

# **LEDYARD HIGH SCHOOL**



**PROGRAM OF STUDIES  
2012-2013**

# GRADUATION REQUIREMENTS

	2013*	2014*	2015*	2016*
<b>English</b>	4 credits	4 credits	4 credits	4 credits
<b>Social Studies</b>	3.5 credits including World Hist Mod I (1 credit) US History I (1 credit) US History II (1 credit) Government (.5 credit)	3.5 credits including World Hist Mod I (1 credit) US History I (1 credit) US History II (1 credit) Government (.5 credit)	3.0 credits including World Hist Mod (1 credit) Government/Civics (1 credit) US History (1 credit)	3.0 credits including World Hist Mod (1 credit) Government/Civics (1 credit) US History (1 credit)
<b>Mathematics</b>	3 credits	3 credits	3 credits	3 credits
<b>Science</b>	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)
<b>Math or Science</b>	1 credit	1 credit	1 credit	1 credit
<b>Physical Education</b>	1 credit	1 credit	1 credit	1 credit
<b>Vocational/Fine Arts</b>	2 credits	2 credits	2 credits	2 credits
<b>Health</b>	.5 credit	.5 credit	.5 credit	.5 credit
<b>Electives</b>	8.0 credits	8.0 credits	8.5 credits	8.5 credits
<b>TOTAL</b>	<b>26</b>	<b>26</b>	<b>26</b>	<b>26</b>

\*Additional requirement. See Page 5, #9.

# PROGRAM OF STUDIES

**2012 - 2013**

Mr. Louis Gabordi, *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*

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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 MISSION STATEMENT AND EXPECTATIONS FOR STUDENT LEARNING**

## **MISSION STATEMENT**

Ledyard High School's mission is to engage all students in meaningful learning, providing them with the skills necessary to reach their potential through achievement of academic, civic and social expectations essential to personal fulfillment, responsible citizenship and lifelong learning.

## **EXPECTATIONS FOR STUDENT LEARNING**

### **ACADEMIC**

*Students and graduates of Ledyard High School will:*

1. Read and write critically and effectively for a variety of purposes
2. Speak clearly and communicate ideas accurately in a variety of settings
3. Employ problem-solving skills effectively
4. Employ effective research and study skills
5. Demonstrate critical thinking skills

### **CIVIC AND SOCIAL**

*Students and graduates of Ledyard High School will:*

1. Demonstrate responsible behavior and citizenship
2. Work effectively in independent and collaborative settings
3. Respect human and cultural diversity
4. Take responsibility for their own lifelong 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 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 2013 must be scheduled for a minimum of 7 units of work.**
- **Students in the classes of 2014, 2015, and 2016 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 5 days of the semester. During this 5 day drop/add period students may drop a course with no penalty. An extension to the 5 day policy may be granted by the principal or his/her designee.

## **REPORT CARDS**

Grades are accessible at any point during the school year through the PowerSchool parent portal. Report cards will be issued and mailed home twice per year at the end of each semester. The final average for the course will normally be computed as follows: each marking period is 40% of the final average while the final exam accounts for 20%. However, under unusual circumstances teachers may request authorization from the principal to assign a final grade that is not an average as outlined above.

## Grades

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.

Final grades are calculated as follows:

Each marking period	40%
Final exam	20%

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 meet the **simple** grade point average requirements and have no grade below C- (or B-) during the quarter. The honor roll has three divisions:

Honors:	Grade point average at least 9.0, only one C, no grade below C-
High Honors:	Grade point average at least 10.5, no grade below B-
Highest Honors:	Grade point average at least 11.5, no grade below B-

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

## Grade Point Average

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

The “GPA” 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.

Each grade is given a numerical value as follows:

GRADE	AP Level	Level 1	Level 2	Level 3
A	21	18	15	12
B	18	15	12	9
C	15	12	9	6
D	12	9	6	3
F	0	0	0	0

### Rank in Class

A student's weighted class rank is computed by using the following formula called GPAC:  $\text{Weighted GPA} \times (\text{Total Credits Earned} - \text{Pass/No Pass Credits})$ . This formula will be in effect during the 2012-2013 school year for all grades.

**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.

## COLLEGE CAREER PATHWAYS

College Career Pathways is a partnership between Ledyard High School and Three Rivers Community College for students interested in a career in Electrical Engineering Technology, Fire Technology, Accounting/Business Administration, Computer Science Technology, or Culinary/Hospitality Management. After taking the designated math, science, public speaking, and foods, electronics, accounting or information technology courses in high school, students may earn as many as 14.5 college credits from Three Rivers CC, which could also be transferable to other colleges. **If you are interested, discuss this with your school counselor.**

All students in College Career Pathways take:

- Public Speaking (1162) 3 credits
- Algebra II (1331 or 1332) 3 credits
- Physics (1441 or 1442) 4 credits

Additional:

ELECTRICAL ENGINEERING TECHNOLOGY	FIRE TECHNOLOGY	ACCOUNTING/BUSINESS TECHNOLOGY	COMPUTER SCIENCE TECHNOLOGY	CULINARY/HOSPITALITY MANAGEMENT
Electronics (1781) <u>4 credits</u>  <u>OR</u>  Digital Electronics (1783) <u>4.5 credits</u>	Fire Tech Internship with Fire Department <u>3 credits</u>	Accounting I (1621) + Accounting II (1623) <u>4 credits</u>	Information Technology I (1611) + Information Technology II (1612) <u>3 credits</u>	Foods I (1821) + Culinary Essentials (1824) <u>4 credits</u>
<u>TOTAL</u> 14 or 14.5 credits	<u>TOTAL</u> 13 credits	<u>TOTAL</u> 14 credits	<u>TOTAL</u> 13 credits	<u>TOTAL</u> 14 credits

Students in Grade 10 who have a “C” average or better may apply to participate in the College Career Pathways program. Accepted students must earn grades of “C” or higher in all CCP courses to earn college credit. Courses must be completed by the student graduation date.

In addition Ledyard High School has articulated a Career Pathways agreement with the Ratcliffe Hicks School of Agriculture at the University of Connecticut. Agriscience students in Grade 10 who have a “C” average or better may apply. Each program is individualized to the student’s Agriscience specialty. Students may earn up to 14 credits that will transfer to Ratcliffe Hicks and count toward their Associate of Science degree. If you are interested, see your Agriscience teacher or your school counselor for an application or additional information.

## **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 English, Spanish, French, 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.

Students are charged a \$25 per credit fee in the fall. For additional information visit: [www.ece.uconn.edu](http://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. 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 must be a part of the maximum 8 credits per year in order to be considered for high school credit. Courses will be weighted as a level 1 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 is a four-year sequence of courses which, 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.

## **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.
- Begin the Individual Planning Portfolio with your school counselor.
- Complete the "Learning Style Inventory" assessment.
- 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.
- Expand the Individual Planning Portfolio.
- Complete the “Do What You Are” personality inventory.
- Use Naviance and the Career Center to research careers and colleges.
- Plan to take appropriate Advanced Placement and Uconn ECE courses.
- Consider the College Career Pathways program for earning college credit at Three Rivers Community College.
- Read.
- Explore and discuss college options.
- Consider taking 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.
- Complete the “Career Interest Profiler” survey and utilize 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.
- Consider taking an SAT Preparation course offered by Ledyard High School faculty in the spring or thru Princeton Review offered at various times throughout the year.
- Look carefully at costs and budgeting for further education. Attend Financial Aid Night (November). 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.
- Continue to update and expand your Individual Planning Portfolio.
- Begin writing a resume.
- Carefully select courses for your senior year.
- Read.
- 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)
- 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.
- Complete a resume and the senior exit survey.
- 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—November). 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.
- 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 3.5 credits of social studies (World History Modern, United States History I, United States History II, and Government). 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. Taking an SAT Preparation course may also be helpful. Students may also wish to take the ACT—more content based than the SAT. 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>.

<b>CAREER PATHWAY</b>	<b>SUGGESTED COURSES</b>	<b>LHS COURSES</b>
<p><b><u>Agriculture, Food and Natural Resources</u></b> - 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 &amp; Management</p>	<p>Agri-Science; Anatomy/Physiology; Biology; Bio Ethics; Human Biology; Chemistry; Earth Science; Environmental Science; Marine Science</p>
<p><b><u>Architecture and Construction</u></b> - 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 &amp; Construction; Geometry; Applied Technology, Safety, Health &amp; the Workplace Environment; Woodworking</p>	<p>Agri-Science; Algebra; Pre-Calculus; Calculus, Physics; Architectural Drafting; Civil Engineering &amp; Architecture; Geometry; Housing &amp; Interior Design; Integrated Math; Intro to Engineering Design; Mechanical Drafting; Metals; Power Mechanics; Principals of Engineering; Woods</p>
<p><b><u>Arts, A/V Technology and Communications</u></b> - 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 &amp; 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 &amp; Playwriting</p>	<p>Study of French through Film; Acrylic Painting Studio; English; Art; World History; Music; Ceramics; Clothing - Fashion, Fabrics &amp; Construction; Creative Writing; Journalism; Drama; Drawing; Housing &amp; Interior Design; Info Tech; Public Speaking</p>
<p><b><u>Business, Management and Administration</u></b> - 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; World Languages &amp; Cultures; Current Issues; Geometry; Global Affairs; Info Tech; Integrated Math; Statistics; Public Speaking; World History</p>

<b>CAREER PATHWAY</b>	<b>SUGGESTED COURSES</b>	<b>LHS COURSES</b>
<p><b>Education and Training</b> - careers in planning, managing and providing education and training services, and related learning support services.</p>	<p>American Government/History; Career Exploration in Education &amp; 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>Study of French through Film; Anthropology; English; Psychology; Spanish; French; World Languages &amp; Cultures; US History; Government; Career Prep; Child Development; Current Issues; Global Affairs; Info Tech; Statistics; Public Speaking; Understanding Self &amp; Relationships; World History</p>
<p><b>Finance</b> - careers in services for financial and investment planning, banking, insurance, and business financial management.</p>	<p>Accounting; Algebra; Banking &amp; Investing; Business Management &amp; 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; Statistics</p>
<p><b>Government and Public Administration</b> - 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 &amp; Comparative Political Systems; American History; Civics; Geography; Government &amp; Public Administration; Information Technology; Modern Europe &amp; Western Traditions; Psychology; Sociology; Speech/Communication; Statistics; World Concepts &amp; Themes; World Issues; World Languages; Writing/Composition</p>	<p>Anthropology; English; Psychology; Spanish; French; World Languages &amp; Cultures; US History; Government; Current Issues; Global Affairs; Info Tech; Statistics; Public Speaking; Understanding Self &amp; Relationships; World History</p>
<p><b>Health Science</b> - 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 &amp; Healthcare; Medical Ethics; Medical Math; Medical Terminology; Microbiology; Nutrition; Physics; Psychology; Research Methods; Research/Technical Writing; Sociology; Statistics; World Language</p>	<p>Algebra; Anatomy &amp; Physiology; Anthropology; Biology; Bio Ethics; Human Biology; Pre-Calculus; Calculus; Chemistry; Physics; Psychology; Spanish; French; Forensic Science; Health; Statistics; PE; Sports Psychology; Understanding Self &amp; Relationships</p>

<b>CAREER PATHWAY</b>	<b>SUGGESTED COURSES</b>	<b>LHS COURSES</b>
<p><b>Hospitality and Tourism</b> - 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 &amp; Tourism; Marketing; Nutrition; Personal Finance; Sports; World Geography/Cultures</p>	<p>Study of French through Film; Accounting; Psychology; Spanish; French; Music; Culinary Essentials; Foods; World History; Consumer Math; PE; Public Speaking; Single Survival; World Languages &amp; Cultures</p>
<p><b>Human Services</b> - careers that prepare individuals for employment that relates to families and human needs.</p>	<p>Child Growth &amp; Development/Child Psychology; Early Childhood Education &amp; Services; Family Life Education; Family Relations; Independent Living; Literacy &amp; Language; Occupational Childcare; Parenting; Personal Finance; Psychology; Public Speaking; Safety &amp; Health for Children; Sociology; Theology; World Issues</p>	<p>Anthropology; Psychology; Spanish; French; Child Development; Health; Public Speaking; Consumer Math; Single Survival; Understanding Self &amp; Relationships; World Languages &amp; Cultures; Sports Psychology; World History</p>
<p><b>Information Technology</b> - 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 &amp; Software Development/Design; Spreadsheet/Database Applications; Statistics; Technical Writing; Trigonometry; Webpage Design; Word Processing Applications</p>	<p>Accounting; Algebra; Pre-Calculus; Calculus; English; Physics; Computer Programming BASIC; Geometry; Info Tech; Integrated Math; Statistics</p>
<p><b>Law, Public Safety and Security</b> - 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 &amp; the Judicial Process; Criminal Justice; Ethics &amp; 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; Global Affairs; Understanding Self &amp; Relationships; History; Bio Ethics; Forensic Science; Government; Info Tech</p>

<b>CAREER PATHWAY</b>	<b>SUGGESTED COURSES</b>	<b>LHS COURSES</b>
<p><b>Manufacturing</b> - 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 &amp; Processes; Physics; Safety in the Workplace; Quality Assurance Concepts &amp; Techniques; Woodworking</p>	<p>Agri-Science; Algebra; Pre-Calculus; Calculus; Digital Electronics; Geometry; Integrated Math; Physics; Architectural Drafting; Mechanical Drafting; Clothing - Fashion, Fabrics &amp; Construction; Electronics; Info Tech; Metals; Woods</p>
<p><b>Marketing, Sales and Service</b> - careers in planning, managing, and performing marketing activities to reach organizational objectives.</p>	<p>Accounting; Advertising; Algebra; Business &amp; Technical Writing; Business Management; Calculus; Computer Applications; Entrepreneurship/Small Business Ownership; Marketing &amp; 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; Statistics; Public Speaking; Creative Writing; Journalism</p>
<p><b>Science, Technology, Engineering and Mathematics (STEM)</b> - 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 &amp; 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; English; Physics; Public Speaking; Architectural Drafting; Mechanical Drafting; Civil Engineering &amp; Architecture; Computer Programming BASIC; Digital Electronics; Electronics; Info Tech; Intro to Engineering Design; Statistics; Principles of Engineering</p>
<p><b>Transportation, Distribution and Logistics</b> - 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 &amp; Logistics; Auto Mechanics; Calculus; Computer Applications; Energy, Power, Transportation &amp; the Environment; Geometry; Land, Air, Water &amp; 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; Environmental Science of SE CT; Info Tech; Power Mechanics</p>

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## AGRI-SCIENCE & TECHNOLOGY

1951  
Agri-Science I

1952  
Agri-Science II

Academic  
Expectations 2, 3

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.

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

Academic  
Expectations 3, 5

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 five areas: aquaculture, natural resources/environmental science, agricultural mechanics, animal science, and plant science.

1954  
Agri-Science IV

Academic  
Expectations 2, 3, 5

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

A summary of the five specialized areas follows:

### Natural Resource & Environmental Systems

Natural resources/environmental systems is designed to acquaint students with forest, wildlife, air, water, and soil resources. Special emphasis is placed on the use and management of all our resources with the goal of sustainability. Students will have the opportunity to work in the field applying their skills to real world situations. Some units, which may be covered are forestry practices, wildlife management,

environmental studies, and safety and health in the field. In addition, students who pursue advanced courses will apply their knowledge in management situations. The study of natural resources and environmental systems may be integrated into classwork in the following areas as it applies.

Academic Expectations 3 & 5

#### 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.

Academic Expectations 3 & 5

#### Power, Technical and Structural Systems

Students studying power, technical and structural systems 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.

Academic Expectations 3 & 5

#### 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.

Academic Expectations 3 & 5

### Plant Systems

The goal of plant systems is to aid interested students in developing abilities and competence in a plant related career 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.

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

Academic Expectations 3 & 5

**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)

1955  
Agri-Science IV/  
Fundamentals of  
Horticulture/  
University of  
Connecticut Early  
College Experience  
  
Academic  
Expectations 3, 5

This course meets the criteria for the introductory horticulture class offered at the University of Connecticut. This course covers the science and practice of horticultural 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.

Students who successfully complete this course will earn 3 credits for Hort 1110: Fundamentals of Horticulture from the University of Connecticut.

(2 credits—1 credit each semester)

1956  
Agri-Science IV/  
Floral Art/  
University of  
Connecticut Early  
College Experience

Floral Art will introduce students to the basics of floral design. Students will explore the history of floral design, learn about design principles, and apply these principles in creating table arrangements and wearable floral art. Students will have multiple opportunities to construct and evaluate arrangements. As a final project each student will prepare and submit a portfolio of work completed during the class.

Academic  
Expectations 3, 5

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/  
University of  
Connecticut Early

This course combines the two previous courses (1955 and 1956). Agri-Science IV students who are interested in both classes should take this course. This will meet the Agri Science requirement for those students.

Academic  
Expectations 3, 5

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, and 3 credits for Hort 1110, Fundamentals of Horticulture, from the University of Connecticut.

(2 credits—1 credit each semester)

**ALL AGRISCIENCE 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.

# ART

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 Advanced Placement Studio Art and independent study credit should see their school counselor after obtaining a recommendation from the Art Department.

1903004  
Acrylic Painting  
Studio

Academic Expectation 5 This course introduces first year painting students to the materials and techniques in acrylic painting. Students will learn to assemble and prepare a canvas for painting and to paint a variety of subjects. 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 acrylic 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

Academic Expectation 5 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.

Academic  
Expectation 5

Prerequisite: Grade of C- in Drawing I.

(.5 credit—meets for one semester)

1911  
Art I

Academic Expectation 5 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  
Academic Expectation 5  
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 begin planning a portfolio.

**Prerequisite: Grade of C- in Art I.**

1913  
Art III  
Advanced Studio I  
Academic Expectations 2 and 5  
Art III—Advanced Studio I is a more advanced study of twodimensional and three-dimensional art. Students will be given the opportunity to define and pursue independent projects. Portfolio development is emphasized.

**Prerequisite: Grade of C- in Art II.**

1914  
Art IV  
Advanced Studio II  
Academic Expectations 2 and 5  
Art IV—Advanced Studio II is a course for serious art students who wish to pursue an independent study and/or portfolio preparation. This will provide students with time to meet portfolio requirements for art school applications and AP Studio Art as well as participate in shows and scholarship competitions.

**Prerequisite: Highly successful completion of Art III-Advanced Studio I or approval of the instructors based on a submitted plan of study/contract.**

(.5 credit—meets for one semester)

1916  
Ceramics I  
Academic Expectation 5  
This course is an introduction to a variety of basic hand building and glazing techniques. Students will create both functional and non-functional ceramic pieces. The emphasis will be on construction and design.

(.5 credit—meets for one semester)

1917  
Ceramics II  
Academic Expectation 5  
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 design quality both in 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)

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

1611  
Information  
Technology I  
  
Academic  
Expectation 3

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.

This course plus Information Technology II qualifies for college credit if a student enrolls in the College Career Pathways Program through Three Rivers Community College.

(.5 credit—meets for one semester)

1612  
Information  
Technology II  
  
Academic  
Expectation 2

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.**

This course plus Information Technology I qualifies for college credit if a student enrolls in the College Career Pathways Program through Three Rivers Community College.

(.5 credit—meets for one semester)

1621  
Accounting I  
  
Academic  
Expectations 3 and 5

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.

This course plus Accounting II qualifies for college credit if a student enrolls in the College Career Pathways Program through Three Rivers Community College.

Open to grades 10-12.

1623  
Accounting II  
  
Academic  
Expectations 3 and 5

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.

This course plus Accounting I qualifies for a college credit if a student enrolls in the College Career Pathways Program through Three Rivers Community College.

**Prerequisite: Grade of C- in Accounting I.**

Open to grades 11-12.

1643  
Career Preparation

Academic  
Expectations 2 and 4

This course is offered to students who wish to prepare themselves for satisfying, gainful employment. It includes career and self awareness, communication skills, interpersonal skills, job searches, resumes, workplace competencies, and advanced interview techniques; workplace safety, and workplace computer applications. Internet research and public speaking skills will be included as well.

(.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 as a Second Language Services are offered to students whose native language is other than English. The goal of this service is to assist students with the academic demands of high school. Students receive tutorial support with class work and homework from their general education courses.

## ENGLISH

No two required sequential English courses (English 9, 10, 11, 12) may be taken at the same time.

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

Academic  
Expectations  
1, 2, 4, 5

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

Academic  
Expectations  
1, 2, 4, 5

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

Academic  
Expectations  
1, 2, 4, 5

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

Academic  
Expectations  
1, 2, 4, 5

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. Though opportunities for narrative and informational forms of writing remain to a lesser extent, the focus will be on the craft of argumentative writing, particularly in response to informational texts. 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  
University of  
Connecticut Early

A senior college seminar in academic writing and shared inquiry through interdisciplinary readings on a variety of topics. Assignments emphasize interpretation, argumentation

College Experience/  
Advanced Placement  
English Language  
and Composition

Academic  
Expectations  
1, 2, 4, 5

and reflection. Focused revision of formal assignments and instruction in grammar, mechanics and style.

Students will be expected to take the AP English Exam in May and will be eligible to earn four UCONN credits in English 110.

**Prerequisite: Grade of B- in English 11 (1131) or written consent of Department Chair.**

This course fulfills the requirement for English 12.

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

1146  
University of  
Connecticut Early  
College Experience/  
Advanced Placement  
English Literature  
and Composition

Academic  
Expectations  
1, 2, 4, 5

A senior college seminar in academic writing and shared inquiry through literary readings in a variety of genres. Assignments emphasize interpretation, argumentation and reflection. Focused revision of formal assignments and instruction in grammar, mechanics and style.

Students will be expected to take the AP English Exam in May and will be eligible to earn four UCONN credits in English 111.

**Prerequisite: Grade of B- in English 11 (1131) or written consent of Department Chair.**

This course fulfills the requirement for English 12.

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

1150  
Journalism I

Academic  
Expectations  
1, 2, 4, 5

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 both the school yearbook, Horizons, and the school newsmagazine, 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

Academic  
Expectations  
1, 2, 4, 5

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 both Horizons and 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

Academic  
Expectations  
1, 2, 4, 5

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

Academic  
Expectations  
1, 2, 4, 5

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.

Academic  
Expectations  
1, 2, 4, 5

**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.

Academic  
Expectations  
1, 2, 4, 5

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 memorization, informative, and persuasive. In addition, students will engage in numerous activities that will increase their ability in oral communication.

Academic  
Expectations  
1, 2, 4, 5

This course is required for all College Career Pathways students.

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

1821 Foods I  Academic Expectations 1, 3, 4	<p>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.</p> <p>This course plus Culinary Essentials qualifies for college credit if a student enrolls in the College Career Pathways Program through Three Rivers Community College.</p>
1823 Single Survival  Academic Expectations 3 and 5	<p>This course is designed to improve independent living skills. Topics include an in-depth look at four basic areas: Finding a job; financial and household management; meal planning and purchasing; and wardrobe planning, purchasing and care.</p> <p>(.5 credit—meets for one semester)</p> <p>Open to grades 11-12.</p>
1824 Culinary Essentials  Academic Expectations 2, 3 and 4	<p>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.</p> <p>This course plus Foods I qualifies for college credit if a student enrolls in the College Career Pathways Program through Three Rivers Community College.</p> <p><b>Prerequisite: Grade of C- in Foods I.</b></p> <p>(.5 credit—meets for one semester)</p> <p>Open to grades 10-12.</p>
1831 Clothing: Fashion, Fabrics & Construction  Academic Expectations 3 and 4	<p>This course is offered for 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.</p>
1840 Housing and	<p>Housing and Interior Design is a challenging course, where students become acquainted with the processes of choosing,</p>

Interior Design                      designing, and decorating a home. Students follow through these processes with a home project, which is worked on throughout the course. Students will design a home with a floor plan and decorate the home—from walls and floorings to furniture and accessories. This long-term major project requires a great deal of decision-making and lots of independent work outside of class. Basic computer skills are necessary.

(.5 credit—meets for one semester)

1841                                      This course provides an in-depth study of human development and relationship 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. Understanding Self & Relationships                      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                                      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. Child Development                      Academic Expectations 2 and 3

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

1810  
Health

Academic  
Expectations  
2, 3 and 4

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 credits—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

## Integrated Mathematics

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

1371  
Integrated Math I  
Academic  
Expectation 3

This is the first course in a three-course sequence that integrates material from the following strands: Number and Quantity, Geometry and Measurement, Probability and Statistics, and Algebra and Functions. This course emphasizes problem-solving applications while reviewing basic skills of arithmetic, number sense, data organization and interpretation. Algebra skills are developed to include operations with positive and negative numerals, solving equations and inequalities, and graphing. Geometry skills include measurement with unit conversion, and polygon perimeter, area and volume.

Graphing calculators are provided for classroom instruction.

1372  
Integrated Math II  
Academic  
Expectation 3

This is the second course of the three-course Integrated Math sequence. The content of this course continues the integration of material from the four strands. Algebra skills are more fully developed to include perpendicular and parallel lines, solving equations, graphing and radicals. Geometry skills include circle circumference and area, ratio, proportion and similarity, right triangles, Pythagorean theorem and indirect measurement. 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  
Academic  
Expectation 3

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. Topics from the Algebraic Reasoning and Geometry and Measurement strands are emphasized. The topics include: conditional statements and properties of algebra, inequalities and absolute values and their graphs, functions and linear equations, radicals and right triangles, circles in both synthetic and coordinate geometry, systems of two equations and inequalities, examination of polynomials, and solutions to quadratic equations. 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

Academic  
Expectation 3

This course includes basic algebraic concepts of solving equations and inequalities, functions and relations, graphing, linear equations in two variables and their graphs, systems of linear equations and inequalities, and exponent rules and exponential functions. 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

Academic  
Expectation 3

This course contains inductive and deductive reasoning, coordinate geometry, perpendicular and parallel lines, congruence, polygons, right triangles, similarity, circles, constructions using traditional tools (straightedge and compass, protractor), constructions using Geometers' Sketchpad software, areas and volumes, and translations and reflections. Real-life applications and problem-solving skills are integrated throughout the course.

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

1331/1332  
Algebra II

Academic  
Expectation 3

The content of this course includes: linear, quadratic, and higher degree polynomial functions, real number properties, relations and functions, radicals, irrational numbers, logarithms and exponential functions, linear systems, and inverses. 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.**

1341/1342  
Pre-Calculus

Academic  
Expectation 3

This course is a continuation of Algebra II. The course curriculum begins with solving and graphing polynomial, rational 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 topics may include conics and sequences and 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.**

1345  
Advanced Placement  
Calculus AB  
  
Academic  
Expectation 3

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: functions, graphs, limits, continuity, derivatives, applications of derivatives, integrals, techniques and applications of anti-differentiation, slope fields and other topics.

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; applications of integrals; 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)

1347  
Calculus 1  
  
Academic  
Expectation 3

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 for Calculus 1 varies from AP Calculus.

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

1369  
Consumer Math

Academic  
Expectation 3

This is a semester course 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 Consumer Math - 1368
Algebra I - 1312	Geometry - 1322	Algebra II - 1332	PreCalculus - 1342
Geometry - 1322	Algebra II - 1332	PreCalculus - 1342	Calculus I - 1347
Honors Geometry - 1321	Honors Algebra II - 1331	Honors PreCalculus - 1341	AP Calculus AB - 1345 or AP Calculus AB/BC - 1346 (1.5 credits)

## MUSIC

1919  
Chorale

Academic  
Expectation 3

Chorale is a mixed vocal ensemble open to students by audition only. Students with a strong interest in vocal music are encouraged to audition for this choir. This ensemble performs in all concerts during the year including, but not limited to, the: Fall Concert, Holiday Concert, and Pops Concert. Ledyard Chorale performs music of all periods and styles. Participation in the Fall, Winter, and Spring Concerts is a course requirement. There may also be additional required performances.

Auditions for Ledyard Chorale will be held before course selection at the high school and middle school.

(1 credit)

1920  
Chamber Choir

Academic  
Expectation 3

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.

(1 credit)

1921  
Music Appreciation

Academic  
Expectations 3

This is a survey 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

Academic  
Expectation 3

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  
  
Academic  
Expectation 3

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.

(.5 credit—meets for one semester and may be repeated for credit)

1927  
Beginning Keyboard  
  
Academic  
Expectation 3

This class is for students who have a portable keyboard (such as Casio, Korg, Yamaha, etc.). Students must bring their own keyboard to each class. Note reading and basic keyboard technique will be covered. Students will progress through chords, scales, songs, and more advanced pieces.

(.5 credit— meets for one semester)

1928  
Guitar I  
  
Academic  
Expectation 3

This class is for the beginning guitar student. Students must provide their own guitars at each class. The class will focus on basic guitar techniques and progress through chords, scales, and songs.

(.5 credit—meets for one semester)

1929  
Guitar II  
  
Academic  
Expectation 3

This class is a more advanced course for students who have completed the basic guitar course. Students must have their own guitar. Only standard music notation will be used. Students will be required to read music at each lesson. Jazz voicings will be introduced.

**Prerequisite: Guitar I or written approval of instructor.**

(.5 credit—meets for one semester)

1931  
Concert Band  
  
Academic  
Expectation 3

Concert Band is for any student with prior instrumental experience. Musicianship, performance skills, and music theory basics will be taught using a variety of music. The emphasis of Concert Band is fundamental music skills. All members of Concert Band combine with Symphonic 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 Concert Band. Participation in the fall, winter, and spring concerts is a course requirement. There may also be additional recommended performances.

(1 credit)

1932  
Concert Choir

Academic  
Expectation 3

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.

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

(1 credit)

1933  
Jazz

Academic  
Expectation 3

This course includes the performance and study of different styles of jazz in a small ensemble setting. Jazz theory, improvisation, and jazz history will also be studied.

**Prerequisite: Previous playing experience on a woodwind or brass instrument, piano, bass, guitar, or drums in addition to the ability to read music fluently.**

(.5 credit—meets for one semester)

1934  
Symphonic Band

Academic  
Expectation 3

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 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.

(1 credit)

1942  
Men's Chorus

Academic  
Expectation 3

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.

(1 credit)

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

Academic  
Expectation 3

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.

(1 credit)

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

Academic  
Expectation 3

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

(1 credit)

**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. Families will be responsible for the cost of these courses.

Interested students should see their counselor to discuss details 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>

## **PERFORMANCE GRADUATION REQUIREMENT COURSES**

### **PGR Reading and Writing**

All 12th grade students who have not satisfactorily met the district's Performance Graduate Requirement in Reading and Writing, and who do not qualify for an exemption as noted in District policy 6146, must enroll in this class (exceptions may be made by the principal only). The course will provide opportunities for each student to produce a variety of written work specifically aligned with the requirements of the Reading and Writing PGR. This work will become part of the student's cumulative PGR portfolio, which will be assessed by a Performance Assessment Team at the end of each semester.

### **PGR Problem Solving**

All 12th grade students who have not satisfactorily met the district's Performance Graduate Requirement in Problem Solving, and who do not qualify for an exemption as noted in District policy 6146, must enroll in this class (exceptions may be made by the principal only). The course will provide opportunities for each student to produce a variety of written work specifically aligned with the requirements of the Problem Solving PGR. This work will become part of the student's cumulative PGR portfolio, which will be assessed by a Performance Assessment Team at the end of each semester.

## PHYSICAL EDUCATION

1011 (Male)  
1051 (Female)  
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.

Academic  
Expectation 3

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)

1031 (Male)  
1071 (Female)  
Advanced  
Physical Education

Academic Expectation 3 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 required part of this course. There will be a nominal charge per field trip.

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

Academic Expectation 3 Students will be introduced to “mind, body, spirit” education. Students will 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 explored—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

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.

Academic  
Expectation 3

(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.

Academic  
Expectation 3

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 a two-semester college introductory biology course usually taken by biology majors during the first year. 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. Ten major themes (Cells as the basic unit of structure and function, continuity of life through DNA, correlation of structure and function, organisms as open systems, homeostasis as a result of regulatory mechanisms, unity within diversity, emergent properties, evolution, science as a process of inquiry, and the role of science and technology in society.) run through three main topics: molecules and cells, heredity and evolution, and organisms and populations. Laboratory activities are at a higher level than regular biology labs and are geared toward providing students with advanced laboratory skills.

Academic  
Expectation 3

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 I (1421/1422) and C in Chemistry I (1431/1432) or written consent of Science Department Chair.**

(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 I

Academic  
Expectation 3

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

Academic  
Expectation 3

Advanced Placement Chemistry is designed to be the equivalent of the general chemistry course usually taken during the first college year. 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 I (1431/1432) or written consent of Science Department Chair.**

(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.

1441/1442  
Physics I

Physics examines our physical environment. Areas explored in the classroom and the laboratories are kinematics, mechanics, wave motion and light, electricity and magnetism.

Academic  
Expectation 3

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

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.

Academic  
Expectation 3

**Prerequisite: Grade of C- in Biology I.**

(.5 credit—meets for one semester)

Open to grades 11-12 or with written consent of Science Department Chair.

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.

Academic  
Expectation 3

**Prerequisite: Grade of C- in Biology I. (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 or with written consent of Science Department Chair.

1453  
Anatomy and  
Physiology

Academic  
Expectation 3

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 I (1421/1422) or written consent of Science Department Chair.**

(1 credit)

1455  
Marine Science

Academic  
Expectation 3

Marine Science 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 or with written consent of Science Department Chair.

1456  
Marine Science/  
University of  
Connecticut Early  
College Experience

Academic  
Expectation 3

This early college experience course is equivalent to Marn. 1002- Introduction to Oceanography, a 3 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. The final exam is a UCONN examination and accounts for 20% of the final course grade. Students with a grade of C or greater may earn college credit for this course.

**Prerequisite: Grade of B- in biology I (1421/1422) and C in chemistry (1431/1432) or written permission of Science Department Chair.**

(1 credit)

1460  
Environmental Science  
of Southeastern  
Connecticut

What are the environmental issues of Southeastern Connecticut? Find out what the issues are, what is and is not being done and what you can do. Environmental Science is a foundation course that covers four broad areas: water quality,

Academic  
Expectation 3

the atmosphere, land use and human impact, and environmental interaction. The primary goal of the course is to expose students to environmental issues that affect their lives. Emphasis is placed on the environment and issues relating to Southeastern Connecticut.

(1 credit)

Open to grades 11-12 or with written consent of Science Department Chair.

1461/1462/1463  
Environmental Science

Academic  
Expectation 3

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

1465  
Advanced  
Placement Physics

Academic  
Expectation 3

The Advanced Placement Physics course is designed to be the equivalent of the general physics course usually taken during the first year of college. The course includes topics of both classical and modern physics. Newtonian mechanics, fluid mechanics and thermal physics, electricity and magnetism, waves and optics, and atomic and nuclear physics will be covered. Algebra and basic trigonometry skills are required for the course. The basic ideas of calculus may be introduced in connection with physical concepts such as work and acceleration. An understanding of the basic principles of physics and the ability to apply these principles are a few of the major goals of this course. Laboratory activities are at a higher level than regular physics labs and are geared toward providing student with advanced laboratory skills.

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

**Prerequisite: Grade of B- in Physics I (1441/1442) and successful completion of Algebra I or written consent of Science Department Chair.**

(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.

1480  
Forensic Science

Academic  
Expectation 3

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, or written consent of Science Department Chair.**

(.5 credit—meets for one semester)

Open to grades 11-12 or with written consent of Science Department Chair.

## SENIOR EXPERIENCE

The Ledyard High School Senior Experience enables qualified seniors 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 agriculture SAE project. Semester II only.

Applications are available in the Assistant Principals Office.

**Prerequisite: Acceptance into the course based on an application; student does not require the .5 or 1.00 credit for graduation**

(.5 or 1.00 credit)

Open to grade 12 only.

## SOCIAL STUDIES

1270/1271/1272  
World History Modern  
Academic  
Expectations 1, 4, 5

This course provides an analysis and survey of people, culture, and events the world over. The historical timeline covers from the Enlightenment to modern day. 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.

1241/1242/1243  
Government & Civics  
Academic  
Expectations 1, 2, 4, 5

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.

12610000/12620000  
United States  
History II  
Academic  
Expectations 1, 4, 5

In this course the social, political, and economic aspects of our nation's development from 1940 to the present are analyzed. Topics covered include World War II, the Cold War, the Korean War, domestic and foreign policy changes in the 1950's and 1960's, the Civil Rights Movement, the Vietnam War, and contemporary presidencies. Materials and instruction are designed to develop long-term retention of details of important events and the ability to use and apply the lessons of history. Student responsibilities regularly include assignments in reading, writing, research, collaboration, and presentation. This course is aligned with the Reading and Writing literacy standards from the Common Core State Standards.

Required of eleventh graders from the graduating classes of 2013 and 2014. This course must be passed in order to meet graduation requirements in 2013 and 2014.

12410000/12420000  
Government  
Academic  
Expectations 1, 4, 5

Government is a study of the basic principles of American government—federal, state, and local—with emphasis on the federal level. The duties and responsibilities of citizenship are examined as well as individual rights and their protection through the process of law. Practice in active citizenship is

encouraged by required attendance and critique of civic meetings.

Required of all twelfth graders from the graduating classes of 2013 and 2014. This course must be passed in order to meet graduation requirements in 2013 and 2014. The Government & Civics course will replace this requirement for the classes of 2015 and 2016.

(.5 credit—meets for one semester)

1211  
World History:  
Ancient to Medieval  
  
Academic  
Expectations 1, 4, 5

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  
  
Academic  
Expectations 1, 4, 5

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.

1221  
World History:  
Contemporary  
  
Academic  
Expectations 1, 4, 5

This course is the second in the study of world civilizations begun in World History Ancient to Medieval. It continues the analysis and survey of peoples, cultures, and events the world over, from the Enlightenment to current times. The work in study skills and the historical method of study done in World History Ancient to Medieval is further developed, especially in the source readings and the research skills experience. The course is designed as preparation for college and may be taken independently of World History Ancient to Medieval.

Open to grades 10-12

1223  
Current Issues  
  
Academic  
Expectations 1, 4, 5

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 11-12.

1235  
Advanced Placement  
United States History

Academic  
Expectations 1, 4, 5

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 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 U.S. History I (1251) 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

Academic  
Expectations 1, 4, 5

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 US History I (1251/1252) 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.

# SPECIAL EDUCATION DEPARTMENT

## Description and Placement

Special Education services are offered only to students who are identified as eligible under I.D.E.A. guidelines. Placements and individual support plans are determined through a Planning and Placement Team (PPT) meeting, a process that invites active participation from staff, parents, and students. To ensure that every student is provided with the necessary supports in the least restrictive environment (LRE) possible, the department offers a full continuum of support and assigns each student a case-manager. The Special Education Department also provides (job-training), vocational skill development, school-related counseling services, and post-graduation transition planning.

## Study and Organization Skills

In making a smooth transition from middle school to high school, and from high school to post-secondary life, 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 (who are) 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 caseload students to a specific case-manager's class targeting specific skill instruction. The Study and Organization Skills program consists of one program to prepare students for CAPT testing, as well as address curriculum issues unique to grades 9 and 10. The other program is geared towards meeting graduation requirements, preparing for post-secondary options, and addressing curriculum issues unique to grades 11 and 12. Classroom placement is made based on exceptionality, performance on CMT's, and CAPT results. Study and Organization Skills class is a full-year course offered on alternating days with the opportunity to earn .5 credits each semester.

1092, 1093  
Study and  
Organization  
Skills 9-10

Academic  
Expectations  
1, 3, and 4

Study and Organization Skills 9-10 is primarily designed for freshman and sophomore students identified as Special Education students who require the basics in study skills development. The Study and Organization Skills 9-10 program is divided into two specific sections geared towards specific skill deficiency areas in which to improve. Study and Organization Skills 9-10 Reading/Writing (1092) focuses instruction in the areas of reading and writing. 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 test-taking exercises in preparation for CAPT testing, as well as self-advocacy and organization skills development. 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 exercises in preparation for CAPT testing, 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

Academic  
Expectations  
1, 2, 3, and 4

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

Academic  
Expectations  
1, 2, and 3

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 and increased support to be successful at Ledyard High School. Emphasis will be placed on meeting Performance Graduation Requirements as well as the functional skills necessary for living independently in the community. A case-manager is assigned to each student for the duration of the student's placement at Ledyard High School. Each of the four core academic areas of Math, English, History, and Science is offered in a self-contained setting with the intention of transitioning to a general education setting to offer instruction in the Least Restrictive Environment. Each student works at his or her own level, and content is adapted to each student's learning ability.

Special Needs

Academic  
Expectation 2

The goal of the Special Needs Program is to work with students identified through the PPT process as requiring an 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 independence 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.

## Corrective Reading

1198

Corrective Reading

Academic

Expectations 1 and 4

This class is designed to provide intensive instructional support for secondary students with reading difficulties in both decoding and comprehension. The direct instructional approach addresses deficiencies of critical skills and concepts. 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.

# TECHNOLOGY EDUCATION

## COMMUNICATIONS

1725  
Principles of  
Engineering

(A Project Lead The  
Way required course.)

Academic  
Expectations  
3, 4, and 5

**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

(A Project Lead The  
Way required course.)

Academic  
Expectations 3 and 4

**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.

1781  
Electronics

Academic  
Expectations  
3, 4, and 5

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.

This course qualifies for college credit if a student enrolls in the College Career Pathways Program through Three Rivers Community College.

**Prerequisite: Grade of C- in Algebra I**

1783  
Digital Electronics

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

(A Project Lead The  
Way required course.)

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.

Academic  
Expectations  
2, 3, and 5

This course qualifies for college credit if a student enrolls in the College Career Pathways Program through Three Rivers Community College.

**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.**

(A Project Lead The  
Way required course)

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.

Academic  
Expectations  
2, 3, and 5

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 and Principles of Engineering or written permission of instructor.**

1701  
Mechanical Drafting

Academic Expectation 3 Mechanical Drafting is an introductory course in mechanical design, the process of planning and drawing ideas for further development. This course utilizes CAD software to develop the drafting process. 2D, 3D, and Solid Modeling will be explored.

(.5 credit—meets for one semester)

1716  
Architectural Drafting

Architectural Drafting is an introductory class for the creation of home and construction plans. Students will design house plans, build scale models and design and test bridge structures. Students will generate their designs using various CAD software packages.

Academic  
Expectations 3 and 4

No prior drafting experience is required.

## MANUFACTURING AND CONSTRUCTION

- 1702  
Manufacturing  
—Metals I
- Academic  
Expectations 3 and 5
- 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  
Manufacturing  
—Metals II
- Academic  
Expectations  
2, 3 and 5
- 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.**
- 1733  
Manufacturing  
—Metals III
- Academic  
Expectations  
2, 3 and 5
- This course allows students to further their knowledge and skill in the field of metalworking. Students will be able to pick an area of focus with possible employment.
- Prerequisite: Grade of C in Metals II or written permission of instructor.**
- (.5 credit—meets for one semester)
- 1703  
Manufacturing  
—Woods I
- Academic  
Expectations 3 and 5
- 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  
(formerly Woods II)
- Academic  
Expectations 3 and 5
- 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. Mechanical Drafting recommended but not required.**

## **POWER MECHANICS AND TRANSPORTATION**

1706  
Power Mechanics I  
Academic  
Expectations 3 and 5

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)

1785  
Power Mechanics II  
Academic  
Expectations 3 and 5

This is an advanced course in which students will experience instruction in the proper care and use of typical automotive service tools, measuring instruments, test meters, and diagnostic equipment. Students will develop basic skills in diagnosing and servicing typical automobile mechanical and electrical systems. Students will also receive related instruction in basic principles of hydraulics and pneumatics.

**Prerequisite: Grade of C in Power Mechanics 1.**

Open to grades 11-12.

(.5 credit—meets for one semester)

### **Project Lead the Way courses:**

1715	Introduction to Engineering Design
1725	Principles of Engineering
1783	Digital Electronics
1740	Civil Engineering & Architecture

Only students who are participating in Project Lead the Way will be registered for these courses.

**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. Students should 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. It **MUST** be a course that is not available 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 department chair.

## WORLD LANGUAGES AND CULTURES

1501  
World Languages  
and Cultures  
  
Academic  
Expectations 1, 2 & 4

This course is a survey of the fundamentals of world languages and cultures. Information is presented thematically through the study of cultures, countries and continents. Themes include language/communication, art, music, education, food, women, resistance to the societal norm, family and religion and others as driven by group interest or as seen in current events. Each unit begins with a basic overview of the theme as generally perceived in American culture. Students then compare and contrast the place/impact of the theme among American culture and studied cultures. Reading, writing, speaking and research skills are promoted through a variety of sources and activities that support curricular and school-wide expectations.

(.5 credit—meets for one semester)

Open to grades 10-12.

1511  
French I  
  
Academic  
Expectations 1 and 2

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.

Open to grades 9-11 and to grade 12 by special permission of Department Chair.

1512  
French II  
  
Academic  
Expectations 1 and 2

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  
  
Academic

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

Expectations 1 and 2 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 IV/  
University of  
Connecticut Early  
College Experience

Academic  
Expectations 1 and 2

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 and Teacher Recommendation.**

1521  
Spanish I

Academic  
Expectations 1 and 2

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.

Open to grades 9-11 and to grade 12 with special permission of Department Chair.

1522  
Spanish II

Academic  
Expectations 1 and 2

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

Academic Expectations 1 and 2 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 Academic Expectations 1 and 2 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 and Teacher Recommendation.**

1526 AP Spanish V/ University of Connecticut Early College Experience Academic Expectations 1 and 2 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 and Teacher Recommendation.**

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 Academic Expectation 2 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

Academic  
Expectation 2

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 is 5 percent reading/writing and 95 percent listening/speaking.

**Prerequisite: Grade of B- in Immersion Spanish I**

1531  
Immersion Spanish III

Academic  
Expectation 2

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 is 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 3 days per week for the full year and earn one credit or meet 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:

1011A/B Male	Physical Education (.5 credit)
1051A/B Female	
111 //	English 9
127 //	World History Modern
142 //	Biology
146 //	Environmental Science (.5 credit)

### Select one of the following:

1312	Algebra I
132 //	Geometry
	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)
1701	Mechanical Drafting (.5 credit)
1702	Metals I (.5 credit)
1703	Woods I (.5 credit)
1706	Power Mechanics I (.5 credit)

1715	Introduction to Engineering Design
1716	Architectural Drafting
1725	Principles of 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)
1919	Chorale
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)
1931	Concert Band
1932	Concert Choir
1933	Jazz (.5 credit)
1934	Symphonic Band
1942	Men's Chorus
	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 3 days per week for the full year and earn one credit or meet 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:

1011A/B Male      Physical Education (.5 credit)  
1051A/B Female

112 //              English 10  
124 //              Government & 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  
                      World History: Contemporary

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)

1501                World Languages and Cultures  
1511                French I

1512	French II
1513	French III
1521	Spanish I
1522	Spanish II
1523	Spanish III
1524	Spanish IV
1529	Immersion Spanish I
1611	Information Technology I (.5 credit)
1612	Information Technology II (.5 credit)
1621	Accounting I
1701	Mechanical Drafting (.5 credit)
1702	Metals I (.5 credit)
1703	Woods I (.5 credit)
1706	Power Mechanics I (.5 credit)
1715	Introduction to Engineering Design
1716	Architectural Drafting
1725	Principles of Engineering
1733	Metals III (.5 credit)
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	Acrylic 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)
1919	Chorale
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)
1931	Concert Band

1932	Concert Choir
1933	Jazz (.5 credit)
1934	Symphonic Band
1942	Men's Chorus
1943	Women's Chorus
1943S	Select Singers
1952	Agriscience and Technology II (2 credits—1 credit each semester)

# 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 3 days per week for the full year and earn one credit or meet 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
126 / /	United States History II or
1235	Advanced Placement US History
13 / /	Math Course
14 / /	Science Course

### Electives:

1020	Sport Psychology (.5 credit)
1031A/B Male	Advanced Physical Education (.5 credit)
1071A/B Female	
1150	Journalism I
1155	Journalism II (2 semesters—1.00 credit each semester)
	Creative Writing (.5 credit)
1160F	Creative Writing—Prose (.5 credit)
1160V	Creative Writing—Poetry (.5 credit)
	Drama (.5 credit)
1162	Public Speaking (.5 credit)
1211	World History: Ancient to Medieval
1215	Anthropology
1221	World History: Contemporary
1223	Current Issues (.5 credit)
1226	AP Psychology
1312	Algebra I
132 / /	Geometry
133 / /	Algebra II
134 / /	Pre-Calculus
1369	Consumer Math
1371	Integrated Math I
1372	Integrated Math II

1373	Integrated Math III
1400	Earth Science
1425	A.P. Biology (1.5 credits)
143 / /	Chemistry
1435	A. P. Chemistry (1.5 credits)
144 / /	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
1460	Environmental Science of Southeastern Connecticut
1465	AP Physics (1.5 credit)
1480	Forensic Science (.5 credit)
1501	World Languages and Cultures
1511	French I
1512	French II
1513	French III
1514	French IV/UCONN Early College Experience
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
1643	Career Preparation (.5 credit)
1701	Mechanical Drafting (.5 credit)
1702	Metals I (.5 credit)
1703	Woods I (.5 credit)
1706	Power Mechanics I (.5 credit)
1715	Intro to Engineering Design
1716	Architectural Drafting
1725	Principles of Engineering
1733	Metals III (.5 credit)
1736	Metals II
1740	Civil Engineering and Architecture
1756	Advanced Woods
1781	Electronics
1783	Digital Electronics
1785	Power Mechanics II

1821	Foods I
1823	Single Survival (.5 credit)
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	Acrylic Painting Studio (.5 credit)
1905	Drawing I (.5 credit)
1906	Drawing II (.5 credit)
1911	Art I
1912	Art II
1913	Art III-Advanced Studio I 1914
1914	Art IV-Advanced Studio II (.5 credit)
1916	Ceramics I (.5 credit)
1917	Ceramics II (.5 credit)
1919	Chorale
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)
1931	Concert Band
1932	Concert Choir
1933	Jazz (.5 credit)
1934	Symphonic Band
1942	Men's Chorus
1943	Women's Chorus
1943S	Select Singers
1953	Agriscience and Technology III (2 credits—1 credit each semester)
1957	Uconn ECE Horticulture & Floral Art (2 credits – 1 credit each semester) (open to non-Agriscience students only)

# 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 3 days per week for the full year and earn one credit or meet 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 or 1146	University of Connecticut Early College Experience/Advanced Placement English
124 //	Government (.5 credit)
13 // or 14//	Math or Science

### Electives:

1020	Sport Psychology (.5 credit)
1031A/B Male	Advanced Physical Education (.5 credit)
1071A/B Female	
1150	Journalism I
1155	Journalism II (2 semesters—1.0 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
1221	World History: Contemporary
1223	Current Issues (.5 credit)
1236	AP Psychology
1312	Algebra I
132 //	Geometry
133 //	Algebra II
134 //	Pre-Calculus
1345	Advanced Placement Calculus AB
1346	Advanced Placement Calculus AB/BC (1.5 credits)
1347	Calculus I

1369	Consumer Math
1371	Integrated Math I
1372	Integrated Math II
1373	Integrated Math III
1400	Earth Science
1425	A. P. Biology (1.5 credits)
143 //	Chemistry
1435	A. P. Chemistry (1.5 credits)
144 //	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
1460	Environmental Science of Southeastern Connecticut
1465	A. P. Physics (1.5 credits)
1480	Forensic Science (.5 credit)
1501	World Languages and Cultures
1512	French II
1513	French III
1514	French IV/UCONN Early College Experience
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
1531	Immersion Spanish III
1611	Information Technology I (.5 credit)
1612	Information Technology II (.5 credit)
1621	Accounting I
1623	Accounting II
1643	Career Preparation (.5 credit)
1701	Mechanical Drafting (.5 credit)
1702	Metals I (.5 credit)
1703	Woods I (.5 credit)
1706	Power Mechanics I (.5 credit)
1715	Intro to Engineering Design
1716	Architectural Drafting
1725	Principles of Engineering
1733	Metals III (.5 credit)
1736	Metals II
1740	Civil Engineering and Architecture
1756	Advanced Woods
1781	Electronics

1783	Digital Electronics
1785	Power Mechanics II
1821	Foods I
1823	Single Survival (.5 credit)
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	Acrylic Painting Studio (.5 credit)
1905	Drawing I (.5 credit)
1906	Drawing II (.5 credit)
1911	Art I
1912	Art II
1913	Art III—Advanced Studio I
1914	Art IV—Advanced Studio II (.5 credits)
1916	Ceramics I (.5 credit)
1917	Ceramics II (.5 credit)
1919	Chorale
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)
1931	Concert Band
1932	Concert Choir
1933	Jazz (.5 credit)
1934	Symphonic Band
1942	Men's Chorus
1943	Women's Chorus
1943S	Select Singers
1954	Agriscience and Technology IV (2 credits—1 credit each semester)
1955	Agriscience and Technology IV/Uconn ECE Horticulture (2 credits- 1 credit each semester)
1956	Agriscience and Technology IV/Uconn ECE Floral Art (2 credits -1 credit each semester)
1957	Uconn ECE Horticulture & Floral Art (2 credits- 1 credit each semester)
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	Government/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
<b>Total</b>	<b>8.00</b>	<b>Total</b>	<b>8.00</b>

### 11th Grade

### 12th Grade

English 11	1.00	English 12	1.00
U.S. History II ( <i>for classes 2013 and 2014 only</i> )	1.00	Government ( <i>for classes 2013 and 2014 only</i> )	.50
Math	1.00	Math or Science	1.00
Science	1.00 or .50		
Electives	4.00 or 4.50	Electives	4:50 to 5.50
<b>Total</b>	<b>8.00</b>	<b>Minimum Total</b>	<b>7.00</b>

**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.