

LEDYARD HIGH SCHOOL



**PROGRAM OF STUDIES
2010-2011**

GRADUATION REQUIREMENTS

	2011*	2012*	2013*	2014*
English	4 credits	4 credits	4 credits	4 credits
Social Studies	3 credits including US History I (1 credit) US History II (1 credit) Government (.5 credit) Elective (.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)	3.5 credits including World Hist Mod (1 credit) US History I (1 credit) US History II (1 credit) Government (.5 credit)	3.5 credits including World Hist Mod (1 credit) US History I (1 credit) US History II (1 credit) Government (.5 credit)
Mathematics	3 credits	3 credits	3 credits	3 credits
Science	3 credits including Biology (1 credit), Chemistry (1 credit) and Environmental Science (.5 credit)	3 credits including Biology (1 credit), Chemistry (1 credit) and Environmental Science (.5 credit)	3 credits including Biology (1 credit), Chemistry (1 credit), and Environmental Science (.5 credit)	3 credits including Biology (1 credit), Chemistry (1 credit), and Environmental Science (.5 credit)
Math or Science	1 credit	1 credit	1 credit	1 credit
Physical Education	1 credit	1 credit	1 credit	1 credit
Vocational/Fine Arts	2 credits	2 credits	2 credits	2 credits
Health	.5 credit	.5 credit	.5 credit	.5 credit
Electives	8.5 credits	8.0 credits	8.0 credits	8.0 credits
TOTAL	26	26	26	26

*Additional requirement. See Page 5, #9.

PROGRAM OF STUDIES

2010 - 2011

Mr. Louis Gabordi, *Principal*

Mr. William Turner, *Assistant Principal*

Mr. Shane Winters, *Assistant Principal*

Mr. Samuel Covino, *Coordinator of Student Services*

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

Ms. Jennifer Hatmaker, *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 2011 must be scheduled for a minimum of 7 units of work, 3.5 each semester.**
- **Students in the classes of 2012, 2013, and 2014 should be scheduled for 8 units of work, 4 each semester.**

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. The balancing of student schedules between semesters will not be guaranteed.

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 every day for one semester 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 are not allowed after the beginning of the school year unless the counselor and teacher are convinced they are in the best educational interest of the student. All changes are to be made within the first 5 days of the course.

DROPPING A COURSE AFTER THE FIRST FIVE (5) DAYS OF THE COURSE WILL RESULT IN A NOTATION OF “WP” (WITHDREW PASSING) OR “WF” (WITHDREW FAILING) ON THE TRANSCRIPT DEPENDING UPON THE GRADE AT THE TIME OF WITHDRAWAL.

REPORT CARDS

Report cards will be issued and mailed home twice 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.

Progress reports will be issued and mailed home to the parents at the halfway point of each marking period for all students.

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 are courses that expose students to the fundamentals of a field of study. They may have some particular (minimal) requirements for participation but are generally open to all students who desire to take them. Improvement and reinforcement of skills are emphasized. Basic skills are mastered to a reasonable degree of proficiency. Homework varies according to the enrollment of the particular class and more guidance is offered to students at this level than at the other two levels.

Level 2: These courses reflect the academic demands of most 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 most 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 starting the 2010-2011 school year for grades 9-11 only. The Class of 2011 will be ranked solely on their weighted GPA.

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 designated math, science, public speaking, and keyboarding, drafting, accounting courses, or foods 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)	<u>3 credits</u>
• Algebra II	(1331 or 1332)	<u>3 credits</u>
• Physics	(1441 or 1442)	<u>4 credits</u>

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 warm setting that is both familiar and 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.

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.

THREE RIVERS COMMUNITY COLLEGE PARTNERSHIP

Juniors and seniors who have at least a B- average may take courses at Three Rivers Community College free of charge. Courses must not conflict with Ledyard High School hours. Students must apply for this program, meet prerequisites, have the recommendation of their school counselor, and provide their own transportation.

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. 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.
- Explore ways classes relate to career opportunities and work situations.
- Get involved in activities at school and in the community.
- Begin the Individual Planning Portfolio with your school counselor.
- Complete the “Do What You Are” 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.
- Explore ways classes relate to career opportunities and work situations.
- Make sure you are meeting all graduation requirements.
- Continue involvement in school and community activities.
- Expand the Individual Planning Portfolio.
- Complete a Learning Style Inventory in the Career Center.
- Use Naviance and the Career Center to research careers and colleges.
- Plan to take appropriate Advanced Placement 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 (if you have completed Geometry).
- 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. Investigate ways to relate your classes to careers.
- 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.
- Utilize Naviance and the Career Center to search for appropriate careers and colleges.
- 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.)
- Speak with graduates who have attended college or who have entered careers about their experiences.
- Attend College/Naviance night for juniors.
- 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.
- Explore the relationship between your classes and careers.
- Meet with your counselor and utilize Naviance to assist you in managing the college application process. Submit your applications to your counselor at least 10 school days before each college deadline.
- 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.
- 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:

- our 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 three credits of social studies (United States History I, United States History II, Government and a .50 elective). 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 is required. The best preparation 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. ACT test centers are in Norwich and New Haven.

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 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 visit our career center webpage <http://www.ledyard.net/lhs/guidance/career.html> to view the specific career pathway charts.

COURSE LOCATOR

A Study of French Through Film77	Ceramics I23
Accounting I27	Ceramics II23
Accounting II27	Chamber Choir49
Acrylic Painting Studio22	Chemistry I57
Advanced Acting35	Child Development38
Agri-Science I18	Chorale49
Agri-Science II18	Civil Engineering and Architecture70
Agri-Science III18	Clothing: Fashion, Fabrics and Construction37
Agri-Science III/Floral Art/UConn Early College Experience21	Computer Programming BASIC29
Agri-Science IV18	Concert Band50
Agri-Science IV/Horticulture/UConn Early College Experience20	Concert Choir51
Algebra I46	Consumer Math48
Algebra II46	Conversational Spanish I79
Anatomy and Physiology59	Conversational Spanish II79
Anthropology63	Creative Writing34
AP Biology56	Creative Writing- Prose34
AP Calculus AB47	Creative Writing-Poetry35
AP Calculus AB/BC47	Culinary Essentials37
AP Chemistry57	Current Issues63
AP English Language and Composition/ UConn Early College Experience33	Digital Electronics70
AP English Literature and Composition/ UConn Early College Experience33	Drama35
AP Physics60	Drawing I22
AP Psychology65	Drawing II22
AP United States History64	Earth Science56
Architectural Drafting70	Electronics69
Art I22	English 931
Art II23	English 1031
Art III23	English 1132
Art IV23	English 1232
Beginning Keyboard50	Environmental Science of Southeastern Connecticut60
Bioethics58	Environmental Science60
Biology I56	Foods I37
Calculus I47	Forensic Science61
Career Preparation28	French I76
	French II76
	French III76

French IV/UConn Early	PGR Problem Solving	53
College Experience	PGR Reading and Writing	53
Geometry	Physical Education-Elective	54
Global Affairs Seminar	Physical Education-Basic	54
Government	Physics I	58
Guitar I	Power Mechanics I	72
Guitar II	Power Mechanics II	72
Health	Pre-Calculus	46
Housing and Interior Design	Principles of Engineering	69
Human Biology	Public Speaking...	36
Independent Study	Select Singers	52
Information Technology I	Senior Experience	62
Information Technology II	Single Survival	37
Information Technology III	Spanish I	77
Information Technology IV	Spanish II	78
Integrated Math I	Spanish III	78
Integrated Math II	Spanish IV	78
Integrated Math III	Spanish V/UConn Early	
Internship, School Based- Elementary	College Experience	78
School/Middle School	Sports Psychology	55
Internship, School Based -Ledyard	Study and Organization	
High School	Skills 11-12	68
Internship, Work-based	Study and Organization	
Introduction to Engineering Design . . .69	Skills 9-10	67
Introduction to Statistics	Symphonic Band	51
Jazz	Understanding Self	
Journalism I	and Relationships	38
Journalism II	United States History I	63
Literacy	United States History II	64
Marine Science I	Voice Class	50
Marine Science/UConn Early	Women's Chorus	52
College Experience	Woods I	71
Marketing	Woods II	71
Mechanical Drafting	Woods III	72
Men's Chorus	World History Modern	66
Metals I	World History: Ancient to Medieval . . .63	
Metals II	World History: Contemporary	63
Metals III	World Languages and Cultures	76
Music Appreciation	Yearbook	36
Music Theory I		

AGRI-SCIENCE & TECHNOLOGY

1951
Agri-Science I

1952
Agri-Science II

Academic
Expectation 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 knowledge of 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, are also covered in these classes.

All freshmen take 1951. (2 semesters—.5 credit each semester—meets alternate days)

All sophomores take 1952. (2 credits—meets daily semester one and semester two)

1953
Agri-Science III

1954
Agri-Science IV

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.

Academic
Expectation 3

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 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.

Academic Expectation 3

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, fish management and production, aquaculture projects, net making, marine ecosystems, water quality, and shellfish and finfish aquaculture. All aquaculture students are encouraged to take Marine Science in the Science Department.

Academic Expectation 3

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. The proper use of hand tools and power equipment used in an agricultural shop is stressed.

Academic Expectation 3

Animal Systems

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

Classroom work is enriched with 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. Agri-Science IV students who complete veterinary technology II will have the option of testing for the Veterinary Assistant Certification.

Academic Expectation 3

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.

All students must obtain practical experience either on the school grounds or through work or home experience.

Academic Expectation 3

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 other juniors and seniors within Ledyard High School. Course availability will change from year to year based on space availability. Interested students should contact the Agri-Science Department Chair or their School Counselor for further information.

Agri-Science I

(2 semesters—.5 credit each semester—meets alternate days)

Agri-Science II, III, IV

(2 semesters—1 credit each semester)

1955

Agri-Science IV/
Fundamentals of
Horticulture/
University of
Connecticut Early
College Experience

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 introduces the basic concepts of plant structure, growth, and function, 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.

Academic
Expectation 3

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

(1.0 credit- offered fall semester only)

1955A/B
Agri-Science III/
Floral Art/
University of
Connecticut Early
College Experience

Floral Art will introduce the student to the basics of floral design. Students will learn about floral 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
Expectation 3

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

(1.0 credit- offered both fall and spring semesters)

Fundamentals of Horticulture and Floral Art are open to all LHS juniors and seniors.

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

All Agri-Science students are required to develop a Supervised Agricultural Experience (SAE) program. The purpose of the SAE program is to help students prepare for a career through practical experiences outside class work. 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 alternate days 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 alternate days for one semester)

1906
Drawing II

Academic
Expectation 5

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.

Prerequisite: Grade of C- in Drawing I.

(.5 credit—meets alternate days 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

Advanced Studio I is a more advanced study of two-dimensional 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.

(1 credit—meets every day semester one)

1914
Art IV
Advanced Studio II
Academic
Expectations 2 and 5

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 alternate days semester two)

1916
Ceramics I
Academic
Expectation 5

Ceramics I 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 alternate days 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 alternate days 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 the first in a series of four courses offered to students who want to use computers for school, personal and/or vocational purposes. In addition to reviewing basic computer operations, students will use touch keyboarding utilizing a software program stressing the importance of accuracy and speed in keyboarding. Proper technique and posture will be 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 career research project will be assigned.

Work assigned but not completed in class must be finished at home 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 alternate days for one semester)

1612
Information
Technology II

Academic
Expectation 2

This is the next course in a series of four courses offered to students who want to improve and increase their knowledge and proficiency using advanced features of Word, PowerPoint, and Internet. In addition, the basics of Excel will be presented. A research project will be assigned.

Work assigned but not completed in class must be finished at home 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.

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 or wishing to become Microsoft Office Specialist certified.

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 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.

In addition, this course will allow students to take the MOS certification test in Word and PowerPoint.

(.5 credit—meets alternate days for one semester)

1613
Information
Technology III

The major emphasis of this course will be on developing proficiency in advanced features of Excel and the basics of Access, Web Page design, Outlook, and Desktop Publishing.

Academic
Expectations 3 and 5

In depth instruction will be utilized to produce a wide variety of documents. A major research project will be assigned. This course is a combination of lecture, demonstration, and independent 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.

Work assigned but not completed in class must be finished at home 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. Familiarity with the keyboard is required.

Prerequisite: Grade of C- in Information Technology II.

(.5 credit—meets alternate days for one semester)

Open to grades 10-12.

1614
Information
Technology IV

The major emphasis of this course will be on developing proficiency in advanced features of Access, Web Page Design, and Desktop Publishing. In addition, work-based simulations, job readiness training, and community service projects will be included. This course is a combination of lecture, demonstration and is primarily independent hands-on training.

Academic
Expectations 3 and 5

A reference notebook will be developed.

This course is recommended for anyone wishing to work or major in Information Technology after high school.

Upon completion of this course, the last in the series, students may take the Microsoft Office Specialist tests to earn a Core, Expert, or Master level certification in all five areas.

Prerequisite: Grade of C- in Information Technology III.

(.5 credit—meets alternate days for one semester)

Open to grades 10-12.

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 business calculators throughout the course. This course is sequential in nature, so students will continuously build on prior learning.

Students will participate in accounting simulations that reinforce concepts and practices learned in class. During the real-life work simulations, students may use a time clock and time cards. 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 up with 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

This course continues where Accounting I left off. In this advanced course, students will start analyzing and interpreting financial data.

Students will include advanced financial recordkeeping for partnerships and corporations. Students will continue using a computerized accounting program and advanced features of

Excel to produce and analyze financial records. The accounting simulation will reflect the type of work done in entry-level accounting.

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

This course plus Accounting I qualify 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.

1640
Marketing

Academic
Expectations 2 and 4

This course is designed to introduce students to a broad range of topics associated with the general topic of marketing. Topics include marketing planning and strategy, buyer behavior, product distribution, promotion and pricing strategies, and the development of integrated (multimedia) marketing programs. Sales and advertising associated with TV, radio, newspapers, and store displays as well as WEB marketing, small business marketing, non-profit marketing and big business marketing will be introduced.

This course makes extensive use of computers and technology.

Prerequisites: Information Technology I

Open to grades 10-12.

1643
Career Preparation

Academic
Expectations 2 and 4

This course is offered to students who wish to prepare themselves for satisfying, gainful employment. It covers career and self awareness, communication skills, interpersonal skills, job searches, resumes, workplace competencies and advanced interview techniques; workplace safety, and workplace computer applications. A career simulation, The Real Game, will be utilized during the first marking period.

Internet research and public speaking skills will be included.

(.5 credit—meets alternate days for one semester)

Open to grades 11-12.

1351
Computer
Programming BASIC

This course is an introduction to computer programming through the study of BASIC and how the computer is used to solve problems. Programs will be written on topics related to the problem and run on the in-house computers.

Academic
Expectations

(.5 credits—meets alternate days for one semester.)

2, 3, and 4

Open to grades 10-12.

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

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 English 9 Academic Expectations	The study of grammar is continued in Grade 9 to provide a firm basis for correct speech and writing. The emphasis of composition in this first year is on writing as related to literary studies. Students also learn current methods of research and produce a research-based term paper. A study of myths from ancient Greece and other cultures is presented, with an emphasis on archetypes and recurring themes. Students then read and analyze <i>The Odyssey</i> to provide them with a more in-depth experience of reading classical literature. Students are also introduced to poetry, the short story and the novel. Vocabulary study is weekly.
1113 English 9 Academic Expectations 1, 2, 4, 5	The study of grammar is continued in Grade 9 to provide a firm basis for correct speech and writing. The emphasis of composition in this first year is on reader response and on the construction of clear paragraphs resulting in a variety of writing experiences. Literature encompasses both classical and contemporary stories. Outside reading and book reports accompany the literary topics and other social issues. Vocabulary study is weekly, and a library unit is introduced to aid in projects and the writing of short research papers.
1121/1122 English 10 Academic Expectations 1, 2, 4, 5	Experience with varied forms of literature is heightened in Grade 10 by starting analysis of poetry and of prose writings. The novel and the drama are studied in relation to their permanent values to society. Vocabulary study, grammar, and writing are continued. The writing emphasis this year is on the argumentative essay, and a research paper is also written at this level.

<p>1123 English 10</p> <p>Academic Expectations 1, 2, 4, 5</p>	<p>In Grade 10 at this level the emphasis is upon writing in response to students' reading. Grammar is taught in conjunction with and facilitates the learning of writing skills. Vocabulary is drawn primarily from reading selections, which cover a wide range of genres—poetry, drama, short stories, novels, and autobiographies—and of authors, from Shakespeare to Stephen King.</p>
<p>1131/1132 English 11</p> <p>Academic Expectations 1, 2, 4, 5</p>	<p>The central focus of the course is a chronological and thematic survey of American Literature from the 17th to the 20th centuries. Writing is primarily expository and related to the literature being studied. Studies of vocabulary, grammar, and rhetorical skills are included to increase proficiency in speaking and writing. All students are required to do a research paper analyzing American short fiction and its connection with the culture and historical period that produced it.</p>
<p>1133 English 11</p> <p>Academic Expectations 1, 2, 4, 5</p>	<p>This course attempts to give students the tools to think logically, to communicate effectively, and to increase their understanding and appreciation of various genres of literature. Students are asked to consider, talk about, and write about topics and themes related to the literature that they have read and to their own lives. Vocabulary and grammar are frequently related to the literature studied or may be from a separate text used sequentially in all four grades. Students are expected to assume increasing responsibility for their own learning as they use the tools given them to move into the adult world.</p>
<p>1141/1142 English 12</p> <p>Academic Expectations 1, 2, 4, 5</p>	<p>The course for seniors is based on an historical sequential approach to English literature with emphasis on representative works of selected major British authors. Other works of literature are read to provide complementary material on certain chosen themes. Writing centers on analysis and other critical skills, the major paper being a literary critique. Further vocabulary study is included and a comprehensive review of grammar is done through an independent study of a programmed text.</p>
<p>1143 English 12</p> <p>Academic Expectations 1, 2, 4, 5</p>	<p>This course covers a broad and diverse curriculum designed to enhance reading, writing, and communication skills for students with a wide range of abilities and personal goals. Students learn and develop several approaches to writing: personal, expository, and creative. Vocabulary and grammar studies are drawn from context, using reading assignments and student writing.</p> <p>Literature study exposes students to all genres of both fiction and non-fiction in the hope of broadening reading interests and the ability to find enrichment as well as entertainment.</p>

Students will be required to write a research paper designed to develop skills in acquiring, organizing, and interpreting researched information.

1145
University of
Connecticut Early
College Experience/
Advanced Placement
English *Language
and Composition*

Academic
Expectations 1, 2, 4, 5

A senior college seminar in academic writing and shared inquiry through interdisciplinary readings on a variety of topics. 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 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 each period for one semester and offers both practical experience in publishing and studies in media issues. It is a production class in which students learn to write professional journalism, solicit advertising, use a 35 mm camera, and design pages using desktop publishing software. With the leadership of editors in Journalism II, the class publishes 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 completed Journalism I. Students taking Journalism II must serve as editors as appointed by the instructors and are responsible to manage all phases of publication of The Colonel. Journalism II offers an opportunity to build written style, develop editing skills, and acquire management experience. Students should take Journalism II both semesters; it meets alternate days for .5 credit each semester. 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.

(2 semesters—1.00 credit each semester)

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 alternate days 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 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 alternate days 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 alternate days 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

This course is open to a limited number of students. Applicants will be screened by the instructor for admission.

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

(.5 credit— meets alternate days for one semester)

1161Z
Advanced Acting

Advanced Acting is a course for students who have demonstrated superior ability as performers. Emphasis is on script interpretation, character development, movement skills, and scene work. Students develop and perform scenes ranging from Shakespeare to contemporary American drama.

Academic
Expectations 1, 2, 4, 5

Admission to the class is by audition or consent of the instructor.

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

(2 semesters—.5 credit each semester—meets alternate days)

1162
Public Speaking
Academic
Expectations 1, 2, 4, 5

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 speech as well as engage in numerous activities that will increase their ability in oral communication.

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 alternate days for one semester)

1183
Yearbook
Academic
Expectations 1, 2, 4, 5

Students in this course will learn layout and a journalistic style of writing, practice photography, and acquire the time management abilities needed to successfully meet deadlines. In addition they will learn the business practices necessary to finance the book (such as the sale of advertisements) and will become familiar with desktop publishing software. This is a production class in which editors will lead students in producing the school's yearbook Horizons.

Requires the consent of the instructor. Please obtain an application form from your school counselor or the yearbook advisor.

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

(.5 credit—meets alternate days, first semester.)

JOURNALISM I and II (1150 and 1155), CREATIVE WRITING (1160, 1160F, and 1160V), DRAMA (1161), ADVANCED ACTING (1161Z), PUBLIC SPEAKING (1162) and YEARBOOK (1183) QUALIFY AS PARTIAL FULFILLMENT OF THE TWO (2) CREDIT VOCATIONAL EDUCATION OR FINE ARTS GRADUATION REQUIREMENT.

FAMILY & CONSUMER SCIENCE

- 1821
Foods I
- Academic
Expectation 1, 3, 4
- This course is designed to give students a basic introduction to kitchen equipment, measurement, food and kitchen safety, nutrition, weight control, food shopping and preparation.
- Even though students plan and prepare food, knowledge of cooking principles and nutrition is stressed more heavily than cooking skills and techniques.
- This course plus Culinary Essentials qualifies for college credit if a student enrolls in the College Career Pathways Program through Three Rivers Community College.
- 1823
Single Survival
- Academic
Expectations
1, 2, and 3
- 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.
- (.5 credit–meets alternate days for one semester)
- Open to grades 11-12 only.
- 1824
Culinary Essentials
- Academic
Expectations
2, 3 and 4
- 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.
- This course plus Foods I qualifies for college credit if a student enrolls in the College Career Pathways Program through Three Rivers Community College.
- Prerequisite: Grade of C- in Foods I.**
- (.5 credit–meets alternate days for one semester)
- Open to grades 10-12.
- 1831
Clothing: Fashion,
Fabrics & Construction
- Academic
Expectations 3 and 4
- 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.

1840
Housing and
Interior Design

Academic
Expectations 1 and 4

Housing and Interior Design is a challenging course, where students become acquainted with the processes of choosing, 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 alternate days for one semester)

1841
Understanding Self
& Relationships

Academic
Expectations
1, 2, 3 and 4

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. Topics include self-concept, personality, communication, healthy versus unhealthy dating relationships, sexuality and decision-making, values, goals and problem solving.

Open to grades 11-12.

1844
Child Development

Academic
Expectations 2 and 3

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

Open to grades 11-12.

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

HEALTH

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, first aid and safety, 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 alternate days 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 chair 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
- Department chair approval

If approved, the proposal goes to School Counseling and Guidance Department chair 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 department chair.

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 .5 or 1.00 credit course (82 minutes x 91 or 82 minutes x 46).

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 department chair and progress report to student.

Graded on pass/not pass basis.

Open to grades 11-12.

INTERNSHIPS

1970
School-based
Internship—Ledyard
High School

Students who are interested in a specific learning area will work with a classroom teacher as an intern/assistant.

For example, students who are interested in science or science teaching have the opportunity to work with a science teacher as an assistant in the classroom. Duties may involve laboratory preparation, assisting the teacher in classroom instruction, providing tutoring to students in a class, and/or assisting a teacher in other duties.

Students must submit a completed application and a proposal/action plan to their school counselor by the published deadline. Students will consult with the cooperating teacher when creating an action plan that details the intern's daily and ongoing duties and responsibilities.

The following departments will consider applicants for the LHS internship: Agriscience and Technology, Art, Business, English, Library Media/Audio Visual, Family and Consumer Science, Mathematics, Music, Physical Education, Science, Social Studies, Special Education, Technology Education, and World Languages and Cultures.

Students enrolled in an internship program will be required to:

- Keep and submit a daily journal and time sheet.
- Write weekly reflections on their experience.
- Develop and accomplish a culminating presentation or project approved by the cooperating teacher.
- Complete other tasks assigned by cooperating teacher or LHS coordinator.
- Maintain a cumulative C+ average in all classes

Students must receive written approval of the Department Chair and the cooperating teacher.

Students may take no more than one credit of internships per year. Internship may not be repeated in the same subject.

Graded on pass/not pass basis.

(.5 credit—meets alternate days for one semester)

Open to grades 11-12.

1980
School-based
Internship—
Elementary School

This course is intended as a partnership with Ledyard elementary and middle schools. It is designed for students who are interested in a career working with children. Students must submit a completed application and a proposal/action plan to their school counselor by the published deadline. Students will consult with the cooperating teacher when creating an action plan that details the intern's daily and ongoing duties and responsibilities.

Approval of an elementary or middle school teacher and administrator is required.

Students enrolled in an internship program will be required to:

- Keep and submit a daily journal and time sheet.
- Write weekly reflections on their experience.
- Develop and accomplish a culminating presentation or project approved by the cooperating teacher.
- Complete other tasks assigned by cooperating teacher or LHS coordinator.
- Maintain a cumulative C+ average in all classes.

Students must provide their own transportation.

Elementary school internships are not available Block 1.

Students may take no more than one credit of internships per year. Internship may not be repeated in the same subject.

Graded on pass/not pass basis.

(.5 credit—meets alternate days for one semester)

Open to Grades 11-12

1990
Work-based Internship

A supervised paid or unpaid work-based internship program will be available for qualified students. Students intending to participate must complete a preliminary application available in the School Counseling and Guidance Office. This application must be returned by the published deadline.

Appropriate placement and approval will be determined by consultation between the student, Career Center staff and the School Counseling and Guidance Department.

Students enrolled in a work-based internship will be required to:

- Keep and submit a daily journal and time sheet.

- Provide a periodic summary of their experience as determined by work-site monitor.
- Meet at least bi-weekly with LHS Work-site Monitor.
- Accumulate a minimum of 60 hours at the work-site.
- Present a culminating project and/or demonstrate competency in appropriate SCAN skills.
- Complete other tasks assigned by LHS Work-site Monitor.

Students must provide their own transportation.

Students must have and maintain a C+ average in all classes.

Students may take no more than one credit of internships per year. Internship may not be repeated in the same subject.

Graded on pass/not pass basis.

(.5 credit—meets alternate days for one semester)

Open to Grade 12.

LITERACY

1198

Literacy

Academic

Expectations 1 and 4

Literacy is a course designed for high school students who have received prior reading instruction through a multisensory structured language education approach or need support in reading for optimum success at Ledyard High School. It is designed to continue instruction and build upon previously learned concepts. Units are designed according to basic reading concepts inherent through the Multi-Sensory Language Learning (MSLE) curriculum including alphabet and dictionary skills, reading fluency, spelling, vocabulary, comprehension, and composition. Units are also designed with reference to the different types of text students are exposed to in the general education setting including narrative, persuasive, informational, and everyday texts.

Assessments target each student's individual achievement in reading with emphasis on the standard of expectation for student learning that students will read and write critically and effectively for a variety of purposes. Standardized pre and post-testing are completed throughout the year to chart progress. Additional formative assessments will be given to instruct students on critical skills for reading for information, response to literature, and interdisciplinary writing.

Standardized testing is completed as a means of charting progress, and formative assessments are a means of assessing student work over time with opportunity for trial and error feedback and revision. For this reason grading is based on a Pass/Fail basis, which takes into consideration completion of assigned work, effort and participation, behavior and attitude.

Graded on pass/not pass basis.

MATHEMATICS

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 simplifying polynomials, solving equations and inequalities, factoring polynomials, and graphing. 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.

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.

(1.5 credits—meets daily semester one, meets alternate days semester two)

1346
Advanced Placement
Calculus AB/BC

Academic
Expectation 3

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.

(2.0 credits—meets daily semester one and semester two)

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.

1350
Introduction
to Statistics

Academic
Expectation 3

This is an introductory course in statistics that will familiarize students with the basics of: exploring data using graphical and numerical methods, planning and conducting studies that involve data collection, probability, and statistical inference – drawing conclusions from data. This course is designed to prepare students for post-secondary studies that would require analyses of data analysis such as psychology, sociology, economics, business and biology.

Prerequisite: 1331/1332 Algebra 2

Open to grades 10-12

MATH COURSE SEQUENCE OPTIONS

9	10	11	12
Integrated Math I - 1371 (2 semesters)	Integrated Math II - 1372 (2 semesters)	Integrated Math III - 1373	Algebra II – 1332 <u>or</u> 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 (2 semesters) <u>or</u> AP Calculus BC - 1346 (2 semesters)

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. Ledyard Chorale is a full-year course (Students may enroll for one semester with director approval)

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

(2 semesters—.5 credit each semester—meets alternate days)

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. Chamber Choir is a full-year course.

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

(2 semesters—.5 credit each semester—meets alternate days)

1921
Music Appreciation

Academic
Expectations 3

This course is 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.

(.5 credit—meets alternate days 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 alternate days 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 alternate days 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 alternate days 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 alternate days 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 alternate days 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.

Full year participation is required.

(2 semesters—.5 credit each semester—meets alternate days)

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. Concert Choir is a full-year course. (Any exceptions must be approved by the director.)

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

(2 semesters—.5 credit each semester—meets alternate days)

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 alternate days 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.

Full-year participation is required.

(2 semesters—.5 credit each semester—meets alternate days)

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.

It is recommended that students enroll in Men's Chorus for the full year.

(2 semesters—.5 credit each semester—meets alternate days)

1943
Women's Chorus

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

Academic
Expectation 3

It is recommended that students enroll in Women's Chorus for the full year.

(2 semesters—.5 credit each semester—meets alternate days)

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. Select Singers is a full-year course. (Students may enroll for one semester with director approval).

Academic
Expectation 3

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

(2 semesters—.5 credit each semester—meets alternate days)

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

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)
Basic 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 alternate days for one semester)

1031 (Male)
1071 (Female)
Elective Physical
Education

This elective program will provide the opportunity to further fitness development and allow the students to engage in selected individual and team sports. Field trips are a required part of this course. There will be a minimum charge per field trip.

Academic
Expectation 3

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

(.5 credit—meets alternate days 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 Basic PE, one semester of Elective 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 alternate days for one semester)

1020
Sport Psychology

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.

Academic
Expectation 3

Prerequisite: Completion of Basic Physical Education requirement.

(.5 credit—meets alternate days for one semester)

Open to grades 11-12.

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

SCIENCE

1400
Earth Science

Academic
Expectation 3

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

(1 credit—meets daily for one semester)

Open to grades 11-12.

1421/1422/1423
Biology I

Academic
Expectation 3

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

1421 and 1422 (Advanced Biology I) 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

Academic
Expectation 3

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.

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 daily semester one, meets alternate days semester two)

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 daily semester one, meets alternate days semester two)

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 alternate days 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 alternate days 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- meets daily for one semester)

1455
Marine Science I

Academic
Expectation 3

Marine Science I is an introduction to the marine environment including marine biology and oceanography. Aquarium studies and field investigations, including Project Oceanology field trips, supplement classroom work that allows students to explore aspects of marine life and conditions, especially related to Long Island Sound and Coastal Southeastern Connecticut.

(.5 credit—meets alternate days 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 must pass this examination to receive college credit for the 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—meets daily for one semester)

1460
Environmental
Science of
Southeastern
Connecticut

Academic
Expectation 3

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, 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—meets daily for one semester)

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 alternate days 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 daily semester one, meets alternate days semester two)

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 alternate days 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.

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 second semester only.

SOCIAL STUDIES

1211 World History Ancient to Medieval Academic Expectations 1, 4, 5	<p>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.</p> <p>Open to grades 10-12</p>
1215 Anthropology Academic Expectations 1, 4, 5	<p>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.</p>
1221 World History: Contemporary Academic Expectations 1, 4, 5	<p>This course is the second in the study of world civilizations begun in World History I. 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 I 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 I.</p> <p>Open to grades 10-12</p>
1223 Current Issues Academic Expectations 1, 4, 5	<p>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.</p> <p>Students will research and prepare a major oral presentation in which they trace the development of a current and/or controversial issue.</p> <p>(.5 credit— meets alternate days for one semester)</p> <p>Open to grades 11-12.</p>
1251/1252 United States History I Academic Expectations 1, 4, 5	<p>This course begins the study of our nation's history, proceeding chronologically from 1870 through World War I, the 1920's, and the Great Depression. Topics covered include the passing of the American West, Industrialism, Unionism, Populism and Progressivism, Immigration, Imperialism, World War I, the</p>

events of the 1920's, the Stock Market Crash, the Great Depression, and the New Deal. 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. Students should expect homework nightly.

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

1261/1262
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. Students should expect homework nightly.

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

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.

(1.5 credits—meets daily semester one, meets alternate days semester two)

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.

(1.5 credits—meets daily semester one, meets alternate days semester two)

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

Open to grades 11-12.

1241/1242
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. This course must be passed in order to meet graduation requirements.

(.5 credit—meets alternate days for one semester)

1212
Global Affairs Seminar

Academic
Expectations 1, 2, 4, 5

This course is designed for students who are interested in current events, foreign policy, diplomacy, and the role the United States of America plays in all three. Organized in small seminar groups, students will have the opportunity to research and present information about current developments in

specific geographic areas. Extensive use of technology in both the research and presentation of information will be stressed.

This class will be a student-led seminar facilitated by instructional staff members.

(.5 credit—meets alternate days for one semester)

Open to grades 10-12.

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 designed to be writing intensive.

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

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, 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 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 performance on CMT's, CAPT, and documented learning disability. Study and Organization Skills class is a full-year course offered on alternating days with the opportunity to earn 1 credit 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
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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 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 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.

TECHNOLOGY EDUCATION

COMMUNICATIONS

1725
Principles of
Engineering

This is one of several courses in the PLTW curriculum.

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

Prerequisite: Successful completion of Geometry or be concurrently enrolled.

Academic
Expectations
3, 4, and 5

1715
Introduction to
Engineering Design

This is one of several courses in the PLTW curriculum.

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

Prerequisite: Successful completion of Algebra I or concurrently enrolled.

Academic
Expectations 3 and 4

No prior drafting experience is required.

1781
Electronics

This is an introductory course designed to acquaint the student with the applications of electronic devices and circuits.

Through student projects and lab experiments, the student will study the principles of direct and alternating current, magnetism, transistors, amplifiers, power supplies, and semi conductor circuits. Also included will be hands-on experiences with radio communications and analog electronics.

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

Academic
Expectations
3, 4, and 5

1783
Digital Electronics

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

Academic
Expectations
2, 3, and 5

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.

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.

Academic
Expectations
2, 3, and 5

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

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

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

1701
Mechanical Drafting

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.

Academic
Expectation 3

(.5 credit—meets alternate days 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	<p>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, and welding. Students will also be able to design and machine parts using computerized machinery.</p> <p>(.5 credit—meets alternate days for one semester)</p>
1736 Manufacturing —Metals II Academic Expectations 2, 3 and 5	<p>This is a semester course emphasizing 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.</p> <p>Prerequisite: Grade of C in Metals I or AgriScience or written permission of instructor.</p>
1733 Manufacturing —Metals III Academic Expectations 2, 3 and 5	<p>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.</p> <p>Prerequisite: Grade of C in Metals II or written permission of instructor.</p> <p>(.5 credit—meets alternate days for one semester)</p>
1703 Manufacturing —Woods I Academic Expectations 3 and 5	<p>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.</p> <p>(.5 credit—meets alternate days for one semester)</p>
1756 Manufacturing —Woods II Academic Expectations 3 and 5	<p>Woods II 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. Students may be required to write on various manufacturing technology topics.</p>

Prerequisite: Grade of C- in Woods I. Mechanical Drafting recommended but not required.

1753
Manufacturing
—Woods III

Academic
Expectations 3 and 5

Through the production and design of advanced projects, students will further develop their problem-solving skills while increasing their knowledge of woodworking. Advanced machining and hand tool skills will be presented through the production of a table with a hand-cut dovetail drawer. If time permits, students will have the opportunity to develop their personal area of woodworking interest. Possible woodworking careers will be examined and students will be required to write on various manufacturing technology topics.

Prerequisite: Grade of C- in Woods II.

(.5 credit—meets alternate days for one semester)

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 alternate days 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 1112.

(.5 credit—meets alternate days 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.

VIRTUAL LEARNING PROGRAM

The Virtual Learning Program or Credit Recovery Program is an alternative for students who need to recover credits and who could benefit from a non-traditional learning environment. Recommended students and their parents will meet with a team of administrators, teachers, and counselors to discuss this educational option. Each student will have a plan to address his/her individual learning needs for meeting graduation requirements.

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 alternate days 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

This course reviews language structures and continues to build conversational and composition skills. Students are introduced to more complex grammatical structures. Frequent

Academic
Expectations 1 and 2

opportunities for oral and written expression in the target language are provided in class and through interactive CD-ROM sessions in the language lab. Students are assessed in reading, writing, listening, speaking, and knowledge of culture. Performance based assessments will replace some chapter tests. Students are expected to speak in the French over English.

Prerequisite: Grade of C- in French II.

1514
French IV/University
of Connecticut Early
College Experience

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

Academic
Expectations 1 and 2

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.

1518
A Study of French
Through Film

This course is designed for students with two or more credits in French. Through the study of French cinema, students will enhance their language skills and further appreciate French culture.

Academic
Expectations 1 and 2

Prerequisite: Successful completion of French II. Offered odd years.

(.5 credit— meets alternate days for one semester)

1521
Spanish I

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

Academic
Expectations 1 and 2

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

Academic
Expectations 1 and 2

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

Prerequisite: Grade of C- in Spanish II.

1524
Spanish IV

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.

(1.5 credits—meets daily semester one, meets alternate days semester two)

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

1529
Conversational
Spanish I

Academic
Expectation 2

Once a student has successfully completed Spanish II they are eligible to take Conversational Spanish. This mixed-level course allows students to focus on listening and speaking skills. Students use previously acquired knowledge to converse with classmates in Spanish. Themes include medical, restaurant and hospitality workplace skills, as well as travel. 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.

Students take this course in addition to Spanish III, IV or AP, and typically in the same year. This is designed to be an extra, supplemental course, not a replacement for Spanish III or IV. The Conversational Spanish course may be taken the same semester or year as a leveled course as an enhancement. Alternatively, students can complete our leveled program and then take Conversational Spanish as a way to continue applying the skills they have learned.

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

1530
Conversational
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 5 percent reading/writing and 95 percent listening/speaking.

Prerequisite: Grade of B- in Conversational Spanish I

Recommendations

All students are encouraged to take language classes both semesters, minimizing the gap between our sequential courses.

Students should take at least 3 credits of high school French or Spanish, due to college admission requirements. The three credits should be in the leveled courses (I, II, III, and IV).

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 daily for one semester and earn one credit or meet alternate days for one semester and earn .5 credit unless otherwise indicated.

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

Required:

1011A/B Male	Basic 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
1371	Integrated Math I

Electives:

1161	Drama (.5 credit)
1183	Yearbook (.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
1783	Digital 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 (2 semesters—.5 credit each semester)
1920	Chamber Choir (2 semesters—.5 credit each semester)
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 (2 semesters—.5 credit each semester)
1932	Concert Choir (2 semesters—.5 credit each semester)
1933	Jazz (.5 credit)
1934	Symphonic Band (2 semesters—.5 credit each semester)
1942	Men's Chorus (2 semesters—.5 credit each semester)
1943	Women's Chorus (2 semesters—.5 credit each semester)
1943S	Select Singers (2 semesters—.5 credit each semester)
1951	Agriscience and Technology I (2 semesters—.5 credit each semester)

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 daily for one semester and earn one credit or meet alternate days for one semester and earn .5 credit unless otherwise indicated.

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

Required:

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

112 // English 10
125 // United States History I
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 each semester)
1161Z Advanced Acting (2 semesters—.5 credit each semester)
1162 Public Speaking (.5 credit)
1183 Yearbook (.5 credit)

1211 World History: Ancient to Medieval
1212 Global Affairs Seminar (.5 credit)
1215 Anthropology
1221 World History: Contemporary

1312 Algebra I
132 // Geometry
133 // Algebra II
1350 Introduction to Statistics
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	Conversational Spanish I
1351	*Computer Programming BASIC (.5 credit)
1611	Information Technology I (.5 credit)
1612	Information Technology II (.5 credit)
1613	Information Technology III (.5 credit)
1621	Accounting I
1640	Marketing
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
1753	Woods III (.5 credit)
1756	Woods II
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 (2 semesters—.5 credit each semester)
1920	Chamber Choir (2 semesters—.5 credit each semester)

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 (2 semesters—.5 credit each semester)
1932	Concert Choir (2 semesters—.5 credit each semester)
1933	Jazz (.5 credit)
1934	Symphonic Band (2 semesters—.5 credit each semester)
1942	Men's Chorus (2 semesters—.5 credit each semester)
1943	Women's Chorus (2 semesters—.5 credit each semester)
1943S	Select Singers (2 semesters—.5 credit each semester)
1952	Agriscience and Technology II (2 semesters—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 daily for one semester and earn one credit or meet alternate days for one semester and earn .5 credit unless otherwise indicated.

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

Required:

132 / /	English 11
126 / /	United States History II or
1235A/B	Advanced Placement US History (1.5 credit)
13 / /	Math Course
14 / /	Science Course

Electives:

1020	Sport Psychology (.5 credit)
1031A/B Male	Elective Physical Education (.5 credit)
1071A/B Female	
1150	Journalism I
1155	Journalism II (2 semesters—1.00 credit each semester)
1160	Creative Writing (.5 credit)
1160F	Creative Writing—Prose (.5 credit)
1160V	Creative Writing—Poetry (.5 credit)
1161	Drama (.5 credit)
1161Z	Advanced Acting (2 semesters—.5 credit each semester)
1162	Public Speaking (.5 credit)
1183	Yearbook (.5 credit)
1211	World History: Ancient to Medieval
1212	Global Affairs Seminar (.5 credit)
1215	Anthropology
1221	World History: Contemporary
1223	Current Issues (.5 credit)
1236	AP Psychology (1.5 credit)
1312	Algebra I
132 / /	Geometry
133 / /	Algebra II
134 / /	Pre-Calculus

1350	Introduction to Statistics
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 I (.5 credit)
1456	Marine Science/UCONN Early College Experience (1.0 credit)
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	Conversational Spanish I
1530	Conversational Spanish II
1351	*Computer Programming BASIC (.5 credit)
1611	Information Technology I (.5 credit)
1612	Information Technology II (.5 credit)
1613	Information Technology III (.5 credit)
1614	Information Technology IV (.5 credit)
1621	Accounting I
1623	Accounting II
1640	Marketing
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
1753	Woods III (.5 credit)
1756	Woods II
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 credit)
1916	Ceramics I (.5 credit)
1917	Ceramics II (.5 credit)
1919	Chorale (2 semesters—.5 credit each semester)
1920	Chamber Choir (2 semesters—.5 credit each semester)
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 (2 semesters—.5 credit each semester)
1932	Concert Choir (2 semesters—.5 credit each semester)
1933	Jazz (.5 credit)
1934	Symphonic Band (2 semesters—.5 credit each semester)
1942	Men's Chorus (2 semesters—.5 credit each semester)
1943	Women's Chorus (2 semesters—.5 credit each semester)
1943S	Select Singers (2 semesters—.5 credit each semester)
1953	Agriscience and Technology III (2 semesters—1 credit each semester)

1955	Agriscience and Technology IV/Fundamentals of Horticulture/UCONN ECE (1.0 credit)
1955A/B	Agriscience and Technology III/Floral Art/UCONN ECE (1.0 credit)
1960	*School-Based Internship—Middle School (.5 credit)
1970	*School-Based Internship—Ledyard High School (.5 credit)
1980	*School-Based Internship—Elementary School (.5 credit)

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.

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

Required:

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126 / /	United States History II or
1235A/B	Advanced Placement US History (1.5 credit)
13 / /	Math Course
14 / /	Science Course

Electives:

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1031A/B Male	Elective Physical Education (.5 credit)
1071A/B Female	
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1155	Journalism II (2 semesters—1.00 credit each semester)
1160	Creative Writing (.5 credit)
1160F	Creative Writing—Prose (.5 credit)
1160V	Creative Writing—Poetry (.5 credit)
1161	Drama (.5 credit)
1161Z	Advanced Acting (2 semesters—.5 credit each semester)
1162	Public Speaking (.5 credit)
1183	Yearbook (.5 credit)
1211	World History: Ancient to Medieval
1212	Global Affairs Seminar (.5 credit)
1215	Anthropology
1221	World History: Contemporary
1223	Current Issues (.5 credit)
1236	AP Psychology (1.5 credit)
1312	Algebra I
132 / /	Geometry
133 / /	Algebra II
134 / /	Pre-Calculus

1350	Introduction to Statistics
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 I (.5 credit)
1456	Marine Science/UCONN Early College Experience (1.0 credit)
1460	Environmental Science of Southeastern Connecticut
1465	AP Physics (1.5 credit)
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	Conversational Spanish I
1530	Conversational Spanish II
1351	*Computer Programming BASIC (.5 credit)
1611	Information Technology I (.5 credit)
1612	Information Technology II (.5 credit)
1613	Information Technology III (.5 credit)
1614	Information Technology IV (.5 credit)
1621	Accounting I
1623	Accounting II
1640	Marketing
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
1753	Woods III (.5 credit)
1756	Woods II
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)
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1916	Ceramics I (.5 credit)
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1919	Chorale (2 semesters—.5 credit each semester)
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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 (2 semesters—.5 credit each semester)
1932	Concert Choir (2 semesters—.5 credit each semester)
1933	Jazz (.5 credit)
1934	Symphonic Band (2 semesters—.5 credit each semester)
1942	Men's Chorus (2 semesters—.5 credit each semester)
1943	Women's Chorus (2 semesters—.5 credit each semester)
1943S	Select Singers (2 semesters—.5 credit each semester)
1954	Agriscience and Technology III (2 semesters—1 credit each semester)
1955	Agriscience and Technology IV/Fundamentals of Horticulture/UCONN ECE (1.0 credit)

1955A/B	Agriscience and Technology III/Floral Art/UCONN ECE (1.0 credit)
1960	*School-Based Internship—Middle School (.5 credit)
1970	*School-Based Internship—Ledyard High School (.5 credit)
1980	*School-Based Internship—Elementary School (.5 credit)
1990	*Work-Based Internship (.5 credit)

FOUR-YEAR PLANNED PROGRAM

9th Grade

10th Grade

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

11th Grade

12th Grade

English 11	1.00	English 12	1.00
U.S. History II	1.00	Government	.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
Total	8.00	Minimum Total	7.00

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