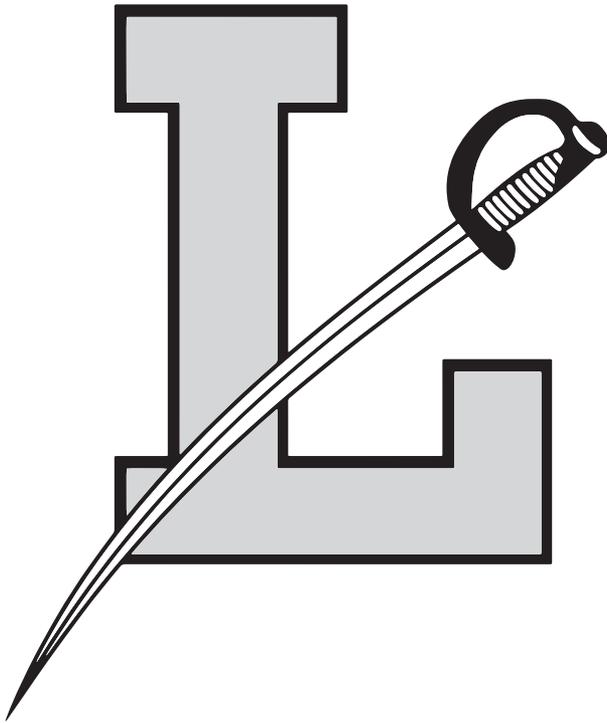


LEDYARD HIGH SCHOOL



**PROGRAM OF STUDIES
2016-2017**

GRADUATION REQUIREMENTS

| | 2017* | 2018* | 2019* | 2020* |
|---|---|---|---|---|
| English | 4 credits | 4 credits | 4 credits | 4 credits |
| Social Studies | 3.0 credits including World Hist Mod (1 credit) Civics (1 credit) US History (1 credit) | 3.0 credits including World Hist Mod (1 credit) Civics (1 credit) US History (1 credit) | 3.0 credits including World Hist Mod (1 credit) Civics (1 credit) US History (1 credit) | 3.0 credits including World Hist Mod (1 credit) Civics (1 credit) US History (1 credit) |
| Mathematics | 3 credits | 3 credits | 3 credits | 3 credits |
| Science | 3 credits including Biology (1 credit), Chemistry (1 credit), and Environmental Science (.5 credit) | 3 credits including Biology (1 credit), Chemistry (1 credit), and Environmental Science (.5 credit) | 3 credits including Biology (1 credit), Chemistry (1 credit), and Environmental Science (.5 credit) | 3 credits including Biology (1 credit), Chemistry (1 credit), and Environmental Science (.5 credit) |
| Math or Science | 1 credit | 1 credit | 1 credit | 1 credit |
| Physical Education | 1 credit | 1 credit | 1 credit | 1 credit |
| Vocational/Fine Arts | 2 credits | 2 credits | 2 credits | 2 credits |
| Health | .5 credit | .5 credit | .5 credit | .5 credit |
| Electives | 8.5 credits | 8.5 credits | 8.5 credits | 8.5 credits |
| Performance Graduation Requirement (PGR) | Reading/Writing and Problem Solving PGRs are met through standardized testing or portfolio | Reading/Writing and Problem Solving PGRs are met through standardized testing or portfolio | Reading/Writing and Problem Solving PGRs are met through standardized testing or portfolio | Reading/Writing and Problem Solving PGRs are met through standardized testing or portfolio |
| TOTAL | 26 | 26 | 26 | 26 |

PROGRAM OF STUDIES

2016 - 2017

Mrs. Amanda Fagan, *Principal*

Mr. Shane Winters, *Assistant Principal*

Mr. William Turner, *Assistant Principal*

Mr. Samuel Covino, *Coordinator of Student Services*

Mr. David Doyle, *Director of School Counseling and Guidance*

Mrs. Jennifer Allanach, *School Counselor*

Mrs. Michelle Mathieu, *School Counselor*

Mrs. Lisa Sumner, *School Counselor*

Mrs. Christy Toppa, *School Counselor*

Mrs. Carol Schwenk, *Career Development Coordinator*

Ledyard High School
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Ledyard, CT 06339
860 464-9600
FAX 860 464-1990
www.ledyard.net/lhs

THE LEDYARD SCHOOL SYSTEM DOES NOT DISCRIMINATE IN ANY OF ITS PROGRAMS OR ACTIVITIES ON THE BASIS OF RACE, COLOR, RELIGIOUS CREED, AGE, MARITAL STATUS, NATIONAL ORIGIN, SEX, SEXUAL ORIENTATION, OR PHYSICAL DISABILITY.

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**LEDYARD HIGH SCHOOL
CORE VALUE STATEMENT
AND
EXPECTATIONS FOR STUDENT LEARNING**

CORE VALUE STATEMENT

The Ledyard High School community maintains a safe, respectful and supportive learning environment that promotes student responsibility and independence. Dynamic instruction and diverse academic and extracurricular offerings empower students to develop the knowledge, skills, and qualities necessary for success in our global society.

ACADEMIC EXPECTATIONS

Students and graduates of Ledyard High School will:

1. Read and write critically and effectively for a variety of purposes.
2. Communicate information clearly and effectively in a variety of settings.
3. Demonstrate critical thinking and problem solving skills effectively.
4. Employ effective research and study skills.
5. Use technology effectively and responsibly.

CIVIC AND SOCIAL EXPECTATIONS

Students and graduates of Ledyard High School will:

1. Demonstrate citizenship, integrity, and respect for self and others.
2. Respect human and cultural diversity.
3. Contribute to a safe and supportive learning environment.
4. Demonstrate independence and self-reliance.
5. Take responsibility for life-long learning and personal health and well-being.

GENERAL INFORMATION

School Counselors:

Your school counselor is prepared and willing to assist you in academic, career, and personal/social matters. You are invited and encouraged to seek his/her assistance as you plan for appropriate courses.

Course Selection:

The selection of courses is an important decision-making event as students plan and prepare for the future. Choosing courses to prepare students for the variety of paths and opportunities upon graduation needs to be done with serious consideration. Gathering information to make a wise decision is an important part of the process. Information is available through parents, teachers, counselors, and this book. Students are encouraged to discuss possibilities with their parents, teachers, school counselor, and other appropriate sources and to read this book thoroughly before arriving at decisions.

It is important to observe prerequisites concerning past achievement and previous courses taken. Prerequisites are listed in the description of each course. It is also important to pay special attention to those courses that are required for graduation.

- **Students in the Class of 2017 must be scheduled for a minimum of 7 units of work.**
- **Students in the classes of 2018, 2019, and 2020 should be scheduled for 8 units of work.**

Selection of subjects is to be made from the courses listed in this book. Worksheets for each grade are provided at the back of the book.

Due to irresolvable conflicts, some students may not be scheduled for all the courses they desire.

Grouping:

Ledyard High School does not have “tracks” such as college prep, business, or general. Homogeneous grouping is used in some courses. Grouping is done by school personnel considering teacher recommendations, past academic performance, and performance on standardized tests.

GENERAL NOTATIONS

1. We are aware that you are making your course selection at a time of the year when you do not know whether you will pass a course or meet the minimum grade required as a prerequisite for some courses. In such cases you are to use your best honest judgment and self-evaluation to estimate the final grade you will receive in your present courses. You may have time to raise your mark to minimum levels if you are presently below these levels. We hope this will serve as an incentive in appropriate cases.

2. A student who fails a course after having been a member of a class for the full school year or who, in June, receives a mark lower than the prerequisite stated for a sequential subject (usually C-) may, with the approval of his/her counselor, attend a summer school make-up program. If a grade of C- is achieved in an accredited summer school program, the student will usually be permitted to continue in the sequential course selected for the next school year. However, if the student repeated a course that was passed (minimum D-) to simply raise the grade a second credit will not be awarded.
3. Courses that meet alternate days for entire year will earn 1.00 credit. Courses that meet alternate days for one semester will earn .5 credit.
4. Three credits in one world language are recommended by most colleges rather than two credits in two languages. Refer to college catalogs for language requirements.
5. Every freshman and sophomore is required to participate in physical education. One (1) credit in physical education is required for graduation. Medical excuses in writing from a physician must be provided to the school counselor.
6. Every freshman is required to take English 9, World History Modern, Mathematics, Biology, Environmental Science, and Physical Education.
7. Courses indicated with an asterisk (*) require skills in many academic areas (including reading, writing, mathematics, and science), do not fall within the domain of a specific department, and do not meet a specific graduation requirement.
8. Some courses may not be offered in the event of enrollment, staffing, or budgetary deficiencies.
9. Only those students who have fulfilled the graduation requirements as established by the Board of Education will be graduated from Ledyard High School. Students, in addition to fulfilling the credit distribution requirement, will have to fulfill a Reading/Writing Performance Standard and fulfill a Problem Solving Performance Standard. *Please refer to the Ledyard High School Parent/Student Handbook/Planner for Ledyard Public Schools Policies and Regulations: Graduation Requirements (6146) for specific requirements.*

PLEASE SEE YOUR COUNSELOR REGULARLY TO ASCERTAIN FULFILLMENT OF GRADUATION REQUIREMENTS OR TO CLARIFY THEM.

CHANGES IN PROGRAM

Changes in schedules may be made within the first 6 days of the semester. During this 6 day drop/add period students may drop a course with no penalty. An extension to the 6 day policy may be granted by the principal or his/her designee.

REPORT CARDS

Grades

Grades are accessible at any point during the school year through the PowerSchool parent portal. Printed report cards will be issued and mailed home at the end of the school year.

Ledyard High School uses a letter grading system, which includes the following grades: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, I (incomplete), M (medical excuse), NP (not pass), WP (withdrawn passing), and WF (withdrawn failing). Students who receive an I (incomplete) will have 10 school days to make up all required work.

Semester grades are calculated as follows:

| | |
|---------------------|-----|
| Each marking period | 40% |
| Final exam | 20% |

Final grades are the average of the semester grades.

However, under unusual circumstances teachers may request authorization from the principal to assign a final grade that is not an average as outlined above.

Teachers will provide comments on progress reports and report cards, which will be useful to parents and students in understanding academic grade achieved.

Honor Roll

Each marking period the administration will publish an honor roll of students who have no grade below B- (or A-) during the quarter. The honor roll has two divisions:

| | |
|--------------|-------------------|
| Honors: | No grade below B- |
| High Honors: | No grade below A- |

Pass/Not Pass courses are not included. Any student with a grade of “Incomplete” will be excluded from the Honor Roll.

Rank in Class

Ledyard High School employs a “weighted grading system” to determine rank in class. The class rank is significant to those students who are seeking admission to colleges and universities and/or special employment opportunities.

Class rank is determined by taking into account every grade that is earned by the student during the year, including the exam (and summer school), for all four years of high school. Pass/Not Pass courses are not included.

The curriculum contains a wide variety of courses at various levels of academic challenge including Advanced Placement courses and honors level courses. Students are allowed considerable choice in the selection of courses and are encouraged to strive for academic excellence. A system of grade weighting recognizes the differences in student achievement.

Four levels of weighting are as follows:

Level 3: These courses reflect the academic demands of four-year colleges. As such, they require a high degree of proficiency in the skills related to the field of study. Reading/writing/project assignments require non-class time to

complete. Review and reinforcement of needed skills are ongoing. More guidance is offered to students at this level than at the other two levels.

Level 2: These courses reflect the academic demands of four-year colleges and as such require a high degree of proficiency in the skills related to the field of study. Reading/writing/project assignments require a significant amount of non-class time to complete. Review and reinforcement of needed skills are ongoing. Most 2-level courses are dependent upon the completion of prerequisites or instructor approval.

Level 1: These courses are closely aligned with the academic demands of four-year colleges and require a high degree of proficiency in all areas. Independent thinking, intrinsic motivation, and complex problem-solving skills are among the stringent prerequisites for enrollment, along with a willingness to spend significant non-class time completing assignments. These courses require in-depth study, independent reading and research and/or preparation of comprehensive papers and reports.

AP Level: These courses must conform to the standards set by the College Board.

IF YOU OR YOUR PARENTS HAVE ANY QUESTIONS, PLEASE CONTACT YOUR SCHOOL COUNSELOR.

PROMOTION

A student must have earned the following credits by the last Friday of the summer vacation of each year in order to be promoted to the next class:

| | |
|----------|----|
| Grade 9 | 5 |
| Grade 10 | 10 |
| Grade 11 | 18 |

All credits and requirements for graduation must be completed before graduation for the student to participate in the graduation ceremony. No exceptions are allowed to this policy.

UNIVERSITY OF CONNECTICUT EARLY COLLEGE EXPERIENCE

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

ECE instructors, who are certified as adjunct professors by UConn faculty, create a classroom environment fostering independent learning, creativity and critical thinking - all pivotal for success in college. The students benefit by taking college courses in a familiar setting that is conducive to learning. Ledyard High School offers ECE courses

in Spanish, French, Advanced Floral Art, Floral Art, Horticulture and Marine Science. 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. UConn credits are transferable to many colleges and universities. For additional information visit: www.ece.uconn.edu.

ADVANCED PLACEMENT

Advanced Placement (AP) is an intensive program of college-level courses and examinations sponsored by the College Board. Students enrolled in an AP course are expected to take the AP examination offered in May. Each college has its own policy for granting AP credit based on the examination score. Participation in and completion of an AP course does not guarantee college credit.

NEW LONDON SCHOLARS PROGRAM

Each semester two superior Ledyard High School students may enroll at no cost in a course at Connecticut College. Students must enroll in a class that is offered after school hours due to our rotating A/B schedule. The students receive full college credit, and the subject area is determined by the student in conjunction with a Connecticut College advisor.

High School credit may be awarded at the student's request with administration approval. Courses will be weighted as a level I equivalent and will be assigned one credit for a three or four credit college course. Qualified students can obtain further information from their counselors.

PROJECT LEAD THE WAY

Project Lead the Way is a nonprofit organization organized to help schools give students the knowledge they need to excel in high-tech fields. The high school program, when combined with traditional mathematics and science courses, introduces students to the scope, rigor, and discipline of engineering prior to entering college. However, those not intending to pursue further formal education will benefit greatly from the knowledge and logical thought processes that result from taking some or all of the courses provided in the curriculum.

PTLW adheres to national standards in math, science, and technology. Classroom instruction, generally one-third theory and two-thirds application, gives students meaningful, hands-on experience in problem solving, teamwork, and project-based learning. They also have the opportunity to earn college credit for their work.

STUDENT SUCCESS PLAN

Student Success Plans (SSP) are individualized, student-driven plans designed to address student needs and connect interests, skills, and coursework to post-secondary educational and career goals.

Student Success Plans were developed by the Connecticut State Department of Education and are designed to monitor grades 6 through 12. SSPs will consist of three major components: academic, career and personal/social. These components will be delivered through embedded lessons in our existing core and elective curriculum, our school counseling and guidance curriculum, and through our advisory program.

COLLEGE AND CAREER PREPARATION TIME LINE

The following is a guide to follow in preparing for college and career.

9th Grade

Take challenging classes.

- Connect your interests to one of the state’s career clusters and take appropriate courses within the cluster. (SSP)
- Get involved in activities at school and in the community. Volunteer your time.
- Continue building the Student Success Plan by completing annual goals, the SSP survey and the “Learning Style Inventory” and “Career Interest Profiler” assessments.
- Get to know the Career Center.
- Talk with adults about their jobs. What do they like and dislike? What educational preparation is required?
- Read.
- Start to plan financially for college.
- Plan summer experiences that might develop new skills.

10th Grade

- Explore a variety of courses. Take challenging classes.
- Connect your interests to one of the state’s career clusters and take appropriate courses within the cluster. (SSP)
- Make sure you are meeting all graduation requirements.
- Continue involvement in school and community activities. Volunteer your time.
- Continue building the Student Success Plan by completing annual goals, the SSP survey and the “Do What You Are” personality inventory.
- Use Naviance and the Career Center to research careers and colleges. (SSP)
- Plan to take appropriate Advanced Placement and Uconn ECE courses.
- Read.
- Explore and discuss college options.
- Take the PSAT in October for practice.
- Consider summer programs at colleges or other summer opportunities that may help you to develop new skills or strengthen existing ones.

11th Grade

- Continue taking challenging courses.
- Ensure you are meeting graduation requirements.
- Continue involvement in school and community activities. Volunteer your time.
- Continue building the Student Success Plan by completing annual goals, building a resume and utilizing Naviance and the Career Center to search for appropriate careers and colleges.
- Connect your interests to one of the state’s career clusters and take appropriate courses within the cluster. (SSP)
- If you are planning to play a sport or hope to receive an athletic scholarship at a Division I or II college, be sure courses meet NCAA Clearinghouse requirements.
- Take the PSAT in October (even if you took it in tenth grade).
- Take the ASVAB (optional).
- Plan college visits. Take college tours, talk to faculty members and students, and get to know the institutions thoroughly.
- Create a Khan Academy account for SAT Preparation.
- Look carefully at costs and budgeting for further education. Attend Financial Aid Night (Fall). Explore financial aid and scholarship opportunities.
- Check to see if applications for certain programs need to be made this year, for example appointments to a military academy.
- Explore job-shadowing options with your school counselor and the Career Center.
- Register for and take the SAT and any appropriate SAT Subject Tests or the ACT if required. Usually these are taken in the spring. (LHS offers the SAT and SAT Subject Tests in November and May and the ACT in June.)
- Speak with graduates who have attended college or who have entered careers about their experiences.
- Attend College/Naviance night for juniors in the Spring.
- Attend the College Fair in the Fall.
- Complete your Individual Planning Portfolio.
- Carefully select courses for your senior year.
- Read.
- ^a Plan enriching summer experiences.

12th Grade

- Continue to take challenging classes.
- Be certain you are meeting all graduation requirements.
- Continue involvement in school and community activities. Volunteer your time.
- Connect your interests to one of the state’s career clusters and take appropriate courses within the cluster. (SSP)
- Continue building the Student Success Plan by completing annual goals, updating your resume and completing the senior exit survey.
- Meet with your counselor and utilize Naviance to assist you in managing the college application process. Request teacher recommendations as early as possible. Submit your applications to your counselor at least 10 school days before each college deadline. (SSP)
- Apply for financial aid and scholarships. Complete the Free Application for Federal Student Aid (FAFSA) and College Board PROFILE (if applicable). Attend Financial Aid Night (with your parents—Fall). Complete any special financial aid applications from individual colleges.

- Register and take the SAT and any appropriate SAT Subject Tests or the ACT if required. Be sure to send scores to colleges/universities to which you are applying.
- Complete and submit all NCAA Clearinghouse Students Release Forms (online) if you are planning to play a sport or receive an athletic scholarship at a Division I or II college.
- Talk with graduates about their college experiences and career choices.
- Attend the College Fair in the Fall.
- Attend College Planning Night in the Fall.
- Visit colleges. Take tours, talk with faculty and students, sit in on classes, spend the night, and eat in the dining hall. Get to know the institutions as well as you can.
- Plan summer experiences that will strengthen and expand your skills and opportunities.
- Read.

IMPORTANT FACTORS IN PREPARING FOR COLLEGE ADMISSIONS

Academic Preparation:

- Four credits of English at the most challenging level possible
- At least three credits of mathematics including Algebra I, Geometry, and Algebra II. Students who are able to take more advanced mathematics courses should do so to open more options for college study.
- At least three credits of science. This should include at least two credits of science classes with laboratory experience (Biology, Chemistry, and Physics plus Environmental Science).
- At least 3.0 credits of social studies (World History Modern, Civics and United States History). Students with interest and ability should take more.
- A minimum of two credits in a single world language. Many colleges recommend three credits. Colleges may require a student with only two credits of world language in high school to take a year of world language in college.
- Athletics, Extracurricular Activities, and Community Service:
- Participation and/or leadership in these areas are very important. Skills and attitudes learned through these activities play a significant role in determining a student's success in college and in life.

Admission Tests:

- Usually the SAT or ACT is required. The best preparation for the SAT is taking the PSAT in the sophomore and junior years. Reading widely, writing frequently and developing vocabulary contribute to improved Critical Reading, and Writing scores. Taking challenging mathematics courses positively affects Mathematics scores. Utilizing the Khan Academy for SAT Preparation may also be helpful. Students may also wish to take the ACT. Ledyard High School is an ACT test center in June of each year.

Exposure to the Arts:

Colleges usually like students to have experience in this area.

Computer Competency:

Students should be fluent in the use of computer technology.

A Strong Application:

This includes recommendations from counselors and teachers and an essay that is carefully thought out and well written.

Personal Communication with the college representatives, admissions officers, and/or college department members through visitations, interviews, phone calls, and written correspondence

REMEMBER:

- It is never too late to gain skills or experience necessary for further education and career success.
- There are many types of colleges and higher education programs, some with unique requirements (such as portfolios or auditions). See your school counselor.
- Do not be discouraged by what you feel are insufficient SAT or ACT scores or by past difficulties. Explore many options and be persistent in your college and career search.

CAREER CLUSTERS & PATHWAYS

Career interest areas provide a valuable context in which students are better able to learn challenging academic concepts. Careers are “clustered” according to common knowledge and skills, not industries. Career clusters differ from standardized occupational classifications developed by U.S. Department of Labor. Clusters are not a vehicle for tracking or job training.

Career Pathways are recommended sequences of courses that provide foundation knowledge and skills in a chosen career area, qualifying for entry-level employment in technical areas and preparing students for the more rigorous technical courses in college. Pathways do not limit choices; students can change from one to another as they develop more realistic goals and objectives. Pathways meet academic standards and grade-level expectations as well as postsecondary entry/placement requirements. An additional advantage of following an articulated curriculum is that it may provide opportunities for students to earn college credit through dual/concurrent enrollment or articulation agreements.

Please see the following pages for the Career Cluster/Pathway Chart. This chart is also available on our career center webpage <http://www.ledyard.net/lhs/guidance/career.html>.

| CAREER PATHWAY | SUGGESTED COURSES | LHS COURSES |
|--|---|--|
| <p><u>Agriculture, Food and Natural Resources</u> - careers in the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources.</p> | <p>Agricultural Science; Animal Anatomy/Physiology; Animal Science; Biological Science; Biology; Botany; Chemistry; Earth/Environmental Science; Horticulture; Livestock Management; Natural Resources & Management</p> | <p>Agri-Science; Anatomy/Physiology; Biology; Bio Ethics; Human Biology; Chemistry; Earth Science; Environmental Science; Marine Science</p> |
| <p><u>Architecture and Construction</u> - careers in designing, planning, managing, building and maintaining the physical infrastructure environment, e.g. buildings, homes, parks, bridges, roads and highways, etc.</p> | <p>Advanced Algebra; Calculus; Computer-Aided Drafting/Applications; Design & Construction; Geometry; Applied Technology, Safety, Health & the Workplace Environment; Woodworking</p> | <p>Agri-Science; Algebra; Pre-Calculus; Calculus, Physics; Civil Engineering & Architecture; Computer Science & Software Engineering; Geometry; Housing & Interior Design; Integrated Math; Intro to Engineering Design; Metals; Power Mechanics; Principals of Engineering; Woods</p> |
| <p><u>Arts, A/V Technology and Communications</u> - careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content, e.g. visual and performing arts and design, journalism, etc.</p> | <p>Art/A-V Technology & Communications; Band/Choir; English Composition; Fashion/Interior Design; Graphic Design; History; Information Technology; Journalism; Literature; Music Theory; Performing Arts; Photography; Speech/Communication; Technical Writing; Theater & Playwriting</p> | <p>Painting Studio; English; Art; World History; Music; Ceramics; Clothing - Fashion, Fabrics & Construction; Creative Writing; Journalism; Drama; Drawing; Housing & Interior Design; Info Tech; Public Speaking</p> |
| <p><u>Business, Management and Administration</u> - careers in planning, organizing, directing and evaluating business functions essential to efficient and productive business operations.</p> | <p>Accounting; Advertising; Algebra; Business Law; Business Management; Calculus; Computer Applications; Economics; English Literature/Composition; Finance; Geometry; Office Technologies; Physics; Speech/Communication; Statistics; Technical Writing; World Issues; World Languages</p> | <p>Accounting; Algebra; Pre-Calculus; Calculus; English; Physics; French; Spanish; Current Issues; Geometry; Info Tech; Integrated Math; Public Speaking; World History; Personal Finance; Statistics.</p> |

| CAREER PATHWAY | SUGGESTED COURSES | LHS COURSES |
|---|---|--|
| <p>Education and Training - careers in planning, managing and providing education and training services, and related learning support services.</p> | <p>American Government/History; Career Exploration in Education & Training; Child Development/Psychology; Computer Applications; English Composition; Home Economics; Parenting; Philosophy; Psychology; Social Studies; Sociology; Speech/Communication; Statistics; World Issues; World Languages</p> | <p>Anthropology; English; Psychology; Spanish; French; US History; Civics; Child Development; Current Issues; Info Tech; Public Speaking; Understanding Self & Relationships; World History; Genocide; 20th Century Pop Culture; Statistics.</p> |
| <p>Finance - careers in services for financial and investment planning, banking, insurance, and business financial management.</p> | <p>Accounting; Algebra; Banking & Investing; Business Management & Statistics; Calculus; Computer Applications; Economics; Finance; Geometry; International Business; Office Technology; Research/Market Research; Statistics; Technical Writing</p> | <p>Accounting; Algebra; Pre-Calculus; Calculus; English; Geometry; Info Tech; Integrated Math; Personal Finance; Statistics.</p> |
| <p>Government and Public Administration - focuses on the careers unique to government, including governance, national security, regulation, and management and administration at the local, state, and federal levels.</p> | <p>American Government & Comparative Political Systems; American History; Civics; Geography; Government & Public Administration; Information Technology; Modern Europe & Western Traditions; Psychology; Sociology; Speech/Communication; Statistics; World Concepts & Themes; World Issues; World Languages; Writing/Composition</p> | <p>Anthropology; English; Psychology; Spanish; French; US History; Civics; Current Issues; Info Tech; Public Speaking; Understanding Self & Relationships; World History; Genocide; 20th Century Pop Culture</p> |
| <p>Health Science - careers in planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.</p> | <p>Advanced/Technical Algebra; Anatomy/Physiology; Biology/Biological Science; Calculus; Certified Nurses Aide Training; Chemistry; Health Science & Healthcare; Medical Ethics; Medical Math; Medical Terminology; Microbiology; Nutrition; Physics; Psychology; Research Methods; Research/Technical Writing; Sociology; Statistics; World Language</p> | <p>Algebra; Anatomy & Physiology; Anthropology; Biology; Bio Ethics; Human Biology; Pre-Calculus; Calculus; Chemistry; Physics; Psychology; Spanish; French; Forensic Science; Health; PE; Sports Psychology; Understanding Self & Relationships; Genocide</p> |

| CAREER PATHWAY | SUGGESTED COURSES | LHS COURSES |
|---|---|---|
| <p>Hospitality and Tourism - careers in the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services.</p> | <p>Accounting; Business/Hospitality Management; Communications/Speech; Culinary Arts/Food Service; Food/Beverage Management; Hospitality & Tourism; Marketing; Nutrition; Personal Finance; Sports; World Geography/Cultures</p> | <p>Accounting; Psychology; Spanish; French; Music; Culinary Essentials; Foods; World History; Consumer Math; PE; Public Speaking; Sports Psychology; Info Tech</p> |
| <p>Human Services - careers that prepare individuals for employment that relates to families and human needs.</p> | <p>Child Growth & Development/Child Psychology; Early Childhood Education & Services; Family Life Education; Family Relations; Independent Living; Literacy & Language; Occupational Childcare; Parenting; Personal Finance; Psychology; Public Speaking; Safety & Health for Children; Sociology; Theology; World Issues</p> | <p>Anthropology; Psychology; Spanish; French; Child Development; Health; Public Speaking; Consumer Math; Understanding Self & Relationships; Sports Psychology; World History; Genocide; 20th Century Pop Culture</p> |
| <p>Information Technology - entry level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia, and systems integration services.</p> | <p>Accounting; Advanced Algebra; Calculus; Computer Systems; Desktop Publishing; Economics; Geometry; Information Technology; Physics; Programming & Software Development/Design; Spreadsheet/Database Applications; Statistics; Technical Writing; Trigonometry; Webpage Design; Word Processing Applications</p> | <p>Accounting; Algebra; Pre-Calculus; Calculus; Computer Science & Software Engineering; English; Physics; Geometry; Info Tech; Integrated Math; Statistics.</p> |
| <p>Law, Public Safety and Security - careers in planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.</p> | <p>American Government; Civics; Civil Law; Courts & the Judicial Process; Criminal Justice; Ethics & Social Issues; Information Technology Applications; Law, Public Safety, Law Enforcement Services; Political Science; Procedural Criminal Law; Psychology; Sociology; Speech/Communication</p> | <p>Anthropology; Psychology; English; Spanish; French; Current Issues; Understanding Self & Relationships; US History; Bio Ethics; Forensic Science; Civics; Info Tech; Genocide</p> |

| CAREER PATHWAY | SUGGESTED COURSES | LHS COURSES |
|---|--|---|
| <p>Manufacturing - careers in planning, managing and performing the processing of materials into intermediate or final products, and related professional and technical support activities.</p> | <p>Advanced Algebra/Calculus; Chemistry; Computer Applications; Design for Manufacturability; Electronics; Geometry; Manufacturing Occupations/Technology; Manufacturing Production Processes; Materials & Processes; Physics; Safety in the Workplace; Quality Assurance Concepts & Techniques; Woodworking</p> | <p>Agri-Science; Algebra; Pre-Calculus; Calculus; Computer Science & Software Engineering; Digital Electronics; Geometry; Integrated Math; Physics; Clothing - Fashion, Fabrics & Construction; Electronics; Info Tech; Metals; Woods</p> |
| <p>Marketing, Sales and Service - careers in planning, managing, and performing marketing activities to reach organizational objectives.</p> | <p>Accounting; Advertising; Algebra; Business & Technical Writing; Business Management; Calculus; Computer Applications; Entrepreneurship/Small Business Ownership; Marketing & Sales; Office Technology; Real Estate Practices; Research/Market Research Methods; Speech/Communication; Statistics</p> | <p>Accounting; Algebra; English; Info Tech; Integrated Math; Pre-Calculus; Calculus; Chemistry; Psychology; Spanish; French; Public Speaking; Creative Writing; Journalism; Statistics.</p> |
| <p>Science, Technology, Engineering and Mathematics (STEM) - careers in planning, managing, and providing scientific research and professional/technical services, including research and development services.</p> | <p>Advanced Algebra/Calculus; Chemistry/Organic Chemistry; Civil Engineering & Architecture; Computer Integrated Manufacturing; Differential Equations; Digital Electronics; Engineering Design/Analysis/Processes/Innovation; Information Technology Applications; Microbiology; Physics; Speech/Communication; Statistics; Technical Writing; Trigonometry</p> | <p>Agri-Science; Algebra; Pre-Calculus; Calculus; Chemistry; Computer Science & Software Engineering; English; Physics; Public Speaking; Civil Engineering & Architecture; Digital Electronics; Electronics; Info Tech; Intro to Engineering Design; Principals of Engineering; Statistics.</p> |
| <p>Transportation, Distribution and Logistics - careers in the planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water, and related professional/technical support services.</p> | <p>Advanced Algebra; Applications in Transportation, Distribution & Logistics; Auto Mechanics; Calculus; Computer Applications; Energy, Power, Transportation & the Environment; Geometry; Land, Air, Water & Space Transportation Systems; Physics; Vehicular Transportation Systems</p> | <p>Agri-Science; Algebra; Pre-Calculus; Calculus; Physics; Geometry; Integrated Math; Electronics; Digital Electronics; Environmental Science; Earth Science; Info Tech; Power Mechanics</p> |

COURSE LOCATOR

| | | | |
|-------------------------------------|----|--|----|
| Accounting I | 29 | Child Development | 38 |
| Accounting II | 29 | Civics | 60 |
| Agri-Science I | 20 | Civil Engineering | |
| Agri-Science II | 20 | and Architecture | 68 |
| Agri-Science III | 21 | Clothing: Fashion, Fabrics | |
| Agri-Science IV | 21 | & Construction | 37 |
| Agri-Science III/Uconn | | Computer Science and | |
| ECE Floral Art I | 22 | Software Engineering | 68 |
| Ag/Uconn ECE Horticulture & | | Concert Choir | 48 |
| Advanced Floral Art | 23 | Consumer Math | 45 |
| Algebra I | 42 | Corrective Reading | 66 |
| Algebra II | 43 | Creative Writing | 35 |
| Algebra III | 43 | Creative Writing - Prose | 35 |
| Anatomy and Physiology | 57 | Creative Writing - Poetry | 36 |
| Anthropology | 61 | Culinary Essentials | 37 |
| AP Biology | 54 | Current Issues | 61 |
| AP Calculus AB | 44 | Digital Electronics | 68 |
| AP Calculus AB/BC | 44 | Drama | 36 |
| AP Chemistry | 55 | Drawing I | 25 |
| AP English Language and Composition | 34 | Drawing II | 26 |
| AP Environmental Science | 58 | Earth Science | 53 |
| AP Physics 1 | 56 | Electronics | 68 |
| AP Physics 2 | 56 | English 9 | 32 |
| AP Psychology | 62 | English 10 | 32 |
| AP Spanish V/UConn Early | | English 11 | 33 |
| College Experience | 73 | English 12 | 33 |
| AP United States History | 61 | Environmental Science | 58 |
| Art I | 26 | Foods I | 37 |
| Art II | 26 | Forensic Science | 59 |
| Art (Advanced Studio) | 26 | French I | 71 |
| Beginning Keyboard | 48 | French II | 71 |
| Bioethics | 57 | French III | 71 |
| Biology | 53 | French Grammar and Composition/ UConn ECE | 72 |
| Calculus I | 44 | French Grammar and Culture/ Uconn ECE | 72 |
| Ceramics I | 26 | Geometry | 43 |
| Ceramics II | 26 | Guitar I | 48 |
| Chamber Choir | 47 | | |
| Chemistry | 54 | | |

| | | | |
|--|----|--|----|
| Guitar (Advanced) | 48 | Personal Finance (Advanced) | 30 |
| Health | 39 | Physical Education (Advanced) | 52 |
| Housing & Interior Design | 37 | Physical Education | 51 |
| Human Biology | 57 | Physics | 55 |
| Immersion Spanish I | 73 | Power Mechanics | 70 |
| Immersion Spanish II | 74 | Pre-Calculus | 43 |
| Immersion Spanish III | 74 | Principles of Engineering | 67 |
| Independent Study | 40 | Public Speaking | 36 |
| Independent Study in Art | 27 | Select Singers | 49 |
| Independent Study | | Senior Experience | 59 |
| in Physical Education | 52 | Spanish I | 72 |
| Information Technology I | 27 | Spanish II | 72 |
| Information Technology II | 28 | Spanish III | 73 |
| Integrated Math I | 41 | Spanish IV | 73 |
| Integrated Math II | 42 | Sports Psychology | 52 |
| Integrated Math III | 42 | Statistics | 45 |
| Introduction to Engineering Design | 67 | Study and Organization | |
| Journalism I | 34 | Skills 9-10 | 64 |
| Journalism II | 35 | Study and Organization | |
| Marine Science | 57 | Skills 11-12 | 65 |
| Marine Science/UConn Early | | Symphonic Band | 48 |
| College Experience | 58 | 20th Century American Pop Culture | 63 |
| Men's Chorus | 49 | Understanding Self and Relationships | 38 |
| Metals I | 69 | United States History | 60 |
| Metals II | 69 | Voice Class | 48 |
| Modern Genocide Studies | 62 | Women's Chorus | 49 |
| Music Appreciation | 47 | Woods I | 69 |
| Music Theory I | 47 | Woods (Advanced) | 69 |
| Painting Studio | 25 | World History Modern | 60 |
| Personal Finance | 30 | World History: Ancient to Medieval | 61 |

AGRI-SCIENCE & TECHNOLOGY

The Connecticut Career Clusters, their pathways, and 21st Century skills are integrated in Agri-Science & Technology offerings.

What can I do with a career in Agriculture?

| | | |
|------------------------------------|-------------------------------------|-----------------------------------|
| Agricultural Technology | Animal Judging & Showing | Agricultural Researcher |
| Agricultural Engineer | Meat Processor | Agricultural Sales |
| Civil Engineer | Meat Scientist | Cooperative Extension Educator |
| Construction | Pet Groomer | Farmer |
| Environmental Engineer | Process/Market/Test Animal Products | Feed Sales |
| Farrier or Blacksmith | Veterinarian | Food Processor |
| Greenhouse Construction/Repair | Veterinary Assistant or Technician | High School Agriculture Educator |
| Large Equipment Sales & Repair | Zoologist | Soil Scientist |
| Mason | Aquaculture/Marine Science | Technical Writer |
| Small Engine Sales & Repair | Production Aquaculture | Horticulture/Plant Science |
| Technical Marketing Representative | Aquaculture Business Manager | Botanist |
| Animal Science | Fish or Shellfish Hatchery Manager | Crop Specialist |
| Animal Behaviorist | State or Federal Regulator | Florist, Floral Designer |
| Animal Nutritionist | Aquatic Animal Nutritionist | Gardener |
| Animal Trainer | Aquaculture Biotechnologist | Greenhouse Grower |
| Biotechnician | Aquaculture Equipment Design | Horticultural Sales |
| Geneticist | Marine Biology | Landscape Designer |
| Groomer | Ocean Engineer | Landscape |
| Horse Trainer | General Agriculture | Plant Breeder |
| Humane Educator | Agricultural Buyer | Plant Broker |
| Kennel Operator/Manager | Agricultural Inspector | Public Garden/Conservatory Mgr. |
| Livestock Marketing | Agricultural Journalist | Vegetable/Fruit Grower |

1951
Agri-Science I

Agri-Science I and II (Agricultural Career Foundations) consist of a series of units designed to give an introduction to the Agri Science Program and the field of agriculture. A broad foundation in the basic areas that constitute American agriculture is offered in these units. A student can make a more intelligent choice of the field or specialized area in which he/she wishes to concentrate after becoming better acquainted with these fundamentals.

1952
Agri-Science II

Agri-Science I and II units are comprised of subject matter in aquaculture/natural resources, animal science, plant science, soil science, agricultural mechanics, record keeping, natural resources, and environmental science. Leadership skills, including an introduction to the FFA, "Work Safe" and SAE are also covered in these classes.

All freshmen take 1951.

(1 credit)

All sophomores as well as juniors and seniors who are new to the Agri-Science Program take 1952.

(2 credits — 1 credit each semester)

1953
Agri-Science III

Students who successfully complete Agri-Science II will take Agri-Science III and Agri-Science IV where they will have an opportunity to specialize in one of four areas: aquaculture, agricultural mechanics, animal science, and plant science.

1954
Agri-Science IV

Students will be counseled by their agriculture teachers and SAE advisors to enroll in classes that will best help them achieve their career goals. Much of the time a student will take most of his/her classes in one specific area; however, classes are designed with the flexibility for course crossover.

A summary of the four specialized areas follows:

Aquaculture Systems

Aquaculture involves growing aquatic crops, commercial harvesting of fish and shellfish, construction, maintenance, and repair of related equipment. Some topics covered are equipment repair and maintenance, system design and construction, fish management and production, aquaculture projects, marine ecosystems, water quality, and shellfish and finfish aquaculture. All aquaculture students are encouraged to take Marine Science in the Science Department.

Power, Technical and Structural Systems

Students studying power, technical and structural systems will work with equipment that is involved in agricultural occupations. Woodworking, construction, wiring, equipment operation, maintenance and general overhaul of engines, and metal fabrication are some of the areas covered. An analytical approach to problem solving is stressed.

Animal Systems

Animal systems is a course designed for students who are interested in careers working with animals. The selection, care, management of small companion animals and domestic farm animals, animal nutrition, reproduction, heredity, and health management are the focus of this specialized area.

Classroom work is enriched through use of the animal facilities that are designed to provide a student with first-hand experience related to his/her major field of study.

Agri-Science III students have the opportunity to receive their American Red Cross Pet First Aid Certificate and Kennel

Assistant Certificate. Agri-Science IV students who complete Veterinary Science II will have the option of testing for the Veterinary Assistant Certification in addition to receiving a Laboratory Animal Care Certificate.

Plant Systems

The goal of Plant Systems is to aid interested students in developing skills and abilities in plant related careers whereby the student receives not only theory but actual practice in “how a plant grows” and “how to grow plants.” Students have the opportunity to learn propagation techniques, pruning, greenhouse management, landscaping, fertilizers, pest control, vegetable and flower production, grounds maintenance, and landscape and floral design. Sustainability and environmental impacts will be discussed and practiced as appropriate.

Students will obtain practical experience on the school grounds and in the department greenhouses or through work or home experience.

Although participation in Agri-Science is limited to those who complete applications, when space allows Agri-Science III and IV classes may be open to LHS juniors and seniors. Course availability will change from year to year based on space availability. Interested students should contact the Agri-Science Instructional Leader or their School Counselor for further information.

Agri-Science I
(1 credit)

Agri-Science II, III, IV
(2 credits — 1 credit each semester)

1958
Agri-Science III/
Floral Art I/
University of
Connecticut Early
College Experience

The study of flower arrangement as an art form with emphasis on historical background, artistic principles, color harmony and care of perishable media. Individual expression is encouraged in the creation of floral composition. **Course Eligibility Guidelines HORT 2520:** Successful completion of one year of high school biology

As a final project each student will prepare and submit a portfolio of work completed during the class. In addition, students will grow and market a greenhouse crop and learn the basics of landscape design.

This class is also available to all junior and senior students who are not enrolled in Agri-Science.

Students who successfully complete this course will earn 2 credits for Hort 2520: Floral Art from the University of Connecticut.

(2 credits – 1 credit each semester)

1957
Horticulture/
Floral Art I/
Advanced Floral Art/
University of
Connecticut Early
College Experience

Fundamentals of Horticulture: Science and practice of horticultural plant propagation and culture. Basic concepts of plant structure, growth and function. Integrated pest management. Impact of new technology. Horticulture and the environment **Course Eligibility Guidelines HORT 1110:** Successful completion of one year of high school biology.

Advanced Floral Art: In-depth study of post-harvest requirements for specialized floral crops. Exposure to novel floral materials and abstract, tribute, high-style, and wedding designs. Retail price structuring, wire services, and mass-production concepts.

Course Eligibility Guideline: A student must pass HORT 2520 with a grade of a “C” or higher to continue on to HORT 3530.

This course combines ECE Horticulture and Advanced Floral Art. It covers the science and practice of plant propagation and culture. It also reviews the basic concepts of plant structure, growth, and function, and explores greenhouse culture and management, floral design, Integrated Pest Management, and horticulture and the environment. Students will have the opportunity to apply skills in the Agri-Science greenhouse through the culturing of a marketable crop and by propagating a variety of plants.

Agri-Science IV students who are interested in both general horticulture and floral design should take this course. This will meet the Agri-Science requirement for those students.

This class is also available to all junior and senior students who are not enrolled in Agri-Science.

Students who successfully complete this course will earn 2 credits for Hort 3530, Floral Art, and 3 credits for Hort 1110, Fundamentals of Horticulture, from the University of Connecticut.

(2 credits – 1 credit each semester)

ALL AGRI-SCIENCE COURSES QUALIFY AS PARTIAL FULFILLMENT OF THE TWO (2) CREDIT VOCATIONAL EDUCATION OR FINE ARTS GRADUATION REQUIREMENT.

All Agri-Science students are required to develop a Supervised Agricultural Experience (SAE) Program. The purpose of the SAE Program is to help students prepare for a career through practical experiences outside class work by applying skills and knowledge acquired in class to real world situations. Students will develop a personalized program with the assistance of a teacher/advisor. ECE students who are not Agri-Science students will work with the instructor to develop a suitable SAE replacement project.

ART

The Connecticut Career Clusters, their pathways, and 21st Century Skills are integrated in Art offerings.

What can I do with a major in Art?

Art Museums

Administrator, Curator, Publications, Sales
Art Historian, Art Auctioneer, Art Dealer

Art Sales

Auction House, Galleries, Department Stores

Retailing

Fashion Coordinator, Buyer, Display

Fashion

Fashion Designer, Fashion Merchandising,
Dress Making, Fashion Consultant,
Makeup Artist, Costume Designer, Hair Stylist,
Jewelry Designer, Shoe Designer, Home Staging

Visual Arts

Cartoonist, Crafts Person (weaver, glass blower,
potter, blacksmith, woodworker), Graffiti Artist,
Tattoo Artist, Illustreator, Painter, Sculptor,
Taxidermist, Food Stylist, Cake Decorator

Education

Art Teacher, Art Professor, Art History Teacher,
Art Therapy

Entertainment

Animator, Design and Production, Video Production,
Director (Video/TV, Film Audio, Theater),
Set Designer, Stage Manager, Film Editor,
Cinematographer

Design

Graphic Designer, Product Design, Web Developer,
Logo Designer, Textile Design, Furniture Design,
Motion Graphics Designer, Multimedia Designer,
Urban Designer, Floral Design, Golf Course Design

Photography

Commercial Photographer, Fashion Photographer,
Forensic Photographer, Industrial Photographer, News
Photographer, Photojournalist, Wedding Photographer,
Photo retouching, Portrait Photographer

The Art Department offers a variety of courses to interested students in all grade levels. Students wanting to pursue a career in art are encouraged to take art courses each of their four years. Students interested in earning independent study credit should see their school counselor after obtaining a recommendation from the Art Department.

1903004
Painting Studio

This course introduces first year painting students to the materials and techniques in painting. Students will paint a variety of subjects. Media may include acrylic, watercolor and/or tempera. Experience in composition and color mixing is necessary. Second year students work on developing their painting techniques and pursue more independent ideas in order to discover personal expression in paint.

Prerequisite: Grade of C- in Art I or Drawing I.

(.5 credit – meets for one semester)

Open to Grades 10-12.

1905
Drawing I

Drawing I explores a variety of concepts and media. Students have the opportunity to work in charcoal, pastel, pen and ink pencil, colored pencil and scratchboard. Observational drawing includes still life, figure, and landscape. The focus is on using the elements of line, shape, color, value, form and spatial relationships to create 2-D art.

(.5 credit – meets for one semester)

1906
Drawing II

Students will continue working with a variety of media while using more complex techniques and developing their drawing skills. Some exploratory drawing with non-traditional media and independent drawing assignments are included for students to start to develop their own artistic style.

Prerequisite: Grade of C- in Drawing I.

(.5 credit – meets for one semester)

1911
Art I

Art I is a general introduction to the visual arts. Students become familiar with various media including charcoal, pencil, chalk, pastels, colored pencil, pen and ink, watercolor, tempera, papier-mâché, and marker. Activities include drawing, painting, two-dimensional, and three-dimensional design. Emphasis is on composition, design and color.

1912
Art II

Art II reviews and enlarges upon the concepts and techniques covered in Art I. Activities include drawing, painting, two-dimensional and three-dimensional design. Composition, design, and color are emphasized. Students further develop their artistic style while also developing a portfolio and artist statement.

Prerequisite: Grade of C- in Art I.

1914
Advanced Studio Art

Advanced Studio Art is a course for serious art students who wish to pursue individualized project ideas. This course provides students the opportunity to further demonstrate competence in the elements and principles of design as they finalize an artist statement and portfolio. Studio critiques are required to further students' ability to discuss art in an academic language.

Prerequisite: Successful completion of two credits in art.

1916
Ceramics I

This course is an introduction to the basics of hand building and glazing techniques. Students will create both functional and non-functional ceramic pieces. The emphasis will be on construction, design, and craftsmanship.

(.5 credit – meets for one semester)

1917
Ceramics II

Ceramics II is a more advanced approach to the creation of both functional and non-functional ceramics through hand building and the use of the potter's wheel. (Three electric wheels are available for student use.) Emphasis is on

craftsmanship in both form and surface treatment. Students will be given an opportunity to set up and follow through on independent projects.

Prerequisite: Grade of C- in Ceramics I.

(.5 credit – meets for one semester)

1888
Independent Study
in Art

Each art teacher may, at their discretion, agree to supervise a limited number (one to two per semester) of Junior or Senior students for an Independent Study in art. Independent Study students may choose to work on a self-driven, long-term project, or prepare a portfolio for college application use. Independent Study students **MUST** be motivated, have a strong work ethic, and have a serious desire to pursue their art. Please see an art teacher and your school counselor for additional requirements.

ALL ART COURSES QUALIFY AS PARTIAL FULFILLMENT OF THE TWO (2) CREDIT VOCATIONAL EDUCATION OR FINE ARTS GRADUATION REQUIREMENT.

(Students may take each art course only once.)

BUSINESS & FINANCE TECHNOLOGY EDUCATION

The Connecticut Career Clusters, their pathways, and 21st Century skills are integrated in Business Education offerings.

Careers that can be followed with a major in Business are:

| | | |
|---------------------------------|--------------------------|---|
| Accountant | Sales Support Personnel | Computer Hardware Technician |
| Cost Accountant | Real Estate Agent | Computer Operator |
| Auditor | Retail Merchandising | Computer Programmer/Systems Tester |
| Tax Accountant | Broker | Teacher/CWE Coordinator |
| Systems Analyst | Small Business Owner | Corporate Financial Manager |
| Management Services Advisor | Business Management | Banker |
| CPA | Entrepreneurship | Insurance Agent |
| Business Education/Teacher | Administrative Assistant | Investment/Financial Agent |
| Advertising | Clerk | Financial Services/Sales Representative |
| Marketing Manager | Loan Support Processor | Human Resources Manager |
| Marketing Researcher | Operations Specialist | Small Business Entrepreneur |
| International Marketing | Receptionist | International Business Manager |
| Information Systems Manager | Bank Associate | Productivity Manager |
| Customer Service Representative | Client Server Technician | |

1611
Information
Technology I

This course is offered to students who want to use computers for school, personal and/or vocational purposes. In addition to reviewing basic computer operations, students will learn to touch keyboard utilizing a software program stressing the importance of accuracy and speed in keyboarding. Proper technique and posture will be emphasized and required of all students.

Using Word, students will also learn how to communicate more effectively through instruction in formatting, proofreading, and producing personal business letters and envelopes, outlines, tables, enumerations, and short reports.

Students will also be instructed in the basics of PowerPoint and Internet use. A mini research project may be assigned.

Assignments not completed in class must be finished outside of class so students must have access to a computer, either at home or at a local library. The work is then either e-mailed to the instructor or saved on a portable storage device and downloaded to their student folder upon return to class.

(.5 credit – meets for one semester)

1612
Information
Technology II

This is the second course offered to students who want to improve and increase their knowledge and proficiency on the computer using advanced features of Word, PowerPoint, and the Internet. In addition, the basics of Excel will be presented.

A research project may be assigned.

Assignments not completed in class must be finished outside of class so students must have access to a computer, either at home or at a local library. The work is then either e-mailed to the instructor or saved on a portable storage device and downloaded to their student folder upon return to class.

Posture, keying technique, speed and accuracy will continue to be emphasized.

The major emphasis of this course will be on developing proficiency in computer use. This course is a combination of lecture, demonstration, and hands-on training. A reference notebook will be developed. This course is recommended for anyone wishing to work or major in Information Technology after high school.

Familiarity with the keyboard is required.

Prerequisite: Grade of C- in Information Technology I. Students who have previous computer and keyboarding skills may take a proficiency test and must pass the test with 70% to be admitted to the class.

(.5 credit – meets for one semester)

1621
Accounting I

Accounting I is a hands-on course that introduces the concepts and procedures of keeping financial records for a business. Students will use a computerized accounting program, Excel spreadsheets for financial statements, and desktop calculators throughout the course. This course is sequential in nature, so students will continuously build on prior learning.

During this course, students will be provided with numerous opportunities to foster study and organization skills, time management, teamwork, good work ethics and acceptable workplace practices. All students are required to use a 3-ring binder to hold their work and notes for use as an accounting reference book.

This course is invaluable for any student planning to own a business or major in post-secondary business. This course should be followed by Accounting II.

Prerequisite: Successful completion of Algebra I.

1623
Accounting II

Advanced financial recordkeeping for corporations will be the focus. Students will continue using a computerized accounting

program and the advanced features of Excel to produce and analyze financial documents. An accounting simulation will reflect the type of work done in entry-level corporate accounting.

This course is designed for those students who intend to concentrate on a career in the business field.

Prerequisite: Grade of C- in Accounting I.

Open to grades 10-12.

1604
Personal Finance

Financial Planning involves setting goals, developing a plan to achieve them, and putting a plan into action. This course will help you begin taking steps toward managing your money wisely. The topics covered in this half semester course include: making smart decisions, income and taxes, financial institutions and services, savings, credit, investing and estate planning, insurance, housing, and transportation.

(.5 credit – meets for one semester)

Open to grades 11-12.

1605
Advanced Personal
Finance

The goal of this course is to give the students the tools they need to make intelligent financial decisions that will be carried throughout their lives. This course will guide you through all the stages you will face financially throughout your lives and will give you the knowledge to become personally responsible for your financial well-being. This course will prepare you for the “real world” as you face the next steps of college and or your career that lie ahead. This honors level course will be fast paced, covering in depth, all aspects of financial planning from birth to death. An emphasis on global market places will also be included. The students of today are no longer isolated in the United States market place.

(.5 credit – meets for one semester)

Open to grades 11-12.

ALL BUSINESS COURSES QUALIFY AS PARTIAL FULFILLMENT OF THE TWO (2) CREDIT VOCATIONAL EDUCATION OR FINE ARTS GRADUATION REQUIREMENT.

CREDIT RECOVERY PROGRAM

The Credit Recovery Program is an afterschool fee-based online option for students who need to recover credits. Recommended students and their parents will meet with the school counselor to select courses and submit an application.

ELL SERVICES

English Language Learner services and/or accommodations are offered to students whose native language is other than English. The goal of this service is to develop and improve overall language to be proficient. The level of support will be differentiated based on the results of assessment data and the LAS (Language Assessment System) which is required every year until the student meets the exit criteria.

ENGLISH

The Connecticut Career Clusters, their pathways, and 21st Century skills are integrated in English offerings.

What can I do with a career in English?

Advertising

Creative Writer, Account Services, Media, Research

Technical Writing

Writing and Editing

Banking

Credit Lending, Systems, Operations, Trusts

Radio and Television

News, Programming/Production, Sales and Advertising

Book, Magazine and Newspaper Publishing

Editorial, Production, Sales/Marketing, Public Relations, Production, Circulation, Publicity, Textbooks, Editing, Reporting

Education

Teaching

Law

Corporate and/or Government Practice

Paralegal Profession

Information Gathering-Processing
Management

Level I courses (1111/1121/1131/1141/1145/1146) are differentiated primarily by the degree and depth of analytical skills required of students, particularly in their reading and writing, and by the intensity and pace of the curriculum. Students are expected to have a better overall mastery of technical skills, self-motivation and the capacity for independent work, and a willingness to contribute positively to their own learning and that of their classmates.

Since the stringent requirements of this level of English demand high ability and motivation, proven performance, and a willingness to be an active participant in all class activities, admission to these courses requires a recommendation from the previous English teacher.

1111/1112/1113
English 9

English 9 is a standards-based curriculum aligned with the Common Core State Standards. The emphasis is on making meaning of both literary and informational text. Students will be exposed to a broad spectrum of readings produced by both American and foreign-born authors. Attention will be given to the elements of fiction, the structure and purpose of informative text, and the development of literary themes. The emphases of composition in English 9 are narrative and informational forms, and students will have the opportunity to write for a variety of purposes. Students will also gain experience with contemporary means of presenting the synthesis of their own research. In discussion, presentation, and writing, students will be expected to work closely with text, regularly citing specific quotations and passages in support of their own interpretation or analysis. Grammar and vocabulary instruction will be ongoing and unit-based.

1121/1122/1123
English 10

English 10 is a standards-based curriculum aligned with the Common Core State Standards. The course builds upon the

foundational reading, writing, speaking and listening, and language skills introduced in English 9. Reading continues to emphasize both literary and informational text, and students will be exposed to a broad spectrum of genres and styles produced by both American and foreign-born authors. Attention will be given to the elements of fiction, the structure and purpose of informative text, the development of literary themes, and the analysis of author's craft and textual structure. Opportunities for narrative and informational forms of writing remain, and the craft of argumentative writing will be further refined as students write for a variety of purposes, including for the presentation of findings through research. In discussion, presentation, and writing, students will be expected to work closely with text, regularly citing specific quotations and passages in support of their own interpretation or analysis. Grammar and vocabulary instruction will be ongoing and unit-based.

1131/1132/1133
English 11

English 11 is a standards-based curriculum aligned with the Common Core State Standards. The course assumes mastery of the foundational reading, writing, speaking and listening, and language skills introduced in English 9 and 10 and introduces more rigorous standards in those areas. Reading continues to emphasize both literary and informational text, and students will be exposed to a broad spectrum of genres and styles produced by both American and foreign-born authors. A particular emphasis shall be given to American literature and seminal American historical documents. Attention will be given to parallel development of multiple literary themes, characterization, and the analysis of author's craft and textual structure in both fiction and non-fiction. Though opportunities for narrative and informational forms of writing remain, the focus shifts in earnest during English 11 to the craft of argumentative writing. Students' ability to work closely with text, regularly citing specific quotations and passages in support of their own interpretation or analysis in discussion, presentation, and writing will be paramount. Grammar and vocabulary instruction will be ongoing and unit-based.

1141/1142/1143
English 12

English 12 is a standards-based curriculum aligned with the Common Core State Standards. The course emphasizes college and career readiness in the strands of reading, writing, speaking and listening, and language. Reading continues to emphasize both literary and informational text, and students will be exposed to a broad spectrum of genres and styles produced by both American and foreign-born authors. As was the case in English 11, attention will be given to parallel development of multiple literary themes, characterization, and the analysis of

author's craft and textual structure in both fiction and non-fiction. Students' ability to work closely with text, regularly citing specific quotations and passages in support of their own interpretation or analysis in discussion, presentation, and writing will be paramount. Grammar and vocabulary instruction will be ongoing and unit-based.

1145
Advanced Placement
English Language
and Composition

The course is a senior seminar in academic writing and shared inquiry through interdisciplinary nonfiction readings, graphics and visual images. Instruction will emphasize rhetorical strategies, close reading, and analyzing arguments, as well as preparation for the multiple-choice questions and free-response essays on the AP Language and Composition exam. Utilizing a process-oriented approach to composition, students will draft and revise analytical and argumentative essays on a variety of subjects related to topical class readings (e.g. community, education, the environment, education, language, popular culture). Revision will be guided through peer and teacher feedback with focus on structuring arguments, organizing support, vocabulary-building, mastery of a variety of sentence structures, establishing and maintaining voice, controlling tone, and citing sources in MLA format.

Students will have the option of taking the AP English Language and Composition exam in May for the opportunity to earn college credit.

Prerequisite: Grade of B- or higher in English 1131 or a waiver, along with strong grammar, usage and mechanics skills.

This course fulfills the requirement for English 12 but does not guarantee college credit.

1150
Journalism I

The Journalism I course meets alternate days for the entire year and offers both practical experience in publishing and studies in media issues. It is a production class in which students conduct research and interviews, refine their journalistic writing skills, apply the basic principles of photography, solicit and design advertising, acquire web design skills, and design magazine and yearbook pages using desktop publishing software. With the leadership of editors in Journalism II, the class publishes and the school's online news magazine, The Colonel. In addition to acquiring the basic skills used in publishing, students confront media issues such as press freedoms and responsibilities.

Requires consent of instructor through an application.

May be used as partial fulfillment of the Vocational Education/Fine Arts graduation requirement.

Open to grades 10-12.

1155
Journalism II

Journalism II is an advanced writing and editing course open only to students who have successfully completed Journalism I. Students taking Journalism II must serve as editors as appointed by the instructor and are responsible to manage all phases of publication of the online news magazine, The Colonel. Journalism II offers an opportunity to build written style, develop editing skills, and acquire management experience. The class meets concurrently with Journalism I.

Prerequisite: Successful completion of Journalism I and the consent of the instructor. See instructor for necessary approval.

May be used as partial fulfillment of the Vocational Education/Fine Arts graduation requirement.

(This course can be taken for two credits.)

1160
Creative Writing

The emphasis in this course is on the development of each student's personal writing style through directed reading and writing assignments in a variety of fictional, narrative, and poetic styles. Students will become well versed in theoretical and stylistic aspects of various modes of writing. Students will complete frequent, substantial reading and writing assignments and will collaborate daily to revise and improve their work.

Prerequisite: Minimum grade of C in English 9.

May be used as partial fulfillment of the Vocational Education/Fine Arts graduation requirement.

Open to grades 10-12

(.5 credit – meets for one semester)

1160F
Creative Writing
– Prose

The focus of this course is the continuing development of the student's prose writing. Students will primarily write fiction (short stories) as well as participate in exercises designed to enhance their skill as writers.

Prerequisite: Minimum grade of C in English 9.

May be used as partial fulfillment of the Vocational Education/Fine Arts graduation requirement.

Open to grades 10-12.

(.5 credit – meets for one semester)

1160V
Creative Writing
– Poetry

The focus of this course is the continued development of the student's personal writing in the genre of poetry. Students will compose their own verse as well as read other poets and study varied poetic forms.

Prerequisite: Minimum grade of C in English 9.

May be used as partial fulfillment of the Vocational Education/Fine Arts graduation requirement.

Open to grades 10-12.

(.5 credit – meets for one semester)

1161
Drama

The aims of the course are to familiarize students with the process of creating dramatic art and to prepare the student actor for the stage. Students concentrate on developing skills in vocal expression and projection, stage movement, improvisation, and character development.

May be used as partial fulfillment of the Vocational Education/Fine Arts graduation requirement.

(.5 credit – meets for one semester)

1162
Public Speaking

The primary concern of this course will be to assist students in developing their speaking abilities for both formal and informal occasions. Students will learn how to prepare and present a variety of types of speeches, including memorized, informative, and persuasive. In addition, students will engage in numerous activities that will increase their ability in oral communication.

May be used as partial fulfillment of the Vocational Education/Fine Arts graduation requirement.

Open to grades 10-12.

(.5 credit – meets for one semester)

JOURNALISM I and II (1150 and 1155), CREATIVE WRITING (1160, 1160F, and 1160V), DRAMA (1161), and PUBLIC SPEAKING (1162) QUALIFY AS PARTIAL FULFILLMENT OF THE TWO (2) CREDIT VOCATIONAL EDUCATION OR FINE ARTS GRADUATION REQUIREMENT.

FAMILY & CONSUMER SCIENCE

The Connecticut Career Clusters, their pathways, and 21st Century skills are integrated in Family and Consumer Science offerings.

Careers that can be followed with a major in FCS are:

| | | |
|----------------------------|------------------------|-----------------------------|
| Baker/Pastry Chef | Restaurant Owner | Child Care Worker |
| Executive Chef | Dietician | Early Childhood Educator |
| Food Preparation Worker | Teacher | Parent Educator |
| Line Cook | Nutritionist | Teacher's Aide |
| Maitre de | Food Services Manager | Child Psychologist |
| Banquet Services/Caterer | Events Manager/Planner | Speech/Language Pathologist |
| Convention/Service Manager | Social Worker | Interior Designer |
| Textile Specialist | Color Specialist | Fashion Designer |
| Fashion Promotion | Apparel Production | Fashion Services |
| Fashion Merchandising | | |

1821
Foods I

This course is designed to give students a basic introduction to the importance, management, and preparation of food. Topics included are: nutrition, food shopping, kitchen use, and the cooking principles of major food groups.

1824
Culinary Essentials

This course is an in-depth study of meal management and food preparation principles. Students explore the proper use of seasonings and proper cooking techniques. Gourmet and international foods give the opportunity to improve food preparation skills; table setting, serving, and etiquette make it possible to put all they have learned into practice.

Prerequisite: Grade of C- in Foods I.

(.5 credit – meets for one semester)

Open to grades 10-12 only.

1831
Clothing: Fashion,
Fabrics & Construction

This course is offered to students with an interest in textiles, fashion and sewing. Students will learn about elements of fashion design, types of fibers and fabrics, and clothing construction techniques. It is designed for someone who has never sewn before or someone with very little sewing experience. Normally, students will provide material for personal projects. Students may retake this class for credit to pursue more advanced project work.

1840
Housing and
Interior Design

Housing and Interior Design is a course where students become acquainted with the processes of choosing, designing, and decorating a home. Students will be able to appreciate the variety of styles of homes in our town. In class students will learn the Elements & Principles of Design and implement them

by using a floor plan and decorate the space—from walls, lighting and floorings to furniture and accessories.

(.5 credit – meets for one semester)

1841
Understanding Self
& Relationships

This course provides an in-depth study of human development and relationships throughout the life-cycle. The goal of this course is for students to develop positive attitudes about themselves, their sexuality, and relationships with others, and make responsible decisions for their own sexual behavior. Topics include self-concept, personality, communication, healthy versus unhealthy dating relationships, sexuality and decision-making, values, goals and problem solving.

Open to grades 11-12.

1844
Child Development

This course traces the development of children from conception through the preschool years. Students are required to care for an electronic baby before, during, and after school for several days. Students receive general preparation for parenthood as well as vocational childcare experience. The Colonel preschool is run by the students in this course.

Open to grades 11-12.

ALL FAMILY AND CONSUMER SCIENCE COURSES QUALIFY AS PARTIAL FULFILLMENT OF THE TWO (2) CREDIT VOCATIONAL EDUCATION OR FINE ARTS GRADUATION REQUIREMENT.

HEALTH

The Connecticut Career Clusters, their pathways, and 21st Century skills are integrated in Health/Wellness offerings.

What can I do with a major in Health/Wellness Education?

| | |
|--|--------------------|
| Wellness Education Teacher/Administrator | Personal Trainer |
| Physical Education Teacher/Administrator | Fitness Instructor |
| Public Health Educator/Administrator | Recreation Leader |
| Athletic Administrator | Sports Medicine |
| Athletic Coach | Physical Therapist |
| Athletic Trainer | |

1810
Health

This course will focus on the importance of good health habits and attitudes as they relate to growth and development of the whole person. Mental health, nutrition, sexuality, and drugs and alcohol will be some of the topics covered. Students will become aware of their responsibility for their own bodies and of their responsibility to others regarding health issues. An interdisciplinary approach will be used. This course follows the State of Connecticut Department of Education Frameworks for Health Education.

(.5 credit – meets for one semester.)

Required for all tenth graders. This course must be passed in order to meet graduation requirements.

INDEPENDENT STUDY

1888
Independent Study

Before the semester begins, a student wishing to pursue an independent study must submit a proposal to the Instructional Leader (I.L.) of the appropriate department. The proposal must include:

- Objective
- Action plan with time line
- Criteria for successful completion
- Resources needed
- Credit proposed
- Teacher's consent
- Instructional Leader approval

If approved, the proposal goes to the Director of School Counseling and Guidance for implementation and administrative details.

The student will then submit to School Counseling and Guidance Department the **Independent Study Form** (obtained from school counselor) signed by teacher, student, parent, and the I.L..

The student is responsible for independent study.

The student must keep a daily journal

The student will meet weekly with cooperating teacher.

Contact hours will be determined by the teacher.

Number of hours will be equivalent to a .5 or 1.00 credit course. Academic rigor will be equivalent to similar course.

Specific criteria for monitoring/assessing progress will be determined by cooperating teacher and student.

A culminating project or paper must be completed in order to pass.

A time line will be determined.

The teacher will submit a monthly report of the student's progress to the I.L. and progress report to student.

Graded on pass/not pass basis.

Open to grades 11 and 12.

(.5 or 1.00 credit)

MATHEMATICS

The Connecticut Career Clusters, their pathways, and 21st Century skills are integrated in Math offerings.

What can I do with a major in Mathematics?

Architecture

Surveyor, Landscape Architect, Landscape Design, Fashion Designer

Art & Design

Interior Designer

Business/Financial Operations

Accountant, Banking, Budget Analyst, Insurance Public Accounting, Securities

Computer/Mathematical

Actuarial Analyst, Actuary, Applied Mathematics, Computer Consulting, Computer Science, Statistician

Construction/Trades

Carpentry, Construction, Machinist, Masonry Plumbing, Printing, Welding

Drafting

Education

Teacher

Engineering

Aeronautics, Biomedical Engineer, Chemical Engineer, Civil Engineer, Computer Applications Engineer, Electrical Engineer, Industrial Engineer, Manufacturing Engineer, Mechanical Engineer, Nuclear Engineer, Petroleum Engineer, Software/Hardware Engineer, Structural Engineer

Hospitality

Culinary Arts, Food Management

Installation/Maintenance/Repair

Automotive Service Technician

Management

Financial Manager, Product Manager, Quality Control Manager

Marketing

Research Analyst

Media/Communications

Public Relations

Medicine

Psychologist

Military

Sales

Retail Buying, Retail Store Manager

Science

Astronomer, Geologist, Geophysicist, Meteorologist, Physicist, Seismologist

Social Science

Agricultural Economist, Economist

Integrated Mathematics

The Integrated Mathematics course sequence is a three year sequence that is designed to encompass the fundamentals of algebra I and geometry, and preview Algebra 2 topics. At the end of this sequence, the student will be prepared to enroll in course 1332 or 1333 Algebra II.

1371
Integrated Math I

This is the first course in a three-course sequence that integrates Common Core State Standards from Algebra 1 and Geometry.

Algebra topics include: write and solve linear equations and inequalities to model real life scenarios, functions (in general) and linear functions, and write and solve systems of linear equations by graphing and substitution.

Geometry topics include: the language of geometry, deductive reasoning and proof development, properties involving parallel and perpendicular lines, polygons (include perimeter, circle circumference and area), relationships in triangles, and quadrilaterals.

Graphing calculators are provided for classroom instruction.

1372
Integrated Math II

This is the second course of the three-course Integrated Math sequence. Common Core State Standards for Algebra I and Geometry are integrated throughout the course.

Algebra topics include: writing and solving linear equations and inequalities to model real-life scenarios, functions (linear, absolute value, and piecewise), writing and solving systems of linear equations to model real-life scenarios (substitution and eliminations methods), solving systems of linear inequalities by graphing, and laws of exponents.

Geometry topics include: conditional statements, postulates and theorems involving parallel and perpendicular lines, inequalities in triangles and right triangle theorems with trigonometry, transformations (translations, rotations, reflections, compositions), and volume (pyramids, cones, and spheres).

Problem-solving applications are integrated throughout.
Graphing calculators are provided for classroom instruction.

Prerequisite: Passing grade in Integrated Math I or completion of Algebra I.

1373
Integrated Math III

This is the third course of the three-course Integrated Math sequence. It is designed as a transition course to a traditional Algebra II course. Common Core State Standards for Algebra I, Geometry and Algebra II are integrated throughout the course. Algebra topics include: writing and solving equations and inequalities to solve problems, functions (linear, absolute value, square root, cube root, piecewise), laws of exponents, exponential functions (rates of change, graph, model, transform, interpret), and quadratic functions (factor, model and solve). Real-life applications and problem-solving skills are integrated throughout the course.

Graphing calculators are provided for classroom instruction.

Prerequisite: Passing grade in Integrated Math II or Geometry.

1312
Algebra I

This course curriculum is an adoption of an Algebra 1 model curriculum, which incorporates Common Core State Standards organized in eight units of study: Patterns, Linear Equations and Inequalities, Functions (linear, absolute value, square root, cube root, piecewise), Linear Functions, Scatter Plots and Trend Lines, Systems of Linear Equations and Inequalities, Intro to Exponential Functions, and Quadratic Functions and Equations. Real-life applications and problem-solving skills are integrated throughout the course.

Graphing calculators are provided for classroom instruction.

Prerequisite: Teacher recommendation.

1321/1322
Geometry

This course is adapted from a model Geometry curriculum, which incorporates Common Core State Standards in the following eight units of study: Tools of Geometry, Angles Formed by Lines, Congruent Figures and Triangles, Relationships in Triangles, Coordinate Geometry/Quadrilaterals, Similarity and Right Triangles, Circles, and Volume. Real-life applications and problem-solving skills are integrated throughout the course.

Prerequisite: Grade of C- in Algebra I or Teacher recommendation.

1331/1332/1333
Algebra II

This course is adapted from a model Algebra II curriculum, which incorporates Common Core State Standards in the following six units of study: Function Families, Inverse Functions, Polynomial Functions, Rational expressions and Functions, Trigonometric Functions, Exponential and Logarithmic Functions. Real-life applications and problem-solving skills are integrated throughout the course.

Graphing calculators are provided for classroom instruction.

Prerequisites: Grade of C- in Algebra I and Geometry; Grade of C- in Integrated Math 3.

1362
Algebra III

Algebra 3 is a course recommended for college-bound juniors and seniors, who will be taking a post-secondary, entry level math course. The curriculum incorporates standards from the Common Core and units of study are designed to be rich in application. Topics of study include: Matrices and Systems , Polynomials and Inverses, Exponential and Logarithmic Functions, Conics, Rational Expressions and Functions, Introductory Statistics, and Trigonometric Functions

Graphing calculators are provided for classroom instruction.

Prerequisite: Passing grade in Algebra II.

1341/1342
Pre-Calculus

This course is a continuation of Algebra II. The course curriculum begins with solving and graphing polynomial, rational, and exponential and logarithmic functions. The second portion of the course is devoted to topics in trigonometry. This includes the study of right triangles, oblique triangles, the law of sines and cosines, graphing trigonometric functions, and solving related equations.

Other level 1 topics may include conics and sequences & series. Real-life applications and problem-solving skills are integrated throughout the course.

Graphing calculators are provided for classroom instruction.

Prerequisite: Grade of C- in Algebra II.

1347
Calculus I

This course is equivalent to a college level introductory calculus course. The curriculum includes many of the same topics as those listed for Advanced Placement AB Calculus. However, the instructional topic depth and pacing for Calculus I varies from AP Calculus.

Prerequisite: C- in 1341/1342 Pre-Calculus or written consent of Mathematics Department Chair.

1345
Advanced Placement
Calculus AB

This course is a study of the calculus that will be equivalent to one semester of study on the college level. Topics include the following: limits, continuity, derivatives, applications of derivatives, integrals, and applications of integrals including slope fields.

Classroom activity will involve use of the TI-89 graphing calculator.

Students are expected to take the AP Calculus AB Exam in May.

Prerequisite: B- in 1341 Pre-Calculus or written consent of Mathematics Department Chair.

1346
Advanced Placement
Calculus AB/BC

This course is designed to provide students with a learning experience equivalent to two semesters of college level calculus. Topics include all AB Calculus topics as well as parametric, polar, and vector functions; continued applications of integrals and techniques of integration, and polynomial approximations and series including series of constants and Taylor series.

Classroom activity will involve use of the TI-89 graphing calculator.

Students are expected to take the AP Calculus BC Exam in May. College Board will provide students with an AB test sub score.

Prerequisite: B- in 1341 Pre-Calculus or written consent of Mathematics Department Chair.

(1.5 credits – meets one period all year plus an additional period first semester)

1350
Statistics

This course is designed to teach students to become better consumers of information and prepare them for post-secondary courses in statistics. The course is a study of descriptive statistics (how to properly interpret and represent categorical and quantitative data), sampling and experimentation (principles of experimentation design and random selection), anticipating patterns using the rules of probability (includes the normal distribution curve) and using statistical inference to justify conclusions. Graphing calculators will be used extensively throughout the course.

Prerequisite successful completion of Algebra 2 or Integrated Math 3 with teacher recommendation.

Offered pending approval from the Board of Education

Open to grades 11-12.

1369
Consumer Math

This course is open to students from Integrated Math II or any other traditional college bound mathematics course. The primary focus is on consumer mathematics as it pertains to personal finance. The course is designed to empower students to make sound financial decisions. The secondary focus is on arithmetic, number sense, and geometry as it pertains to linear, area, and volume measurements.

Prerequisite: Passing grade in Integrated Math II. Students who have earned at least a C- in Geometry may not take this course without written consent of Mathematics Department Chair.

Open to grades 11-12.

MATH COURSE SEQUENCE OPTIONS

| 9 | 10 | 11 | 12 |
|-----------------------------|------------------------------|-------------------------------|--|
| Integrated Math I - 1371 | Integrated Math II - 1372 | Integrated Math III - 1373 | Algebra II – 1332 or 1333 or Statistics – 1350 or Consumer Math – 1369 |
| Algebra I - 1312 | Geometry - 1322 | Algebra II - 1332 | PreCalculus – 1342 or Algebra III – 1362 or Statistics – 1350 |
| Geometry - 1322 | Algebra II - 1332 | PreCalculus - 1342 | Calculus I – 1347 or Statistics – 1350 |
| Honors Geometry - 1321 | Honors Algebra II - 1331 | Honors PreCalculus - 1341 | AP Calculus AB – 1345 or AP Calculus AB/BC – 1346 (1.5 credits) |

MUSIC

The Connecticut Career Clusters, their pathways, and 21st Century skills are integrated in Music offerings.

What can I do with a major in Music?

| | | |
|-----------------------------------|--------------------------|---------------------------|
| Accompanist | Critic | Musician |
| Arranger | Entertainer | Program Director |
| Audio Engineer/Mixer, Operator | Instrument Designer | Promoter |
| Band/Symphony Orchestra Conductor | Librettist | Singer, Dancer |
| Business Manager | Music Store Manager | Sound Effects Technician |
| Choral Director | Music Therapist | Studio Engineer |
| Choreographer | Music/Vocal Teacher | Television Music Director |
| Composer | Musical Theater Director | Theatrical Variety Agent |

1920
Chamber Choir

Chamber Choir is a mixed vocal ensemble containing up to 24 singers and is the most select vocal ensemble at Ledyard High School. Higher levels of musicality and vocal ability are expected for inclusion in this performing ensemble. This group performs challenging music of all periods and styles. Participation in the Fall, Winter, and Spring Concerts is a course requirement. There will also be additional required performances.

Auditions for Chamber Choir will be held before course selection at the high school and all middle schools.

1921
Music Appreciation

This is a course designed to help students appreciate music by learning how music is created, how music has developed over the course of history, and the role music plays in culture. Through listening, discussing, and writing about music, students will gain a deeper understanding of this art form. The class will feature many different styles of music including American popular, American jazz, European art music.

(.5 credit – meets for one semester)

1922
Music Theory I

This course is an introduction to the fundamentals of music. Scale and chord construction are taught. Work progresses to sight-singing, elementary harmony, and analysis.

Prerequisite: Must be enrolled in an LHS Music performing ensemble or have written approval of instructor.

(.5 credit – meets for one semester)

| | |
|----------------------------|---|
| 1924 Voice Class | <p>This class focuses on class instruction in singing with emphasis on individual performance. Standard solo literature, including classical and Broadway selections, will be studied and performed.</p> <p>(.5 credit – meets for one semester and may be repeated for credit)</p> |
| 1927 Beginning Keyboard | <p>Portable electronic keyboards are available for student use. Students must bring working headphones or earbuds to each class. Note reading and basic keyboard technique will be covered. Students will progress through chords, scales, songs, and more advanced pieces.</p> <p>(.5 credit – meets for one semester)</p> |
| 1928 Guitar I | <p>This class is for the beginning guitar student. Although it is advisable for students to have their own guitars at each class, some guitars are available for student use. The class will focus on basic guitar techniques and progress through chords, scales, and songs.</p> <p>(.5 credit – meets for one semester)</p> |
| 1929 Advanced Guitar | <p>This class is a more advanced course for students who have completed the basic guitar course. Although it is advisable for students to have their own guitars at each class, some guitars are available for student use. Only standard music notation will be used. Students will be required to read music at each lesson. Jazz voicings will be introduced.</p> <p>Prerequisite: Guitar I or written approval of instructor.</p> <p>(.5 credit – meets for one semester)</p> |
| 1932 Concert Choir | <p>Concert Choir is a mixed vocal ensemble open to all singers by audition only. All singers with strong interest and vocal ability are encouraged to audition for this choir. This ensemble sings music of all periods and styles from oratorios to staging selections of musicals. Participation in the Fall, Winter, and Spring Concerts is a course requirement. There may also be additional required performances.</p> <p>Auditions will be held before course selection at the high school and all middle schools.</p> |
| 1934 Symphonic Band | <p>Symphonic Band is open to instrumental students by audition only. Musicianship, performance skills and music theory basics are taught using a variety of music. The emphasis of</p> |

Symphonic Band is band literature; strong fundamental music skills are required. All members of Symphonic Band will combine with Concert Band for Marching Band. Marching Band begins with a week of rehearsals in late August. It is possible to participate in a fall sport and still participate in Symphonic Band. Participation in the fall, winter, and spring concerts is a course requirement. There may also be additional required performances.

1942
Men's Chorus

Men's Chorus is a vocal ensemble open to all tenors and basses. Any male student with an interest in vocal music is encouraged to sign up for Men's Chorus. This ensemble sings music of all styles and periods. Participation in the Fall, Winter, and Spring Concerts is a course requirement. There may also be additional recommended performance opportunities.

1943
Women's Chorus

Women's Chorus is a vocal ensemble open to all sopranos and altos. Any female student with an interest in vocal music is encouraged to sign up for women's chorus. This ensemble sings music of all styles and periods. Participation in the Fall, Winter, and Spring Concerts is a course requirement. There may also be additional recommended performance opportunities.

1943S
Select Singers

Select Singers is an auditioned vocal ensemble open only to sopranos and altos. Sopranos and altos with strong interest and vocal ability are encouraged to audition for this group. This ensemble sings music of all styles and periods. Participation in the Fall, Winter, and Spring Concerts is a course requirement. There may also be additional recommended performance opportunities

Auditions will be held before course selection at the high school and all middle schools.

ALL MUSIC COURSES QUALIFY AS PARTIAL FULFILLMENT OF THE TWO (2) CREDIT VOCATIONAL EDUCATION OR FINE ARTS GRADUATION REQUIREMENT.

ONLINE COURSEWORK

Students have the option to take online courses for credit. Students should be independent and self-motivated as all course work is completed online at the student's own pace and likely outside of school hours. Families will be responsible for the cost of these courses.

Interested students should see their counselor to discuss details of credit and weighting and obtain an application. All applications must be approved by the LHS principal.

For more information see the following Board of Education policy:
<http://www.ledyard.net/BoE/boepolicymanual/6000/6146-p.htm>

***Important Note:** At the time of this publication, most online program courses are not accepted by the NCAA as high school core courses needed for Division I and II eligibility.

PHYSICAL EDUCATION

The Connecticut Career Clusters, their pathways, and 21st Century skills are integrated in Physical Education/Wellness Education offerings.

What can I do with a major in Physical Education/Wellness Education?

| | |
|--|-----------------------------|
| Wellness Education Teacher/Administrator | Fitness and Yoga Instructor |
| Physical Education Teacher/Administrator | Recreation Leader |
| Public Health Educator/Administrator | Sports Medicine |
| Athletic Administrator | Physical Therapist |
| Athletic Coach | Occupational Therapy |
| Athletic Trainer | Higher Education Professor |
| Personal Trainer | Sports Management Careers |

1010
Physical Education

The minimum graduation requirement is 1.0 credit in Physical Education. All students must take Physical Education in grades 9 and 10. All courses meet alternate days for one semester.

The Physical Education program includes instruction and competition and strives to improve students' self-esteem, interpersonal relationships, and responsible behavior. Each student will have the opportunity to improve motor skills, knowledge, attitudes, appreciation of a variety of sports, and indoor/outdoor adventure activities.

Program objectives include the enhancement of skillful moving, increased mental alertness, promotion of active lifestyle habits, and the constructive use of leisure.

The basic program will incorporate a fitness-related component every class utilizing state of the art physical fitness center. The remainder of the period will focus on skill development, knowledge of individual and team sports, group explanation, and a culminating individual or group activity.

The following is the recommended course sequence:

Grade 9 fall=Grade 10 spring
Grade 9 spring=Grade 10 fall

Open to grades 9 and 10 to complete graduation requirements.

Students may take physical education classes twice in an academic year only with written approval of the instructor.

(.5 credit – meets for one semester)

1030
Advanced Physical
Education

This elective program will provide the opportunity to further fitness development and allow the students to engage in selected individual and team sports. Field trips are a part of this course. There will be a fee assessed to cover the transportation and activities for field trips.

Students may take physical education classes twice in an academic year.

(.5 credit – meets for one semester)

Open to 11th and 12th grade students who have completed the requirement of the Basic Physical Education program.

1888
Independent Study
in Physical Education

Independent study is available for a senior who has completed PE, one semester of Advanced PE, and one semester of Sport Psychology. This independent study is geared for students who are interested in pursuing a career in Physical Education or a related field.

Completing an Independent Study form, which is available in guidance, getting approval from a Physical Education Instructor and their Instructional Leader is required.

(.5 credit – meets for one semester)

1020
Sport Psychology

Students are introduced to “mind, body, spirit” education. Students explore how the mind interacts, influences and determines outcomes during physical activity, game, and contest settings. Personality types, stress management, anchoring, player/coach relationships, expectations, game preparation, muscle memory, visualization, sport ethics, motivation, conflict resolution, flow, birth order, concentration, contest preparation, and team cohesion are some of the topics to be investigated—all through the lens of optimal performance.

Prerequisite: Completion of Basic Physical Education requirement.

(.5 credit – meets for one semester)

Open to grades 11-12.

ONE (1) CREDIT IN PHYSICAL EDUCATION IS REQUIRED FOR GRADUATION.

SCIENCE

The Connecticut Career Clusters, their pathways, and 21st Century skills are integrated in Science offerings.

What can I do with a major in Science?

| | | |
|--------------------------------|-----------------------------------|-------------------------------|
| Aeronautical Scientist | Forester | Pathologist |
| Aerospace Engineer | Geologist | Pharmacist |
| Agricultural Engineer | Geophysicist | Physician |
| Anesthesiologist | Licensed Practical Nurse | Physical Therapist |
| Bacteriologist | Registered Nurse | Physicist |
| Biochemist | Advanced Practical Nurse | Podiatrist |
| Chemical Engineer | Manufacturing/Mechanical Engineer | Psychiatrist |
| Chemical Laboratory Technician | Marine Ecologist | Regulatory Affairs Specialist |
| Chemist | Mathematician | Respiratory Therapist |
| Civil, Electrical Engineer | Medical Laboratory Technician | Soil Conservationist |
| Dentist | Metallurgist | Surgeon |
| Ecologist | Meteorologist | Surveyor |
| Electrical Engineer | Nuclear Engineer | Teacher |
| Environmental Control Officer | Nutritionist | Technicians |
| Food & Drug Inspector | Oceanographer | Veterinarian |
| Forensic Scientist | Optometrist | |

1400
Earth Science

How do we study planets and moons without being there? How do the features of the earth give us clues about other worlds? Robotics and remote sensing devices will be used to gather images and data that will guide you on your discovery of the principles of earth science.

(1 credit)

Open to grades 11-12.

1421/1422/1423
Biology

Biology utilizes the scientific process as a basis for the study of the biological sciences. Students explore concepts in cellular biology, genetics, evolution, microbiology and biotechnology. Students gain a better understanding of nature and the world around them as they are exposed to these concepts through laboratory experiences, reading, discussions, research, and class projects. Heavy emphasis on laboratory experiences helps students understand how the scientific process can produce the data upon which conclusions, theories, and scientific laws are based.

1421 and 1422 (Advanced Biology) will prepare the motivated student for Advanced Placement Biology.

Required of all ninth graders. This course must be passed in order to meet graduation requirements.

1425
Advanced Placement
Biology

The Advanced Placement Biology course is designed to be the equivalent of two 4-credit college introductory biology courses usually taken by biology majors during the first year (8 credits in total). The two main goals of AP Biology are to help students to develop a conceptual framework for modern biology and an appreciation of science as a process. Four big ideas (The Process of Evolution Drives the Diversity & Unity of Life, Biological Systems Utilize Free Energy & Molecular Building Blocks to Grow, Reproduce & Maintain Dynamic Homeostasis, Living Systems Store, Retrieve, Transmit & Respond to Information Essential to Life Processes, Biological Systems Interact, and these Systems and their Interactions Possess Complex Properties) guide the student through AP Biology. Laboratory activities are at a higher level than regular biology labs and are geared toward providing students with advanced laboratory skills. Students do a minimum of 8 inquiry-based labs as part of this course.

There are required summer reading and writing assignments. Students who sign up for AP Biology during the summer or at the beginning of the school year can make up these assignments at that time.

Students are expected to take the AP Biology Exam in May.

Prerequisite: Grade of B- in Biology (1421/1422) and C in Chemistry (1431/1432).

(1.5 credits – meets one period all year plus an additional period first semester)

Participation and completion of this course does not guarantee college credit.

1431/1432/1434
Chemistry

Polymers, chemical reactions, gases, atoms and molecules, and the periodic table. Learn about the basic building blocks of everything in and around us as you study three major units: chemicals and chemical reactions, the states of matter, and atoms and molecules. Chemicals and chemical reactions cover basic concepts and skills relating to matter and its interactions. States of matter emphasize a molecular approach to the interactions and dynamics of particles. Atoms and molecules address modern atomic theory, the Periodic Table, and bonding. Emphasis is placed on laboratory experiences to investigate, discover, or verify fundamental concepts.

1431 and 1432 will prepare the student for Advanced Placement Chemistry or Biology.

1431/1432 Prerequisite: Successful completion of Algebra I.

Required of all tenth graders. This course must be passed in order to meet graduation requirements.

1435
Advanced Placement
Chemistry

Advanced Placement Chemistry is designed to be the equivalent of two 4-credit general chemistry courses usually taken during the first year of college (8 credits in total). Topics such as the structure and states of matter, reactions, chemical equilibrium, chemical kinetics, and the basic concepts of thermodynamics are presented. Descriptive chemistry including the chemistry of environmental and societal issues will also be presented. Laboratory activities are at a higher level than regular chemistry labs and are geared toward providing students with advanced laboratory skills.

There are required summer reading and problem assignments. Students who sign up for AP Chemistry during the summer or at the beginning of the school year can make up these assignments at that time.

Students are expected to take the AP Chemistry Exam in May.

Prerequisite: Grade of B- in Chemistry (1431/1432).

(1.5 credits – meets one period all year plus an additional period first semester)

Participation in and completion of this course does not guarantee college credit.

1442
Physics

Physics examines our physical environment. Areas explored in the classroom and the laboratories are kinematics, mechanics, wave motion and light, electricity and magnetism. Algebra and basic trigonometry skills are required for the course.

This is a Level 2 course designed to introduce basic physics concepts and prepare students for taking physics in college.

Students may only elect to take Physics (1442) or AP Physics 1 (1466), but not both. Both courses meet the prerequisite requirement for AP Physics 2.

Prerequisites: Grade of C- in Chemistry 1431/1432 or grade of B- in Chemistry 1434; and grade of C- in Algebra I or Integrated Math I & II.

1466
Advanced Placement
Physics 1

Advanced Placement Physics 1 is a full year, one credit course, which is equivalent to a first-semester college course in algebra-based physics (4 college credits). The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, power; and mechanical waves and sound. It also introduces electric circuits.

All students intending to major in engineering, any science, or who plan on entering a medically related field, should take this course as a fundamental (often required) prerequisite for college.

Students may only elect to take Physics (1442) or AP Physics 1 (1466), but not both. Both courses meet the prerequisite requirement for AP Physics 2.

Prerequisite: Grade of C in Geometry and be concurrently taking Algebra II.

No prior coursework in Physics is required.

Students are expected to take the AP Physics Exam in May.

Participation in and completion of this course does not guarantee college credit.

1467
Advanced Placement
Physics 2

Advanced Placement Physics 2 is a full year, one credit course, which is equivalent to a second semester, algebra-based, college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics, electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Through inquiry-based learning students will develop scientific critical thinking and reasoning skills.

Recommended for students considering majoring in engineering or any science.

Prerequisite: Successful completion of Physics (1442) or AP Physics 1 is required, per the College Board. Successful completion of, or concurrent enrollment in, Pre-Calculus (1341/1342).

Students are expected to take the AP Physics Exam in May.

Participation in and completion of this course does not guarantee college credit.

1450
Bioethics

Controversial biological issues are in the news on a daily basis. Learn about the issues and discuss or debate them as alternate points of view are considered. Cloning, environmental change, stem cell issues, legalizing drugs, women's rights, product testing on animals and humans are only a few of the issues discussed and debated.

Prerequisite: Grade of C- in Biology.

(.5 credit – meets for one semester)

Open to grades 11-12.

1452
Human Biology

This course is an introduction to human anatomy and physiology. It provides the opportunity to explore the systems of the human body and how they work together to create a functioning individual. The effects of certain diseases on the human body are also studied. Laboratory experiences and required dissections are utilized to help students visualize and discover how the body works.

Prerequisite: Grade of C- in Biology. (It is not appropriate for students who have taken AP Biology or Anatomy & Physiology to enroll in this course.)

(.5 credit – meets for one semester)

Open to grades 11-12.

1453
Anatomy and
Physiology

This advanced course is an intensive introduction to human anatomy and physiology, the parts and functioning of the human body. It is recommended for students planning medical or bioscience careers and emphasizes laboratory experiences. These lab experiences involve various dissections that are an integral part of the course and are required. High motivation is needed for success. Human Biology, 1452, is available for students who desire a background in Human Anatomy & Physiology at a less intense level.

Prerequisite: Grade of B- in Biology (1421/1422).

(1 credit)

Open to grades 11-12.

1455
Marine Science

Marine Science I is an introduction to the marine environment including marine biology and oceanography. Aquarium studies and field investigations, including Project Oceanology field trips, supplement classroom work that allows students to

explore aspects of marine life and conditions, especially related to Long Island Sound and Coastal Southeastern Connecticut.

(.5 credit – meets for one semester)

Open to grades 11-12.

1456
Marine Science/
University of
Connecticut Early
College Experience

This early college experience course is equivalent to Marn1003- Introduction to Oceanography with Laboratory, a 4 credit undergraduate course. This course covers the processes governing the geology, circulation, chemistry, and biological productivity of the world's oceans. Emphasis is placed on the interactions and interrelationships between physical, chemical, biological, and geological processes that contribute to both the stability and the variability of the marine environment. Students with a grade of C or greater may earn college credit for this course.

Prerequisite: Grade of B- in Biology (1421/1422) and C in Chemistry (1431/1432).

(1 credit)

1461/1462/1463
Environmental Science

Environmental Science covers four broad areas: Earth Cycles; Environmental Quality; Human Effect on the Environment; and Energy Production Issues. The movement of materials such as magma, water, and carbon as a result of chemical and physical processes and energy flow; the effect of chemicals on the quality of the land, water, and air; the generation, disposal, and recycling of matter and issues of waste; and the production and issues of energy for human consumption, and the alternatives are studied in the classroom and the laboratory. Emphasis is placed on Long Island Sound and Southeastern Connecticut.

(.5 credit – meets for one semester)

Required of all ninth graders. This course must be passed in order to meet graduation requirements

1464
Advanced Placement
Environmental Science

AP Environmental Science is designed to be the equivalent of a one-semester, introductory college course in environmental science, which includes a laboratory component. Students explore and investigate the interrelationships of the natural world, identify and analyze environmental problems, both natural and human-made, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving and/or preventing them. Students participate in hands-on, laboratory and field investigations to apply scientific principles, concepts, and methodologies in order to better

understand our natural systems and to critically think about environmental issues and potential solutions.

Prerequisite: Grade of C in Biology (1421/1422), Environmental Science (1461/1462) and Chemistry (1431/1432).

1480
Forensic Science

Forensic Science is the use of science in a court of law. This course involves a discussion and practice of the chemical, physical, and biological laboratory techniques used to interpret evidence. The focus is on scientific analysis of mock evidence, rather than crime scene procedures. Blood, DNA, and fingerprinting are examples of mock evidence to be covered. Other possibilities include bones, teeth, insects, toxins, documents, hair and other trace evidence, firearms and ballistics and more.

Prerequisite: Successful completion of Biology and either Algebra I, Integrated Math I.

(.5 credit – meets for one semester)

Open to grades 11-12.

SENIOR EXPERIENCE

The Ledyard High School Senior Experience enables qualified seniors in their final semester to apply their social, civic, and academic expectations for student learning to an educational environment that exists outside the boundaries of the traditional classroom setting. This experience offers seniors the opportunity to explore and research an area of interest in a collaborative setting. Successful completion includes regular research, regular journal entries, community fieldwork, regular attendance at mentor and other required meetings and a final presentation to an evaluation panel. Not to be combined with the agri-science SAE project.

Applications are available in the Assistant Principals Office.

Prerequisite: Acceptance into the course based on an application; student does not require the .5 credit for graduation

(.5 credit)

Open Spring semester to grade 12 only.

SOCIAL STUDIES

The Connecticut Career Clusters, their pathways, and 21st Century skills are integrated in Social Studies offerings.

What can I do with a major in Social Studies?

| | | |
|---------------------------------|--------------------------------|----------------------------|
| Administration | Government Services & Agencies | Politics |
| Advocacy | Human Services | Public Policy |
| Broadcasting | Intelligence, Foreign Service | Regulatory/Law Enforcement |
| Community Relations | Law | Research |
| Corporate & Government Practice | Peace Corps | Teaching |
| | | Technical Writing |

1270/1271/1272
World History Modern

This course provides an analysis and survey of people, culture, and events the world over. The historical timeline covers from the Enlightenment through WWII and incorporates themes that exist in the current, modern world. There will be an emphasis on providing essential Social Studies skills, in particular, reading and writing critically as well as developing effective research and study skills. This course is aligned with the Reading and Writing literacy standards from the Common Core State Standards.

Required of all ninth graders. This course must be passed in order to meet graduation requirements.

241/1242/1243
Civics

This course provides a comprehensive study of the basic principles of American government—federal, state, and local. The duties and responsibilities of citizenship are examined as well as individual rights and their protection through the process of law. There will be a continued emphasis on providing essential Social Studies skills, including the study of primary source documents, maps, and political cartoons. This course is aligned with the Reading and Writing literacy standards from the Common Core State Standards.

Required of all tenth graders. This course must be passed in order to meet graduation requirements.

1231/1232/1233
United States History

This course is a critical analysis of the history of the United States including both foreign and domestic issues of the 20th and 21st century. This course was designed in conjunction with the Teachers' Curriculum Institute and "History Alive" supplemental materials. This class will examine critical patterns of interaction among citizens of the United States and their government as well as the US government and foreign nations of influence. Student responsibilities include primary and secondary source reading assignments, writing, research,

collaboration, and presentation. This course and its materials are aligned with the Reading and Writing literacy standards from the Common Core State Standards.

Required of all eleventh grade students. This course must be passed in order to meet graduation requirements.

1211
World History:
Ancient to Medieval

This course is the first of a two-course study of the rise, development, and expansion of world civilization. The focus is on the achievements of people and the meaning of events of every major world cultural area, from pre-history to the 1600's. This course is designed as preparation for college.

Open to grades 10-12

1215
Anthropology

Anthropology is an introductory course investigating man through the physical, cultural, and archaeological past and present. The central focus will be cultural behavior, a feature unique to humans. Topics investigated may include theories of evolution, creationism, culture, kinship, forensics, and other cultural variables. Reading, writing, and analytical skills are emphasized.

1223
Current Issues

The focus of Current Issues will be to make students more aware of current events. This will be accomplished by investigating current issues, some of which may be controversial, and their historical development.

Students will research and prepare a major oral presentation in which they trace the development of a current and/or controversial issue.

(.5 credit – meets for one semester)

Open to grades 10-12.

1235
Advanced Placement
United States History

The Advanced Placement United States History course is designed to be a survey in U. S. History from early settlements to the present day. There is a heavy emphasis on content knowledge and primary source analysis in this course. There will be extensive reading and writing assignments in which analytical thinking and student expression are of the utmost importance. Summer assignments will be required. The course is designed to challenge the capable and interested student of history.

There are required summer reading and writing assignments. Students who sign up for AP US History during the summer or

at the beginning of the school year can make up these assignments at that time.

Students are expected to take the AP US History Exam in May.

Prerequisite: Grade of B- in Civics (1241, 1242, 1243) and B- in English 10 (1121) or written consent of Department Chair.

(1 credit)

Participation in and completion of this course does not guarantee college credit.

The course fulfills the eleventh grade requirement.

1236
Advanced Placement
Psychology

The purpose of AP Psychology is to introduce the students to a systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major sub-fields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

There are required summer reading and writing assignments. Students who sign up for AP Psychology during the summer or at the beginning of the school year can make up these assignments at that time.

Students are expected to take the AP Psychology Exam in May.

Prerequisite: Grade of B- in Biology (1421/1422) and Civics (1241, 1242, 1243) or written consent of Department Chair.

(1 credit)

Participation in and completion of this course does not guarantee college credit.

Open to grades 11-12.

1264
Modern Genocide
Studies

Genocide is defined as, “the deliberate killing of a large group of people, especially those of a particular ethnic group or nation.” Over the course of history, various groups, based on religion, ethnicity, race, or other distinctions have been the targets of genocide. Why do these genocides occur? What are the defining characteristics of genocide? Is genocide preventable? What is the global community’s responsibility in the face of genocide? This course will seek to answer these

questions and more. Units of study may include but are not limited to the Holocaust, and genocides in Armenia, Cambodia, Rwanda, Bosnia, and Sudan. Students will read and write frequently, engage in debate, and use multiple approaches to offer potential solutions to the problem of genocide.

(.5 credit – meets for one semester)

Open to grades 11-12.

1265

20th Century American
Pop Culture

This course will explore 20th century American pop culture through a focus on the “four-disciplines” of Social Studies: History, Civics, Economics and Geography. Through readings, multi –media resources, and discussion students will consider how elements of culture that develop from the “four disciplines” have both shaped and been shaped by significant events in modern American history. Particular emphasis will be placed on the following elements of culture: arts and entertainment, political and social movements, technology, government, literature, food and drink, geographical and economic trends, and cultural demographics. Throughout the course, students will be working on a project that answers the course essential question and culminates with an interactive presentation. There will be a continued emphasis on providing essential Social Studies skills, including the study of primary source documents, maps, and media analysis. This course is aligned with the Reading and Writing literacy standards from the Common Core State Standards.

(.5 credit – meets for one semester)

Open to grades 10-12.

SPECIAL EDUCATION DEPARTMENT

Description and Placement

Special Education services are offered only to students who are identified under the federal Individuals with Disabilities Education Act IDEA. This act requires school districts to identify children with disabilities that affect their educational performance and provide them with a “free and appropriate public education” to meet their individual needs. The special educational service a student with a disability receives depends on the nature of his or her disability. Federal law requires school districts to document the services each eligible child needs and will receive in a written “Individualized Educational Program (IEP)” The IEP must be developed and annually reviewed by the child’s Planning and Placement Team (PPT), a group consisting of the parents, teachers, and educational specialists. The special education department offers a full continuum of support and assigns each student a case manager. The Special Education department also provides vocational skills development, social skills development; school related counseling services and transition planning for post-graduation.

Study and Organization Skills

In making a smooth transition from middle school to high school, and from high school to post-secondary education, many skills need to be developed to adapt to the different expectations placed on students at the high school level. The goal of the Study and Organization Skills program at Ledyard High School is to foster Special Education students to become more independent learners, to understand their learning styles, advocate for themselves’ regarding their learning difficulties, and meet classroom expectations through self-determination and self-awareness. Effort is made to schedule students to a specific case-manager, targeting specific skill instruction. The Study and Organization Skills program assist students with organization and planning skills. In addition this program supports curriculum subjects unique to grades 9 and 10. Study and Organization Skills 11/12 is geared towards meeting graduation requirements, preparing for post-secondary options, and addressing curriculum subjects unique to grades 11 and 12. Classroom placement is made based on exceptionality. Study and Organization Skills class is a full-year course offered with the opportunity to earn 1.0 credit.

1092, 1093
Study and
Organization Skills
9-10

Study and Organization Skills 9-10 is primarily designed for freshman and sophomore students identified as Special Education students who require the basics in planning and organization to assist in becoming a more successful learner.

The Study and Organization Skills 9-10 program is divided into two specific sections geared towards specific academic skill deficiency areas in which to improve. Study and Organization Skills 9-10 Reading/Writing (1092) focuses 1, 3, and 4 instructions in the areas of reading and writing. Students are provided direct instruction in the areas of responding to literature, persuasive style writing, and reading for information is stressed along with opportunity for direct application of skills taught. Emphasis is also placed on self-advocacy.

Study and Organization Skills 9-10 Math/Science (1093) focuses instruction in the areas of math and science. Direct instruction in the areas of problem solving is stressed along with opportunity for direct application of skills taught. Emphasis is also placed on test-taking skills as well as self-advocacy and organization skills development. Students are placed into a program section based on specific learning weaknesses and areas of concern regarding academic performance.

1095
Study and
Organization Skills
11-12

Study and Organization Skills 11-12 is designed to ensure that students meet graduation requirements and meet the demands of transitioning to life or post-secondary education after high school. The intent of this course is to continue to develop skills in becoming a capable, independent, and responsible student. Focus is also placed on maintaining portfolios for students who need to meet performance graduation requirements, which takes into consideration samples of student work, as well as transition-related materials.

If a scheduling conflict occurs due to an irresolvable conflict in a student's schedule, the student will be scheduled into an appropriate Study and Organization Skills class with the approval of the Director of School Counseling and Guidance and the Coordinator of Student Services.

Special Learning

The goal of the Special Learning Program is to work with each student in grades 9-12+ identified through the PPT process as requiring a small group format. Additional academic support is provided in each of the four core academic areas of Math, English, History, and Science in a self-contained setting. Each student works at his or her own level, and content is adapted to each student's learning ability. Emphasis will be placed on meeting performance graduation requirements as well as the functional skills necessary for living independently in the community.

Special Needs

The goal of the Special Needs Program is to work with students identified through the PPT process as requiring an academic individualized program emphasizing functional, and vocational and independent living skills. Parents, staff members, and service providers will collaborate to develop a program that provides direct instruction in the functional and independent living skills necessary in becoming as independent as possible. Emphasis will be placed on developing relationships with adult service providers and transitioning students to programs that will continue to support students and their families into adulthood.

1198

Corrective Reading

The Corrective Reading class is designed to provide intensive instructional support for secondary students with more severe reading difficulties in both decoding and comprehension. The direct instructional academic approach addresses deficiencies of critical skills and concepts. Expectations 1 and 4 Time on task and student engagement is maximized through frequent interactions between the student and teacher including teacher modeling and guided practice. Independent practice and progress monitoring assessments ensures that the concepts and skills are taught to mastery.

SCIENCE 9/10; 11/12

Science 9/10; 11/12 incorporates curriculum and instruction specially designed to meet the special education needs of students. These courses are taught by a special education teacher as the lead and regular education teacher providing content/curriculum support. Students will learn the foundational content of Biology, Chemistry, Environmental Science, and Earth Science while completing inquiry investigations and developing their scientific process skills.

English 9/10; 11/12

These courses cover a broad and diverse curriculum designed to enhance reading, writing and communication skills for students with a wide range of abilities. Areas of weaknesses are specifically addressed through IEP goals. Students learn and develop writing skills, vocabulary and grammar studies drawn from context. Literature study exposes students to both fiction and non-fiction classics aligned with the mainstream English courses. CCSS standards are followed and the LHS English Essential Questions and Priority Standards are used and applied to the modified texts.

History 9/10; 11/12

These courses are taught by special education teachers and incorporates curriculum and instruction special designed to meet the needs of the special education students. The courses are taught by a special education teacher, focusing on content related to World History, Civics & Government, and U.S. History. There will be an emphasis on providing essential Social Studies skills, in particular, reading and writing critically and developing effective research and study skills. These courses are aligned with a modified version of Reading and Writing literacy standards from the Common Core State Standards.

Math 9/10; 11/12

These courses are taught by a special education teacher and incorporates curriculum and instruction special designed to meet the needs of the special education students. The 9/10 Math focuses on Algebra and Geometry based upon a modified version of Integrated Math I curriculum. Math 11/12 focuses on a modified Consumer Math curriculum to assist students in making sound financial decisions as related to real life situations.

TECHNOLOGY EDUCATION

The Connecticut Career Clusters, their pathways, and 21st Century skills are integrated in Technology Education Offerings.

Careers that can follow a major in Technology Education are:

| | | |
|----------------------------|-------------------------|-----------------------------------|
| Skilled Craft Apprentice | Web Page Designer | Manufacturing Engineer |
| Carpenter | Mechanical Engineer | Architectural Engineer |
| Draftsman/CAD Operator | Electrical Engineer | Construction Superintendent |
| Concrete Worker/Mason | Structural Engineer | Electrical Inspector |
| Electrician | Teacher | Materials Engineer |
| Instructor/Educator | Architect | Manufacturer's Representative |
| Plumber | Design/Pre-Construction | Construction Inspector |
| Roofer | Engineering Designer | Building Manager |
| Appraiser | Web Page Designer | Construction Supervisor/Manager |
| Cost Estimator | Mechanical Engineer | Developer |
| Inspector/Code Enforcement | Electrical Engineer | Facility Manager |
| Quality Control Manager | Structural Engineer | Manufacturing Engineer |
| Technician | Safety Professional | Industrial Designer |
| Design/Pre-construction | Field Engineer | Construction Engineer |
| Engineering Designer | Marketing Designer | Industrial Engineering Technician |
| Graphic Designer | Civil Engineer | |

COMMUNICATIONS

1725
Principles of
Engineering

This is one of several courses in the PLTW curriculum.

This course helps students understand the field of engineering/engineering technology. Exploring various technology systems and manufacturing processes help students learn how engineers and technicians use math, science and technology in solving engineering problems to benefit people. The course also includes concerns about social and political consequences of technological change.

Prerequisite: Successful completion of Geometry or be concurrently enrolled.

1715
Introduction to
Engineering Design

This is one of several courses in the PLTW curriculum.

This is a course that teaches problem-solving skills using a design development process. Models of product solutions are created, analyzed, and communicated using solid modeling computer design software. This course will allow a student to broaden their background in the technical field of drafting. Various CAD software packages will be utilized.

Prerequisite: Successful completion of Algebra I or concurrently enrolled.

No prior drafting experience is required.

1735
Computer Science &
Software Engineering
(CSE)

This is one of the several courses in the PLTW curriculum.

This course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. CSE helps students develop programming expertise and explore the workings of the Internet using Python as a primary tool and incorporating multiple platforms and languages for computation. Projects and problems include app development, visualization of data, cybersecurity, and simulation.

Prerequisite: Successful completion of Algebra I or concurrently enrolled.

1781
Electronics

This is an introductory course designed to acquaint the student with the applications of electronic devices and circuits. Through student projects and lab experiments, the student will study the principles of direct and alternating current, magnetism, transistors, amplifiers, power supplies, and semi-conductor circuits. Also included will be hands-on experiences with radio communications and analog electronics.

Prerequisite: Grade of C- in Algebra I.

1783
Digital Electronics

This is one of the several courses in the PLTW curriculum.

This course in applied logic that encompasses the application of electronic circuits and devices. Computer simulation software is used to design and test digital circuitry prior to actual construction of circuits and devices.

Prerequisite: Successful completion of Introduction to Engineering Design or Principles of Engineering or written permission of instructor.

1740
Civil Engineering
& Architecture

This is one of the several courses in the PLTW curriculum.

The major focus of the Civil Engineering and Architecture (CEA) course is a long-term project that involves the development of a local property site. As students learn about various aspects of civil engineering and architecture, they apply what they learn to the design and development of this property.

The course is structured to enable all students to have a variety of experiences that will provide an overview of both fields. Students work in teams, exploring hands-on projects and

activities to learn the characteristics of civil engineering and architecture.

Prerequisite: Successful completion of Introduction to Engineering Design, Principles of Engineering, or written permission of instructor.

MANUFACTURING AND CONSTRUCTION

1702
Metals I

This course offers students hands-on opportunities to explore how metal is formed, shaped, and finished. Student activities will be concentrated in the areas of sheet metal fabrication, hot metal casting, plumbing and welding. Students will also be able to design and machine parts using computerized machinery.

(.5 credit – meets for one semester)

1736
Metals II

This course emphasizes machine tool manufacturing. Students will be able to develop valuable skills using industrial machinery such as lathes, millers, and surface grinders. Students will be able to design parts and program and manufacture these parts on computerized machinery.

Prerequisite: Grade of C- in Metals I or AgriScience or written permission of instructor.

1703
Woods I

This activity-based course promotes learning through doing. Students will construct various projects with an emphasis on shop safety, problem solving, and manufacturing accuracy. Formal instruction on machine and hand tools will be conducted to give students a foundation from which to build their skills. In addition, basic computerized machining skills will be introduced and practiced. Students will be required to write on manufacturing technology topics.

(.5 credit – meets for one semester)

1756
Advanced Woods

Advanced Woods is an activity-based course where students will design and construct advanced projects in a problem-solving environment. As part of this expectation, students will work as a team while mass producing, marketing and selling a product. Advanced hand tool skills, wood joining methods, wood identification strategies, as well as conventional and computerized machining skills will be further polished and perfected. Possible woodworking careers will be examined and students will be required to write on various manufacturing technology topics.

Students may take Advanced Woods a 2nd time for credit. In

order to take Advanced Woods again for credit a student must complete an Advanced Woods Contract and have it signed by the instructor.

Prerequisite: Grade of C- in Woods I.

POWER MECHANICS AND TRANSPORTATION

1706 Power Mechanics This “hands on” course introduces students to basic internal combustion engine fundamentals and trouble shooting strategies. Students will completely tear-down and rebuild a 4-cycle engine. Various modes of transportation will be covered as well including watercrafts, hovercrafts, airplanes, alternative powered automobiles, and/or space transportation. In addition, basic low voltage electricity will also be covered. Students may be required to write on various power mechanics topics.

(.5 credit – meets for one semester)

Project Lead the Way courses:

- 1715 Introduction to Engineering Design
- 1725 Principles of Engineering
- 1735 Computer Science & Software Engineering(CSE)
- 1783 Digital Electronics
- 1740 Civil Engineering & Architecture

ALL TECHNOLOGY EDUCATION COURSES QUALIFY AS PARTIAL FULFILLMENT OF THE TWO (2) CREDIT VOCATIONAL EDUCATION OR FINE ARTS GRADUATION REQUIREMENT.

VIRTUAL HIGH SCHOOL

Juniors and seniors may consider taking a course in the Virtual High School. Candidates must be independent and self-motivated since all course work is completed online at the student’s own pace. A course is taken in VHS as one of a student’s 8.00 credits and time for the course work is built into the student’s schedule. The selected course **MUST** be a course that is not available for the student to take at LHS either because it is not offered or because it would not fit into the student’s schedule.

Seniors will be given priority. Limited space is available.

Interested students should see their counselor to discuss course offerings and availability.

Students **MUST** have the recommendation of the appropriate Instructional Leader.

WORLD LANGUAGES AND CULTURES

The Connecticut Career Clusters, their pathways, and 21st Century skills are integrated in World Language offerings.

What can I do with a World Language major?

| | | |
|--------------------------|------------------------|-----------------------------|
| Advertising | Immigration Official | Language Researcher |
| Art Conservator | Import/Export Agent | Linguist |
| Broadcasting | Intelligence Agent | Medical Professional |
| Chef | International Business | Multinational Lobbyist |
| Customs Official | International Finance | Peace Corps |
| Foreign Correspondent | International Law | Public Relations Specialist |
| Foreign Services Officer | Interpreter | Writer |
| Foreign Student Advisor | Journalist | Teacher |
| | | Translator |
| | | Travel Agent |

1511
French I

This course introduces students to the basic structure of the language with special emphasis on listening and speaking skills. Intensive practice of French sounds and study of spelling correspondences are designed to establish accurate pronunciation. Daily practice, listening and speaking activities, interactive CD-ROM sessions in the language lab, and regular reading and writing assignments provide opportunities to use the target language. Students gain an understanding of Francophone life and culture through discussion, technological support materials, personal projects, and class presentations.

1512
French II

This course expands the student's mastery of the fundamentals of French I. Listening, speaking, reading, and writing skills are more intensively practiced with the emphasis on developing speaking skills. Oral proficiency is developed through the use of pair and small group interaction, skits, chapter projects, interactive CD-ROM activities in the language lab, and discussion of cultural readings. All students are assessed in reading, writing, listening, speaking, and knowledge of culture. Performance based assessments will replace some chapter tests.

Prerequisite: Grade of C- in French I.

1513
French III

This course reviews language structures and continues to build conversational and composition skills. Students are introduced to more complex grammatical structures. Frequent opportunities for oral and written expression in the target language are provided in class and through interactive CD-ROM sessions in the language lab. Students are assessed in reading, writing, listening, speaking, and knowledge of culture. Performance based assessments will replace some chapter tests. Students are expected to speak in the French over English.

Prerequisite: Grade of C- in French II.

1514
French Grammar
and Composition

University of
Connecticut Early
College Experience

This course includes a thorough review of the structure of the target language and continues the study of grammar at an advanced level. Students begin a survey of French literature and read short stories, poems, plays, and a short novel. Conversation skills continue to be developed as French is spoken almost exclusively at this level. Compositions are assigned at regular intervals throughout the course. Students will read *Le Petit Prince* and write a five-page paper on a chosen theme. Writing assignments are graded using a rubric created by the French UCONN teaching staff.

Students who successfully complete the course including the five-page paper will be eligible to receive three credits for FREN 3268W from the University of Connecticut.

Prerequisite: C in French III.

Offered in academic years ending in an odd number.

1515
French Grammar
and Culture

University of
Connecticut Early
College Experience

The study of French and Francophone culture through film. Emphasis on perfecting both oral and written expression through discussion, presentations, and composition on assigned topics. Writing assignments are graded using a rubric created by the French UCONN teaching staff.

Students who successfully complete the course including the five-page paper will be eligible to receive three credits for FREN 3267 from the University of Connecticut.

Prerequisite: C in French III.

Offered in academic years ending in an even number.

1521
Spanish I

This course presents the fundamentals of grammar, pronunciation, reading, and writing. Students gain proficiency through the use of text, CD's, interactive CD-ROM activities, workbooks, and readings. Students gain an understanding of aspects of the culture of Spanish-speaking countries and peoples through the use of visual aids, discussions, and projects. Emphasis is on communication.

1522
Spanish II

This course expands the student's mastery of the fundamentals of Spanish I. The same skills are stressed and students are expected to use the language in class more frequently. Cultural and historical studies are presented through a variety of readings. Oral presentations, dialogues, skits, and technology projects may be required.

Prerequisite: Grade of C- in Spanish I.

1523
Spanish III

This course reviews grammar and expands the student's knowledge base of the geography, history, literature, fine arts, and culture of the Spanish speaking world. Communication skills continue to be a primary focus, with oral/aural and written use of the target language a daily expectation for students. Reading skills are promoted through a variety of sources and activities that support curricular and school-wide expectations.

Prerequisite: Grade of C- in Spanish II.

1524
Spanish IV

This course reviews and refines many previously taught structures and introduces increasingly sophisticated structures. Conversational skills are polished, as Spanish is spoken almost exclusively throughout. Students concentrate on the history and culture of Latin America and the status of Hispanics in the United States. Excerpts from notable Hispanic authors are read, further developing vocabulary, reading, and composition skills.

Prerequisite: C in Spanish III.

1526
AP Spanish

University of
Connecticut Early
College Experience

This course is comparable to an intermediate level college Spanish language course. Emphasizing the use of Spanish for active communication, it encompasses aural/oral skills, reading comprehension, grammar, and composition. The course seeks to develop language skills that are useful in themselves and that can be applied to various activities and disciplines, rather than to the mastery of any specific-subject matter. Students will receive extensive training in the organization and writing of compositions as an integral part of this AP course. The course focus is 60 percent reading/writing and 40 percent listening/speaking.

Summer reading may be required.

Students are expected to take the AP Spanish Language Exam in May.

Prerequisite: B- in Spanish IV.

Students who successfully complete the course will be eligible to receive three credits for SPAN 3178 from the University of Connecticut.

1529
Immersion Spanish I

Once a student has successfully completed Spanish II he/she is eligible to participate in the Immersion Spanish Program. The

Program is designed to be either 1) a supplement to Spanish III/IV/AP, taken in the same year, or 2) an alternative track for acquisition learners.

This course is a mixed-level course that focuses on listening and speaking. Students use previously acquired knowledge and skills to converse with classmates in Spanish. Themes include medical, restaurants, workplace, travel, etc. Students function and communicate in real life contexts. Little to no English is spoken. The course focus is 5 percent reading/writing and 95 percent listening/speaking.

Prerequisite: Grade of B in Spanish II or C in Spanish III.

1530
Immersion Spanish II

In this mixed-level course students function and communicate in real life contexts using previously acquired knowledge and skills. Advanced skills are developed, such as negotiating, expressing and supporting opinions, arguing, evaluating, and teaching. English is not spoken. The course focus 5 percent reading/writing and 95 percent listening/speaking.

Prerequisite: Grade of B- in Immersion Spanish I.

1531
Immersion Spanish III

In this mixed-level course students function and communicate in real life contexts using previously acquired grammar and vocabulary. Advanced vocabulary and grammar are introduced and reviewed. Advanced skills are refined, such as negotiating, expressing and supporting opinions, arguing, evaluating, critiquing and teaching. English is not spoken. The course focus 5 percent reading/writing and 95 percent listening/speaking.

Prerequisite: Grade of B- in Immersion Spanish II.

WORK SHEET

Grade 9

It is possible that some courses may not be offered in the event of enrollment, staffing, or budgetary deficiencies. Please add alternate electives to your course requests and designate them as such.

Courses meet alternate days for the full year and earn one credit or meet alternate days for one semester and earn .5 credit unless otherwise indicated.

Courses indicated with an asterisk (*) require skills in many academic areas and do not fall within the domain of a specific department.

Required:

| | |
|---------|-----------------------------------|
| 1010A/B | Physical Education (.5 credit) |
| 111 // | English 9 |
| 127 // | World History Modern |
| 142 // | Biology |
| 146 // | Environmental Science (.5 credit) |

Select one of the following:

| | |
|--------|-------------------|
| 1312 | Algebra I |
| 132 // | Geometry |
| 1371 | Integrated Math I |

Electives:

| | |
|------|---------------------------------------|
| 1161 | Drama (.5 credit) |
| 1215 | Anthropology |
| 1511 | French I |
| 1512 | French II |
| 1521 | Spanish I |
| 1522 | Spanish II |
| 1523 | Spanish III |
| 1611 | Information Technology I (.5 credit) |
| 1612 | Information Technology II (.5 credit) |
| 1621 | Accounting I |
| 1702 | Metals I (.5 credit) |
| 1703 | Woods I (.5 credit) |
| 1706 | Power Mechanics (.5 credit) |
| 1715 | Introduction to Engineering Design |

| | |
|-------|---|
| 1725 | Principles of Engineering |
| 1735 | Computer Science & Software Engineering |
| 1781 | Electronics |
| 1821 | Foods I |
| 1831 | Clothing: Fashion, Fabrics & Construction |
| 1840 | Housing & Interior Design (.5 credit) |
| 1905 | Drawing I (.5 credit) |
| 1911 | Art I |
| 1916 | Ceramics I (.5 credit) |
| 1920 | Chamber Choir |
| 1921 | Music Appreciation (.5 credit) |
| 1922 | Music Theory I (.5 credit) |
| 1924 | Voice Class (.5 credit) |
| 1927 | Beginning Keyboard (.5 credit) |
| 1928 | Guitar I (.5 credit) |
| 1932 | Concert Choir |
| 1934 | Symphonic Band |
| 1942 | Men's Chorus |
| 1943 | Women's Chorus |
| 1943S | Select Singers |
| 1951 | Agriscience and Technology I |

WORK SHEET

Grade 10

It is possible that some courses may not be offered in the event of enrollment, staffing, or budgetary deficiencies. Please add alternate electives to your course requests and designate them as such.

Courses meet alternate days for the full year and earn one credit or meet alternate days for one semester and earn .5 credit unless otherwise indicated.

Courses indicated with an asterisk (*) require skills in many academic areas and do not fall within the domain of a specific department.

Required:

| | |
|---------|--------------------------------|
| 1010A/B | Physical Education (.5 credit) |
| 112 // | English 10 |
| 124 // | Civics |
| 13 _ // | Math Course |
| 143 // | Chemistry |
| 1810 | Health |

Electives:

| | |
|--------|--------------------------------------|
| 1150 | Journalism I |
| 1160 | Creative Writing (.5 credit) |
| 1160F | Creative Writing Prose (.5 credit) |
| 1160V | Creative Writing Poetry (.5 credit) |
| 1161 | Drama (.5 credit) |
| 1162 | Public Speaking (.5 credit) |
| 1211 | World History: Ancient to Medieval |
| 1215 | Anthropology |
| 1223 | Current Issues (.5 credit) |
| 1265 | 20th Century Pop Culture (.5 credit) |
| 1312 | Algebra I |
| 132 // | Geometry |
| 133 // | Algebra II |
| 1371 | Integrated Math I |
| 1372 | Integrated Math II |
| 1373 | Integrated Math III |
| 1425 | A. P. Biology (1.5 credits) |
| 1511 | French I |
| 1512 | French II |
| 1513 | French III |

| | |
|---------|---|
| 1521 | Spanish I |
| 1522 | Spanish II |
| 1523 | Spanish III |
| 1529 | Immersion Spanish I |
| 1611 | Information Technology I (.5 credit) |
| 1612 | Information Technology II (.5 credit) |
| 1621 | Accounting I |
| 1623 | Accounting II |
| 1702 | Metals I (.5 credit) |
| 1703 | Woods I (.5 credit) |
| 1706 | Power Mechanics (.5 credit) |
| 1715 | Introduction to Engineering Design |
| 1725 | Principles of Engineering |
| 1735 | Computer Science & Software Engineering |
| 1736 | Metals II |
| 1740 | Civil Engineering and Architecture |
| 1756 | Advanced Woods |
| 1781 | Electronics |
| 1783 | Digital Electronics |
| 1821 | Foods I |
| 1824 | Culinary Essentials (.5 credit) |
| 1831 | Clothing: Fashion, Fabrics & Construction |
| 1840 | Housing & Interior Design (.5 credit) |
| 1903004 | Painting Studio (.5 credit) |
| 1905 | Drawing I (.5 credit) |
| 1906 | Drawing II (.5 credit) |
| 1911 | Art I |
| 1912 | Art II |
| 1916 | Ceramics I (.5 credit) |
| 1917 | Ceramics II (.5 credit) |
| 1920 | Chamber Choir |
| 1921 | Music Appreciation (.5 credit) |
| 1922 | Music Theory I (.5 credit) |
| 1924 | Voice Class (.5 credit) |
| 1927 | Beginning Keyboard (.5 credit) |
| 1928 | Guitar I (.5 credit) |
| 1929 | Guitar II (.5 credit) |
| 1932 | Concert Choir |
| 1934 | Symphonic Band |
| 1942 | Men's Chorus |
| 1943 | Women's Chorus |
| 1943S | Select Singers |
| 1952 | Agriscience and Technology II (2 credits) |

WORK SHEET

Grade 11

It is possible that some courses may not be offered in the event of enrollment, staffing, or budgetary deficiencies. Please add an alternate elective to your course requests and designate it as such.

Courses meet alternate days for the full year and earn one credit or meet alternate days for one semester and earn .5 credit unless otherwise indicated.

Courses indicated with an asterisk (*) require skills in many academic areas and do not fall within the domain of a specific department.

Required:

| | |
|---------|-------------------------------|
| 132 / / | English 11 |
| 123 / / | United States History |
| 1235 | Advanced Placement US History |
| 13 / / | Math Course |
| 14 / / | Science Course |

Electives:

| | |
|---------|--|
| 1020 | Sport Psychology (.5 credit) |
| 1030 | Advanced Physical Education (.5 credit) |
| 1150 | Journalism I |
| 1155A/B | Journalism II (2 semesters— .5 credit each semester) |
| 1160 | Creative Writing (.5 credit) |
| 1160F | Creative Writing—Prose (.5 credit) |
| 1160V | Creative Writing—Poetry (.5 credit) |
| 1161 | Drama (.5 credit) |
| 1162 | Public Speaking (.5 credit) |
| 1211 | World History: Ancient to Medieval |
| 1215 | Anthropology |
| 1223 | Current Issues (.5 credit) |
| 1236 | AP Psychology |
| 1264 | Modern Genocide Studies (.5 credit) |
| 1265 | 20th Century American Pop Culture (.5 credit) |
| 1312 | Algebra I |
| 132 / / | Geometry |
| 133 / / | Algebra II |
| 1362 | Algebra III |
| 134 / / | Pre-Calculus |
| 1350 | Statistics |
| 1369 | Consumer Math |
| 1371 | Integrated Math I |

| | |
|---------|---|
| 1372 | Integrated Math II |
| 1373 | Integrated Math III |
| 1400 | Earth Science |
| 1425A/B | A.P. Biology (1.5 credits) |
| 143 / / | Chemistry |
| 1435A/B | A. P. Chemistry (1.5 credits) |
| 1442 | Physics |
| 1450 | Bioethics (.5 credit) |
| 1452 | Human Biology (.5 credit) |
| 1453 | Anatomy and Physiology |
| 1455 | Marine Science (.5 credit) |
| 1456 | Marine Science/UCONN Early College Experience |
| 1464 | A.P. Environmental Science |
| 1466 | A.P. Physics I |
| 1480 | Forensic Science (.5 credit) |
| 1511 | French I |
| 1512 | French II |
| 1513 | French III |
| 1514 | French Grammar & Composition/UConn ECE |
| 1515 | French Grammar & Culture/UConn ECE |
| 1521 | Spanish I |
| 1522 | Spanish II |
| 1523 | Spanish III |
| 1524 | Spanish IV |
| 1526 | AP Spanish V/UCONN Early College Experience |
| 1529 | Immersion Spanish I |
| 1530 | Immersion Spanish II |
| 1611 | Information Technology I (.5 credit) |
| 1612 | Information Technology II (.5 credit) |
| 1621 | Accounting I |
| 1623 | Accounting II |
| 1604 | Personal Finance (.5 credit) |
| 1605 | Advanced Personal Finance (.5 credit) |
| 1702 | Metals I (.5 credit) |
| 1703 | Woods I (.5 credit) |
| 1706 | Power Mechanics (.5 credit) |
| 1715 | Intro to Engineering Design |
| 1725 | Principles of Engineering |
| 1735 | Computer Science & Software Engineering |
| 1736 | Metals II |
| 1740 | Civil Engineering and Architecture |
| 1756 | Advanced Woods |
| 1781 | Electronics |
| 1783 | Digital Electronics |

| | |
|---------|--|
| 1821 | Foods I |
| 1824 | Culinary Essentials (.5 credit) |
| 1831 | Clothing: Fashion, Fabrics & Construction |
| 1840 | Housing and Interior Design (.5 credit) |
| 1841 | Understanding Self & Relationships |
| 1844 | Child Development |
| 1888 | *Independent Study |
| 1903004 | Painting Studio (.5 credit) |
| 1905 | Drawing I (.5 credit) |
| 1906 | Drawing II (.5 credit) |
| 1911 | Art I |
| 1912 | Art II |
| 1913 | Advanced Studio Art |
| 1916 | Ceramics I (.5 credit) |
| 1917 | Ceramics II (.5 credit) |
| 1920 | Chamber Choir |
| 1921 | Music Appreciation (.5 credit) |
| 1922 | Music Theory I (.5 credit) |
| 1924 | Voice Class (.5 credit) |
| 1927 | Beginning Keyboard (.5 credit) |
| 1928 | Guitar I (.5 credit) |
| 1929 | Guitar II (.5 credit) |
| 1932 | Concert Choir |
| 1934 | Symphonic Band |
| 1942 | Men's Chorus |
| 1943 | Women's Chorus |
| 1943S | Select Singers |
| 1953 | Agriscience and Technology III (2 credits) |
| 1958 | Agriscience and Technology III & Uconn ECE Floral Art I (2 credits) |

WORK SHEET

Grade 12

WORK SHEET

Grade 12

It is possible that some courses may not be offered in the event of enrollment, staffing, or budgetary deficiencies. Please add an alternate elective to your course requests and designate it as such.

Courses meet alternate days for the full year and earn one credit or meet alternate days for one semester and earn .5 credit unless otherwise indicated.

Courses indicated with an asterisk (*) require skills in many academic areas and do not fall within the domain of a specific department.

Required:

| | |
|---------------|-----------------|
| 114 // | English 12 or |
| 1145 | A.P. English |
| 13 // or 14// | Math or Science |

Electives:

| | |
|---------|--|
| 1020 | Sport Psychology (.5 credit) |
| 1030 | Advanced Physical Education (.5 credit) |
| 1150 | Journalism I |
| 1155A/B | Journalism II (2 semesters— .5 credit each semester) |
| 1160 | Creative Writing (.5 credit) |
| 1160F | Creative Writing—Prose (.5 credit) |
| 1160V | Creative Writing—Poetry (.5 credit) |
| 1161 | Drama (.5 credit) |
| 1162 | Public Speaking (.5 credit) |
| 1211 | World History: Ancient to Medieval |
| 1215 | Anthropology |
| 1223 | Current Issues (.5 credit) |
| 1236 | AP Psychology |
| 1264 | Modern Genocide Studies (.5 credit) |
| 1265 | 20th Century American Pop Culture (.5 credit) |
| 1312 | Algebra I |
| 132 // | Geometry |
| 133 // | Algebra II |
| 1362 | Algebra III |
| 134 // | Pre-Calculus |
| 1345 | Advanced Placement Calculus AB |
| 1346A/B | Advanced Placement Calculus AB/BC (1.5 credits) |

| | |
|---------|---|
| 1347 | Calculus I |
| 1350 | Statistics |
| 1369 | Consumer Math |
| 1371 | Integrated Math I |
| 1372 | Integrated Math II |
| 1373 | Integrated Math III |
| 1400 | Earth Science |
| 1425A/B | A. P. Biology (1.5 credits) |
| 143 // | Chemistry |
| 1435A/B | A. P. Chemistry (1.5 credits) |
| 1442 | Physics |
| 1450 | Bioethics (.5 credit) |
| 1452 | Human Biology (.5 credit) |
| 1453 | Anatomy and Physiology |
| 1455 | Marine Science (.5 credit) |
| 1456 | Marine Science/UCONN Early College Experience |
| 1464 | A. P. Environmental Science |
| 1466 | A. P. Physics I |
| 1467 | A. P. Physics II |
| 1480 | Forensic Science (.5 credit) |
| 1511 | French I |
| 1512 | French II |
| 1513 | French III |
| 1514 | French Grammar & Composition/UConn ECE |
| 1515 | French Grammar & Culture/UConn ECE |
| 1521 | Spanish I |
| 1522 | Spanish II |
| 1523 | Spanish III |
| 1524 | Spanish IV |
| 1526 | AP Spanish /UCONN Early College Experience |
| 1529 | Immersion Spanish I |
| 1530 | Immersion Spanish II |
| 1531 | Immersion Spanish III |
| 1611 | Information Technology I (.5 credit) |
| 1612 | Information Technology II (.5 credit) |
| 1621 | Accounting I |
| 1623 | Accounting II |
| 1604 | Personal Finance (.5 credit) |
| 1605 | Advanced Personal Finance (.5 credit) |
| 1702 | Metals I (.5 credit) |
| 1703 | Woods I (.5 credit) |
| 1706 | Power Mechanics (.5 credit) |
| 1715 | Intro to Engineering Design |
| 1725 | Principles of Engineering |
| 1735 | Computer Science & Software Engineering |

| | |
|---------|--|
| 1736 | Metals II |
| 1740 | Civil Engineering and Architecture |
| 1756 | Advanced Woods |
| 1781 | Electronics |
| 1783 | Digital Electronics |
| 1821 | Foods I |
| 1824 | Culinary Essentials (.5 credit) |
| 1831 | Clothing: Fashion, Fabrics & Construction |
| 1840 | Housing and Interior Design (.5 credit) |
| 1841 | Understanding Self & Relationships |
| 1844 | Child Development |
| 1888 | *Independent Study |
| 1903004 | Painting Studio (.5 credit) |
| 1905 | Drawing I (.5 credit) |
| 1906 | Drawing II (.5 credit) |
| 1911 | Art I |
| 1912 | Art II |
| 1914 | Advanced Studio Art |
| 1916 | Ceramics I (.5 credit) |
| 1917 | Ceramics II (.5 credit) |
| 1920 | Chamber Choir |
| 1921 | Music Appreciation (.5 credit) |
| 1922 | Music Theory I (.5 credit) |
| 1924 | Voice Class (.5 credit) |
| 1927 | Beginning Keyboard (.5 credit) |
| 1928 | Guitar I (.5 credit) |
| 1929 | Guitar II (.5 credit) |
| 1932 | Concert Choir |
| 1934 | Symphonic Band |
| 1942 | Men's Chorus |
| 1943 | Women's Chorus |
| 1943S | Select Singers |
| 1954 | Agriscience and Technology IV (2 credits) |
| 1957 | UConn ECE Horticulture & Advanced Floral Art (2 credits) |
| 1950 | Senior Experience (.5 or 1.0 credit) |

FOUR-YEAR PLANNED PROGRAM

9th Grade

10th Grade

| | | | |
|-----------------------|-------------|--------------------|-------------|
| English 9 | 1.00 | English 10 | 1.00 |
| World History Modern | 1.00 | Civics | 1.00 |
| Math | 1.00 | Math | 1.00 |
| Biology | 1.00 | Chemistry | 1.00 |
| Environmental Science | .50 | Physical Education | .50 |
| Physical Education | .50 | Health | .50 |
| Electives | 3.00 | Electives | 3.00 |
| | | | |
| | | | |
| Total | 8.00 | Total | 8.00 |

11th Grade

12th Grade

| | | | |
|--------------|--------------|----------------------|--------------|
| English 11 | 1.00 | English 12 | 1.00 |
| U.S. History | 1.00 | Math or Science | 1.00 |
| Math | 1.00 | Electives | 5.00 to 6.00 |
| Science | 1.00 or .50 | | |
| Electives | 4.00 or 4.50 | | |
| | | | |
| | | | |
| Total | 8.00 | Minimum Total | 7.00 |

NOTE: GRADUATION REQUIREMENTS ARE GIVEN ON THE BACK OF THE FRONT COVER. Requirements in vocational/fine arts and math/science must all be included on your four-year plan.