, exploration of materials, and quality craftsmanship. (Prerequisite: Art Foundations - Credit : 1)

Students in **Jewelry, Ceramics, and Fiber Arts 1 (5153)** are expected to:

- Solve problems using critical, creative, and innovative thinking.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

JEWELRY, CERAMICS, AND FIBER ARTS 2 5163

Course Level: A **Grades: 11-12**

In this course, students increase proficiency in the following media: jewelry, metalwork, ceramics, pottery, and fiber art. Through projects that are both teacher and self directed, students challenge themselves with complex techniques. (Prerequisite: Jewelry, Ceramics, and Fiber Arts 1 - Credit: 1)

Students in **Jewelry, Ceramics, and Fiber Arts 2 (5163)** are expected to:

- Solve problems using critical, creative, and innovative thinking.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

JEWELRY, CERAMICS, AND FIBER ARTS 3 5173

Course Level: A **Grade: 12**

Students increase proficiency in the following media: jewelry/metalwork, ceramics/pottery, or fiber arts. An emphasis is placed on creating a collective body of work using advanced techniques and projects. (Prerequisite: Jewelry, Ceramics, and Fiber Arts 2 - Credit: 1)

Students in **Jewelry, Ceramics, and Fiber Arts 3 (5173)** are expected to:

- Solve problems using critical, creative, and innovative thinking.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

THREE-DIMENSIONAL ART & DESIGN 5303

Course Level: A **Grades: 10-12**

Three-Dimensional Art & Design students will develop both technical and creative problem-solving skills through the use of various media. Students will study and apply the art elements and principles of design. Major aspects of study will include relief sculpture, sculpture in the round and sculpture relative to environment. Topics covering utilitarian objects through post-modern installations may be explored. (Credit: ½)

Students in **Three-Dimensional Art & Design (5303)** are expected to:

- Solve problems using critical, creative, and innovative thinking.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

YEARBOOK 9503

Course Level: A **Grade: 12**

Those students who elect to take this course form a working unit which is responsible for producing, editing, and distributing the school yearbook and its end of the year supplement. The course involves a "hands-on" interdisciplinary approach aimed at developing skills in photography, journalism, layout and design, and the fundamentals of marketing. **Interested students must apply for and be accepted into this course.** (Credit: 1)

Students in **Yearbook (9503)** are expected to:

- Solve problems using critical, creative, and innovative thinking.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

Business and Finance Education

- Accounting
- Business Communications
- Finance
- Information Technology
- Management & Entrepreneurship

The department's goal is to prepare students to succeed in a complex economic society. The courses offered enhance daily living skills and provide the background for post-high school education or immediate employment upon graduation. The course offerings focus on the five learning strands identified above.

ACCOUNTING 1 8013

Course Level: A **Grades: 10-12**

Accounting 1 is an essential course for those pursuing careers in any aspect of business. The course includes the study of the accounting cycle and its impact on a business. An accounting simulation is used to reinforce the accounting principles introduced in a relevant business situation. The topics presented follow Generally Accepted Accounting Procedures (GAAP) and include principles of debit and credit, journalizing, posting, and the creation and analysis of financial statements. This course is taught using accounting software to produce authentic accounting documents. Independent work habits, problem solving, and critical thinking skills are continually enforced. (Credit: 1)

Students in **Accounting 1 (8013)** are expected to:

- Access, analyze, and evaluate information using print, non-print, and digital sources.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.
- Understand that each individual plays an important role in maintaining and improving the quality of life for all members of the community.

ACCOUNTING 2 8023

Course Level: A **Grades: 11-12**

The complete accounting cycle studied for service and merchandising businesses in Accounting 1 is reviewed with more advanced problems added. Corporate and partnership accounting are introduced, and students start to analyze and interpret records. Individual topics such as depreciation, delinquent debts, accrued and deferred incomes/expenses are presented and researched. Completion of a corporation business simulation as well as the stock market game are sample activities which may be pursued by each student. This course is highly recommended for those wishing to be entrepreneurs or managers of business enterprises, or who would like to start personal investment portfolios. (Prerequisite: Accounting 1 - Credit: 1)

Students in **Accounting 2 (8023)** are expected to:

- Access, analyze, and evaluate information using print, non-print, and digital sources.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.
- Understand that each individual plays an important role in maintaining and improving the quality of life for all members of the community.

BUSINESS 101 8093

Course Level: A **Grades: 9-12**

This introductory course explores the foundations of business and consumer decision making in a dynamic economy. Units of study will include organizing a business, understanding economic principles, recognizing the informed consumer and exploring business careers. This course will incorporate technology for research as well as applying authentic and relevant business skills in real world applications. (Credit: ½)

Students in **Business 101 (8093)** are expected to:

- Communicate effectively orally, in writing, and using media tools.
- Work collaboratively while respecting divergent viewpoints.

WEB DESIGN FOR BUSINESS 8913

Course Level: A **Grades: 9-12**

This course offers web design from a business perspective within the Expression Studio Suite. Students learn how to critically evaluate website quality as well as learn about web design standards. Students will design their own web page and will have a culminating project demonstrating the knowledge and skills required for proper web design and coding. (Credit: ½)

Students in **Web Design for Business (8913)** are expected to:

- Communicate effectively orally, in writing, and using media tools.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

WEB TOOLS 8923

Course Level: A **Grades: 9-12**

This course builds knowledge and skills in the use of current web tools used in academic and business settings. Students will focus on effective writing, design, and communication principals using current web tools found in academic and business settings. Students will learn the principles of message design that include unity, balance, and proportion. Students will collaboratively develop projects incorporating these concepts. (Credit: ½)

Students in **Web Tools (8923)** are expected to:

- Communicate effectively orally, in writing, and using media tools.

- Demonstrate attitudes and habits that are valued in the classroom and workplace.

COLLEGE NOTETAKING 8033

Course Level: A **Grades: 10-12**

This course is designed to help the college-bound student develop a quick, easy way to record college lecture notes through the use of an abbreviated longhand system of writing and to develop an awareness of the study skills necessary to be successful in college courses. Study skills topics covered include identifying one's preferred learning style, time management, test preparation, improving listening skills, and effectively reading text material. (Credit: ½)

Students in **College Notetaking (8033)** are expected to:

- Communicate effectively orally, in writing, and using media tools.
- Apply content knowledge and skills to new situations.
- Access, analyze, and evaluate information using print, non-print, and digital sources.

CONSUMER/STREET LAW 8143

Course Level: A **Grades: 11-12**

This course is designed to inform students of their legal rights and responsibilities in 21st Century America. The course begins with an examination of our Constitutional rights and continues through a study of the court system. Criminal and civil law is examined along with rights and remedies that exist to protect those rights. Contract law is essential to the course and students learn to write a contract using legal components of contract law. Current events are critical to reinforce teaching points. Career opportunities are explored along with corresponding personal and education requirements for employment. Videos, case studies and court visits are used to compliment and reinforce legal issues and topics. Critical thinking and comprehension skills are essential to successfully complete this course. (Credit: ½)

Students in **Consumer/Street Law (8143)** are expected to:

- Access, analyze, and evaluate information using print, non-print, and digital sources.
- Act responsibly while demonstrating integrity and ethical behavior.

ENTREPRENEURSHIP 8183

Course Level: A **Grades: 10-12**

Students will identify the fundamentals of business creation, the personal attributes needed to be a successful entrepreneur, and will research various business opportunities. Topics covered include the characteristics of an entrepreneur, discovering entrepreneurial opportunities, and researching and analyzing domestic, global and market trends. The course culminates with the student developing a hypothetical business plan to implement their unique venture that conforms to all applicable governmental laws and regulations. (Credit: ½)

Students in **Entrepreneurship (8183)** are expected to:

- Communicate effectively orally, in writing, and using media tools.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

INVESTING FOR FINANCIAL INDEPENDENCE 8103

Course Level: A **Grades: 10-12**

Students will evaluate opportunities to build wealth and establish lifestyles based on education and career choices. Students will learn that financial decisions made at an early age help to insure adequate income in the retirement years. Various wealth building strategies will be discussed including the stock market, real estate, mutual funds and career-based benefits packages. (Credit: ½)

Students in **Investing for Financial Independence (8103)** are expected to:

- Access, analyze, and evaluate information using print, non-print, and digital sources.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

MICROSOFT OFFICE PROFESSIONAL 8003

Course Level: A **Grades: 9-12**

Students will apply fundamental computer skills in a business setting using the Microsoft Office suite in a Windows environment. The course builds upon the applications and integration of word processing, spread sheets, data base management, and multi-media presentations. Upon completion of this course, students will have developed the skills necessary to pursue entry-level employment as well as the background necessary for college course applications. (Credit: ½)

Students in **Microsoft Office Professional (8003)** are expected to:

- Communicate effectively orally, in writing, and using media tools.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

INTERNATIONAL BUSINESS AND FINANCE 8063

Course Level: A **Grades: 9-12**

This course will provide students with an understanding of international business where national borders are bridges and not barriers. Students will develop beginning knowledge of international and cultural business contexts and be better prepared to work in organizations with global connections. (Credit: ½)

Students in **International Business and Finance (8063)** are expected to:

- Communicate effectively orally, in writing, and using media tools.
- Solve problems using critical, creative, and innovative thinking.

PERSONAL FINANCE 8043

Course Level: A **Grades: 10-12**

This course will inform students how individual choices directly influence occupational goals and future earnings potential. Real world topics covered will include income, money management, spending and credit, as well as saving and investing. Students will design personal and household budgets utilizing checking and savings accounts, gain knowledge in finance, debt and credit management, and evaluate and understand insurance and taxes. This course will provide a foundational understanding for making informed personal financial decisions leading to financial independence. (Credit: ½)

Students in **Personal Finance (8043)** are expected to:

- Access, analyze, and evaluate information using print, non-print, and digital sources.
- Act responsibly while demonstrating integrity and ethical behavior.

MARKETING EDUCATION 8513

Course Level: A **Grades: 10-12**

This course is a business course aimed at assessing changing consumer needs and wants and profitably developing products and services that satisfy these needs and wants while adhering to environmental and ethical standards. (Credit: 1)

Students in **Marketing Education (8513)** are expected to:

- Communicate effectively orally, in writing, and using media tools.
- Act responsibly while demonstrating integrity and ethical behavior.

MARKETING EDUCATION 2 8523

Course Level: A **Grades: 11-12**

Marketing Education 2 is a sequential course in the marketing strand. The focus of this course is to permit students to explore and choose a specialty marketing industry based on their individual interests. Further, students will be required to develop a marketing plan based on their selected specialty marketing industry. Marketing education is critical for any student considering a career in business. (Prerequisite: Marketing Education 1 - Credit: 1)

Students in **Marketing Education 2 (8523)** are expected to:

- Communicate effectively orally, in writing, and using media tools.
- Act responsibly while demonstrating integrity and ethical behavior.

MARKETING EDUCATION 2 - WORK EXPERIENCE 8540 (1), 8530 (½)

Course Level: Pass/Fail **Grade: 12**

Students enrolled in this course may register for a work experience component in an approved business. The .5 credit option will require 250 hours of work, and the 1.0 credit option will require 400 hours of work. The work experience will be monitored by the instructor and will involve ongoing communication between the Marketing Education 2 instructor, the student, and the employer. Students must pass Marketing Education 2 to be eligible for the work experience credit. (Credit: ½ or 1)

Students in **Marketing Education 2 - Work Experience (8540 & 8530)** are expected to:

- Communicate effectively orally, in writing, and using media tools.
- Act responsibly while demonstrating integrity and ethical behavior.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

Cooperative Work Experience (CWE)

COOPERATIVE WORK EDUCATION/ DIVERSIFIED OCCUPATIONS 8333

Course Level: A **Grades: 11-12**

This course focuses on 21st century employability skill and career exploration. The emphasis is to provide students an introduction to the world of work from the viewpoints of the employer and employee. Self-assessment will allow students opportunities to evaluate their potential in the workplace. Students are required to participate in an approved supervised work experience where they will work 400 hours and gain firsthand knowledge of the work environment and the opportunities available to them. (Credit: 2)

Students in **Cooperative Work Education/Diversified Occupations (8333)** are expected to:

- Solve problems using critical, creative, and innovative thinking.
- Act responsibly while demonstrating integrity and ethical behavior.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

English and Language Arts

The English and Language Arts curriculum enables students to develop critical thinking skills in reading, writing, listening, speaking, and communication. Students strengthen their ability to construct meaning, respond thoughtfully, communicate ideas effectively, and appreciate a wide range of both literary and informational texts from antiquity to the present representing diverse cultures. The goal of the English and Language Arts curriculum is to provide students with knowledge and skills for life long learning, academic and professional success, and enjoyment.

LITERARY THEMES AND GENRES

0015 (B), 0014 (G), 0013 (A), 0012 (H)

Course Levels: B, G, A and H

Grade: 9

Required for graduation.

Grade 9 English provides foundational skills in high school level reading and writing through the study of literary genres and themes. Students will read increasingly complex literature, literary nonfiction, and informational texts with comprehension and independence. They will understand the development of multiple ideas by analyzing details and structure, as well as trace the development of themes over the course of a text. Students will develop communication skills in writing, speaking, and listening by analyzing texts, making inferences, and citing strong textual evidence. Students will write in a variety of forms including argument to support claims, informative texts to examine complex ideas, and narrative to develop creative thinking. Students will continue to build vocabulary and employ conventions of Standard English. (Credit: 1)

Students in **Literary Themes and Genres (0015, 0014, 0013, & 0012)** are expected to:

- Communicate effectively orally, in writing, and using media tools.
- Apply content knowledge and skills to new situations.
- Access, analyze, and evaluate information using print, non-print, and digital sources.
- Work collaboratively while respecting divergent viewpoints.
- Demonstrate respect for oneself and others.
- Act responsibly while demonstrating integrity and ethical behavior.

WORLD LITERATURE 0055 (B), 0054 (G), 0053 (A), 0052 (H)

Course Levels: B, G, A and H

Grade: 10

Required for graduation.

Grade 10 English reinforces the skills gained in reading and writing through the study of world literature. Students will read increasingly complex literature, literary nonfiction, and informational texts focused on a variety of themes from around the world to understand how diverse cultures interpret similar ideas. Students will develop communication skills in writing, speaking, and

listening by analyzing texts, making inferences, and citing strong textual evidence. Students will write in a variety of forms including argument to support claims, informative to examine complex ideas, and narrative to develop creative thinking. Students will continue to build vocabulary and employ conventions of Standard English.

(Prerequisite: Literary Themes and Genres - Credit: 1)

Students in **World Literature (0055, 0054, 0053 & 0052)** are expected to:

- Communicate effectively orally, in writing, and using media tools.
- Apply content knowledge and skills to new situations.
- Access, analyze, and evaluate information using print, non-print, and digital sources.
- Work collaboratively while respecting divergent viewpoints.
- Demonstrate respect for oneself and others.
- Act responsibly while demonstrating integrity and ethical behavior.

AMERICAN LITERATURE

0065 (B), 0064 (G), 0063 (A), 0062 (H)

Course Levels: B, G, A and H

Grade: 11

Required for graduation.

Grounded in the historical context of American literature, culture, and history, this course explores key themes in the American experience. Students will experience an array of American writings ranging from the birth of the nation to the modern era. In the process, students will develop the skills to read closely, to write for a variety of purposes, to communicate effectively both orally and in writing, and to think about complex issues in a sophisticated manner. (Prerequisite: World Literature - Credit: 1) Students in **American Literature (0065, 0064, 0063 & 0062)** are expected to:

- Communicate effectively orally, in writing, and using media tools.
- Apply content knowledge and skills to new situations.
- Access, analyze, and evaluate information using print, non-print, and digital sources.
- Work collaboratively while respecting divergent viewpoints.
- Demonstrate respect for oneself and others.

- Act responsibly while demonstrating integrity and ethical behavior.

ADVANCED PLACEMENT ENGLISH 3 - LANGUAGE AND COMPOSITION 0031

Course Level: AP Grade: 11

In this college-level course, students will strengthen their writing through close reading of predominantly non-fiction works, including expository, argumentative, analytical, and personal texts from various American authors and time periods. Through in-depth analysis of these texts and frequent practice applying varied rhetorical strategies and writing arguments, students will develop the skills to read closely, to write for a variety of purposes, to communicate effectively both orally and in writing, and to think about complex issues in a sophisticated manner. (Prerequisite: World Literature - Credit: 1)

Students in **Advanced Placement English 3-Language and Composition (0031)** are expected to:

- Communicate effectively orally, in writing, and using media tools.
- Apply content knowledge and skills to new situations.
- Access, analyze, and evaluate information using print, non-print, and digital sources.
- Work collaboratively while respecting divergent viewpoints.
- Demonstrate respect for oneself and others.
- Act responsibly while demonstrating integrity and ethical behavior.

ENGLISH 4 0045 (B), 0044 (G), 0043 (A), 0042 (H)
Course Levels: B, G, A, and H Grade: 12
Required for graduation.

This course is a study of world literature, with an emphasis on understanding diverse cultures. Universal themes and archetypal patterns in literature are examined. This serves as a foundation for the continuing development of the student's communication skills in writing (including usage and mechanics), speaking, listening and viewing. (Prerequisite: English 3 - Credit: 1)

Students in **English 4 (0045, 0044, 0043, & 0042)** are expected to:

- Communicate effectively orally, in writing, and using media tools.
- Apply content knowledge and skills to new situations.
- Access, analyze, and evaluate information using print, non-print, and digital sources.
- Work collaboratively while respecting divergent viewpoints.
- Demonstrate respect for oneself and others.
- Act responsibly while demonstrating integrity and ethical behavior.

ADVANCED PLACEMENT ENGLISH 4 - LITERATURE AND COMPOSITION 0512
Course Level: AP Grade: 12
UCONN Early College Experience (ECE)

This course is designed to engage students in the careful reading and critical analysis of literature. Through the close reading of selected texts, students can deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work's structure, style, and themes, as well as the use of figurative language, imagery, symbolism, and tone. Writing assignments focus on critical analysis of literature and include expository, analytical, and persuasive essays. This course provides college level curriculum, instruction, and assessment. (Prerequisite: English 3 - Credit: 1)

- Communicate effectively orally, in writing, and using media tools.
- Access, analyze, and evaluate information using print, non-print, and digital sources.
- Work collaboratively while respecting divergent viewpoints.
- Demonstrate respect for oneself and others.
- Act responsibly while demonstrating integrity and ethical behavior.

CREATIVE WRITING 0143

Course Level: A Grades: 10-12

This course provides students with opportunities to develop their literary talents. This course includes a study of varied forms of prose and poetry and gives students the experience to write creatively in different genres. In addition, students will contribute to publications. (Credit: 1)

Students in **Creative Writing (0143)** are expected to:

- Communicate effectively orally, in writing, and using media tools.
- Apply content knowledge and skills to new situations.
- Access, analyze, and evaluate information using print, non-print, and digital sources.
- Work collaboratively while respecting divergent viewpoints.
- Demonstrate respect for oneself and others.
- Act responsibly while demonstrating integrity and ethical behavior.

DRAMATIC ARTS 0123

Course Level: A Grades: 9-12

This course emphasizes the performance aspects of play production. Core components of this course are the study of body movement and language, voice, stage movement, character and script analysis, single character performance, and complete scene production including blocking, costume, makeup, set design, and lighting. (Credit: 1)

Students in **Dramatic Arts (0123)** are expected to:

- Communicate effectively orally, in writing, and using media tools.
- Apply content knowledge and skills to new situations.
- Access, analyze, and evaluate information using print, non-print, and digital sources.
- Work collaboratively while respecting divergent viewpoints.
- Demonstrate respect for oneself and others.
- Act responsibly while demonstrating integrity and ethical behavior.

FILM APPRECIATION 0173

Course Level: A

Grades: 11-12

Students will develop the ability to analyze, evaluate, and critique film as an art form. This course consists of in-class viewing of films from a variety of genres taking into consideration historical, artistic, and technical value. Viewing of each film will be followed by an in-class discussion and analysis. Assessment will be based on participation in the class discussions as well as student writing, oral presentations, and projects. (Credit: ½)

Students in **Film Appreciation (0173)** are expected to:

- Communicate effectively orally, in writing, and using media tools.
- Apply content knowledge and skills to new situations.
- Access, analyze, and evaluate information using print, non-print, and digital sources.
- Work collaboratively while respecting divergent viewpoints.
- Demonstrate respect for oneself and others.
- Act responsibly while demonstrating integrity and ethical behavior.

JOURNALISM 0153

Course Level: A

Grades: 9-12

This course develops the authentic skills, values, and understandings needed in journalism. In unit one, students begin developing a basic understanding of news writing, including conducting interviews, learning the organizational patterns typical of news writing, producing a report suitable for publication in a newspaper, and revising their work to meet the critical demands of journalistic writing. Continuing through units two, three, and four, students further develop those skills and take on different tasks, including feature news writing, working to short deadlines, and writing/recording stories for video broadcast or web distribution. Throughout, students are introduced to and explore the values of ethical, professional journalism as well as the specialized language used by practitioners in the field. Most important, students hone their writing to convey their information with clarity, brevity, and precision. (Credit: 1)

- Work collaboratively while respecting divergent viewpoints.
- Act responsibly while demonstrating integrity and ethical behavior.

INTRODUCTION TO PUBLIC SPEAKING 0183

Course Level: A

Grades: 11-12

Rooted in the elements of effective communication, this course offers students practical skills to articulate their thoughts and organize their arguments of persuasion through the power of rhetoric, fluency, and organization. Also, it enables students to study the art of discourse through articulation, delivery, and a written/verbal communication. Students will study the theory and practice the skills of job/college interviewing, impromptu speaking, informing, instructing, and persuading. (Credit: ½)

Students in **Introduction to Public Speaking (0183)** are expected to:

- Communicate effectively orally, in writing, and using media tools.
- Apply content knowledge and skills to new situations.
- Act responsibly while demonstrating integrity and ethical behavior.

READING STRATEGIES & STUDY SKILLS 0163

Course Level: A

Grades: 9-12

This course is designed as a study skills course for college bound students. The course introduces students to techniques for adjusting their reading rate to fit their purpose for reading, to use a variety of comprehension strategies, and to apply study skills to content area reading. (Credit: ½)

Students in **Reading Strategies & Study Skills (0163)** are expected to:

- Communicate effectively orally, in writing, and using media tools.
- Apply content knowledge and skills to new situations.
- Demonstrate respect for oneself and others.

INTRODUCTION TO THEATER 0193

Course Level: A

Grades: 9-12

This course is an introduction to dramatic performance, covering the three central components of acting, directing/producing, and technical theater. Theatrical techniques from Greek drama to the present day will be explored through historical study/research and close reading of plays from these various time periods. Students will direct/perform a one-act play in various scenes/skits of their choosing, in addition to taking part in improvisational activities. Other topics of study will include promoting a show and writing reviews, plays, and screenplays. (Credit: 1)

Students in **Introduction to Theater (0193)** are expected to:

- Communicate effectively orally, in writing, and using media tools.

- Apply content knowledge and skills to new situations.
- Access, analyze, and evaluate information using print, non-print, and digital sources.
- Work collaboratively while respecting divergent viewpoints.
- Demonstrate respect for oneself and others.
- Act responsibly while demonstrating integrity and ethical behavior.

Family and Consumer Science

Consumer Course Offerings

Thinking creatively, making decisions, relating to and communicating with others, and utilizing scientific technology are necessary for individuals and workers in an ever-changing global society. Family and Consumer Science Department offers courses which are intended to give all students life coping skills.

Food and Nutrition

INTRODUCTORY FOODS 6113

Course Level: A **Grades: 9-12**

This course provides an opportunity for students to develop skills in food preparation through a variety of cooperative and independent learning activities. There is an emphasis on safety and sanitation from personal and food service perspectives. Topics covered will include quick breads, snack foods, yeast breads, pastry, fruits, vegetables, milk, eggs, and cheese. Each unit will address nutrition, selection, and healthy eating habits. (This course is a prerequisite to all other food classes - Credit: ½)

Students in **Introductory Foods (6113)** are expected to:

- Solve problems using critical, creative, and innovative thinking.
- Apply content knowledge and skills to new situations.
- Work collaboratively while respecting divergent viewpoints.
- Act responsibly while demonstrating integrity and ethical behavior.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

FOOD FOR FITNESS 6123

Course Level: A **Grades: 9-12**

This course provides students with an opportunity to explore nutrition through food science activities. The importance of food safety and sanitation along with preparation skills will be stressed. Menu and project planning will occur based on the USDA Dietary Guidelines and the food pyramid. An emphasis will be placed on the prevention of disease through nutrition and lifestyle choices and developing attitudes of wellness. (Prerequisite: Introductory Foods - Credit: ½)

Students in **Food for Fitness (6123)** are expected to:

- Solve problems using critical, creative, and innovative thinking.
- Apply content knowledge and skills to new situations.
- Demonstrate respect for oneself and others.
- Act responsibly while demonstrating integrity and ethical behavior.
- Recognize and value the importance of wellness and physical fitness.

MULTICULTURAL FOODS 6133

Course Level: A **Grades: 11-12**

To help students develop a better understanding of the world around them, this course will investigate various cultural groups with an emphasis on the food they eat. Countries or regions to be studied will be determined by student interest. Cooperatively, students will prepare and serve full meals or meal components from each country or region studied. (Prerequisite: Introductory Foods - Credit: ½)

Students in **Multicultural Foods (6133)** are expected to:

- Solve problems using critical, creative, and innovative thinking.
- Apply content knowledge and skills to new situations.
- Work collaboratively while respecting divergent viewpoints.
- Act responsibly while demonstrating integrity and ethical behavior.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.
- Work collaboratively while respecting divergent viewpoints.
- Demonstrate respect for oneself and others.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

Human Development

THE DEVELOPING CHILD - 1 6243

Course Level: A **Grades: 10-12**

This course is a study of children from conception through the age of two. Areas addressed include planning for parenthood, parenting, human reproduction, prenatal development, childbirth, the newborn, infancy, and toddlerhood. Observations may take place at local daycare centers, nursery schools or in the classroom setting. This course is recommended for future parents and those interested in careers in medical fields, childcare, early childhood and elementary education. (Credit: ½)

Students in **The Developing Child - 1 (6243)** are expected to:

- Communicate effectively orally, in writing, and using media tools.
- Access, analyze, and evaluate information using print, non-print, and digital sources.
- Work collaboratively while respecting divergent viewpoints.
- Demonstrate respect for oneself and others.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

THE DEVELOPING CHILD - 2 6253

Course Level: A **Grades: 10-12**

This course is an extension of The Developing Child -1. The physical, intellectual, social, and emotional growth patterns of children ages 3 to 12 will be addressed. Students will plan and implement a school-based nursery school. Other topics to be covered include children with special needs and children's literature, art, and music. This course is recommended for future parents and those interested in careers in teaching, social services, medical field, child care, early childhood and elementary education. (Credit: ½)

Students in **The Developing Child - 2 (6253)** are expected to:

- Communicate effectively orally, in writing, and using media tools.
- Access, analyze, and evaluate information using print, non-print, and digital sources.

CHILD DEVELOPMENT INTERNSHIP

6263 (1), 6273 (½)

Course Level: A **Grades: 11-12**

This course provides practical experience for students interested in pursuing a career in early childhood or elementary education or who plan to enter the workplace upon graduation in the field of childcare. Internships are available in preschools, licensed childcare centers, primary level classrooms, YMCA programs, and hospitals. The .5 credit option will require 250 hours of work; the 1.0 credit option will require 400 hours of work. The

work experience will be monitored by the instructor and will involve on-going communication between the instructor, the employer, and the student. (Prerequisite: C or better in The Developing Child - 6243 or 6253- Credit: ½ or 1)

Students in **Child Development Internship (6263 & 6273)** are expected to:

- Communicate effectively orally, in writing, and using media tools.
- Solve problems using critical, creative, and innovative thinking.
- Access, analyze, and evaluate information using print, non-print, and digital sources.
- Work collaboratively while respecting divergent viewpoints.
- Act responsibly while demonstrating integrity and ethical behavior.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

INDIVIDUAL AND FAMILY DEVELOPMENT 6201

Course Level: H **Grades: 11-12**
UCONN Early College Experience (ECE)

This course addresses the development of the individual and the family throughout the life span. In particular, the course will focus on the developing individual within the context of the family system and changes that occur in the family systems over time. Guest speakers, shadowing, and internship opportunities will occur throughout the year in places such as local preschools, daycares, elementary and middle schools, hospitals, and the Wallingford Senior Center. (Credit: 1)

Students enrolled in this course can receive three college credits through the University of Connecticut Early College Experience (ECE) program. To receive University of Connecticut credit, students must earn a minimum of a C. Individual and Family Development is a required course of all Education, Nursing, Family and Consumer Science Education and Family Studies majors at the University of Connecticut.

Students in **Individual and Family Development (6201)** are expected to:

- Communicate effectively orally, in writing, and using media tools.
- Solve problems using critical, creative, and innovative thinking.
- Work collaboratively while respecting divergent viewpoints.
- Demonstrate respect for oneself and others.

LIFE ON YOUR OWN 6203

Course Level: A

Grade: 12

Seniors in high school are facing huge transitions. This course will assist in preparing for the coming years by helping them create a five-year plan which includes: financial literacy, consumer and employability skills, reducing stress, surviving roommates and living away from home. The class will also address time management and interpersonal skills. Students will face adult life with confidence! (Credit: ½)

Students in **Life on Your Own (6203)** are expected to:

- Apply content knowledge and skills to new situations.
- Access, analyze, and evaluate information using print, non-print, and digital sources.
- Work collaboratively while respecting divergent viewpoints.
- Act responsibly while demonstrating integrity and ethical behavior.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.
- Understand that each individual plays an important role in maintaining and improving the quality of life for all members of the community.

Occupational Course Offerings

CONTEMPORARY CRAFTS 6313

Course Level: A

Grades: 9-12

This course is a hands-on course designed to give students opportunities to develop skills in a variety of craft techniques. The course delves into the history of each craft and its application to today's society. There are numerous connections to the core academic areas. Each student will create an individual information based portfolio. The class will design a business based on a craft and market their product. Examples of the skills that may be developed include macramé, decoupage, charted designs, basketry, weaving, quilting, knitting, crocheting, paper craft, bookbinding, and stamping. (Credit: ½)

Students in **Contemporary Crafts (6313)** are expected to:

- Solve problems using critical, creative, and innovative thinking.
- Apply content knowledge and skills to new situations.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

FOOD SERVICE PRODUCTION AND MANAGEMENT 1 8413

(Offered only at LHHS)

Course Level: A

Grades: 10-11

This course explores the competencies, characteristics and expectations of careers in foodservice and hospitality management. This course includes topics on sanitation and safety, nutrition, fundamentals of cooking and baking, and investigation of leadership competencies essential to success in the world of work. This class will emphasize 21st century employability competencies and will develop the professional skills for future employment in foodservice and hospitality operations. (Credit: 1)

FOOD SERVICE 2 8423

(Offered only at LHHS)

Course Level: A

Grades: 11-12

This course provides the student continuing instruction of the competencies, characteristics, and expectations of careers in foodservice and hospitality management. Topics include units on the preparation of sauces-stocks-soups, appetizers, meats, poultry, seafood, fruits and vegetables, salads and dressings, starches, herbs and spices, baking, desserts, hot/cold and alcoholic beverage service, and the various table service skills and styles utilized in the foodservice industry. Instruction also includes units on marketing, employment law, accounting, human resources, purchasing, inventory controls, pricing and profitability, and assessment of the leadership skills essential to a successful hospitality management career. An application process is required for entry into this class. Applications may be obtained from your school counselor or your food service instructor. (Prerequisite: Food Service 1 - Credit: 2)

FOOD SERVICE 2 - WORK EXPERIENCE

8440 (1), 8430 (½)

(Offered only at LHHS)

Course Level: Pass/Fail

Grade: 12

Students enrolled in this course have the opportunity to earn credit for work experience if employed in a food service operation. The .5 credit option will require 250 hours of work; the 1.0 credit option will require 400 hours of work, each to be completed from September 1 to June 1 of the calendar year. The work experience will be monitored by the instructor and will involve ongoing communication between the instructor and the student and the employer. Students must pass Food Service 2 to be eligible to earn the work experience credit. (Credit: ½ or 1)

HOUSING AND INTERIOR DESIGN 6103

Course Level: A

Grades: 11-12

Students will develop skills in housing decisions, architectural styles, and elements and principles of design, as well as to explore multiple career possibilities. Topics covered will include: architectural design, furniture styles & selection, floor plans, and room arrangements. Computer-aided floor planning and design opportunities may be utilized. Classroom experiences will emphasize classroom projects and cooperative activities. (Credit: ½)

Students in **Housing and Interior Design (6103)** are expected to:

- Apply content knowledge and skills to new situations.
- Access, analyze, and evaluate information using print, non-print, and digital sources.
- Work collaboratively while respecting divergent viewpoints.
- Act responsibly while demonstrating integrity and ethical behavior.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.
- Understand that each individual plays an important role in maintaining and improving the quality of life for all members of the community.

Health and Physical Education

Education today concerns itself with the total growth and development of the student. Health and physical education are integral parts of that education. The goal of the Health and Physical Education Program is to develop in each student good health habits as a part of life and to develop skills that will be useful to students now and in their future leisure activities.

The program includes learning and engaging in physical and mentally challenging activities which encourage the student in growing socially, emotionally, and physically. In addition to the regular program, students are offered the opportunity to participate in intramural and interscholastic sports.

The school recognizes that students enrolled in physical education often vary considerably in their physical abilities and development, just as they vary in academic abilities. Thus, assessment in physical education is based upon the individual's progress and achievement in a particular activity rather than a pre-established standard.

Substance abuse prevention education is required by state law and is taught in the health course and in the physical education courses in those years when the student is not taking a health course.

EXEMPTION FROM PHYSICAL EDUCATION

Each student must be enrolled and must participate in physical education unless excused in writing by a doctor. Medical excuses must be reaffirmed in writing annually. A student who has a doctor's excuse from physical education for more than one marking period will be assigned another course or a study hall. A student excused for less than one marking period will be required to write a term paper in order to receive full credit for the time missed. Guidelines for the term paper will be given to the students by their instructors. Note, students excluded from physical education are still required to earn 25 credits for graduation and to meet the class load requirements.

HEALTH 6534

Course Level: G

Grade: 10

Required for graduation

This course equips students with the health literacy skills and knowledge to transition successfully from adolescence to adulthood. Students will learn how to evaluate and use information from various sources to achieve overall health and well being. The major learning strands are Substance Abuse Prevention, Mental and Emotional Health, and Human Development and Relationships. (Credit: ½)

Students in **Health (6534)** are expected to:

- Communicate effectively orally, in writing, and using media tools.
- Demonstrate respect for oneself and others.

PHYSICAL EDUCATION 6615 (9 & 10)

Course Level: None

Grades: 9-10

Required for graduation

Students' participation in the physical education program leads to the development of their physical, social, and emotional well-being. Activities include fitness, team sports, individual and dual sports. Physical education courses include instruction that strives to improve students' self-esteem, interpersonal relationships, and responsible behavior. (Credit ½)

Students in **Physical Education (6615)** are expected to:

- Solve problems using critical, creative, and innovative thinking.
- Access, analyze, and evaluate information using print, non-print, and digital sources.
- Recognize and value the importance of wellness and physical fitness.

PHYSICAL EDUCATION 6635 (11 & 12)

Course Level: None

Grades: 11-12

Required for graduation

Students' participation in the physical education program

leads to the development of their physical, social, and emotional well-being. Activities include fitness, team sports, individual and dual sports. Physical education courses include instruction that strives to improve students' self-esteem, interpersonal relationships, and responsible behavior. (Credit ½)

Students in **Physical Education (6635)** are expected to:

- Access, analyze, and evaluate information using print, non-print, and digital sources.
- Recognize and value the importance of wellness and physical fitness.

PHYSICAL EDUCATION INTERNSHIP 6700
Course Level: Pass/Fail **Grade: 12**
This course is designed for students who have an interest

in physical education, teaching, and/or coaching. Students will have an opportunity to shadow the instructor and plan and implement lessons. The intern will be expected to model leadership skills, develop effective communication skills, and respect differences in the classroom. Interested students must apply for and be accepted into the program. Contact the Physical Education department chair at your high school for more information. (Credit: ½)

Students in **Physical Education Internship (6700)** are expected to:

- Communicate effectively orally, in writing, and using media tools.
- Recognize and value the importance of wellness and physical fitness.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

Humanities

HUMANITIES 9303 (A), 9302 (H)

Course Levels: A and H

Grade: 12

The purpose of the course is to explore the interdisciplinary nature of the arts, literature, history, philosophy, science and technology. Study in the humanities develops an understanding of what it means to be human—the struggles and aspirations, achievements and failures, values and visions that help us make sense of our lives and our world. The humanities enable people to reflect upon their lives and ask fundamental questions of value, purpose, and meaning. Through class participation and critical thinking, this class provides students an opportunity to understand and appreciate human accomplishments as manifested in the arts, literature, history, philosophy, science and technology. (Credit: 1)

Students in **Humanities (9303 & 9302)** are expected to:

- Communicate effectively orally, in writing, and using media tools.
- Apply content knowledge and skills to new situations.
- Work collaboratively while respecting divergent viewpoints.

Library Media

LIBRARY-MEDIA INTERNSHIP 9020

Course Level: Unleveled

Grades: 9-12

This course provides the students with an “on-the-job training” opportunity to explore various aspects of a career in information resource management. Students will learn and practice a variety of clerical and technology skills transferable to jobs in a variety of fields. This course is offered on a pass/fail basis. Interested students must apply for and be accepted into the program. Contact the library-media specialist for more information. (Credit: ½)

Students in **Library-Media Internship (9020)** are expected to:

- Communicate effectively orally, in writing, and using media tools.
- Demonstrate respect for oneself and others.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.
- Understand that each individual plays an important role in maintaining and improving the quality of life for all members of the community.

LIBRARY-MEDIA INTERNSHIP: ADVANCED PRACTICES 9030

Course Level: Unleveled

Grades: 9-12

This course provides the students with "on-the-job" opportunity to build on the skills learned in the basic internship, to apply those skills to a variety of information management systems, and to practice customer relation skills that will be transferable to a variety of jobs. This course is offered on a pass/fail basis. Interested students must apply for and be accepted into the program. Contact the library-media specialist for more information. (Prerequisite: Library-Media Internship - Credit: ½)

Students in **Library-Media Internship: Advanced Practices (9030)** are expected to:

- Communicate effectively orally, in writing, and using media tools.
- Demonstrate respect for oneself and others.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.
- Understand that each individual plays an important role in maintaining and improving the quality of life for all members of the community.

Mathematics

The goal of the mathematics curriculum is to develop students' ability to learn and use mathematics as lifelong problem solvers. Students develop the facility to reason and communicate mathematically while learning to explore, investigate, conjecture, and reason logically. Emphasis is placed on helping students to understand how mathematics relates to other disciplines.

Students should note that they must satisfactorily demonstrate the district's performance standard in mathematics. This can be accomplished by either meeting the state proficiency level on the Connecticut Academic Performance Test or satisfactorily completing the district performance task during the junior or senior year.

The mathematics curriculum provides a variety of courses designed to meet the needs for mathematical competency in both academic and vocational careers. A minimum of 3 credits in math must be earned in order to graduate. It is strongly recommended that college bound students take four years of mathematics in a sequence that includes at least Algebra 1G and 1A, Geometry, and Algebra 2.

ALGEBRA 1 1254

ALGEBRA 1 LAB L254

Course Level: G

Grades: 9-10

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. There will be five critical areas of study; fluency with linear equations and inequalities, function notation and exploration of many types of functions, using linear models to analyze data, working with exponents, quadratic and exponential expressions, and analyzing and comparing the characteristics of quadratic functions with linear and exponential. Throughout the course students will use the content above to make sense of problem situations and model real life phenomena. Many topics will be investigated through the use of a graphing calculator and other technologies. Students in this course will be given double the amount of instructional time to investigate the curricula and activities discussed above. The additional time will focus on student's writing to show how they solved a math problem, explaining their mathematical thinking, discussing possible solutions, and applying math to situations in life outside of school in order to support the Algebra 1 curriculum. **(Students enrolled in this course will receive 1 credit towards their mathematics graduation requirement and 1 elective credit.)** (Credit: 2)

Students in **Algebra 1 (1254) and Algebra 1 Lab (L254)** are expected to:

- Solve problems using critical, creative, and innovative thinking.
- Act responsibly while demonstrating integrity and ethical behavior.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

ALGEBRA 1 1253

Course Level: A

Grades: 9-10

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. There will be five critical areas of study; fluency with linear equations and inequalities, function notation and exploration of many types of functions, using linear models to analyze data, working with exponents, quadratic and exponential expressions, and analyzing and comparing the characteristics of quadratic functions with linear and exponential. Throughout the course students will use the content above to make sense of problem situations and model real life phenomena. Many topics will be investigated through the use of a graphing calculator and other technologies. (A student who passes Algebra 1 at the middle school level with a grade of 80% or better may not repeat the course for credit at the high school level. A middle school student with a grade less than 80% may repeat the course for credit at the high school level if the student's eighth grade teacher recommends that the course be repeated.) (Credit: 1)

Students in **Algebra 1 (1253)** are expected to:

- Solve problems using critical, creative, and innovative thinking.
- Access, analyze, and evaluate information using print, non-print, and digital sources.
- Act responsibly while demonstrating integrity and ethical behavior.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

ALGEBRA 2 1324 (G), 1323 (A), 1322 (H)**Course Levels: G, A and H** **Grades: 10-12**

In this course students will expand their work with algebraic functions and their ability to model and solve situations using equations. There will be four critical areas of study: building an understanding of the arithmetic of rational expressions, using the coordinate plane to extend trigonometry to model phenomena, work with a variety of function families, extending to exponential and logarithmic functions, in order to model situations, and identify different ways of collecting and analyzing data in order to make conclusions. Throughout the course students should experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Many topics will be investigated through the use of a graphing calculator and other technologies. (Prerequisite: Geometry – Credit: 1) Students in **Algebra 2 (1324, 1323, & 1322)** are expected to:

- Solve problems using critical, creative, and innovative thinking.
- Access, analyze, and evaluate information using print, non-print, and digital sources.
- Act responsibly while demonstrating integrity and ethical behavior.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

GEOMETRY 1224 (G), 1223 (A), 1222 (H)**Course Levels: G, A, and H** **Grades: 9-12**

In this course students will explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. There will be six critical areas of study; development of formal proof and using geometric constructions to solve problems about polygons, building a formal understanding of similarity and applying that to right triangle trigonometry, extending work with two-dimensional and three-dimensional figures to consider cross-sections and rotations, continue their study of quadratics by connecting the geometric and algebraic definitions, proving and studying relationships within circles, and building on probability concepts to make use of geometric probability models. Throughout the course students will use the content above to make sense of problem situations and model real life phenomena. Many topics will be investigated through the use of a graphing calculator and other technologies. (Prerequisite: Algebra 1 - Credit: 1)

Students in **Geometry (1224, 1223, & 1222)** are expected to:

- Solve problems using critical, creative, and innovative thinking.
- Act responsibly while demonstrating integrity and ethical behavior.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

PRECALCULUS 1523**Course Level: A** **Grades: 11-12**

This course enables students to develop skills in trigonometry, coordinate geometry, sequences and series, probability and data analysis and other topics from advanced algebra. Connections are made between these mathematical topics and applications to real world phenomenon. (Prerequisite: Algebra 2A - Credit: 1)

Students in **Precalculus (1523)** are expected to:

- Solve problems using critical, creative, and innovative thinking.
- Access, analyze, and evaluate information using print, non-print, and digital sources.
- Act responsibly while demonstrating integrity and ethical behavior.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

PRECALCULUS 1522**Course Level: H** **Grades: 11-12**

Students develop proficiency in advanced algebra topics, trigonometry, analytic geometry, and probability. Mathematical models are developed using functions, equations, and graphs to help improve a communication of mathematical ideas. Reasoning skills are developed by solving problems that connect mathematical ideas to each other and to other disciplines. (Prerequisite: Algebra 2H - Credit: 1)

Students in **Precalculus (1522)** are expected to:

- Solve problems using critical, creative, and innovative thinking.
- Access, analyze, and evaluate information using print, non-print, and digital sources.
- Act responsibly while demonstrating integrity and ethical behavior.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

ADVANCED PLACEMENT CALCULUS 1 1562**Course Level: AP** **Grades: 11-12****UCONN Early College Experience (ECE)**

Differential Calculus - Students develop the skills to think divergently to solve problems, apply mathematics in the area of prediction and analysis and learn to develop multi-stage solutions in problem solving, focusing on rates of change and maximums-minimums applications. Students are exposed to the graphic interpretations of complex systems of equations, functions, limits, differentiation of algebraic and trigonometric, exponential, and logarithmic functions with applications to the physical and engineering sciences, indeterminate forms, anti-differentiations, definite integrals, Riemann sums. The objective of this course is to prepare highly motivated students to earn college credit through the UCONN Early College Experience or earn Advanced Placement credit through achievement on the Advanced Placement examination. (Prerequisite: Pre-Calculus, H - Credit: 1)

Students in **Advanced Placement Calculus 1 (1562)** are expected to:

- Solve problems using critical, creative, and innovative thinking.
- Act responsibly while demonstrating integrity and ethical behavior.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

ADVANCED PLACEMENT CALCULUS 2 1572

Course Level: AP **Grades: 11-12**
UCONN Early College Experience (ECE)

Integral Calculus— This course is a continuation of Calculus 1 and students develop the skills to think divergently to solve problems, apply mathematics in the areas of prediction and analysis and learn to develop multi-stage solutions in problem solving. They learn to find area, volume, arc length, and surface areas by means of the definite integral. Students also learn the calculus of inverse trigonometric functions, techniques, and applications of integration, numerical integration, improper integrals, integration with polar coordinates, parametric curves, infinite sequences and series, power series, Taylor's formula. The objective of this course is to prepare highly motivated students to earn college credit through the UCONN Early College Experience or earn Advanced Placement credit through achievement on the Advanced Placement examination. (Prerequisite: AP Calculus 1 - Credit: 1)

This course will only be offered during the spring semester and students will meet every day.

Students in **Advanced Placement Calculus 2 (1572)** are expected to:

- Solve problems using critical, creative, and innovative thinking.
- Act responsibly while demonstrating integrity and ethical behavior.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

PROBABILITY AND STATISTICS 1553

Course Level: A **Grades: 11-12**

Students develop a proficiency in data analysis yielding statistical inference. The emphasis on statistical inference, rather than descriptive statistics, enables students to manipulate and extract data needed to process information in many fields. Students use a graphing calculator to solve real world problems in a variety of disciplines. (Prerequisite: Algebra 2A or 2G – Credit: ½)

Students in **Probability and Statistics (1553)** are expected to:

- Solve problems using critical, creative, and innovative thinking.
- Access, analyze, and evaluate information using print, non-print, and digital sources.

- Act responsibly while demonstrating integrity and ethical behavior.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

ADVANCED PLACEMENT STATISTICS 1552

Course Level: AP **Grades: 11-12**
UCONN Early College Experience (ECE)

This course will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes:

- Exploring Data: Describing patterns and departures from patterns.
- Sampling and Experimentation: Planning and conducting a study.
- Anticipating Patterns: Exploring random phenomena using probability and simulation.
- Statistical Inference: Estimating population parameters and testing hypotheses.

(Prerequisite: Algebra 2A or Algebra 2H - Credit: 1)

Students in **Advanced Placement Statistics (1552)** are expected to:

- Communicate effectively orally, in writing, and using media tools.
- Solve problems using critical, creative, and innovative thinking.
- Access, analyze, and evaluate information using print, non-print, and digital sources.
- Act responsibly while demonstrating integrity and ethical behavior.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

ADVANCED TOPICS IN MATHEMATICS 1563

Course Level: A **Grades: 11-12**

Students improve their problem solving skills as they explore advanced topics in geometry and algebra that they may well encounter in college. The first half of the course also emphasizes SAT preparation. (Credit: ½)

Students in **Advanced Topics in Mathematics (1563)** are expected to:

- Solve problems using critical, creative, and innovative thinking.
- Act responsibly while demonstrating integrity and ethical behavior.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

TRIGONOMETRY 1604

Course Level: G

Grade: 12

This course focuses on applying trigonometric functions to solve problems that require indirect measure. The emphasis is on using degree measure, but students will be able to change between degrees and radians. Students will graph basic sine, cosine, and tangent curves and solve simple trig equations. They will also apply the reciprocal, complementary, and Pythagorean identities. (Prerequisite: Algebra 2G - Credit: ½)

- Solve problems using critical, creative, and innovative thinking.
- Act responsibly while demonstrating integrity and ethical behavior.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

TRIGONOMETRY 1533

Course Level: A

Grades: 11-12

Students apply problem solving techniques to measure angles and distances indirectly and to establish mathematical relationships dealing with triangles. Trigonometric relations are used to create and analyze mathematical models and functions. (Prerequisite: Algebra 2A - Credit: ½)

Students in **Trigonometry (1533)** are expected to:

- Solve problems using critical, creative, and innovative thinking.
- Act responsibly while demonstrating integrity and ethical behavior.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

Medical Careers

CERTIFIED NURSING ASSISTANT 6343

Course Level: A

Grades: 11-12

The Certified Nursing Assistant program prepares high school students for employment both in hospitals and long-term care settings. Students will develop career entry skills that will enable them to be employed as state certified nursing assistants. This learning environment provides the student with the attitudes, competencies, skills, and exposure to the extensive career pathways available in Allied Health. This course integrates science, mathematics, and language arts with nursing theory and practice. This course will require one hundred and twenty-five hours of classroom and sixty hours of clinical experience and certification. (Credit: 2)

Students in **Certified Nursing Assistant (6343)** are expected to:

- Communicate effectively orally, in writing, and using media tools.
- Solve problems using critical, creative, and innovative thinking.
- Act responsibly while demonstrating integrity and ethical behavior.
- Recognize and value the importance of wellness and physical fitness.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

An application process is mandatory for entry into the CNA program and Medical Careers program. Applications can be obtained from your school counselor in the School Counseling Department.

MEDICAL CAREERS: FUNDAMENTALS 6353

Course Level: A

Grades: 10-12

Students will explore topics including medical ethics, terminology, measurement of vital signs, structure and function of the human organism, infection control, and standard precautions. Students also explore all five health career pathways: Therapeutic Services, Diagnostic Services, Health Informatics, Support Services and Biotechnology Research and Development. Students will demonstrate their learning a in patient care simulations in the lab, by analyzing a variety of ethical dilemmas and by working with models of human body systems. This course is strongly recommended for those students who are interested in exploring career opportunities in the allied health fields. (Prerequisite: Biology) (Credit: 1)

Students in **Medical Careers: Fundamentals (6353)** are expected to:

- Communicate effectively orally, in writing, and using media tools.
- Solve problems using critical, creative, and innovative thinking.
- Act responsibly while demonstrating integrity and ethical behavior.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

The Medical Careers Fundamentals course is offered at Lyman Hall High School. Sheehan High School students will be bused to Lyman Hall H.S. and returned to Sheehan H.S.

Music

The primary aim of the high school music program is to offer a variety of musical experiences to all students in the light of their interests and abilities. The music program is composed of two divisions: subject matter and performance. The subject offerings promote a broader knowledge and understanding of music through the study of music and musicians, while the applied music phase of the program is concerned with the development of individual and cooperative performance skills, both choral and instrumental.

BAND 5613 (A), 5612 (H)

Course Levels: A & H

Grades: 9-12

The band is a multi-faceted performing ensemble that includes wind and percussion instruments. Emphasis is placed on the study of band literature. In the fall, students learn to combine the skills of performance and movement using marching band repertoire. In addition, students gain a deeper appreciation of music through a variety of performances, including marching band competitions, football games, school assemblies, pep rallies, concerts, parades, music festivals, and exchange concerts. Students will be required to attend after school rehearsals and scheduled performances. Participation in Marching Band is a requirement of this course. (Credit: 1)

Students in **Band (5613 & 5612)** are expected to:

- Apply content knowledge and skills to new situations.
- Demonstrate respect for oneself and others.

Note: Students may have the opportunity to select this performance ensemble for an honors credit. To qualify for the honors credit, students must apply and obtain the music director's permission. Applications may be obtained from the student's school counselor or music director.

STRING ENSEMBLE 5783 (A), 5782 (H)

Course Levels: A & H

Grades: 9-12

This course is designed for students who are interested in furthering their knowledge of and skills in performing string music. Various styles of music are studied and performed. Students are also introduced to sight-reading, musical notation, and will explore the historical and cultural contexts of the music. The string ensemble performs in concerts, in assorted community events, and may participate in music festivals and exchange concerts. Students will be required to attend after school rehearsals and scheduled performances. (Credit: 1)

Students in **String Ensemble (5783 & 5782)** are expected to:

- Solve problems using critical, creative, and innovative thinking.
- Work collaboratively while respecting divergent viewpoints.

Note: Students may have the opportunity to select this performance ensemble for an honors credit. To qualify for the honors credit, students must apply and obtain the music director's permission. Applications may be obtained from the student's school counselor or music director.

JAZZ ENSEMBLE 5793 (A), 5792 (H)

Course Levels: A & H

Grades: 9-12

Jazz Ensemble is an advanced performing organization which includes saxophones, trombones, trumpets, and a rhythm section. The focus of Jazz Ensemble is the study of music fundamentals, improvisation, and the performance of standard jazz literature. Interested students must audition and be accepted into the course. Preference may be given to members of the concert band. List of topics covered are: Performance of Standard Jazz Literature, Jazz Theory, Jazz History, Jazz Terminology, and individual and group instruction. (Credit: 1)

Students in **Jazz Ensemble (5793 & 5792)** are expected to:

- Apply content knowledge and skills to new situations.
- Demonstrate respect for oneself and others.

Note: Students may have the opportunity to select this performance ensemble for an honors credit. To qualify for the honors credit, students must apply and obtain the music director's permission. Applications may be obtained from the student's school counselor or music director.

MIXED CHORUS 5723 (A) (1), 5722 (H) (1), 5623 (A) (½)

Course Levels: A & H

Grades: 9-12

This course is designed for students who are interested in furthering their knowledge of and skills in performing choral music for mixed voices. Various styles of music are studied and performed. Students are also introduced to sight-reading, musical notation, and will explore the historical and cultural contexts of the music. The mixed chorus performs in concerts, in assorted community events and may participate in music festivals and exchange concerts. Students will be required to attend after school rehearsals and scheduled performances.

(Credit: ½ or 1)

Note: Students may have the opportunity to select this performance ensemble for an honors credit. To qualify for the honors credit, students must apply and obtain the music director's permission. Applications may be obtained from the student's school counselor or music director.

Students in **Mixed Chorus (5723, 5722 & 5623)** are expected to:

- Solve problems using critical, creative, and innovative thinking.
- Work collaboratively while respecting divergent viewpoints.

MUSIC APPRECIATION 5603

Course Level: A

Grades: 9-12

This music course is designed to increase awareness of and develop skills in listening, responding, and analyzing a variety of music. Students will trace the development of Western music genres from their beginnings to present day through the exploration of composers' lives, and the historical and social contexts of the times. (Credit: ½)

Students in **Music Appreciation (5603)** are expected to:

- Communicate effectively orally, in writing, and using media tools.
- Access, analyze, and evaluate information using print, non-print, and digital sources.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

MUSIC THEORY 5643

Course Level: A

Grades: 9-12

This course is an introductory course in the basic fundamentals of music. Students will study music reading, part writing, ear training, critical listening, and beginning composition. This course is open to all students. (Credit: ½)

Students in **Music Theory (5643)** are expected to:

- Solve problems using critical, creative, and innovative thinking.
- Apply content knowledge and skills to new situations.
- Demonstrate respect for oneself and others.

ADVANCED MUSIC THEORY 5703

Course Level: A

Grades: 9-12

This course is a continuation of Music Theory with an emphasis on modal scales, transposition, triad structure, harmonization, ear training, sight-reading, and keyboard skills. It is highly recommended for students intending to pursue a career in music. (Prerequisite: Music Theory - Credit: ½)

Students in **Advanced Music Theory (5703)** are expected to:

- Solve problems using critical, creative, and innovative thinking.
- Apply content knowledge and skills to new situations.
- Demonstrate respect for oneself and others.

ADVANCED PLACEMENT MUSIC THEORY 5702

Course Level: AP

Grades: 9-12

This course is a continuation of Advanced Music Theory. This course is designed for students who have a solid background in the fundamentals of music theory. Important concepts will include ear training, sight singing, major/minor scales, composition, modes, and harmony. Students will further develop skills using the keyboard. Work requirements in this class are designed to prepare students for the AP Music Theory Exam. (Prerequisite: Music Theory and Advanced Music Theory - Credit: 1)

Students in **Advanced Placement Music Theory (5702)** are expected to:

- Solve problems using critical, creative, and innovative thinking.
- Apply content knowledge and skills to new situations.
- Demonstrate respect for oneself and others.

SOPRANO/SOPRANO/ALTO CHORUS 5693

Course Level: A

Grades: 9-12

This course is designed for students who are interested in furthering their knowledge of and skills in performing choral music for treble voices. Various styles of music are studied and performed. Students are also introduced to sight-reading, musical notation, and will explore the historical and cultural contexts of the music. The SSA performs in concerts, in the community and may also participate in music festivals. Students will be required to attend after school rehearsals and scheduled performances. (Credit: ½)

Students in **Soprano/Soprano/Alto Chorus (5693)** are expected to:

- Solve problems using critical, creative, and innovative thinking.
- Work collaboratively while respecting divergent viewpoints.

COLOR GUARD 5713

Course Level: A

Grades: 9-12

The color guard performs in all marching band performances. Students must audition to be accepted into the color guard. Acceptance is based on rhythmic skills and physical coordination. (Credit: ½)

Students in **Color Guard (5713)** are expected to:

- Apply content knowledge and skills to new situations.
- Demonstrate respect for oneself and others.

Science

Scientia est omnia” Science helps to determine the nature of our lives and our society. It is a contributing factor to all governmental policies through vast technical developments and scientific research. Therefore, every educated person should have a comprehensive understanding of the physical and biological world and a general knowledge of the universe. Proper interpretation, analysis, application, and reasoning with respect to natural phenomena should result in a better understanding of our surroundings.

Wallingford Public Schools recommends the following sequence of science courses.

	Grade 9	Grade 10	Grade 11	Grade 12
Honors/ AP	Biology H	Chemistry H	AP Chemistry AP Biology Electives	AP Chemistry AP Biology AP Physics Electives
		Biology H	Chemistry H	AP Biology AP Physics AP Chemistry
General/ Academic	Integrated Science	Biology	Chemistry Applied Chemistry Electives	Physics Electives
Basic	Integrated Science	Biology	Electives	Electives

Electives Include:

- Anatomy and Physiology
- Astronomy I and II
- Topics in Biology
- Earth Science
- Marine Science
- Forensics

- Electives and/or additional science courses may be taken in grade 10 as long as they are taken in addition to the recommended course.
- All sophomore students must be enrolled in a full year science course.

The Wallingford Public school system supports the use of dissection as one of several effective methods of instruction in the biological sciences to demonstrate the relationship between anatomy and function in the study of organisms. However, the science department wishes to remain sensitive to the concerns of individual students. Therefore, any student who may have an objection to participation in an activity involving dissection will be provided with an alternative lesson.

INTEGRATED SCIENCE

2735 (B), 2734 (G), 2733 (A)

Course Levels: B, G and A

Grade: 9

Students will explore concepts related to the production of electricity, chemical structures and properties, and human impact on the environment. Topics studies include the greenhouse effect and resulting climate changes, air and water quality, carbon chemistry, electricity, and environmental concerns related to the use of fossil fuels and alternative energy sources. Students will explore how science and technology affect the quality of our lives. (Credit: 1)

Students in **Integrated Science (2735, 2734, & 2733)** are expected to:

- Communicate effectively orally, in writing, and using media tools.
- Understand that each individual plays an important role in maintaining and improving the quality of life for all members of the community.

BIOLOGY 2215 (B), 2214 (G), 2213 (A), 2212 (H)

Course Levels: B, G, A

Grade: 10

Course Level: H

Grades: 9-10

This course stresses those major concepts of biology that all persons should know if they are to be scientifically literate. It also emphasizes the ways or processes by which scientists form ideas and make discoveries. It involves students in frequent activities designed to prepare them for living in a world that is greatly influenced by science. Topics studied will include: biochemistry, cells, genetics, and ecology. (Credit: 1)

Students in **Biology (2215, 2214, 2213, & 2212)** are expected to:

- Solve problems using critical, creative, and innovative thinking.
- Work collaboratively while respecting divergent viewpoints.

ADVANCED PLACEMENT BIOLOGY 2222

Course Level: AP

Grades: 11-12

This course is equivalent to a college introductory biology course and is designed to be taken after the successful completion of a first course in high school biology. It is also recommended that students take a course in chemistry. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science. The major units of study will be: molecules and cells, heredity and evolution, and organisms and populations. (Required Prerequisite: Biology) (Recommended Prerequisite: Chemistry – Credit: 1½)

Students in **Advanced Placement Biology (2222)** are expected to:

- Solve problems using critical, creative, and innovative thinking.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

CHEMISTRY 2313 (A), 2322 (H)

Course Levels: A and H

Grades: 10-12

Chemistry investigates matter and the changes that it undergoes. Topics include: atomic structure, formula and equation writing, bonding, solutions, ionization, kinetic-molecular theory, acid-base theory and the interrelations and impact of chemistry on society. Theories that are presented focus on the behavior of atoms, ions, and molecules. Students will be expected to develop the ability to express theories both verbally and mathematically. (Prerequisite: Algebra 1 - Credit: 1)

Students in **Chemistry (2313 & 2322)** are expected to:

- Solve problems using critical, creative, and innovative thinking.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

ADVANCED PLACEMENT CHEMISTRY 2352

Course Level: AP

Grades: 11-12

This course is the equivalent of the general chemistry course usually taken during the first years of college and is designed to follow the successful completion of a high school chemistry course, such as Academic or Honors Chemistry. Topics covered include the structure of matter, kinetic theory of gases, chemical equilibria, chemical kinetics, and the basic concepts of thermodynamics. Strong emphasis is placed on chemical calculations and the mathematical formulation of principles. The course should contribute to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. This rigorous course is intended for students who have demonstrated a willingness to commit considerable time to studying and completing assignments outside of the classroom. (Prerequisite: Chemistry A or H - Credit: 1½)

Students in **Advanced Placement Chemistry (2352)** are expected to:

- Solve problems using critical, creative, and innovative thinking.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

APPLIED CHEMISTRY 2614

Course Level: G **Grades: 11-12**

This is a general survey course focusing on the practical application of chemical concepts and theories to industry, technology, and everyday life. Numerous lab exercises and experiments enhance the classroom materials while providing "hands-on" experiences for the students. (Credit: 1)

Students in **Applied Chemistry (2614)** are expected to:

- Solve problems using critical, creative, and innovative thinking.
- Demonstrate respect for oneself and others.

ASTRONOMY 1 2113

Course Level: A **Grades: 10-12**

This course emphasizes the seasonal changes observed in the night sky including constellations, galaxies, stars, planets, and the sun and the moon. Instrumentations such as satellites, telescopes and spectrosopes will be studied along with the techniques used to measure the size and distance of astronomical objects. Historical developments in astronomy will be explored. (Credit: ½)

Students in **Astronomy 1 (2113)** are expected to:

- Solve problems using critical, creative, and innovative thinking.
- Access, analyze, and evaluate information using print, non-print, and digital sources.
- Work collaboratively while respecting divergent viewpoints.

ASTRONOMY 2 2123

Course Level: A **Grades: 10-12**

This course is a comparative study of stars and the solar system. Topics include the evolution of stars and conditions necessary for life in the universe. The completion of Astronomy 1 is not required for this course. (Credit: ½)

Students in **Astronomy 2 (2123)** are expected to:

- Solve problems using critical, creative, and innovative thinking.
- Access, analyze, and evaluate information using print, non-print, and digital sources.
- Work collaboratively while respecting divergent viewpoints.

EARTH SCIENCE

2415 (B), 2414 (G), 2413 (A), 2412 (H)

Course Levels: B, G, A and H **Grades: 11-12**

This course stresses the major disciplines of Earth Science and integrates the necessary physical science concepts. Units studied include astronomy, meteorology, geology, and oceanography. Students will explore concepts related to the solar system, the Earth-moon system, Earth's weather and climate, severe storm formations,

plate tectonics, erosion, and the movement of ocean water. (Credit : 1)

Students in **Earth Science (2415, 2414, 2413, & 2412)** are expected to:

- Communicate effectively orally, in writing, and using media tools.
- Solve problems using critical, creative, and innovative thinking.
- Understand that each individual plays an important role in maintaining and improving the quality of life for all members of the community.

ADVANCED PLACEMENT PHYSICS 2552

Course Level: AP **Grades: 11-12**

UCONN Early College Experience (ECE)

This course includes topics in both classical and modern physics. A knowledge of algebra and trigonometry is required for the course. The basic ideas of calculus may be introduced in connection with physical concepts, such as acceleration and work. Understanding of the basic principles involved and the ability to apply these principles in the solution of problems are the major goals of the course. (Prerequisite: Algebra 2 - Credit: 1½)

Students in **Advanced Placement Physics (2552)** are expected to:

- Solve problems using critical, creative, and innovative thinking.
- Access, analyze, and evaluate information using print, non-print, and digital sources.
- Understand that each individual plays an important role in maintaining and improving the quality of life for all members of the community.

PHYSICS 2513

Course Level: A **Grades: 11-12**

This course deals with the basic aspects and general behavior of matter. This course is primarily for the college preparatory student and emphasizes basic concepts and how they relate to modern technology. Students will be expected to develop the ability to express principles both verbally and mathematically. Topics explored include mechanics, light, heat, sound, electricity, magnetism, and modern physics. Laboratory experiences illustrate basic ideas discussed in class. (Prerequisite: Algebra 1 and Geometry - Credit: 1)

Students in **Physics (2513)** are expected to:

- Solve problems using critical, creative, and innovative thinking.
- Work collaboratively while respecting divergent viewpoints.

PHYSICS 2522

Course Level: H

Grades: 11-12

This course includes topics in mechanics, thermodynamics, electricity, magnetism, optics and modern physics. The basic concepts of calculus will be introduced in connection with physical principles, such as acceleration and work. Students will explore concepts using a hands-on approach. Students will also be expected to apply their problem solving skills to demonstrate the mathematical relationships found in physics. (Prerequisite: Algebra 2 - Credit: 1)

Students in **Physics (2522)** are expected to:

- Solve problems using critical, creative, and innovative thinking.
- Work collaboratively while respecting divergent viewpoints.

TOPICS IN BIOLOGY 2643

Course Level: A

Grades: 11-12

This course is intended for students who have a genuine interest in the field of biology and wish to explore topics not covered in biology. Topics may include: ecology, genetics, forensics, disease, nutrition, and human biology and behavior. (Prerequisite: Biology - Credit: 1)

Students in **Topics in Biology (2643)** are expected to:

- Communicate effectively orally, in writing, and using media tools.
- Access, analyze, and evaluate information using print, non-print, and digital sources.
- Work collaboratively while respecting divergent viewpoints.

ANATOMY & PHYSIOLOGY 2243

Course Level: A

Grades: 11-12

This course will relate structure and function to provide an integrated view of how the human body works. Numerous applications and everyday examples will show how the human responds to disease, injuries, as well as what conditions help to optimize health. Computer simulations and/or optional dissections of various body parts (using mammalian animal specimens) will be used to show how anatomy (structure) relates to physiology

(function). The course reviews biochemistry, cell biology, tissues, and various organ systems. This course is recommended for science majors, especially health science majors. (Credit: 1)

Students in **Anatomy & Physiology (2243)** are expected to:

- Access, analyze, and evaluate information using print, non-print, and digital sources.
- Recognize and value the importance of wellness and physical fitness.

MARINE SCIENCE 2714

Course Level: G

Grades: 11-12

This course focuses on different marine environments such as estuaries, tide pools, reefs, vents and the oceanic zone. Topics covered in this course include chemical, physical, and biological parameters of these marine environments. Emphasis will also be placed on the ecological relationships between marine organisms and their particular habitats. (Credit: ½)

Students in **Marine Science (2714)** are expected to:

- Apply content knowledge and skills to new situations.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

FORENSICS 2724

Course Level: G

Grades: 11-12

This course focuses on the collection, identification and analysis of crime scene evidence. Emphasis will be placed on the methods that link suspect, victim, and crime scene. Laboratory exercises will include finger printing, hand writing analysis, ballistics, blood typing, hair and fiber examination, and DNA analysis. Case studies and current events will be explored. (Credit: ½)

Students in **Forensics (2724)** are expected to:

- Access, analyze, and evaluate information using print, non-print, and digital sources.
- Work collaboratively while respecting divergent viewpoints.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

Social Studies

The purpose of social studies is to prepare students to meet the ongoing needs they face in a highly complex and rapidly changing society. The program aims to develop independent lifelong learners who are interested in studying human activities in meaningful ways. The curriculum guides students to become contributing members of society who actively and intelligently address the social problems in their community. The essential skills focus are on developing questions and planning inquiry, evaluating sources, using evidence, communicating conclusions, and taking informed action.

UNITED STATES GOVERNMENT AND POLITICS 3495 (B), 3493 (A)

Course Levels: B & A

Grade: 9

This course is required for graduation and is only offered in the fall.

This course is designed to provide students with practical knowledge and analytical perspective on government and politics in the United States and its direct connection to them. Relevance to life is imperative to students to connect with the democratic process as citizens of the United

States. Students will be able to apply knowledge of the U.S. Constitution and demonstrate their understanding of how the American system of government functions on the local, state, and national levels as well as the impact on individual citizens. Students will also be able to demonstrate their understanding that U.S. citizens have both rights and responsibilities in order for our government to maintain order in our society and that as citizens they should consider alternatives to the traditional ways things have always been done. A student-centered and inquiry based approach will be taken to help students question and develop perspective on how America's government functions. **This course will satisfy the Civics credit required for graduation.** (Credit: ½)

Students in **United States Government and Politics (3495 & 3493)** are expected to:

- Communicate effectively orally, in writing and using media tools.
- Apply content knowledge and skills to new situations.
- Understand that each individual plays an important role in maintaining and improving the quality of life for all members of the community.

ADVANCED PLACEMENT UNITED STATES GOVERNMENT AND POLITICS 3491

Course Level: AP

Grade: 9

Students may opt to take this course in place of United States Government and Politics. This course is only offered in the fall.

Advanced Placement Government and Politics will provide students with an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret United States politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute United States politics. **This course will satisfy the state Civics credit requirement for graduation.** (Credit: ½)

Students in **Advanced Placement United States Government and Politics (3491)** are expected to:

- Communicate effectively orally, in writing and using media tools.
- Apply content knowledge and skills to new situations.
- Understand that each individual plays an important role in maintaining and improving the quality of life for all members of the community.

CONTEMPORARY GLOBAL ISSUES 3153

Course Level: A

Grade: 9

This course is only offered in the spring.

This course will be an examination of thought provoking topics which are current in the world today. The emphasis will be on close reading and viewing, summary, discussion, and analysis. Students will focus on media literacy and the way media and media messages can influence beliefs, attitudes, values, behaviors, and the democratic process. Topics covered will include those such as glob-

alization, the influence of American culture in the world, the environment, emerging cultures, wealth and poverty, refugees, technology and many other ethical and world related issues. Reading will be from diverse areas including history, politics, philosophy, science, and sociology, as well as relevant literature, music and film. Students will develop argumentation and informative style writing pieces on a variety of topics and compose well-researched papers which synthesize their thoughts in an engaging and accurate manner. (Credit: ½)

Students in **Contemporary Global Issues (3153)** are expected to:

- Communicate effectively orally, in writing and using media tools.
- Work collaboratively while respecting divergent viewpoints.

WORLD HISTORY 3595 (B), 3593 (A), 3592 (H)

Course Level: B, A, & H

Grade: 10

This adventure into the past traces human development from the dawn of man to modern society. Students will discover historical patterns and concepts that have led to an interconnected world. This course will focus on historical inquiry, analyzing historical data, formulating hypotheses, and writing to argue and inform. (Credit: 1)

Students in **World History (3595, 3593 & 3592)** are expected to:

- Communicate effectively orally, in writing and using media tools.
- Access, analyze, and evaluate information using print, non-print, and digital sources.
- Work collaboratively while respecting divergent viewpoints.

ADVANCED PLACEMENT WORLD HISTORY

3591

Course Level: AP

Grade: 10

In this course, students will develop a greater understanding of the evolution of global processes and contacts and how they interact with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. This course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge used in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Students will discuss periodization, which forms an organizing principle for dealing with change and continuity throughout the course. Six specific themes provide further organization and consistent attention to contacts among societies that form the core of World History as a field of study. (Credit: 1)

Students in **Advanced Placement World History (3591)** are expected to:

- Communicate effectively orally, in writing and using media tools.
- Access, analyze, and evaluate information using print, non-print, and digital sources.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

UNITED STATES HISTORY

3125 (B), 3123 (A), 3122 (H)

Course Levels: B, A and H

Grade: 11

A United States history course is required for graduation.

In this course, students will explore major events in United States history focusing on the rise of Industrial America to the present. The content explores forces and factors which have shaped 20th century American history. Emphasis is placed on recurring historical themes, ideas and trends. The use of historical skills such as interpretation of historical documents and persuasive writing are emphasized. Students are given the opportunity to acquire an understanding of our country's past and see themselves as part of American society today. (Credit: 1)

Students in **United States History (3125, 3123 & 3122)** are expected to:

- Communicate effectively orally, in writing and using media tools.
- Access, analyze, and evaluate information using print, non-print, and digital sources.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

ADVANCED PLACEMENT UNITED STATES HISTORY 3162

Course Level: AP

Grade: 11

A United States History course is required for graduation.

The Advanced Placement program in United States History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and issues in United States history. Students learn to assess historical materials on their relevance to a given interpretive problem, for reliability and importance, and to weigh the evidence and interpretations presented. This course will help students develop the skills necessary to arrive at conclusions based on an informed judgment and to present reasons and evidence clearly and persuasively in essay format. (Credit: 1)

Students in **Advanced Placement United States History (3162)** are expected to:

- Communicate effectively orally, in writing and using media tools.
- Access, analyze, and evaluate information using print, non-print, and digital sources.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

CIVICS 3525 (B), 3524 (G), 3523 (A), 3522 (H)

Course Levels: B, G, A, & H

Grade: 12

Required for graduation

In this course, students will study the foundations of American democracy and the origins of American government. Emphasis is placed on the Constitution and the rights and responsibilities of citizens in a democratic society. In addition, the roles of political parties, campaigns & elections, public opinion, and the media will be considered. (Credit: ½)

Students in **Civics (3525, 3524, 3523, & 3522)** are expected to:

- Communicate effectively orally, in writing and using media tools.
- Apply content knowledge and skills to new situations.
- Work collaboratively while respecting divergent viewpoints.
- Understand that each individual plays an important role in maintaining and improving the quality of life for all members of the community.

ECONOMICS 3533

Course Level: A

Grades: 11-12

This course explains how and why people and societies make economic choices. Students will examine macroeconomic and microeconomic principles in order to understand the fundamentals of the American and global economic systems. Real world application and examples of economic concepts such as supply and demand, gross domestic product, business functions, inflation, and trade will be explored. (Credit: ½)

Students in **Economics (3533)** are expected to:

- Communicate effectively orally, in writing and using media tools.
- Solve problems using critical, creative, and innovative thinking.
- Work collaboratively while respecting divergent viewpoints.

ADVANCED PLACEMENT ECONOMICS 3552

Course Level: AP

Grades: 11-12

This course is a full year course that is designed to prepare students to take the Advanced Placement Microeconomics and/or the Advanced Placement Macroeconomics exam(s). One portion of this course will focus on macroeconomics and will provide students with a thorough understanding of the principles of economics that apply to an economic system as a whole. A primary emphasis will be placed on the study of national income and price determination as well as develop familiarity with economic performance measures, economic growth, and international economics. Another section of this course will include the study of microeconomics and will provide students with a thorough understanding of the principles of economics that microeconomics and will provide students with a thorough understanding of the principles of economics that apply to individual decision makers (i.e.,

consumers and producers). This portion of the course will emphasize the nature and functions of markets and include the study of the roll of government in economics.

(Credit: 1)

Students in **Advanced Placement Economics (3552)** are expected to:

- Communicate effectively orally, in writing and using media tools.
- Solve problems using critical, creative, and innovative thinking.

CONTEMPORARY ISSUES 3205 (B) & 3203 (A)

Course Levels: B & A **Grades: 11-12**

This course introduces students to various issues facing the world today. Students will explore global economic systems, human rights, world health, environmental issues, and the role of the United States and the United Nations in a changing world. This class is designed to eliminate much of the confusion surrounding these issues and allow students to form their own opinions on matters that affect their world. Students will evaluate the issues and propose solutions from a variety of perspectives.

(Credit: ½)

Students in **Contemporary Issues (3205 & 3203)** are expected to:

- Communicate effectively orally, in writing and using media tools.
- Apply content knowledge and skills to new situations.
- Work collaboratively while respecting divergent viewpoints.

ADVANCED PLACEMENT COMPARATIVE POLITICS 3152

Course Level: AP **Grades: 11-12**

This course encompasses the study of government and politics in specific countries, as well as the general concepts used to interpret the political relationships and institutions found in all politics. The following six countries will be studied in this course: Great Britain, China, Russia, Iran, Mexico, and Nigeria. (Credit: ½)

Students in **Advanced Placement Comparative Politics (3152)** are expected to:

- Communicate effectively orally, in writing and using media tools.
- Apply content knowledge and skills to new situations.
- Work collaboratively while respecting divergent viewpoints.

SOCIOLOGY 3565 (B) & 3563 (A)

Course Levels: B & A **Grades: 11-12**

Sociology is the study of human social behavior. It assumes a group, rather than an individual, perspective. Sociologists look for patterns in social relationships. Individuals can benefit by using their sociological knowledge to evaluate events in their personal lives. In this course, students will explore such essential questions as *Why should we study society and what does it teach us?* and *What are the benefits and challenges of a diverse society?* (Credit: ½)

Students in **Sociology (3565 & 3563)** are expected to:

- Communicate effectively orally, in writing and using media tools.
- Apply content knowledge and skills to new situations.
- Work collaboratively while respecting divergent viewpoints.

PSYCHOLOGY 9403

Course Level: A **Grades: 11-12**

This course provides students with a systematic and scientific approach to the study of human behavior and mental processes. Students will explore various aspects of human behavior including theories of personality, aspects of thought processes, states of consciousness, motivation and emotion, and the basic areas of mental illness. **Due to the similar nature of the course content, students enrolled in Psychology cannot enroll in AP Psychology as part of their graduation requirements.** (Credit: 1)

Students in **Psychology (9403)** are expected to:

- Communicate effectively orally, in writing and using media tools.
- Solve problems using critical, creative, and innovative thinking.
- Work collaboratively while respecting divergent viewpoints.

ADVANCED PLACEMENT PSYCHOLOGY 9452

Course Level: AP **Grades: 11-12**

This course is equivalent to a college introductory Psychology course. It is designed to introduce students to the systematic and scientific study of human behavior and mental processes. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They will also learn about the ethics and methods psychologists use in their science and practice. The development of critical thinking skills and research methods will be emphasized. (Credit: 1)

Due to the similar nature of the course content, students enrolled in AP Psychology cannot enroll in Psychology as part of their graduation requirements.

Students in **Advanced Placement Psychology (9452)** are expected to:

- Communicate effectively orally, in writing and using media tools.
- Solve problems using critical, creative, and innovative thinking.
- Work collaboratively while respecting divergent viewpoints.

AFRICA 3513

Course Level: A **Grades: 11-12**

It is the goal of this course to dispel many of the myths that are associated with the African continent. As a result, students will explore African culture by studying African values and traditions through folktales, arts and literature, and proverbs. Students will also examine major historical events such as the slave trade, European colonialism, and Apartheid. This course will address

significant problems facing modern African nations including human rights abuses, environmental issues, and the African AIDS crisis, as well as other diseases. Finally, students will examine the struggle to build democratic nations and Africa's future on the world stage. (Credit: ½)

Students in **Africa (3513)** are expected to:

- Communicate effectively orally, in writing and using media tools.
- Apply content knowledge and skills to new situations.
- Work collaboratively while respecting divergent viewpoints.

CHINA AND JAPAN 3353

Course Level: A

Grades: 11-12

This course will examine China and Japan, two countries in one of the most dynamic regions of the world today. Topics to be studied include geography, history, and the political, economic, social, and religious institutions that define these two fascinating societies. Emphasis will be on modern Japanese and Chinese cultures. The relationships of these countries with the United States will also be explored. (Credit: ½)

Students in **China and Japan (3353)** are expected to:

- Communicate effectively orally, in writing and using media tools.
- Apply content knowledge and skills to new situations.
- Work collaboratively while respecting divergent viewpoints.

THE MIDDLE EAST 3453

Course Level: A

Grades: 11-12

The course will examine the region of the Middle East, which is a controversial and important area for American students to understand in the world they live in today. An overview of the region from Morocco in Northern Africa to Afghanistan in Asia will be studied. Specific attention

will be given to the countries of Iran, Iraq, Saudi Arabia, Israel/Palestine, and Egypt. Through an in-depth exploration of the three major world religions (Judaism, Christianity, and Islam), which have their birthplace in this region, students will understand the current complexities that exist. They will examine the history, culture, economics, and civilizations from ancient times to the present, with an emphasis on the Middle Eastern world today. Finally, students will examine current problems and possible solutions from both an Eastern and Western perspective. (Credit: ½)

Students in **The Middle East (3453)** are expected to:

- Communicate effectively orally, in writing and using media tools.
- Apply content knowledge and skills to new situations.
- Work collaboratively while respecting divergent viewpoints.

ADVANCED PLACEMENT EUROPEAN HISTORY 3452

Course Level: AP

Grades: 11-12

UCONN Early College Experience (ECE)

Including the study of European history since 1450, this course introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live today. This knowledge provides students with the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. (Credit: 1)

Students in **Advanced Placement European History (3452)** are expected to:

- Communicate effectively orally, in writing and using media tools.
- Access, analyze, and evaluate information using print, non-print, and digital sources.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

Technology Education

Technology Education, an important part of the district's Career and Technology Education initiative, offers students, both male and female, the opportunity to develop essential skills to live and work in our technological world. Through the study of one or more of the following areas: communication, construction, manufacturing, and transportation systems, students will develop an understanding of the use and control of technology, its effect on individuals, the environment and society. The students will as a result of experiencing technology demonstrate transferable skills, knowledge for successful life management, employment, and successful career development. Technology Education classes help students to:

- Know and appreciate the importance of technology.
- Adjust to the ever-changing technological environment.
- Apply tools, materials, processes, and technical concepts safely and efficiently.
- Identify and develop individual talents and creative ability.
- Work in teams and use problem solving techniques.
- Apply what they have learned in other school subjects.
- Become wise consumers.
- Make informed career choices.

Note: Independent studies are available for advanced level students who demonstrate proficiency and motivation in areas of technology.

Drafting and Design

COMPUTER AIDED DRAFTING & DESIGN 7163

Course Level: A **Grades: 9-12**

During the first half of the year students will explore traditional drafting techniques such as how to sketch and draw different objects/products accurately. The second half of the year focuses on computer aided drafting and the reinforcement of traditional drafting skills using the computer. Students interested in drafting, computer aided drafting, design, construction, manufacturing and engineering are encouraged to take this course. Through individual or group problem solving activities, students will learn to read, interpret and draw technical plans that fit a variety of applications. (Credit: 1)

Students in **Computer Aided Drafting & Design (7163)** are expected to:

- Communicating effectively orally, in writing, and using media tools.
- Solve problems using critical, creative and innovative thinking.

ADVANCED COMPUTER AIDED DRAFTING & DESIGN 7193

Course Level: A **Grades: 10-12**

This course focuses on the use of computer aided technical drafting systems to solve a variety of design and engineering problems. Emphasis will be placed on using different projects to create solid models, develop assembly drawings, design solutions to engineering problems, and design products based on function and form utilizing math and science concepts. (Prerequisite: Computer Aided Drafting & Design - Credit: 1)

Students in **Advanced Computer Aided Drafting & Design (7193)** are expected to:

- Communicating effectively orally, in writing, and using media tools.
- Solve problems using critical, creative and innovative thinking.

ARCHITECTURAL DRAFTING & DESIGN 7113

Course Level: A **Grades: 10-12**

In this course students will design and develop a complete set of plans for a residential structure. Assignments will be pursued in much the same way an architect relates to a client. Technical skills will be emphasized along with the ability to communicate one's ideas. Students will be introduced to architectural computer aided drafting. (Credit: 1)

Students in **Architectural Drafting & Design (7113)** are expected to:

- Communicating effectively orally, in writing, and using media tools.
- Solve problems using critical, creative and innovative thinking.

ADVANCED ARCHITECTURAL DRAFTING & DESIGN 7123

Course Level: A **Grades: 10-12**

In this course students will design a building for a given site with an emphasis on architectural computer aided drawing. Compliance with state and local codes and regulations will be stressed. Sketches, cost estimates, and specifications will be worked out along with a complete set of working drawings and models. In addition to residential design and constructions, commercial building and small land development projects will be covered. (Prerequisite: Architectural Drafting & Design -Credit: 1)

Students in **Advanced Architectural Drafting & Design (7123)** are expected to:

- Communicating effectively orally, in writing, and using media tools.
- Solve problems using critical, creative and innovative thinking.

Construction Technologies

DESIGN & PRODUCTION OF WOOD PRODUCTS 7233

Course Level: A **Grades: 9-12**

This course will provide students with an opportunity to experience activities using materials, tools and processes within this production area. Students will use a variety of hand and machine tools; planning, layout, processing in

assembly, and finishing techniques related to wood products. (Credit: ½)

Students in **Design & Production of Wood Products (7233)** are expected to:

- Solve problems using critical, creative and innovative thinking.
- Apply content knowledge and skills to new situations.

DESIGN & PRODUCTION OF CUSTOM WOOD PRODUCTS 7243

Course Level: A **Grades: 10-12**

Students will learn to design and produce a useful custom wood product with an emphasis on complex wood joints, and in-depth instruction on the operation of machines. (Prerequisite: Design & Production of Wood Products - Credit: 1)

Students in **Design & Production of Custom Wood Products (7243)** are expected to:

- Solve problems using critical, creative and innovative thinking.
- Apply content knowledge and skills to new situations.

RESIDENTIAL CONSTRUCTION 7273

Course Level: A **Grades: 9-12**

Students will construct models and/or actual buildings to demonstrate knowledge of site planning, the ability to read and interpret blue prints, foundation, framing, sheathing, siding, roofing, and finishing techniques in the construction of residential structures. Learning strands include safety practices, local, state and federal construction regulations, qualitative analysis of materials on a cost value vs. budget basis. Students will explore multiple career opportunities and the impact of environmental and technological advances on lifelong learning. (Credit: ½)

Students in **Residential Construction (7273)** are expected to:

- Solve problems using critical, creative and innovative thinking.
- Apply content knowledge and skills to new situations.

HOME REPAIR & MAINTENANCE 7223

Course Level: A **Grades: 11-12**

Through exposure, demonstration, and hands-on experiences, the student will become a better educated consumer, will become more self-sufficient and less dependent on the use of costly outside service providers, and will gain the knowledge of the structure and various systems that need repair and maintenance as opposed to the commonly referred practice of a “throw away society”. This course will cover repair of roofs, gutters, walls, floors, furniture, water and waste systems, electrical systems, heating and cooling systems, insulation, and mechanical applications that relate to interior and exterior home maintenance. These experiences will expose the student to the trades, professions, and career opportunities related to the maintenance and repair of all structures and systems that are common to daily living. (Credit: 1)

Students in **Home Repair & Maintenance (7223)** are expected to:

- Solve problems using critical, creative and innovative thinking.
- Apply content knowledge and skills to new situations.

Manufacturing

TECHNOLOGY ENTERPRISE 7363

Course Level: A

Grades: 9-12

Students will organize a company to design, plan, make, and market a product. Manufacturing/production and marketing will be stressed as essential components in the successful operation of the company. Students will be actively involved in a team approach in solving a diversity of problems associated with manufacturing/production. (Credit: ½)

Students in **Technology Enterprise (7363)** are expected to:

- Communicating effectively orally, in writing, and using media tools.
- Work collaboratively while respecting divergent viewpoints.

Information Technologies

ROBOTICS 7313

Course Level: A

Grades: 9-12

We live in a world that is increasingly dependent on automation and robotics to meet the demands of manufacturing, experimentation, and research and development, amongst many other fields. In a robotics course, students will be exposed to the emerging technologies, principles, and problem solving found in the field of robotics. Students will use software to program custom-built robots to perform specific tasks. Using science, technology, engineering, and mathematics (STEM), students will build complex electro-mechanical systems that move independently and perform pre-programmed tasks. (Credit: ½)

Students in **Robotics (7313)** are expected to:

- Communicate effectively orally, in writing, and using media tools.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.
- Solve problems using critical, creative and innovative thinking.

AUDIO/VISUAL COMMUNICATION 7133

(Offered only at LHHS)

Course Level: A

Grades: 10-12

This course will provide students with hands-on, problem solving experiences using sound and video recording and editing devices. Students will learn the processes involved in designing and producing a variety of video communications. Students will use camcorders and linear or digital editing equipment to produce, record, arrange, and edit images and sound into a final project. Students will be made aware of career options within this area and gain production experiences as they complete a variety of video assignments, including work designed for commercial broadcast. (Credit: ½)

GRAPHIC COMMUNICATION 7173

Course Level: A

Grades: 9-12

Utilizing multiple software applications, scanners, digital cameras, and laser and color printers, students will learn how ideas are communicated through words and illustrations to create a graphic message. A variety of input devices will be used to design and produce graphic messages such as posters, letterheads, business cards, and brochures. Students will be exposed to areas of web page design including HTML coding and other web designs software. (Credit: ½)

Students in **Graphic Communication (7173)** are expected to:

- Communicating effectively orally, in writing, and using media tools.
- Access, analyze, and evaluate information using print, non-print, and digital sources.

COMPUTER REPAIR 7383

Course Level: A

Grades: 10-12

Students will learn to install and maintain computer hardware and software systems. They will learn to diagnose and repair components and functions and learn how to solve failures when they occur. Students will have the opportunity to practice these skills in a series of hands-on lab activities. (Credit: 1)

Students in **Computer Repair (7383)** are expected to:

- Solve problems using critical, creative, and innovative thinking.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

COMPUTER PROGRAMMING 1423

Course Level: A

Grades: 9-12

Articulated with Middlesex Community College

Students develop a working knowledge of programming in visual basic in order to solve specific problems. The goals are to develop logical thought processes and problem solving skills through computer programming and to foster computer literacy. (Prerequisite: Algebra 1A - Credit: ½) ***This course is an elective and does not count toward the three math credits required for graduation.**

Students in **Computer Programming (1423)** are expected to:

- Communicate effectively orally, in writing, and using media tools.
- Solve problems using critical, creative, and innovative thinking.
- Access, analyze, and evaluate information using print, non-print, and digital sources.
- Act responsibly while demonstrating integrity and ethical behavior.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

ADVANCED COMPUTER PROGRAMMING 1433

Course Level: A

Grades: 10-12

Articulated with Middlesex Community College

Students will further their computer skills by programming in the C++ language and theory. They will expand their logical thought processes and problem solving skills through computer programming. (Prerequisite: Computer Programming and Algebra 1 – Credit: ½) ***This course is an elective and does not count toward the three math credits required for graduation.**

Students in **Advanced Computer Programming (1433)** are expected to:

- Communicate effectively orally, in writing, and using media tools.
- Solve problems using critical, creative, and innovative thinking.
- Access, analyze, and evaluate information using print, non-print, and digital sources.
- Act responsibly while demonstrating integrity and ethical behavior.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

Transportation

TRANSPORTATION SYSTEMS 7753

(Offered only at LHHS)

Course Levels: A

Grades: 9-12

This course is an introduction and an overview of transportation systems including land, air, marine, and space. Students will work in a lab environment and apply math and science concepts such as flight systems, boat hull design and model rockets. Special emphasis will be placed on power systems and maintenance of small two cycle and four stroke engines found on mowing equipment, lawn/garden equipment, generators, dirt bikes and motorcycles. (Credit: 1)

AUTOMOTIVE ENGINE FUNDAMENTALS 7413

(Offered only at LHHS)

Course Level: A

Grades: 10-12

Through hands-on learning experiences students will explore several aspects of the automobile including engine components, drive trains, and breaking systems. Special emphasis will be placed on active hands-on learning activities where students disassemble and assemble the components of engines, drive trains, and breaking systems while replacing parts where needed. (Prerequisite: Instructor's permission - Credit: 1)

AUTOMOTIVE SYSTEMS DIAGNOSTICS 7423

(Offered only at LHHS)

Course Level: A

Grades: 11-12

Through hands-on learning activities, students will use advanced automotive diagnostic equipment and computers to diagnose and resolve a wide assortment of automotive repair and maintenance issues. Actual service and repairs will be performed on a variety of vehicles. Students may bring in their own vehicles for service. This course also provides students with opportunities to develop entrepreneurial skills by servicing vehicles for family members and school personnel. (Prerequisite: Automotive Engine Fundamentals - Credit: 1)

ADVANCED AUTOMOTIVE SYSTEMS

DIAGNOSTICS 7433

(Offered only at LHHS)

Course Level: A

Grade: 12

Through hands-on learning activities, students will continue to use advanced automotive diagnostic equipment and computers to diagnose and resolve a wide assortment of automotive repair and maintenance issues. Students will explore the concepts underlying all electrical control systems. They will learn how control systems make vehicles operate efficiently, improve safety, and enhance comfort. Students will use **electronic** diagnostic equipment to analyze system malfunctions in a variety of vehicles and apply problem solving skills to make the necessary repairs. Students successfully completing this course will be capable of maintaining their own vehicles or to pursue an automotive career through a certification or degree program. (Prerequisite: Automotive Systems Diagnostics - Credit: 1)

ADVANCED AUTOMOTIVE WORK

EXPERIENCE 8620 (1), 8610 (½)

(Offered only at LHHS)

Course Level: Pass/Fail

Grade: 12

Students enrolled in this course may register for a work experience in the automotive areas. The .5 credit option will require 250 hours of work and the 1.0 credit option will require 400 hours of work. The work experience will be monitored by the instructor and will involve ongoing communication between the automotive instructors, the students, and the employers. Students must pass Advanced Automotive Systems Diagnostics to be eligible for work experience credit. (Credit: ½ or 1)

CONSUMER CAR CARE 7444

(Offered only at LHHS)

Course Level: G

Grades: 11-12

This course is offered for any student having or in the process of obtaining a driver's license. Through lectures, demonstrations, and various hands-on activities, students will become familiar with the following responsibilities of owning and/or operating a motor vehicle: insurance, instrument controls, routine service and maintenance, basic troubleshooting, and buying and selling a car.

This course is not available for students who have taken any of the above courses.

(Prerequisite: Students must be of driving age - Credit: ½)

World Languages

The world languages program develops the mastery of the four basic language skills: listening, speaking, reading, and writing. This program presupposes an intellectual maturity on the part of the student and a willingness to devote intensive study to the oral, written, and cultural aspects of the language. The number of units of world language required for college admission varies among institutions. Students are asked to check frequently with the school counseling department to make certain they are taking the necessary requirements. Students who do not yet have a career goal in mind or who wish to allow for the possibility of a change in goal will find that four years of a world language will be of value in preparing them for any career, including one in business.

FRENCH 1 4113

Course Level: A

Grades: 9-12

This course is designed to teach the basic elements of the French language and culture. Through short dialogs using everyday vocabulary, students will begin to speak, read, write and understand spoken French. Students will be engaged in a variety of activities to foster a better understanding of the language and the culture. (Credit: 1)

Students in **French 1 (4113)** are expected to:

- Communicate effectively orally, in writing, and using media tools.
- Apply content knowledge and skills to new situations.
- Work collaboratively while respecting divergent viewpoints.
- Demonstrate respect for oneself and others.
- Act responsibly while demonstrating integrity and ethical behavior.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

FRENCH 2 4123

Course Level: A

Grades: 9-12

This course begins with a detailed review of French 1 grammar. There is an emphasis on increasing opportunities to use the language through speaking, writing, reading and listening. Students will learn new vocabulary and grammar necessary for more sophisticated readings and more complex dialogs. Students will be engaged in a variety of activities to foster a better understanding of the language and culture. (Prerequisite: French 1 - Credit: 1)

Students in **French 2 (4123)** are expected to:

- Communicate effectively orally, in writing, and using media tools.
- Apply content knowledge and skills to new situations.
- Work collaboratively while respecting divergent viewpoints.
- Demonstrate respect for oneself and others.
- Act responsibly while demonstrating integrity and ethical behavior.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

FRENCH 3 4132

Course Level: H

Grades: 9-12

This course continues and builds upon listening comprehension and speaking skills. More advanced grammar study is conducted and students are expected to respond in French. Reading selections provide opportunities for class discussions in the language. Students will be engaged in a variety of activities to foster a better understanding of the language and culture. (Prerequisite: French 2 - Credit: 1)

Students in **French 3 (4132)** are expected to:

- Communicate effectively orally, in writing, and using media tools.
- Apply content knowledge and skills to new situations.
- Work collaboratively while respecting divergent viewpoints.
- Demonstrate respect for oneself and others.
- Act responsibly while demonstrating integrity and ethical behavior.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

FRENCH 4 4142

Course Level: H

Grades: 10-12

This course focuses on the study of complex French grammar and the reading of authentic French literature. Emphasis is placed on discussing and writing about the literature in French. Students are expected to speak the target language extensively in class. Students will be engaged in a variety of activities to foster a better understanding of the language and culture. (Prerequisite: French 3 - Credit: 1)

Students in **French 4 (4142)** are expected to:

- Communicate effectively orally, in writing, and using media tools.
- Apply content knowledge and skills to new situations.
- Work collaboratively while respecting divergent viewpoints.
- Demonstrate respect for oneself and others.
- Act responsibly while demonstrating integrity and ethical behavior.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

ADVANCED PLACEMENT FRENCH 5 4162**Course Level: AP****Grade: 12****UCONN Early College Experience (ECE)**

This course provides opportunities for students to read in-depth French literature from selected authors. During class discussions in French, students will critically analyze readings. Use of a French grammar text will introduce the finer points of French grammar. There will be increased opportunities for oral and written expression in French. (Prerequisite: French 4 - Credit: 1)

Students in **Advanced Placement French 5 (4162)** are expected to:

- Communicate effectively orally, in writing, and using media tools.
- Apply content knowledge and skills to new situations.
- Work collaboratively while respecting divergent viewpoints.
- Demonstrate respect for oneself and others.
- Act responsibly while demonstrating integrity and ethical behavior.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

GERMAN 1 4213**(Offered only at SHS)****Course Level: A****Grades: 9-12**

This course is designed to teach the basic elements of the German language and culture. Basic speaking, reading, and writing skills are taught, with an emphasis on structure and communication skills. Students will be engaged in a variety of activities to foster a better understanding of the language and culture of the peoples of Germany, Switzerland, and Austria. (Credit: 1)

Students in **German 1 (4213)** are expected to:

- Communicate effectively orally, in writing, and using media tools.
- Apply content knowledge and skills to new situations.
- Work collaboratively while respecting divergent viewpoints.
- Demonstrate respect for oneself and others.
- Act responsibly while demonstrating integrity and ethical behavior.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

GERMAN 2 4223**(Offered only at SHS)****Course Level: A****Grades: 10-12**

This course has an emphasis on increasing opportunities to use the language through speaking, writing, reading and listening. Students will learn new vocabulary and the necessary grammar for more sophisticated readings and more complex dialogues. Students will be engaged in a variety of activities to foster a better understanding of the language and culture. (Prerequisite: German 1 - Credit: 1)

Students in **German 2 (4223)** are expected to:

- Communicate effectively orally, in writing, and using media tools.
- Apply content knowledge and skills to new situations.
- Work collaboratively while respecting divergent viewpoints.
- Demonstrate respect for oneself and others.
- Act responsibly while demonstrating integrity and ethical behavior.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

GERMAN 3 4232**(Offered only at SHS)****Course Level: H****Grades: 11-12**

This course continues and builds upon listening comprehension and speaking to a much greater degree than German 2. More advanced grammar study is conducted and students are expected to respond in German. Reading selections provide opportunities for class discussions in the language. Students will be engaged in a variety of activities to foster a better understanding of the language and culture. (Prerequisite: German 2 - Credit: 1)

Students in **German 3 (4232)** are expected to:

- Communicate effectively orally, in writing, and using media tools.
- Apply content knowledge and skills to new situations.
- Work collaboratively while respecting divergent viewpoints.
- Demonstrate respect for oneself and others.
- Act responsibly while demonstrating integrity and ethical behavior.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

GERMAN 4 4242**(Offered only at SHS)****Course Level: H****Grade: 12**

This course focuses on the study of complex German grammar and the reading of authentic German literature. Emphasis is placed on discussing and writing about the literature in German. Students are expected to speak the target language extensively in class. They will be engaged in a variety of activities to foster a better understanding of the language and culture. (Prerequisite: German 3 - Credit: 1)

Students in **German 4 (4242)** are expected to:

- Communicate effectively orally, in writing, and using media tools.
- Apply content knowledge and skills to new situations.
- Work collaboratively while respecting divergent viewpoints.
- Demonstrate respect for oneself and others.
- Act responsibly while demonstrating integrity and ethical behavior.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

ITALIAN 1 4313

Course Level: A

Grades: 9-12

This course will teach students the basic elements of the Italian language and culture. Through interactive lessons using everyday vocabulary, students will speak, read, write, and understand spoken Italian. Students will engage in a variety of activities to foster a better understanding of the language and the culture. (Credit: 1)

Students in **Italian 1 (4313)** are expected to:

- Communicate effectively orally, in writing, and using media tools.
- Apply content knowledge and skills to new situations.
- Work collaboratively while respecting divergent viewpoints.
- Demonstrate respect for oneself and others.
- Act responsibly while demonstrating integrity and ethical behavior.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

ITALIAN 2 4323

Course Level: A

Grades: 10-12

This course begins with a detailed review of Italian 1 grammar. There is an emphasis on increasing opportunities to use the language in speaking, reading, writing and listening. Students will learn new vocabulary and grammar necessary for more sophisticated reading and more complex dialogues in class. Students will be engaged in a variety of activities to foster a better understanding of the language and culture. (Prerequisite: Italian 1 - Credit: 1)

Students in **Italian 2 (4323)** are expected to:

- Communicate effectively orally, in writing, and using media tools.
- Apply content knowledge and skills to new situations.
- Work collaboratively while respecting divergent viewpoints.
- Demonstrate respect for oneself and others.
- Act responsibly while demonstrating integrity and ethical behavior.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

ITALIAN 3 4332

Course Level: H

Grades: 11-12

This course continues grammar study, expands vocabulary, and provides increased opportunities for students to listen to, speak, read, and write Italian. Intermediate level stories with both content-based and evaluative discussions and questions supplement grammar study. (Prerequisite: Italian 2 - Credit: 1)

Students in **Italian 3 (4332)** are expected to:

- Communicate effectively orally, in writing, and using media tools.
- Apply content knowledge and skills to new situations.

- Work collaboratively while respecting divergent viewpoints.
- Demonstrate respect for oneself and others.
- Act responsibly while demonstrating integrity and ethical behavior.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

ITALIAN 4 4342

Course Level: H

Grade: 12

In this course, students continue to develop a wider vocabulary and increase their fluency in all four language skills. Students are expected to speak the target language extensively in class. The cultural study includes Italian history, art and literature. Students will be engaged in a variety of activities to foster a better understanding of the language and culture. (Prerequisite: Italian 3 - Credit: 1)

Students in **Italian 4 (4342)** are expected to:

- Communicate effectively orally, in writing, and using media tools.
- Apply content knowledge and skills to new situations.
- Work collaboratively while respecting divergent viewpoints.
- Demonstrate respect for oneself and others.
- Act responsibly while demonstrating integrity and ethical behavior.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

LATIN 1 4413

(Offered only at LHHS)

Course Level: A

Grades: 9-12

This course will acquaint students with our cultural debts to Rome. Students will master skills necessary for the reading and study of Latin literature. They will increase their English vocabulary through the study of word formation while also learning key Latin vocabulary. Through this course of study, students will be introduced to classical mythology, Roman history, and culture. Students will attain a working knowledge of English vocabulary derived from Latin words related to the field of law, medicine, science, and business. (Credit: 1)

LATIN 2 4423

(Offered only at LHHS)

Course Level: A

Grades: 10-12

In this course, students will review Latin 1 vocabulary and grammar, study more detailed syntax and grammar, grammar and the reading of authentic German literature. Emphasis is placed on discussing and writing about the and learn new vocabulary necessary for more sophisticated readings. Through the readings, students will become more acquainted with Roman history and government. Students will attain a working knowledge of English vocabulary derived from Latin words related to the fields of law, medicine, science, and business. (Prerequisite: Latin 1 - Credit: 1)

LATIN 3 4432
(Offered only at LHHS)

Course Level: H **Grades: 11-12**

In this course, students will read and comprehend passages by Roman authors and master more detailed grammar and vocabulary. Through this experience, students will learn to appreciate Rome's history as well as its civilization, not only for its impact on our own society, but also for its inherent worth as one of the most important cultures of all time. Students will attain a working knowledge of English vocabulary derived from Latin words related to the field of law, medicine, science, and business. (Prerequisite: Latin 2 - Credit: 1)

ADVANCED PLACEMENT LATIN 4 4452

(Offered only at LHHS)

Course Level: AP **Grade: 12**

This course offers students the opportunity to apply and deepen their knowledge of Latin grammar and Roman culture by analyzing Vergil's *Aeneid* and *Caesar's Gallic Wars*. Students are expected to understand not only the broad strokes of a piece of literature but also the finer details. Students will contextualize that literature in light of genre, ancient history, and culture. These steps enable them to analyze a text carefully, create a critical argument that is rooted in the piece, and genuinely understand the circumstances of its composition. They become careful and critical evaluators of information, and they learn to connect their new understandings to their own lives and to the world. (Prerequisite: Latin 3 - Credit: 1)

SPANISH 1 4513

Course Level: A **Grades: 9-12**

This course is designed to teach the basic elements of the Spanish language and culture. Through short dialogues using everyday vocabulary, students will be able to speak, read, write, and understand spoken Spanish. Students will be engaged in a variety of different activities to foster a better understanding of the language and the culture. (Credit: 1)

Students in **Spanish 1 (4513)** are expected to:

- Communicate effectively orally, in writing, and using media tools.
- Apply content knowledge and skills to new situations.
- Work collaboratively while respecting divergent viewpoints.
- Demonstrate respect for oneself and others.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

SPANISH 2 4523

Course Level: A **Grades: 9-12**

This course begins with a detailed review of Spanish 1 grammar. There is an emphasis on increasing opportunities to use the language through speaking, writing, reading and listening. Students will learn new vocabulary and

grammar necessary for more sophisticated readings and more complex dialogues. Students will be engaged in a variety of activities to foster a better understanding of the language and culture. (Prerequisite: Spanish 1A - Credit: 1)

Students in **Spanish 2 (4523)** are expected to:

- Communicate effectively orally, in writing, and using media tools.
- Apply content knowledge and skills to new situations.
- Work collaboratively while respecting divergent viewpoints.
- Demonstrate respect for oneself and others.
- Act responsibly while demonstrating integrity and ethical behavior.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

SPANISH 3 4532

Course Level: H **Grades: 9-12**

This course continues to build upon listening comprehension and speaking skills. More advanced grammar study is conducted and students are expected to respond in Spanish. Reading selections provide opportunities for class discussions in the language. Students will be engaged in a variety of activities to foster a better understanding of the language and the culture. (Prerequisite: Spanish 2A - Credit: 1)

Students in **Spanish 3 (4532)** are expected to:

- Communicate effectively orally, in writing, and using media tools.
- Apply content knowledge and skills to new situations.
- Work collaboratively while respecting divergent viewpoints.
- Demonstrate respect for oneself and others.
- Act responsibly while demonstrating integrity and ethical behavior.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

SPANISH 4 4542

Course Level: H **Grades: 10-12**

This course focuses on the study of complex Spanish grammar and the reading of authentic Spanish literature. Emphasis is placed on discussing and writing about the literature in Spanish. Students are expected to speak the target language extensively in class. Students will be engaged in a variety of activities to foster a better understanding of the language and culture. (Prerequisite: Spanish 3 - Credit: 1)

Students in **Spanish 4 (4542)** are expected to:

- Communicate effectively orally, in writing, and using media tools.

- Apply content knowledge and skills to new situations.
- Work collaboratively while respecting divergent viewpoints.
- Demonstrate respect for oneself and others.
- Act responsibly while demonstrating integrity and ethical behavior.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

ADVANCED PLACEMENT SPANISH 5 4552
Course Level: AP **Grades: 11-12**
UCONN Early College Experience (ECE)

This course provides opportunities for students to develop their proficiency in all four language skills; listening, speaking, reading, and writing. Spanish is used almost exclusively by both teachers and students resulting in an increased opportunity for oral and written expression in the language. Writing is an integral part of this course, as a result students will be expected to organize and write a variety of compositions. Students will read Spanish

literature from selected authors and during class, the discussion of stories will be entirely in Spanish. Use of a Spanish grammar text will introduce the finer points of Spanish grammar. There will be increased opportunity for oral and written expression in Spanish. This course will also engage students in a variety of activities to foster a better understanding of the language and culture. Prerequisite: Spanish 4 - Credit: 1)

Students in **Advanced Placement Spanish 5 (4552)** are expected to:

- Communicate effectively orally, in writing, and using media tools.
- Apply content knowledge and skills to new situations.
- Work collaboratively while respecting divergent viewpoints.
- Demonstrate respect for oneself and others.
- Act responsibly while demonstrating integrity and ethical behavior.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

Student Support Services

MATHEMATICS INTERVENTION
1130 (¼), 1110 (½), 1140 (¾), & 1120 (1)

As part of Connecticut's framework for Scientific Research-Based Intervention (SRBI), this course offers individualized mathematics support for students who meet placement criteria. This high school course is a continuation of the mathematics support services that are provided at the middle and elementary levels. Each student receives a diagnostic assessment of mathematics strengths and weaknesses and an individual mathematics intervention plan is developed. Conceptual understanding and skill development is targeted in the areas of computation and problem solving/application. Students receive direct instruction in needed areas and work in small groups using a variety of learning activities. Both students and teachers monitor mathematics progress using general outcome measures. Students exit the course when their mathematics goals are achieved. Candidates for this course must meet placement criteria. (Credit: ¼, ½, ¾ or 1)

Students in **Mathematics Intervention (1130, 1110, 1140 & 1120)** are expected to:

- Solve problems using critical, creative, and innovative thinking.
- Act responsibly while demonstrating integrity and ethical behavior.

READING INTERVENTION
0130 (¼), 0110 (½), 0140 (¾), & 0120 (1)

As part of Connecticut's framework for Scientific Research-Based Intervention (SRBI), this course offers individualized reading support for students who meet placement criteria. This high school course is a continuation of the reading support services that are provided at the middle and elementary levels. Each student receives a diagnostic assessment of reading strengths and weaknesses and an individual reading intervention plan is developed. Skill development is targeted in the areas of word decoding, reading fluency and comprehension, and vocabulary enhancement. Students receive direct instruction in needed areas and work in small groups using a variety of learning activities. Both students and teachers monitor mathematics progress using general outcome measures. Students exit the course when their mathematics goals are achieved. Candidates for this course must meet placement criteria. (Credit: ¼, ½, ¾ or 1)

Students in **Reading Intervention (0130, 0110, 0140 & 0120)** are expected to:

- Apply content knowledge and skills to new situations.
- Demonstrate respect for oneself and others.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

ENGLISH AS A SECOND LANGUAGE

Students for whom English is a second language may receive intensive English support either in a resource room setting or within the regular classroom setting. Credits earned in ESL do not satisfy graduation requirements in English.

ESL – 1 credit – 9730 ESL – ½ credit – 9710

SPECIALIZED INSTRUCTION IN CORE ACADEMICS

Specialized instruction in core academic areas including English, mathematics, science and social studies is available as an option for students who qualify for special education services. Such instruction may be provided in a special section of that course taught by a special education teacher. Placement in core academic courses is determined by a Planning and Placement Team (PPT) and is identified in the student's Individualized Education Plan (IEP).

LEARNING STRATEGIES LAB 9804 (1), 9844 (½) Course Level: G Grade: 9

This course is for special education students whose Planning and Placement Teams (PPT) have identified a need for special assistance in making the transition to the high school level. Special attention is given to helping the students improve study skills and address their educational needs through the development of learning strategies. (Credit: ½ or 1)

Students in **Learning Strategies Lab (9804 & 9844)** are expected to:

- Communicate effectively orally, in writing, and using media tools.
- Solve problems using critical, creative, and innovative thinking.
- Access, analyze, and evaluate information using print, non-print, and digital sources.
- Work collaboratively while respecting divergent viewpoints.
- Demonstrate respect for oneself and others.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.
- Understand that each individual plays an important role in maintaining and improving the quality of life for all members of the community.

LEARNING STRATEGIES LAB 9814 (1), 9874 (½) Course Level: G Grade: 10

This course is for special education students whose Planning and Placement Teams (PPT) have identified a need for special assistance in achieving success at the high school level. The focus of the tenth grade course is on helping the students to become more involved in the overall school community and to address their individual learning needs through the continuing development of learning strategies. In addition, special attention is given

to study skills that help students meet the increasing demands of academic course work and prepare for the Connecticut Academic Performance Test (C.A.P.T.). (Credit: ½ or 1)

Students in **Learning Strategies Lab (9814 & 9874)** are expected to:

- Communicate effectively orally, in writing, and using media tools.
- Solve problems using critical, creative, and innovative thinking.
- Access, analyze, and evaluate information using print, non-print, and digital sources.
- Work collaboratively while respecting divergent viewpoints.
- Demonstrate respect for oneself and others.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.
- Understand that each individual plays an important role in maintaining and improving the quality of life for all members of the community.

LEARNING STRATEGIES LAB 9824 Course Level: G Grade: 11

This course is for special education students whose Planning and Placement Teams (PPT) have identified a need for special assistance in achieving success at the high school level. The focus of the eleventh grade course is on helping the students to begin looking at their future beyond high school and to continue addressing their identified learning needs through the application of learning strategies. In addition, special attention is given to preparing students for the district performance standards for graduation. (Credit: ½)

Students in **Learning Strategies Lab (9824)** are expected to:

- Communicate effectively orally, in writing, and using media tools.
- Solve problems using critical, creative, and innovative thinking.
- Access, analyze, and evaluate information using print, non-print, and digital sources.
- Work collaboratively while respecting divergent viewpoints.
- Demonstrate respect for oneself and others.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.
- Understand that each individual plays an important role in maintaining and improving the quality of life for all members of the community.

LEARNING STRATEGIES LAB 9834 Course Level: G Grade: 12

This course is for special education students whose Planning and Placement Teams (PPT) have identified a need for special assistance in achieving success at the high school level. The focus of the twelfth grade course is on

preparing students to make the transition into the world of independent living beyond school and to continue to address their learning needs through the application of learning strategies. In addition, special attention is given to helping students to meet the district performance standards for graduation. (Credit: ½)

Students in **Learning Strategies Lab (9834)** are expected to:

- Communicate effectively orally, in writing, and using media tools.
- Solve problems using critical, creative, and innovative thinking.
- Access, analyze, and evaluate information using print, non-print, and digital sources.
- Work collaboratively while respecting divergent viewpoints.
- Demonstrate respect for oneself and others.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.
- Understand that each individual plays an important role in maintaining and improving the quality of life for all members of the community.

INDEPENDENT COMMUNITY AND EMPLOYMENT TRAINING PROGRAM (ICE-T) 9T58

This program provides supported vocational experiences designed to increase employment opportunities and further independence for students aged 18-21 who have completed their academic requirements for high school graduation and who require additional support in order to accomplish their IEP transition goals. The program provides work experiences within the Wallingford community where job skills necessary for employment can be developed. Students are guided by job coaches as they generalize appropriate attitudes and behaviors necessary for successful transitions into working environments and engage in real-life experiences that promote problem solving, high order thinking skills and strategies necessary for successful transition to adult life.

Students in **Independent Community and Employment Training Program (9T58)** are expected to:

- Communicate effectively orally, in writing, and using media tools.
- Solve problems using critical, creative, and innovative thinking.
- Access, analyze, and evaluate information using print, non-print, and digital sources.
- Work collaboratively while respecting divergent viewpoints.
- Demonstrate respect for oneself and others.
- Act responsibly while demonstrating integrity and ethical behavior.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.
- Understand that each individual plays an important role in maintaining and improving the quality of life for all members of the community.

LIFE SKILLS 9854

Students enrolled in the Life Skills program participate in activities designed to increase their ability to function independently in home, school and community. Lessons focus on the development and maintenance of communication skills, interpersonal relationships, self-awareness, health and fitness, food preparation, and housekeeping. Excursions into the community complement classroom experiences. (Credit: 1)

Students in **Life Skills (9854)** are expected to:

- Communicate effectively orally, in writing, and using media tools.
- Solve problems using critical, creative, and innovative thinking.
- Work collaboratively while respecting divergent viewpoints.
- Demonstrate respect for oneself and others.
- Recognize and value the importance of wellness and physical fitness.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.
- Understand that each individual plays an important role in maintaining and improving the quality of life for all members of the community.

VOCATIONAL EDUCATION PROGRAM 8119

This course offers students receiving special education services opportunities to develop work, personal, and independent skills. Curricular content is individualized to meet the diverse needs of students. The skills taught are functional in nature and support the development of appropriate work abilities and habits. Areas of instruction include such topics as career awareness, social skills, and job training. (Credit: ½)

Students in **Vocational Education Program (8119)** are expected to:

- Communicate effectively orally, in writing, and using media tools.
- Solve problems using critical, creative, and innovative thinking.
- Access, analyze, and evaluate information using print, non-print, and digital sources.
- Work collaboratively while respecting divergent viewpoints.
- Demonstrate respect for oneself and others.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.
- Understand that each individual plays an important role in maintaining and improving the quality of life for all members of the community.

PEERS SUPPORTING PEERS INTERNSHIP 9013

Course Level: Unleveled

Grades: 11-12

This course provides students with an interest in the education field an opportunity to learn about teaching as they assist special education students in classroom settings. Students will model appropriate social behavior and

assist with group and research work. Students will be assigned to a specific classroom based on interest and need. This course is offered on a pass/fail basis. Interested students must apply for and be accepted into the program. Contact the special education department chairperson at the high school for more information. (Credit: ½)

Students in **Peers Supporting Peers Internship (9013)** are expected to:

- Communicate effectively orally, in writing, and using media tools.
- Demonstrate respect for oneself and others.
- Act responsibly while demonstrating integrity and ethical behavior.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

Earning Credits in Programs Outside the District

A student may earn up to three credits toward the Wallingford graduation requirements in programs that are affiliated with accredited schools or colleges outside the

district, within the limitations below. Some such programs are described in the next section of this catalog.

1. A student may earn a maximum of one-half of the graduation credit distribution requirement in any subject area in such programs.
2. Credit shall be granted only if a student earns a "C" or better in the course.
3. Grades earned shall not be counted in the calculation of rank in class.
4. Students may not receive stipends for their participation in such programs.
5. A three-credit semester course at a college or university shall equate to one-half credit in the district. In all other circumstances, a credit shall require minimum of 120 hours of work.
6. Students must receive permission from the building principal in advance to earn credit for such programs.

Additional Educational Programs and Opportunities

Extracurricular Program

Extracurricular activities are not a part of the regular program of study, but are a part of the life of the student. Schools today consider them "essential," not "extra." They play an important role in the training for group life, social cooperation, and for leadership development for the individuals participating. The "carry over" values of accepting responsibility for one's self and the group, for sharing achievements and problems, and for appreciating the team concept help give real meaning to the words "competition" and "cooperation." Whether on the football field, in student government deliberations, at the speech podium, or amid club problems, leadership and responsibility traits are being fostered. Therefore, our high schools offer opportunities to meet the interests and needs of each student. There is a large variety of scholastic organizations, service groups, interest groups and clubs, and athletics (both interscholastic and intramural) to meet the needs of all students.

The Educational Enhancement Program

The Educational Enhancement Program offers students at risk of dropping out of school the opportunity to complete their diploma preparation in an off-site, small school environment. The goals of the program include helping students to build a positive self-image, to improve academic performance, and to transition back to high school and/or to higher education. Referral to the program is made through the high school principal.

HEALTH II ADVANCED TOPICS IN HEALTH 6544

Course Level: G

Grades: 11-12

In this course students will examine contemporary trends in health related topics, products and services. Students will use non fiction reading , writing, discussion and analysis to gain insight as to the importance of understanding how to evaluate information to assist them in living a healthy and balanced life. (Prerequisite: Health - Credit: ½)

HEALTH III 6554

Course Level: G

Grade: 12

This course will assist students in learning concepts and skills necessary to transition to a healthy and productive adulthood. Students will develop an understanding of holistic measures that promote health, access to health care systems and evaluate health related decisions.

(Credit: ½)

ARTS Program (Alternative Route to Success)

The ARTS program offers identified special education students middle and high school programs at an in-district alternative school. The goal is to provide a small, structured environment which addresses the needs of students who have difficulty in traditional education settings. The program is designed to contribute to students' development as healthy, productive individuals and to prepare them for a successful transition.

INDEPENDENT STUDY

Course Level: Unleveled

9050 (1), 9010 (½)

A junior or senior may earn ½ credit or 1 credit in a supervised independent study if:

1. The topic of the study is not an integral component of an existing course.
2. The student wishes to study in more depth a topic that was introduced in a course.
3. The student is a senior who has been unable to study a topic of interest because of scheduling conflicts.

A staff member certified to teach in the study's subject area must supervise an independent study; such supervision is voluntary. Proposals for independent study must be approved in advance by the building principal.

Independent studies may not be substituted for a core graduation requirement, and a student may undertake only one independent study in any one school year. Independent study may not count toward the course load requirement. Independent studies are graded on a pass/fail basis.

Summer School

The Wallingford Board of Education offers a tuition-based summer school program of review and enrichment courses. A brochure describing the summer school offerings is made available to interested students and parents at the end of the school year. Courses are offered only if there is sufficient enrollment.

Students should confer with their school counselors regarding the requirements for taking a summer school course to make up a failure. Students will not receive credit for courses taken for enrichment purposes or to improve their background in a course they have already passed.

Students who wish to attend a summer school outside of the district must obtain permission from the principal in advance. Credit for summer work and/or the awarding of diplomas based on credit earned in summer school will be awarded not sooner than the September which follows the school year in which the failure occurred or the credit was withheld.

Early College Admission

The Wallingford Board of Education, after due recommendation of the principal, shall permit an eligible student to enroll in an early admission program in a college offering such program and to become a candidate for a Wallingford high school diploma upon completion of the freshman college year or the thirteenth grade provided the following regulations are fulfilled:

1. The student approved for an early admissions program by the college of choice has completed the freshman college year or thirteenth grade;
2. The credits remaining for candidacy of a Wallingford high school diploma are reasonable for completion and commensurate with the student's ability and past achievement record in addition to those required in the freshman college year;
3. To complete high school graduation requirements (as currently regulated and including English 4), the student shall have sent an official college transcript to the principal recommending candidacy for graduation; and
4. The candidate shall then become eligible for all the privileges of his/her graduating class.

Educational Center For The Arts

The Educational Center for the Arts (ECA) offers programs for high school students who are gifted and talented in the performing and visual arts and have special needs that go beyond what is available in their high school. Talented students need opportunities to work with professional artists, resources, and special facilities to carry out their ideas, and an opportunity to work together with other talented students.

The program is supported by school districts in the greater New Haven area and administered by Area Cooperative Educational Services (ACES). It is located in the Audubon Street Arts Center, at the corner of Orange and Audubon Streets in New Haven.

A student who qualifies to attend ECA participates in one program: creative writing, dance, theatre, music, or visual arts. Within each program area students are placed in courses based on their needs, talents, existing skills, and the potential to develop new skills. Students may earn a maximum of two credits toward graduation per year of successful participation in ECA and may enroll in only six (6) credits of course work at their high school in any year of participation. Quality points are assigned to credit earned for participation.

Middlesex Community- Technical College/High School Partnership Program

This program provides an opportunity for high school juniors and seniors who have at least an 80 average to take, at no cost, one community-technical college general fund course per semester, upon the high school's recommendation and college acceptance. Interested students should see their school counselor.

High School Coop Language Program at Yale University

Sponsored by the Yale Center for International and Area Studies and its Programs in International Educational Resources (PIER)

The Yale Center for International and Area Studies offers introductions to the following seldom-taught languages - Arabic, German, Italian, Japanese, KiSwahili, Polish, Portuguese, or Russian, Turkish and Zulu - to any high school student in the greater New Haven area.

Classes: HSCLP Classes begin early to mid-October and run till at least mid-May. They will meet once a week at Yale for an hour and a half, beginning sometime after 4 p.m., the exact time and place to be announced the week before the first session. Students are assigned homework. The classes are small "group tutorials," not for Yale credit, but are substantial enough to justify granting partial high school credit, as some schools have done in the past. Six students are required to start a class.

Cost and Payment: There is a fee for this program. In some classes, students or their schools also have to purchase the textbooks. Students or their schools must make payment by check and give it the teacher in class. Students may attend the first two class sessions at no cost. For students deciding to pursue a course, payment is due by the third class. Beyond the third week of classes, fees are not refundable. If you are interested, information is available through the school counseling department.

Connecticut's Career Clusters and Pathways

Agriculture, Food & Natural Resources

Food Products & Processing Systems
Plant Systems
Animal Systems
Power, Structural & Technical Systems
Natural Resources Systems
Environmental Service Systems
Agribusiness Systems

Architecture & Construction

Design/Pre-Construction
Construction
Maintenance/Operations

Arts, Audio Video Tech & Communications

Audio Video Technology and Film
Printing Technology
Visual Arts
Performing Arts
Journalism & Broadcasting
Telecommunications

Business, Management & Administration

Management
Business Financial Management & Accounting
Human Resources
Business Analysis
Marketing
Administrative & Information Support

Education & Training

Administration and Administrative Support
Professional Support Services
Teaching/Training

Finance

Financial & Investment Planning
Business Financial Management
Banking & Related Services
Insurance Services

Government & Public Administration

Governance
National Security
Foreign Service
Planning
Revenue and Taxation
Public Management & Administration

Health Science

Therapeutic Services
Diagnostic Services
Health Informatics
Support Services
Biotechnology Research & Development

Hospitality & Tourism

Restaurants and Food & Beverage Services
Lodging
Travel & Tourism
Recreation, Amusements & Attractions

Human Services

Early Childhood Development & Services
Counseling & Mental Health Services
Family & Community Services
Personal Care Services
Consumer Services

Information Technology

Network Systems
Information Support and Services
Interactive Media
Programming & Software Development

Law, Public Safety, Corrections & Security

Correction Services
Emergency & Fire Management Services
Security & Protective Services
Law Enforcement Services
Legal Services

Manufacturing

Production
Manufacturing Production
Process Development
Maintenance, Installation & Repair
Quality Assurance
Logistics & Inventory Control
Health, Safety & Environmental Assurance

Marketing, Sales & Service

Marketing & Entrepreneurship
Professional Sales & Marketing
Buying & Merchandising
Marketing Communications & Promotion
Marketing Information Management & Research
Distribution & Logistics
E-Marketing

Science, Technology, Engineering & Mathematics

Engineering & Technology
Science & Mathematics

Transportation, Distribution & Logistics

Transportation Operations
Logistics Planning & Management Services
Warehousing & Distribution Center Operations
Facility & Mobile Equipment Maintenance
Transportation Systems/ Infrastructure Planning, Management & Regulation
Health, Safety & Environmental Management
Sales & Service

For Additional Information:
www.careerclusters.org