

WAMOGO REGIONAL HIGH SCHOOL



Program of Studies

Grades 9 ~12

2019 – 2020



Wamogo Regional High School

SERVING THE TOWNS OF WARREN, MORRIS AND GOSHEN

Grades 7-12

98 WAMOGO ROAD • LITCHFIELD, CT 06759

PH: (860) 567-7410 FAX: (860) 567-6659

WEB: www.rsd6.org



Dear Students of Wamogo Regional High School:

One of your most important responsibilities is the selection of courses that will comprise your academic program during the next school year. The *"Program of Studies"* is intended to assist you in choosing courses that are both challenging and relevant to your interests. Please read the course descriptions carefully, discuss your course options with your parents, and explore your academic interests in comprehensive counseling classes and in discussions with your teachers and school counselor.

Wamogo offers a broad spectrum of courses in many academic disciplines; take as many courses as your schedule will accommodate. Remember that the nature and the number of courses in which you enroll might influence not only your personal and academic development but also your qualifications for future employment and college opportunity. Use this process of selecting courses and consulting with parents, teachers, and counselor to learn something about you. Take the time to write down your short-term and long-term goals. Check to be sure that your course selections will, in fact, help you to achieve those goals. Include in your options a course that will be a challenge or something different which will keep the learning process exciting and fresh.

We wish to help you in choosing your courses in the most personal and effective way we can. Please do not hesitate to ask for our assistance. Our mission is to ensure that all students become successful, independent learners; therefore, your success is very important to us.

Preparing all students for learning, living and achieving.

Regional School District No. 6 does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following people have been designated to handle inquiries regarding the non-discrimination policies:

Title IX – Contact
Debbie DeLisle
98 Wamogo Road, Litchfield, CT 06759
860-361-9022

Section 504 Contact
Debra Foley
98 Wamogo Road, Litchfield, CT 06759
860-567-6642

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Region 6 Mission



Wamogo Regional High School

Graduation Requirements

For the Class of 2018-2022 25 credits		Class of 2023 and Beyond 25 credits	
Subject	Credit	Subject	Credit
English - 4 cr	1 credit- English I 1 credit- English II 1 credit- English III (American Literature) 1 credit- Senior English	Humanities -- including Civics and the Arts - 9 crs.	English - 4 credits Social Studies - 3 credits (Civics) World Language - 1 credit Fine Art - 1 credit
History & Social Science - 3 cr	1 credit- US History .5 credit- Law & Civics 1.5 credit- Additional History or Social Science Courses		
Mathematics - 4 cr	Successful completion of any math course fulfills the requirement but completion through Algebra 2 is recommended	STEM (Science, Technology, Engineering, and Technology) - 9 crs.	Math - 4 credits Science - 3 credits Additional credits - 2 credits
Science - 3 cr	1 credit- Biology Successful completion of any science course fulfills the remaining requirements but at a minimum, the following is recommended: 1 physical (earth science or physics) and 1 elective (any science class)		
PE & Health	.5 credit- PE 1, PE A, or PE B .5 credit- PE Elective .5 credit- Health	Physical Education and Health Education- 2 crs.	Wellness/PE - 1 credit Wellness/Health - 1 credit
Electives	2 credit- Any additional English, History, Social Science, Art, or Music Course 1 credit- Any additional Science, Technology, Engineering, or Math Course 6.5 credit- Any additional courses	Mastery-Based Diploma Assessment - 1 cr.	1 credit - Capstone
		Electives - 4 crs.	Any additional courses

** Two credits in World Language are strongly recommended for post-secondary planning

Community and Civic Responsibility

All high school students will be expected to successfully meet the graduation requirement of the Community and Civic Responsibility by completing a minimum of forty (40) hours of community service during their four years. Students can fulfill this obligation at any time throughout the year (including summer) through both community activities, and opportunities provided by the school.

Students are responsible for entering their community service hours into the X2Vol Program located on their Naviance Family Connection home page. These hours are verified by an individual affiliated with the agency at which the student completed the community service, and then approved by his or her School Counselor.

Early Graduation Completion Requirements

Wamogo Regional High School does not encourage students to complete the high school program in less than four full years. Only situations of extreme and unusual circumstances will be considered by the school administration for possible early graduation. Petition for such early graduation must be made to the school principal prior to June 1 of the student's sophomore year.

Academic Load

Each year, students are required to carry a minimum of **six (6) units of credit per academic year**, and a minimum of **six (6) classes per academic semester**. Students are strongly encouraged to exceed these minimal requirements. Recommended credits for promotion to the next grade level are:

From:	Minimum Credits Earned
Grade 9 to Grade 10	6 credits
Grade 10 to Grade 11	12 credits
Grade 11 to Grade 12	18 credits

NCAA Eligibility

Students who intend to participate in DI or DII college athletics must register with the NCAA Clearinghouse by the end of their junior year. Students can register with the NCAA Clearinghouse website web3.ncaa.org/ecwr3/. Any course that has been approved by NCAA to be used towards eligibility requirements for participation in college athletics will have one of the following designations next to the course name in the Program of Studies.

- ◆ 1 = 1 credit towards meeting eligibility requirements
- ◆ .5 = ½ credit towards meeting eligibility requirements

Weighted Class Rank and Course Levels

Class standing is determined by a weighted grading system. Within the weighted class ranking system there are three levels of course difficulty:

Level 1: Applied

Courses designed to meet the needs of students who would benefit from extra help

Level 3: College Placement

These are standards courses for college preparation

Level 4: Honors/AP

Courses offered to students recommended by their teachers and department heads as being academically talented and who desire work in greater depth and breadth than is offered in CP placement

*** Students must meet department recommendations and performance criteria to be enrolled in Level 4 courses**

College Board Advanced Placement (AP) and UCONN ECE courses are for those students recommended by teachers and department heads as being capable of doing college-caliber work

*** With the exception of AP World History and AP Latin Vergil, students are required to take the College Board AP Exam for every AP course in which they are enrolled. The fee for the exam is also the student's responsibility.**

(Note: course levels are indicated by the third digit of the course number; i.e., English 1, course #10312, is a level 3 course; and English I, course #10413 is a level 4 course)

Class Rank and Grade Point Average

The graduating class is ranked at the end of the sixth and seventh semesters and this class rank is reported on each student's transcript. The final class rank will be calculated at the end of the seventh semester (close of second marking period). Class rank is based on each student's weighted grade point average (GPA). A student's weighted GPA is determined by the assignment of points for grades at each level of course difficulty according to the chart listed below. Pass/Fail courses are not included in the calculation of class rank.

Weighted Grade Point Average Chart

Level	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Level 4 Honors & A. P.	15	14	13	12	11	10	9	8	7	6	5	4	0
Level 3 College Placement	14	13	12	11	10	9	8	7	6	5	4	3	0
Level 1 Applied	12	11	10	9	8	7	6	5	4	3	2	1	0

Grading System

A+ 97-100	B+ 87-89	C+ 77-79	D+ 67-69	F 0-59
A 93-96	B 83-86	C 73-76	D 63-66	WP (Withdrew Passing)
A- 90-92	B- 80-82	C- 70-72	D- 60-62	WF (Withdrew Failing)

Final Grade

For a full year course, grades received for the first, second, third, and fourth marking periods each account for 22.5% of a student's final grade (90% in total). The final exam is worth 10%.

For a half year course, grades received for the first two quarters are each worth 45% (90% in total). The final exam is worth 10%.

Honor Roll Reporting

Honor roll is reported based on weighted cumulative grade point average. The following are the clarifications for making the honor roll:

Exemplar Honors	A+ average 97 - no grade below 96
High Honors	A- average 92 - no grade below 90
Honors	B- average 82 - no grade below 80

Students below a B- or an incomplete do not qualify for the honor roll. Courses are weighted in accordance with the number of credits carries.

Summer School

Students considering enrollment in summer school are advised that credit may be granted for courses failed by earning a minimum grade of C- in summer school. The previously failed course will then be changed to a final grade of D-, regardless of the summer school grade.

PowerSchool Parent Portal

The Parent Portal is an integrated tool that allows parents to use any computer with Internet access to view specific information about their child/children, including items such as attendance, assignments and grades. We believe that this tool will further enhance the communication between parents and teachers and aid in our partnership as we work to provide the best education possible.

Instructions for setting up parent accounts and using the system are posted on the Wamogo High School Counseling Department web page at <http://wamogocounseling.weebly.com/presentations-grade-9.html>. Please contact the School Counseling Administrative Assistant for assistance and access codes.

A link to the parent portal may be found on the Wamogo Regional High School web page at www.wrhs.rsd6.org under the tab marked, "PowerSchool."

Planning Your Program

Careful program planning by students and parents is of critical importance. The course of studies followed while in high school is the foundation upon which future success will be base

Before Making Course Selections

As a general rule, it is wise for a student to take as many academic subjects as can successfully be completed. Many students meet academic requirements for college and also complete sequences in other areas of interest to them, such as art, music, business, or technology.

Each academic program should be individualized according to the student's abilities, interests, and motivations. Students create their student success plan (SSP) based on personal interests and goals.

It is an important function of the School Counseling Department to assist each student in individualizing course selections in order to meet his or her unique purposes and goals. The School Counseling Department has a wealth of information and students and parents are welcome to reach out to Counselors at any time.

Course Recommendations and Placement

Teachers recommend courses and levels that appropriately challenge each student based on performance, observation of strengths and weaknesses, abilities, and motivations. Although all courses at Wamogo Regional High School are rigorous, intellectually stimulating, challenging, and provide rich experience and excellent preparation for college work, Advanced Placement (AP), UCONN ECE, and Honors level courses require a more significant amount of time, energy, and effort in comparison to College Placement (CP) courses. For this reason, careful consideration is given to each placement decision, based on the teacher's knowledge of the student. Course specific prerequisites for AP, UCONN ECE, and Honors courses can be found in the Program of Studies under each department's section.

Students need to be aware that AP and UCONN ECE level courses are college courses with comparable workloads and expectations; the workload, depth of content and acceleration of coverage will be intense. Upon enrollment in an AP or UCONN ECE course, students will commit to the following: fully prepare and complete all work within the designated time frame it is assigned, including summer assignments which are due within the first week of the school year; and contribute to the learning environment of the class. **It is also expected that students enrolled in AP classes will take the AP exam in May**, at their own expense. Failure to comply with these requirements could result in dismissal from the class, denial of the credit and/or AP grade status. Students will be asked to sign a contract outlining these expectations and procedures upon registration for an AP or UCONN ECE course.

Course Level Changes

Parents who wish to appeal placement recommendations should contact the teacher who made the recommendation. If parents are still not agreeable to the placement recommendation, an override form will be completed by the teacher.

A student must receive a recommendation from his or her teacher for placement in an AP, UCONN ECE, or Honors level course. A parent may override this recommendation if he or she believes it does not meet their student's evolving needs. In doing so, the parent and student need to be aware that the change in level will place new demands on the student; demands that the student may not be prepared to meet. Should the student experience difficulty in meeting the demands of the new placement, he or she must make use of appropriate resources (i.e., confer with the teacher, seek extra help, seek peer tutoring, etc). No override will be rescinded unless the student has made consistent use of these resources. If the override is rescinded, the student's grade will stand as earned in the override placement and transferred to the new course. Significant changes in the student's schedule and/or closed classes may make it impossible to move the student to a different level.

Any student requesting an override into a course that requires summer work must complete that summer work.

UCONN ECE Course Registration

Registration for the UCONN ECE course is a five step process. Students will not be able to enroll in the course if the student fails to complete all of the steps by the registration deadline. The University of Connecticut sends fee notifications to the email address the student provides during the application process. Students are financially responsible for all courses for which they register. University standard policies on late fees, returned checks, and collections apply. **All policies and procedures can be found at: ece.uconn.edu.**

Dropping a Course After the School Year Begins

All students MUST carry a minimum of six (6) units of credit per academic year, and a minimum of six (6) classes per semester.

Students who have registered for more than the above required credits/classes may work with his or her School Counselor to drop a course.

No student may withdraw from a scheduled course without the appropriate form signed by the classroom teacher, the department chairperson, the student's parents, and the School Counselor. After the 10th day of school, the principal must also sign the form. Forms are available in the School Counseling office.

If the student withdraws a course within ten (10) calendar days from the beginning of the course, the course will not appear on his or her transcript. Students who withdraw from a course after the ten (10) day limit with permission from the department chairperson will receive a WP (Withdraw Pass) or a WF (Withdraw Failure) on their transcript, depending on the course grade at the time of withdrawal. Any student who withdraws from a course after the ten (10) day limit without permission from the department chairperson will automatically receive a WF (Withdraw Failure) on his or her transcript.

A student involved in the process of dropping or adding a course may not stop attending class and/or start going to another class until the Course Change Request Form is signed by all parties, and the Counselor informs the student that the process is complete.

Homebound Instruction

Students who are unable to attend school because of an extended illness (three or more weeks) may arrange to have teachers assigned to them, beginning with the second week of the absence, by the Region 6 Department of Special Services. Before homebound instruction can be started, a written statement by the attending doctor must be submitted to the Department of Special Services- Attention: Director of Special Services, Regional School District No. 6; 98 Wamogo Road, Litchfield, CT 06759.

Special Education

Special education provides a wide range of services and supports for students who are identified as having learning problems or emotional difficulties. Students are identified through the Planning and Placement Team (PPT) Process. An Individualized Education Program (IEP) is then developed for each student. This individualized program is designed to assist the student in reaching his or her full potential and making meaningful progress in education.

The special education system is based on both federal and state law. The Individuals with Disabilities Education Improvement Act (IDEA, 2004) and Connecticut General Statutes 10-76a to 10-76h protect students with disabilities, ensuring that they receive the services and supports necessary for their education.

College Level Classes Available at Wamogo

Advanced Placement (AP)

AP is a rigorous academic program that provides students with exposure to college-level work during high school. Through these courses, AP certified teachers assist students to develop and apply the skills, abilities, and content knowledge they will need in college. Each AP course is modeled on a comparable college course. AP courses allow students to earn college credit, stand out in the admissions process, and broaden their own intellectual horizons. AP courses require summer work. AP courses culminate in a college-level assessment developed and scored by College Board.

Wamogo offers the following AP courses:

- | | |
|-------------------|---|
| ➤ English | Language & Composition (grade 11) |
| ➤ Math | Calculus AB |
| ➤ Science | Biology, Chemistry, Environmental Science |
| ➤ Social Studies | Psychology, US Government & Politics |
| ➤ Fine Art | 2D Design, 3D Design, Drawing |
| ➤ Performing Arts | AP Music Theory |

Per current BOE policy, it is required that students pay for and take the College Board AP exam for each AP course they are enrolled in. The current cost of an AP exam is \$94.00, and for students registered in the Free or Reduced Lunch Program, \$53.00.

UCONN Early College Experience (ECE)

UCONN ECE provides academically motivated students with the opportunity to take university courses while in high school. These challenging courses allow for students to preview college work, build confidence in their readiness for college, and earn college credits that provide both an academic and financial head-start towards their college degree and future post-secondary opportunities. UCONN ECE instructors are high school teachers certified as adjunct professors by the University of Connecticut. UCONN ECE courses are listed in the Program of Studies within each separate department. **A fee payable to UCONN is required and billing is submitted to you by the college.**

Wamogo currently offers the following UCONN ECE courses:

- **English** - Seminar in Writing Through Literature
- **Social Studies** - Modern Western Traditions, US History
- **Agriculture** - Floral Art, Advanced Floral Design, Behaviors and Training of Domestic Animals, Introduction to Companion Animals, Horse Science
- **Business** - Economics

Cooperative Program Offerings

In June of 2018, the Litchfield Board of Education and Region 6 Board of Education approved a Memorandum of Agreement on sharing classes for the 2018-2019 school year. This agreement has since been renewed to extend through the 2019-2020 school year.

The cooperative agreement allows for students at both Litchfield High School and WAMOGO to attend select classes on the neighboring campuses. It is our continued goal to expand educational opportunities whenever possible. This agreement is designed to help achieve that goal by allowing students to have access to courses when it is not possible at their home school. This could be due to a variety of reasons including scheduling conflicts, course not offered, or other factors.

While it is not always possible to predict which courses will be offered through the cooperative agreement during the course registration process, certain courses have been designated as likely courses to be offered under the cooperative agreement. These courses have been identified in the program of studies with an asterisk next to the title. Your school counselor will meet with you to discuss any courses that may fit into this category prior to being added to your schedule for 2019-2020.

Transportation to courses that are included in the cooperative agreement will be provided by Region 6. Additionally, the agreement will allow students to try out and participate in theater performances. WAMOGO holds its annual performance in the fall while the Litchfield performance is in the spring.

Please feel free to speak with your school counselor if you have any questions about cooperative classes.

Partnership Program with Northwestern Connecticut Community College (NCCC)

The High School Partnership Program is designed to enable qualified high school juniors and seniors to take up to two courses each semester at the NCCC campus after school hours, on a “space available” basis at no charge. Qualified students must have an overall B- average (3.0), with approval from their School Counselor. Students may register for specific developmental courses and/or 100-level or higher courses, and must meet the prerequisites for the courses. Students are responsible for buying their own books and providing their own transportation. A transcript of the student’s work will be maintained at NCCC, and can be submitted when the student applies to college during their senior year. It is the student’s responsibility to request a transcript for NCCC for submission with their applications. Any interested student should contact his or her School Counselor for additional information and an application. Students must take the placement tests at the college prior to enrolling in the classes. NCCC sets deadlines for each semester that Wamogo must uphold: November 15th for the Spring semester and June 15th for the Fall semester. For questions or more information, please contact Kalia Kellogg, NCCC Partnership Coordinator, by phone at 860-738-6329, or email at KKellogg@nwcc.commnet.edu.

Online Learning

Educere

Wamogo Regional High School participates in a distance-learning program, Educere. This program allows Wamogo students the opportunity to take a wide variety of courses that are not offered at Wamogo. The Educere program is a tremendous opportunity for students to explore specific content of personal interest. The expectations and approach of the Educere program will help develop those study habits and skills that will benefit students as they move toward deeper independent learning.

The courses are seminar-based; students interact, exchange information, and participate in group discussions with their classmates and their teacher. Students can access their course at any time convenient to them, within a weekly schedule. Students and instructors never meet “live”; all discussions take place as postings within online discussion forums. Although students have the freedom to work on their courses at any time, they are still expected to participate in class and complete all assignments by their due dates, just as they would in any traditional course. Teachers from around the country teach the courses in Educere, and these individuals create the criteria and submit all grading for the course. The level of the Educere course will be integrated and interpreted into the grading for Wamogo Regional High School by the Wamogo Online Learning Coordinator and Administration.

Online Learning Course Expectations

- A standard level class requires students to be actively engaged in their coursework for approximately **6-8 hours per week**
- An honors level class requires students to be actively engaged in their coursework for approximately **8-10 hours per week**
- An AP level class requires students to be actively engaged in their coursework for approximately **10-12 hours per week**

Online Learning Requirements

- Only courses that are **not offered** at Wamogo Regional High School can be taken via Online Learning (i.e., for enrichment purposes only)
- Online Learning courses must be taken **in addition to** the required six credits per academic year, and six courses per academic semester, as set forth by Wamogo’s Program of Studies
- Only students grades 11 and 12 may take courses via Online Learning
- Students must have a minimum of a 3.0 weighted GPA to take courses via Online Learning
- Students must complete the requisite Online Learning Application and Contract prior to being registered in an Online Learning course

Online Learning Registration Process

- Students will be given the opportunity to complete an Online Learning Application during the course registration window the Spring prior to beginning the course
- These applications will be reviewed by the Online Learning Coordinator and Administration, and students will be informed of their approval status by the conclusion of the academic year
- Once courses have been approved, students will be required to complete an Online Learning contract outlining the academic/behavioral expectations for completing these courses

A list of available Educere courses can be found at: <https://www.educere.net/coursefinder.asp>

Air Force Junior Reserve Officer Training Corps (AFJROTC)

AFJROTC, offered at Torrington High School, consists of ten (10) sections.

Section I is designed to acquaint the student with the historical development of flight and the role of the military in history.

Section II focuses on leadership that directly relates to subject matter including study habits and time management.

Section III is a study of the science of flight, acquainting the student with the aerospace environment and the principles of aircraft flight and navigation.

Section IV is the second part of leadership, and the focus is on intercommunication skills.

Section V is about the exploration of space and examines the universe, the planets, including the challenges of manned space flight beyond our atmosphere.

Section VI helps students to apply leadership skills to life skills needed for planning their careers.

Sections VII, VIII, IX and X help students to learn about different cultures, survival skills, and principles of management.

In addition, students participate in regular basic drill instruction and skills.

Available to students in Grades 9-12. Students must see their school counselor to apply and design their schedule to allow for noon dismissal. **Students must provide their own transportation.**

ASVAB Course- NEW!

The course will be taught by Pierre Simler, a retired LHS teacher and decorated Special Forces veteran of Vietnam whom we have persuaded to come out of retirement to teach the class. He will bring a tremendous wealth of hard-earned experience to the subject matter.

This course will prepare students for the Armed Services Vocational Aptitude Battery (ASVAB) and provide an overview of the opportunities available in the military for both high school and college graduates.

The ASVAB course will focus on more than test prep for the ASVAB itself, which resembles the ACT/SAT (it is generally believed that ASVAB prep helps SAT prep and vice versa). The Career Exploration Program provides students with three key pieces of information: an assessment of their vocational personality type and the occupations that research has shown best match each personality type; the verbal, math, and science and technical skill levels required for each specific occupation; and the students' current verbal, math, and science and technical skill levels. The students can use this information to explore careers that may best suit their interests as well as compare the skill levels required for an occupation with their current skill levels. This information aids students in choosing high schools courses, college majors and/or training programs in pursuit of their career goals.

Even students who are not considering military service would benefit from this course, as it will confer a broad understanding of the different branches of service, their responsibilities, and the potential advantages/disadvantages of certain career decisions.

Independent Study

Independent study is a method of self-development and personal growth. It involves choosing a problem or topic that has particular meaning for the individual and following it to a point where it satisfies his/her curiosity or need at the time. Independent study may be independent of all course work in which a student is enrolled, or may be within a course under the direction of that teacher.

Purposes

- To enrich the curriculum for the more highly motivated, independent, and self-reliant student.
- To encourage students to pursue a self-directed, self-initiated intellectual inquiry.
- To give students the opportunity to develop good independent study habits and to learn to discipline their own time, a need expressed frequently by our graduates in college.
- To provide an opportunity to study an established subject to a level beyond the existing curriculum or to study an area not presently included in our course offerings. (Courses offered in the curriculum cannot be taken on an independent study basis.)

Eligibility and Selection of Students

- Only juniors and seniors will be eligible for directed independent study.
- Students who have shown unusual interest in their subject of study in the regular school program will be eligible.
- A student will not pursue more than one directed independent study project per year.

Student Responsibilities

1. To prepare a proposal for independent study including:
 - A statement of purpose with clearly defined goals.
 - An outline of the material to be read, experiment to be conducted, creative task to be undertaken, or appropriate description of study to be pursued.
 - A schedule showing time to be devoted and dates for completion.
 - A list of library resources needed or the equipment and facilities required.
 - Criteria for evaluation
2. To pursue this study with a maximum of self-motivation and independence, minimum of assistance, or supervision from a faculty member.
3. To plan, schedule, and report all activities carried out in connection with the directed independent study program.
4. To solicit the help of a teacher-advisor to supervise the study.

Grading

Grading of directed independent study projects completed successfully shall be "Pass". Projects not completed shall be "Fail".

Procedures to Receive an Independent Study Project

- Receive forms for the independent study project in the school counseling office.
- Receive student, parent, supervising teacher, counselor, and department chair approval of the proposed project.
- Complete application and approval within the first ten days of the semester in which it is taken.
- Final approval will be determined by department chair.

Auditing Classes

Students who request to audit a class must be in good standing and cannot be credit deficient. Auditing classes CANNOT be used to fulfill graduation requirements.

Expectations

- auditing students are expected to attend class, do the assigned work, take the tests and participate in all class activities.
- students are subject to the same rules and regulations as all other class members while in attendance in the class being audited.
- students work will be evaluated and graded.
- transcripts and report cards will reflect the audited class and grade received, but credit is not given for an audited class. The class grade will not be included in the calculation of grade point average (GPA) and class rank.

Request Process

Students must complete the Class Audit Request Form. Students must return the completed form to their counselor. Students must have approval from the principal.

Course Descriptions

◆ Denotes class meets NCAA Eligibility requirement



Ag Electives

**** There is a maximum enrollment of 15 students per Ag Elective Classes!**

Agricultural Business

(Course # 15370 - Level 3)
(Grades 9– 12)

Half Year Course

.5 Credit

This Agricultural Business course is designed to provide students with the skills needed to effectively organize, develop, create, and manage an agribusiness. Students will develop understanding of record keeping systems, supply and demand, and marketing in the agribusiness field. Other topics include analyzing production costs and evaluating business management principles within the agricultural industry. This class is open to all students with priority being given to students enrolled in the Ag Ed program.

Animal Biotechnology

(Course # 15356- Level 3)
(Grades 10 – 12)

Half Year Course

.5 Credit

Learn the history and future of animal biotechnology. From artificial insemination to polyclonal antibodies, learn where biotechnology started and what is on the horizon for this sometimes controversial field. Students will also be able to perform actual methods of biotech and mock methods when necessary.

Applications in Animal Science -Livestock Management (not offered in 19/20)

(Course # 15350-Level 3)
(Grades 9 – 12)

Half Year Course (**Spring**)

.5 Credit

This semester long course will cover a variety of topics in Animal Science including animal behavior, safe animal handling, care of sheep and their lambs, care of cows and their calves, managing laying operation, raising chicks, grooming/clipping, equine management, fence installation or maintenance and farm management.

Applications in Agricultural Mechanics

(Course # 15351- Level 3)
(Grades 10-12)

Half Year Course (**Fall**)

.5 Credit

This semester long course will cover a variety of topics in Agriculture Mechanics including equipment operation, AG structures, fencing, electrical, plumbing, masonry, large and small engines, and equipment maintenance. The focus of these units will be their application in agricultural uses.

Applications in Natural Resources

(Course # 15353 - Level 3)
(Grades 9-12)

Half Year Course (**Spring**)

.5 Credit

This semester long course will cover a variety of topics in Natural Resources including Maple Syrup Production, (offered every year) Forestry, Fisheries/Aquaculture, Wildlife, Beekeeping, and Outdoor Recreation.

Applications in Plant Science

(Course #15252- Level 3)
(Grades 9-12)

Half Year Course (**Fall**)

.5 Credit

This horticulture course focuses on plant production, greenhouse crops, landscape installation, and landscape maintenance. Community projects and workshops may be included as well.

Food Science

(Course #15359- Level 3)
(Grades 10-12)

Half Year Course

.5 Credit

This course is designed to introduce students to the study of food science. Topics include evaluating the significance and implications of trends in the food product and food processing industries. Students will become familiar with the implementation of HACCP plans, safety and sanitation in food handling, processing and storing foods. Harvesting, selecting and inspection techniques to obtain quality food products for processing will also be covered.

Canine Grooming & Kennel Management

(Course #15357- Level 3)
(Grades 9-10)

Half Year Course (**Spring**)

.5 Credit

This course is designed to teach proper dog grooming and kennel management. Students will begin by learning canine anatomy, reading dog behavior, safe handling procedures, breeds and their grooming requirements. Topics will also include how to groom individual breeds and coat types, how to work with clientele and the basics of running a business. Student will also learn how to interpret medical forms, apply bandages, administer medications, proper sanitizing techniques, and other common tasks associated with kennel facilities.

Equine Science

(Course #15358- Level 3)
(Grades 11 & 12)

Half Year Course (**Fall**)

.5 Credit

This course is designed to teach students about equine anatomy and physiology, behavior, breeding and reproduction. Students will also explore veterinary care, hoof care, nutrition, grooming, handling, lunging, driving and working with a green horse. (This class is the prerequisite for UCONN Horse Science)

Sustainable Agriculture/ Fruits & Vegetable

(Course #15381 - Level 3)

Half-Year Course (**Fall**)

.5 Credit

Ever wonder how it is possible to produce food but also care for the environment? How are we going to feed the growing population on very little land? The solution to these problems are more is sustainable agriculture. In this course we will study the methods of producing crops and animals without destroying the environment around us. Explore these concepts of sustainability and more while also working to produce crops on a quarter acre sustainable farm.

Sustainable Agriculture/Animals (not offered in 19/20)

(Course # 15382 - Level 3)

Half-Year Course (**Spring**)

.5 Credit

Ever wonder how it is possible to produce food but also care for the environment? How are we going to feed the growing population on very little land? The solution to these problems are more is sustainable agriculture. In this course we will study the methods of producing crops and animals without destroying the environment around us. Explore these concepts of sustainability and more while also working to produce crops on a quarter acre sustainable farm.

**(Each of the following will be a half year course offering .5 Wamogo credit. These are all University of Connecticut Early College Experience classes. A fee and registration are required to receive UCONN credit at the successful completion of the course.*

UCONN Floral Art(NOT OFFERED IN 19/20)

(Course # 15400 -Level 4)
(Grades 11 & 12)

Half Year Course (**Fall**)

.5 Credit

This course will focus on the elements and principles of floral design, as well as discuss the evolution of floral design, plant physiology, and proper care and handling of flowers. Students will create floral designs and assemble a design portfolio. This is a University of Connecticut Early College Experience class. A fee is required as well as registration. Students will earn college credits upon successful completion of the course.

UConn Advanced Floral(NOT OFFERED IN 19/20)

(Course # 15401-Level 4) Half Year Course (**Spring**) .5 Credit

In addition to complex design projects, this course will explore floral business topics such as pricing and marketing, as well as cut flower/foilage identification. Design work will focus on novel floral materials, abstract, tribute, high-style, wedding, and floral jewelry. This is a UConn Early College Experience class. A fee is required, as well as registration. Students will earn college credits upon successful completion of the course.

Prerequisite: Completion of UConn Floral Art

UConn Behavior and Training of Domestic Animals - ANSC 1602 (Not offered in 19/20)

(Course #15410- Level 4) Half Year Course .5 Credit

This course covers the application of behavior of cattle, horses, sheep, goats, swine and poultry to their management, training and welfare. Also covered are the basic principles of genetics and physiology of behavior, perception, training, learning, motivation, and stress with consideration of integrated behavioral management and animal welfare.

UConn Introduction to Companion Animals - ANSC 1676

(Course # 15430- Level 4) Half Year Course .5 Credit

Introduction to companion animals covers basic concepts of the nutrition, physiology, health and management of companion animals.

UConn Horse Science- ANSC 2251

(Course # 15440-Level 4) Half Year Course (**Spring**) .5 Credit
(Grades 11 & 12)

This course covers horse types and breeds and their nutrition, breeding, evaluation, behavior, care and management with attention given to detailed studies of the problems and practices of horse production and use.

Prerequisite: *Equine Science, Course # 15358*

Large Animal Health (Not offered in 19/20)

(Course #15450 - Level 4) Half Year Course (**Fall**) .5 Credit

This semester long course will cover a variety of topics in Animal Health including performing animal restraint techniques, health checks, lameness testing, ultrasound, artificial insemination, administration of vaccines and medication, wound care, tubing, pregnancy checking methods and common health problems of various animals.

Agricultural Science & Technology

AG ED Enrollment Requirements: Students must complete an application, be interviewed and be accepted into the program. Students are expected to demonstrate a sincere INTEREST IN an agricultural or related occupation and develop a Supervised Agricultural Experience Program (SAE) during their period of enrollment. Applications are due December 1.

Following are the minimum standards of performance in the Agricultural Ed Program:

- Student must be on track to graduate with their class.
- Student has an accepted SAE and is meeting the hour requirement as defined in the SAE grading rubric by the end of freshman year. SAE is maintained through the entire high school career.
- Student is maintaining an acceptable level of behavior as determined by the AG Center staff and administration of Wamogo High School.
- Students must adhere to Wamogo attendance policy.

Agriculture I

(Course #15311 - Level 3)

Full Year Course

1 Credit

Agriculture I is an introductory course for ninth grade students. The course explores various preparative topics in the fields of plant science, animal science, agricultural mechanics, natural resources, Food Science, FFA, SAE, and career opportunities.

Agriculture II

(Course #15321 - Level 3)

Full Year Course

1.5 Credits

Students in grade 10 rotate through units of instruction. Topics include aquaculture, career planning, farm Ag mechanics, landscape and floral design, forestry, Biotechnology, GPS, map and compass reading, food science, animal health and nutrition.

Prerequisite: Completion of Agriculture I, which may be waived for students accepted for enrollment as 10th graders.

Agriculture III & IV

(Course # 15330; 15340-Level 3)

Full Year Course

1.5 Credits

Students in Agriculture III and Agriculture IV have the opportunity to focus their education on a specific curriculum area. Units of instruction are offered in each of the four curriculum areas: Food Science, sustainability, Vet Science, Animal Science, Plant Science, Natural Resources, and Agricultural Mechanics.

Specific units will be announced in the spring for the following year and students will review, select, and provide a list of their preferences to the Ag Department. Some course assignment may be made on a seniority basis due to space and safety concerns.

Prerequisite: Completion of Agriculture II

Animal Science Units:

- Large Animal Behavior, Handling & Evaluation
- Dairy and Beef Production
- Sheep & Goat Production
- Evaluation and Judging
- Fiber Production and Use
- Poultry Production and Processing
- Large Animal Vet
- Animal Nutrition and Digestion
- Farm Planning
- Genetics, Breeding and Reproduction
- Beef, Sheep and Swine Management

Ag Mechanic Units:

Welding
Small Engine Theory, Repair, and Troubleshooting
Large engine Repair & Maintenance
Land Use Principles (and fencing)
Equipment Set-up, Maintenance and Repair
Agricultural Structures
Electricity and Alternative Energy

Sustainable Food Systems:

Aquaculture Production & Processing	Fruit & Vegetable Production & Processing
Food Processing and Preservation	Grain Products Processing
Meat Products	Dairy Products

Plant Science Units:

Floral Design: Fall, holiday, Winter, Spring
Greenhouse Operation & Management
Landscape Design and Installation
Horticulture Business Management and Leadership
Plant Biology
Landscape Maintenance
Hydroponics
Production Ag/Agronomy
Soils

Natural Resources:

Wildlife Management	Forest Management
Forest Harvesting & Products	Fisheries Management
Urban Forestry/Arboriculture	Ecology
Maple Syrup Production/Beekeeping	
Outdoor Recreation	

Veterinary Science: Honors

Veterinary Terminology	Small Animal Care & Management
Practice & Patient Management	Parasitology
Physical Exams	Veterinary Math
Handling & Restraint	Clinical & Lab Procedures
Health & Disease	Anatomy & Physiology
Pet First Aid	Dissection

Biotechnology:

Intro to Biotechnology	Genetics & DNA Sequencing
Biotechnology in Plant Science	Plant Cloning
Producing Genetically Modified Organisms	
Biotechnology in the Food Industry	Consumer Concerns about Biotechnology
Biotechnology in Animal Science	Biotechnology in Animal Reproduction
Careers in Biotechnology	Ethical Issues in Biotechnology
Laboratory Skills Research and Development	
Microbiology and Cell Culture	
Medical Biotechnology	Vaccines and Antibiotics
Lab Animals	Biotechnology in Ecology
Biotechnology Global Impact	

Ag-Ed Laboratory Assistant

(Course #15300- Level 3)
(Grades 11 & 12)

Full Year - Pass/Fail Course

.5 Credit

The laboratory assistant program is offered to a limited number of juniors and seniors on a pass/fail basis. A one-half credit will be granted to successful participants, and students may elect to participate for a maximum of two years (thereby earning up to one full credit). Grading will be based on attendance and performance as determined by the supervising teacher. All qualified students will be eligible to enroll, but acceptance will be based upon the recommendation of the current or most recent AG teacher and the availability of positions. Responsibilities may include materials preparation, demonstration set-ups, organization and storage of supplies, cleaning and maintenance of equipment, and other reasonable duties as deemed appropriate (tutoring, inventory, etc.). The class will meet regularly, but by arrangement, with flexibility to fit the schedule of the student and the supervising teacher. *Course must meet 90 times a year by statute.

***One student per class-- Assignments include: Ag 1, Ag 2, Middle School, Vet 1 and Electives classes**

Prerequisites: B average or better in AG, the recommendation of an AG teacher, the availability of a position, and acceptance by the supervising AG teacher.

Ag-Ed Teaching Assistant (Seniors)

(Course #15335- Level 3)

Full Year Course (*half year option*)

1 Credit/.5 Credit

As a Teaching Assistant you will be working with an AG II or VET Science instructor to develop and implement classroom curriculum to eighth grade exploratory or Ag I (grade 9). Responsibilities include but are not limited to daily lesson plans, taking attendance, enhancing curriculum, developing and delivering instruction, and lab supervision and monitoring. This course will require class time and outside preparation.

***One student per class --Assignments include: Ag 1, Ag 2, Middle School, Vet 1 and Electives classes**

Prerequisites: To be eligible for this program you must have completed class work in Ag I, Ag II and Ag III with a **grade of B or better**. Department approval is required and a position must be available.

Supervised Agricultural Experience(SAE)

(Level 3) 1 Credit

(Grade 10 - Course #15324

Grade 11 - Course #15334

Grade 12 - Course #15344)

Supervised Agricultural Experience provides students an opportunity to specialize in the agricultural interest area of their choice. By developing work placements, entrepreneurship, or research projects, students expand their involvement in the agricultural industry. A minimum of 200 hours of validated work experience is required of students in grades ten through twelve. Students will be visited and evaluated at their worksite periodically throughout the year by the agricultural education staff. The Supervised Agricultural Experience grade is based on completion of the required hours and quality of the record book. Grades of A, B, C, D or F and their numerical equivalent will be awarded.



Students are eligible to take courses as indicated in the table below, but also need to consult specific prerequisites on special levels such as AP courses. All levels noted on the grid are Level 3 classes, with the exception of AP Level 4 classes

GRADE 9 (in Fall 2019)	GRADE 10 (in Fall 2019)	GRADE 11 (in Fall 2019)	GRADE 12 (in Fall 2019)
ART I	ART I	ART I	ART I
	ART II*	ART II*	ART II*
	PHOTOGRAPHY	PHOTOGRAPHY	PHOTOGRAPHY
	CERAMICS	CERAMICS	CERAMICS
	ADVANCED PHOTOGRAPHY	ADVANCED PHOTOGRAPHY	ADVANCED PHOTOGRAPHY
	COMPUTER GRAPHICS	COMPUTER GRAPHICS	COMPUTER GRAPHICS
	DRAWING ** 2D DESIGN ** 3D DESIGN **	DRAWING ** 2D DESIGN ** 3D DESIGN **	DRAWING ** 2D DESIGN ** 3D DESIGN **
	STUDIO, PHOTO, OR CERAMICS ASSISTANT *	AP DRAWING *** AP 2D DESIGN *** AP 3D DESIGN *** (LEVEL 4)	AP DRAWING *** AP 2D DESIGN *** AP 3D DESIGN *** (LEVEL 4)
		STUDIO, PHOTO, OR CERAMICS ASSISTANT *	STUDIO, PHOTO, OR CERAMICS ASSISTANT *

* **Art I is the prerequisite for ALL other Art courses** except for Photography & Computer Graphics. Students must take Art I to take Art II or any other art courses.

** Art II is the **prerequisite for Drawing, 2-D Design, or 3-D Design.**

*** Art I, Art II, *and* one of the following; Drawing, 2D Design, or 3D Design are **prerequisite for: AP Drawing, AP 2D Design, or AP 3D Design.** Photography or Computer Graphics may be used instead of 2D Design as a prerequisite for AP 2D Design, but students should still take Art I and Art II prior to AP courses.

Note 1: WITH INSTRUCTOR PERMISSION, STUDENTS MAY TAKE MORE THAN ONE ART CLASS IN ONE YEAR AFTER COMPLETING ART 1. HOWEVER, STUDENTS SHOULD ONLY ATTEMPT ONE AP STUDIO COURSE PER SCHOOL YEAR. (see AP Studio course descriptions)

Note 2: Drawing or Design prerequisites may be waived for highly motivated and exceptionally accomplished students who demonstrate readiness for AP level Drawing, AP level 2-D Design, or AP level 3-D Design. Those students may apply by submitting a portfolio for approval to Mrs. Costa prior to course signups.

Note 3: Students who plan to take AP 2D Design are strongly encouraged to take Photography or Computer Graphics either before or while they pursue their AP 2D Design Portfolio, especially if they plan to use photography and/or digital imaging as all or part of the portfolio.

Note 4: Students may also take certain multiple art courses at the same time, for example: Art I and Photography; Art II and Photography, Computer Graphics; 2D Design or Drawing or 3D Design and Photography, Computer Graphics and Photography; any other art course, beginning with Art I or Photography; Studio Assistant and any other art course, beginning with Art I or Photography.

Art I

(Course #16311 - Level 3)

Full Year Course

1 Credit

This course provides the necessary foundation for more advanced study in visual arts. In the first semester, there is a strong emphasis on learning to observe and draw with greater accuracy. Study of composition, color theory, value drawing for dimensionality, and modes of spatial perception such as perspective and value drawing for dimensionality round out the student's fluency in the visual language.

During the second semester, students begin to apply their skills in more specific and varied media such as painting, sculpture, ceramics, digital imaging, or mixed media. Students will acquire a greater awareness of career opportunities in the arts and knowledge of how skills gained in art courses can help them in careers not directly related to art. Throughout the course, art history references enrich the classroom/studio work. Students will strengthen their ability to give constructive criticism of others' work and further develop a critical eye for the improvement of their own work.

There is no prerequisite for this course. Beginning artists are encouraged to enroll.

Photography

(Course #16333 - Level 3)

Full Year Course

1 Credit

This course will teach students how to use digital SLR cameras, and choose variables of shutter speed, aperture, and ISO to create meaningful photographs. We will also learn extensive editing techniques in Adobe Photoshop, Adobe Camera Raw, and Nik Filters to further enhance our work on Mac Book Pro laptops in class. Projects will include landscape photography, animal photography, food styling, portraits, action photography, surrealism, and many other applications. We will take periodic field trips to different locales to gain access to new subjects. If you have a digital SLR camera, please feel free to bring it for class. For students without cameras, there are digital SLR cameras available for use.

Required Materials: 8GB minimum SD card. This item will be considered the first homework assignment of the year.

Art II

(Course #16321 - Level 3)

Full Year Course

1 Credit

This course is designed to build upon concepts and processes learned in Art I. Students explore the major genres in art: abstraction, landscape, still life, and the human figure. Students will be encouraged to integrate common objects and viewpoints by looking at and creating art in an individual way. Students, in turn, will express their own themes in their visual projects and will write explanatory/analytical essays regarding their work. Students further explore the relationship between form and function through applied media such as drawing, painting, silk screening, and ceramics. Art II is designed to incorporate group participation, with critiques and brainstorming. Students will look at artists' work, past and present, as a launching pad for inspiration. Materials used to explore these themes and subjects include a wide variety of drawing materials, printmaking techniques, mixed media, paints, clay (hand built and wheel thrown) and other sculptural materials.

Regular studio homework and sketchbook assignments are part of the course.

Prerequisite: Art I or students may enroll with permission of Art Teacher after a portfolio review.

Ceramics

(Course # 16342 - Level 3)

Half Year Course

.5 Credit

During this semester long course, students will be introduced to hand building techniques with various clay bodies, appropriate tools, and terminology. Emphasis will be placed on the elements of design: line, shape, texture, and color. Some drawing will be required in preparation for projects. The primary focus will be on methods of construction such as pinch, coil, and slab. Students will also be introduced to the craft of wheel thrown pottery as well. Both functional and sculptural applications will be explored.

Ceramics Studio Assistant

(Course # 16342 - Level 3)

Half Year to Full Year Course

.5 Credit

(Grades 10-12)

The Ceramics Studio Assistant program is offered to a limited number of students on a Pass/Fail basis. A ½ credit will be granted to successful participants and students may elect to participate for a maximum of two years (thereby earning up to one full credit). Grading will be based on attendance and performance as determined by the supervising teacher. All qualified students will be eligible to enroll, but acceptance will be based upon the recommendation of the Ceramics teacher, and the availability of positions. Responsibilities may include demonstration set-ups, materials preparation, organization and storage of supplies, cleaning and maintenance of equipment, and other reasonable duties as deemed appropriate (assisting other students, inventory, etc.). The class will meet regularly, but by arrangement with flexibility to fit the schedule of the student working with the supervising Ceramics teacher.

Prerequisites: Completion of Ceramics course with an average of A- or above.

Computer Graphics

(Course #16341 - Level 3)

Full Year Course

1 Credit

Students will explore a graphic world that will include Adobe Photoshop, the world's best image and graphic design software, and Adobe Illustrator, the industry-standard software for creating logos, typography, drawings, and illustrations. When using Photoshop, students will be learning to take photographs with school digital SLR cameras and then altering their photographs in a variety of techniques. Photoshop project examples will include photo collages, 3D photos, photo retouching, and digital painting. Illustrator project examples will include creating logos, drawing a creature, creating emojis, and redesigning dollar bills. Students have access to electronic drawing tablets with stylus to aid in drawing, and may also work in traditional art mediums such as drawing, painting, and printmaking to extend their artwork.

Required materials: Minimum 8GB SD card

Drawing

(Course #16347- Level 3)

Full Year Course

1 Credit

Students will continue to develop their artistic identity through the development of a personal drawing language and fluency in 2D design. This will be accomplished with a wide variety of materials, techniques and approaches. Materials and approaches may include pencil, charcoal, ink, pastel, paint, and printmaking techniques. Projects will include drawing from observation, abstract painting, working with color theory, designing movie posters, and recreating a masterpiece.

Required Materials: 9" x 12" sketchbook, and #2 pencils.

Prerequisites: Art I & Art II

2D Design

(Course #16346 - Level 3)

Full Year Course

1 Credit

Students will further their command of 2D design, whether in computer graphics applications, photography, collage, painting, drawing, or printmaking. Good use of basic design principles will be the basis for all work. Projects will include logo design, working with color theory, drawing or painting from observation, designing movie posters, and remaking a masterpiece. **Required Materials:** 9" x 12" sketchbook, and #2 pencils.

Prerequisites: Art I and Art II

3D Design

(Course #16348 - Level 3)

Full Year Course

1 Credit

Students will build upon their three-dimensional design skills by exploring a variety of materials and approaches ranging from simple to complex. Materials may include; clay, plaster, wire, wood, cardboard, fabric, and paper. Three-dimensional design principles will be emphasized. Projects include sculpting from observation, remaking a masterpiece, and creating a 3D logo.

Required Materials: 9" x 12" sketchbook and #2 pencils

Prerequisites: Art I and Art II

AP Drawing

(Course # 16466 - Level 4)

Full Year Course

1 Credit

This is a college level course, and students are expected to go far beyond the level of a CP class both in the quality of their work and the amount of time they spend on their work outside the classroom. Students will continue to develop their artistic identity through development of a personal drawing language and fluency in the grammar of two-dimensional design. Materials and approaches may include pencil, charcoal, ink, pastel, paint, and printmaking techniques. Students will be exploring the work of many other artists, and exchanging ideas on each others' work on a regular basis. They will also complete written critiques of their own work as a part of the evaluation process. All students are expected to bring work from previous art classes and experiences to form the beginning of the portfolio, and a very intensive schedule will facilitate the completion of the portfolio for submission in May. Regular studio homework and sketchbook assignments are integrated into the course. Students will also be learning how to photograph their own work as part of the course. ****All enrolled students must complete and submit the AP Portfolio in Studio Art, Drawing to The College Board in May 2020 in order to earn AP course credit. **There is a fee for submitting this portfolio, as there is for any other AP exam.****

Required Materials: 9" x 12" sketchbook, #2 pencils, minimum 8GB flash drive; students are responsible for the AP exam fee

Prerequisites: *Art I and Art II and Drawing or 2D Design, permission of and meeting with instructor prior to course; and successful completion of summer work prior to course. Drawing/2D Design prerequisite may be waived for highly motivated and accomplished students who demonstrate readiness for AP level Drawing, AP level 2D Design, or AP level 3D Design. Those students may apply by submitting a portfolio to Mrs. Costa prior to course registration.*

AP 2D Design

(Course # 16467 - Level 4)

Full Year Course

1 Credit

This is a college level course and students are expected to go far beyond the level of a CP class both in the quality of their work and the amount of time they spend on their work outside the classroom. Students will further their command of the two-dimensional design language, whether in computer graphics applications, photography, collage, painting, drawing, or printmaking. Good use of basic design principles will be the touchstone for all work, no matter how diverse. Students will be exploring the work of many other artists, and exchanging ideas on each others' work on a regular basis. They will also complete written critiques on their own work as a part of the evaluation process. All students are expected to bring work and experiences from previous art classes to form the beginning of the portfolio. A very intensive schedule will facilitate the completion of the portfolio for submission in May. Regular studio homework and sketchbook assignments are integrated into the course. Students will also be learning how to photograph their own work as part of the course. **** All enrolled students must complete and submit the AP Portfolio in Studio Art, 2D Design to The College Board in May 2020 in order to earn AP course credit. **There is a fee for submitting this portfolio, as there is for any other AP exam.****

Required Materials: 9" x 12" sketchbook, #2 pencils, minimum 8GB SD card; students are responsible for the AP exam fee.

Prerequisites: *Art I and Art II, plus Drawing, 2D Design, Computer Graphics, or Photography; permission of and meeting with instructor prior to course enrollment; successful completion of summer work prior to course. Please note that the Drawing, 2D Design, or Photography prerequisite may be waived for highly motivated and accomplished students who demonstrate readiness for AP level Drawing, AP level 2D Design, or AP level 3D Design. Those students may apply by submitting a portfolio to Mrs. Costa for approval prior to course registration. The Photography or Computer Graphics course is strongly recommended, taken either prior to or at the same time as the AP 2D Design course, especially if the student plans to include photography or digital imaging as part of the AP portfolio.*

AP 3D Design

(Course #16468 – Level 4)

Full Year Course

1 Credit

This is a college level course and students are expected to go far beyond the level of a CP class both in the quality of their work and the amount of time they spend on their work outside the classroom. Students will build upon their three-dimensional design skills by exploring a variety of materials and approaches from simple to complex. Three-dimensional design principles will be emphasized. Students will be exploring the work of many other artists and exchanging ideas on each others' work on a regular basis. They will also complete written critiques on their own work as a part of the evaluation process. All students are expected to bring work and experiences from previous art classes to form the beginning of the portfolio. A very intensive schedule will facilitate the completion of the portfolio for submission in May. Regular studio homework and sketchbook assignments are integrated into the course. Students will also be learning how to photograph their own work as part of the course. ****All enrolled students must complete and submit the AP Portfolio in AP 3D Design to The College Board in May 2020 in order to earn AP course credit.**

There is a fee for submitting this portfolio, as there is for any other AP exam.

Materials required: 9" x 12" sketchbook, #2 pencils, and minimum 8GB flash drive; students are responsible for the AP exam fee.

Prerequisites: *Art I and Art II, plus 3D Design or Ceramics, permission of and meeting with instructor prior to enrollment; successful completion of summer work prior to the course. Intermediate 3D Design prerequisite may be waived for highly motivated and accomplished students who demonstrate readiness for AP level 3D Design. Those students may apply by submitting a portfolio for approval to Mrs. Costa prior to course registration.*

Art Studio Assistant

(Course #16344 – Level 3)
(Grades 10 - 12)

Full Year Course

.5 Credit

The Studio Assistant program is offered to a limited number of students on a pass/fail basis. A ½ credit will be granted to successful participants and students may elect to participate for a maximum of two years (thereby earning up to one full credit). Grading will be based on attendance and performance as determined by the supervising teacher. All qualified students will be eligible to enroll, but acceptance will be based upon the recommendation of the current or most recent art teacher and the availability of positions. Responsibilities may include demonstration set-ups, material preparation, organization and storage of supplies, cleaning and maintenance of equipment, and other reasonable duties as deemed appropriate (assisting other students, inventory, etc.). The class will meet regularly, but by arrangement, with flexibility to fit the schedule of the student working with the supervising teacher.

Prerequisites: *Art 1 or other preliminary art course and approval of instructor*

Photography Studio Assistant

(Course# 163450 - Level 3)
(Grades 10 – 12)

Full Year Course

.5 credit

The Photography Assistant will help the Photography instructor by assisting students with skills, concepts, software, and hardware (including cameras) in Photography class. The Photography Assistant may also be asked to help organize and care for accessories such as SD cards, card readers, lenses, and cameras, and may also prepare photographs and graphic documents.

Prerequisites: *must have earned a B+ or better in a Wamogo Photography class, have approval from Mrs. Costa, and must be available during one of the periods that Photography meets.*

Advanced Photography

(Course # 16469 - Level 4)
(Grades 10 - 12)

Full Year Course

1 Credit

This course continues to build on the concepts, skills, and approaches and skills learned in the Photography course. Students will be given more challenging and independently-driven assessments in developing a photographic eye, thinking critically and conceptually, and refining their editing skills. They will be working hands-on and also discussing and writing about their ideas and images. Students will be using Adobe Photoshop, Adobe Camera Raw, and Nik Filters to edit and refine their work on school MacBook Pro laptops. Students will be working independently and collaboratively on projects that may include: working in a personal series, unconventional portraits, working underwater, special night photography, pinhole photography, water drop photography, scanner photography, shooting in the style of old masters, social and political issues, using mixed media such as paint collage, and printmaking; shooting in infrared, and advanced flash techniques. Periodic field trips to a variety of off-campus locations will allow students to access a variety of subjects.

Prerequisite: *Photography*

Business & Finance

Accounting I

(Course #19321 - Level 3)
(Grades 10-12)

Full Year Course

1 Credit

Accounting I teaches students the fundamental accounting principles of proprietorship, partnership, and corporation. This course helps prepare students for entry level accounting positions as well as for future high school or college accounting courses. Personal use areas such as banking and credit are also covered. Computer accounting concepts are introduced through the use of spreadsheets for ledgers, journals, and other accounting documents.

Accounting II

(Course #19330 - Level 3)
(Grades 11 & 12)

Full-Year Course

1 Credit

This full year course will focus on advanced accounting concepts of partnership and corporation forms of business enterprises. Students will use real-world applications and connections to relate the study of accounting to certain aspects of the world around them. Students will be prepared for entry-level accounting positions as well as college accounting courses. Computer accounting concepts are introduced through the use of general ledger and spreadsheet software. Personal use areas such as banking, credit, and finance are also covered.

Prerequisite: Grade of B or better in Accounting I

♦ UCONN ECE /Essentials of Economics

(Course # 19401-Level 4)

Full Year Course

1 Credit

Economics is a social science that studies human behavior. More specifically, it's the study of how we choose to use resources. This course will introduce students to two branches of economics, microeconomics and macroeconomics. Microeconomics (micro meaning small) is the study of the choices of individual, household, firm and government and focuses on opportunity costs, demand and supply, incentives, and comparative advantage. Macroeconomics (macro meaning large) is the branch of economics which studies large-scale economic occurrences, such as unemployment, inflation, monetary and fiscal policy, and economic growth.

This course is a general introduction to micro- and macroeconomics. It will provide a solid foundation if the student chooses to continue their study in accounting, finance, or economics at the college level. No previous knowledge of economics is necessary or assumed.

This is a UCONN Early College Experience class. A fee is required, as well as registration. Students will earn college credits upon successful completion of the course with a "C" (75%) average.

Prerequisite: Algebra II/Graphing

Personal Finance

(Course # 12341 - Level 3)
(Grades 10-12)

Full Year Course

1 Credit

Personal Finance offers study in the area of consumer finance and money management. The course examines personal financial management and consumer decision making in today's world. Several topics students can expect to explore in this course include: career planning, credit, budgets, investment alternatives, insurances, taxes, college costs and financial aid, home and automobile ownership.

Skills 21

(Course #19346 - Level 3)
(Grade 9)

GR. 9 REQUIREMENT

Full Year Course

1 Credit

The 9th grade Skills21 course is part of the Skills21 (EdAdvance) ExpoFest challenge courses. Students will work with digital media across multiple platforms, develop graphics, video, audio, animations, and simple apps. It is designed to develop a foundation of identified skills for the 21st Century. It applies digital media as a pathway to understanding the responsibility of working online, storytelling, applying evidence-based online research, and expressing an understanding of core concepts in STEM related fields. Students will be working in a wide variety of software and digital media applications such as: Photoshop, Illustrator, iMovie, Garage Band, Blender, App and Web page creators. Student-managed teams will present viable, creative and innovative inventions to a panel of judges at the culminating program event – the annual ExpoFest in the late spring.

E-Commerce

(Course # 19334- Level 3)
(Grade 11- 12)

Full Year Course

1 Credit

The E-Commerce Entrepreneurship (ECE) course develops students' academic and 21st century skills through participation in a project-based challenge that engages and reinforces the concept of learning by doing. This course is part of the Skills21 (EdAdvance) ExpoFest challenge courses. Students enrolled in ECE will gain individual knowledge of business topics while establishing the foundation needed to be a valuable team member. They will conduct extensive research on business ideas and take on roles of business professionals.

The curriculum for this course is heavily Marketing oriented. Students will examine and apply the “4P’s” of Marketing - product, place, pricing, and promotion - as a means of developing a foundation in fundamental marketing concepts and applications. In the last ten years, marketing applications for services, organizations, persons, places, and ideas have increased exponentially. The field of Marketing has been identified as one of the top 20 in which to work through the year 2022.

Students enrolled in this course can expect to demonstrate and apply learned concepts via real world based projects - some individual and some collaborative. Multiple digital media platforms will be utilized such as: graphic design, web design, video and audio creation, print media, and social networking. Student-managed teams will present viable, responsive, and ethically responsible business ideas to a panel of judges at the culminating program event - the annual ExpoFest in the late spring.

Game Development I

(Course # 19343- Level 3)
(Grades 10-12)

Half Year Course

.5 Credit

Create your own video games! This course provides students with an introduction to the principles of computer game and app. design/development. Students will learn to analyze, design, and create interactive, animations and games. Software platforms will be utilized to create simple games as individual projects. Games will be designed to develop systems thinking, problem solving, 21st Century Skill sets and novel approaches to writing and storytelling. Upon completion, students should be able to demonstrate knowledge of the major aspects of simulation, game design, and development. No programming experience is required.

Game Development 2

(Course # 19348- Level 3)
(Grades 10 – 12)

Half Year Course

.5 Credit

Students will expand on their learning in Game Development 1 through the creation of more complex video games, and the exploration of 3D video game design and 3D modeling. Independent and collaborative research and development will be expected and encouraged as students work at their own pace on projects of their choosing. It is a blended learning course and will combine online learning with direct classroom experience.

Prerequisite: Game Development 1

Culinary Arts

Culinary Arts I

(Course # 18330- Level 3)
(Grades 9-12)

Full Year Course

1 Credit

This course is an introductory culinary arts class. Students will learn the basic core culinary skills including sanitation, food safety, and handling, weights and measures, and nutrition. Proper safe knife handling skills and also learn about fresh vegetable cooking, dairy, baking, eggs and cheese, poultry, meats, seafood and shellfish. Additionally, students will study the production of pasta and grains, soup stocks and soups, salads, sandwiches, sauces, thickening agents, flavorings, and seasonings.

Small group and individual learning activities will reinforce the understanding of course concepts and skills. At course end, students will have the opportunity for a self-directed and self-managed project.

PREREQUISITES:

- Permission of Guidance Coordinator
- OR**
- Permission of Department Coordinator

Restaurant Management & Culinary Arts Careers

(Culinary Arts II- Grades 10-12)

Full Year Course

1 Credit

(Course # 18337 -Level 3)

(Most advanced offering) Student will be able to utilize food production skills to develop menus, and develop skills needed to manage and operate food service establishments. Small group and individual learning activities will reinforce the understanding of course concepts and skills. Students will have the opportunity for a self-directed and self-managed project focused on Entrepreneurial concept development.

PREREQUISITES:

- Completion of Culinary Art 1
- Permission of Department Coordinator

Culinary Lab Assistant

(Course #18333 - Level 3)
(Grades 11 & 12)

Full Year Course

.5 Credit

This course is an advanced culinary arts class which is designed for a student that is interested in a career in the Food Service Industry. Grading will be based on attendance and performance as determined by the supervising teacher. Students will work on self guided entrepreneurial projects as well as with the Culinary Arts Instructor in the planning of events and helping to teach the different levels of culinary arts classes.

Prerequisite: Culinary Arts I, Restaurant Management/Culinary Arts II and teacher permission

English

Grade 9 (in Fall 2019)	Grade 10 (in Fall 2019)	Grade 11 (in Fall 2019)	Grade 12 (in Fall 2019)
English I	English II	English III	English IV
English I - H (challenge)	English II - H (prereq. Of Eng I - H or A in CP Eng I)	English III - AP Lang. and Comp. (prereq. Of min. B in prev. Honors Eng. course or A in CP Eng.)	English IV UConn ECE ENGL 1011
			Creative Writing
			Creative Writing - H (challenge)

♦ **English I**

(Course #10312 - Level 3)

Full Year Course

1 Credit

English I College Prep provides the skills that enable students to be competent in reading, writing, viewing, and speaking. Students will write formal and informal essays as well as literary essays. Students will study a variety of literary genres including non-fiction, novel, short story, and Shakespearean drama. Summer reading and writing are required. There will be a minimum of two core texts. In order to improve literacy skills, students will select texts and read independently and respond in digital and written formats to these texts.

♦ **English I- H**

(Course #10413 - Level 4)

Full Year Course

1 Credit

****Honors Challenge to English I Course!**

Students will have the option to take this course for honors credit through the Honors Contract. The Honors Contract is an agreement between the student, parent, teacher and Counseling Office. The student will receive honors credit for the course once all honors-level assignments are completed. Students will have to commit to the honors challenge by October 1st.

The honors elements defined by the contract should add an academic dimension by introducing new material or by allowing the student to go into greater depth than normally required in some aspect of the course.

The honors challenge work will be assessed and contribute to the overall grade in the course. The teacher will articulate the exact assignments students need to successfully complete the honors contract. If a student does not complete the entire challenge, the student will receive CP credit for the course.

♦ **English II**

(Course #10322 - Level 3)

Full Year Course

1 Credit

English II College Prep focuses on the critical analysis of poetry, drama, short stories, and novels. Students will respond to a variety of literary texts with an emphasis on developing analytical essays about world literature. Independent reading, projects and research papers are required. In order to improve literacy skills, students will select texts and read independently and respond in digital and written formats to these texts. This course requires a commitment to challenging work and a responsible and mature approach to studies.

♦ **English II - H**

(Course #10423 - Level 4)

Full Year Course

1 Credit

English II Honors focuses on the critical analysis of poetry, drama, short stories, and novels. Writing emphasis is on developing analytical essays about literature and other formal essays. Independent reading, projects, and research papers are required; responses to texts will be in digital and written formats. The study of grammar will be related to writing and specific weaknesses will be addressed as needed. This course requires commitment to arduous work. Summer reading and writing are required. Students who do not complete the summer assignments due on the first day of school will be transferred to College Prep sophomore English.

Prerequisites: Minimum grade of B in English I Honors (or an A in CP English) AND teacher recommendation based on demonstration of:

- excellent reading and writing skills
- an ability for abstract thought
- exemplary study habits
- strong motivation to learn
- the ability to complete assignments on time with no reminders

♦ **English III**

(Course #10332 - Level 3)

Full Year Course

1 Credit

English III College Prep focuses on the development of American literature from the colonial period through the 20th Century. Students study representative writings and characteristics of each period. Writing emphasis is on the principles of effective composition, and a research paper is required. In order to improve literacy skills, students will select texts and read independently and respond in digital and written formats to these texts. Vocabulary is taught contextually, and grammar and usage are addressed as needed.

♦ **English III - AP Language and Composition**

(Course #10433 - Level 4)

Full Year Course

1 Credit

English III (Juniors) Advanced Placement emphasizes the study of a variety of texts as a medium to promote effective writing and critical reading. Students study the purpose, modes, and language of discourse through the conventions of American literary history and other selected texts. A research paper is required. **Extensive** summer reading and writing are required. Students who do not complete the summer assignments due on the first day of school will be transferred to College Prep junior English.

Prerequisites: Minimum grade of B in previous honors English course, (or an A in College Prep English) AND recommendation by the teacher based on demonstration of:

- excellent reading and writing skills
- an ability for abstract thought
- exemplary study habits
- strong motivation to learn
- the ability to complete assignments on time with no reminders

****It is required that students take the College Board AP Language Exam in May 2020.**

♦ **English IV**

(Course # 10342 - Level 3)

Full Year Course

1 Credit

English IV is a language arts course for high school seniors designed to prepare students for the demands of two or four-year college degree programs and/or for the workplace. Students will read and analyze works of world literature from a variety of authors and genres. They will contrast major literary forms, techniques, and characteristics of the major literary periods and they will relate the literary works and authors to the major themes and issues of these eras. Vocabulary words, SAT words, and word study skills are emphasized, examined, and applied. Emphasis in the writing process is on the essay and analysis of themes in the literature. This course will reinforce spelling, mechanics and grammar as each student advances through the prewriting, writing, revising, and publishing stages of essay development. Students will create descriptive, evaluative, and informative essays, as well as complete a research project.

UCONN Early College Experience (ECE) – Gr. 12

ENGL 1011 Seminar in Writing Through Literature

(Course # 10444 - Level 4)

Full Year Course

1 HS Credit, 4 UCONN Credits

This full year course is designed for those students who have proven superior academic ability in English and who have demonstrated the ability to work independently. The numerous works of literature assigned are generally more demanding than those typically assigned in high school courses and may require that students purchase their own copies of some texts. The final product is a portfolio of 30 pages of polished writing for review. This course will correspond to University of Connecticut's 1011-Literature Based Writing Seminar.

Summer reading and writing are required. Students who do not complete the summer assignment due the first day of school will be transferred to College Prep senior English. Online source materials and texts are used for a substantial portion of the class. Students will select in September if they wish to receive four (4) UCONN undergraduate credits by maintaining a **"C" average (75%) and meeting the 30 page writing requirement. *Registration and fee is required for this course.***

Prerequisites: Previous enrollment in AP English III with a minimum grade of "B" and teacher recommendation based on demonstration of:

- excellent reading and writing skills
- an ability for abstract thought
- exemplary study habits
- strong motivation to learn
- the ability to complete assignments on time with no reminders

♦ Creative Writing

(Course #10345 - Level 3)

Full Year Course

1 Credit

A concentrated study of both fiction and poetry writing. In addition to the exploration of published works of various short stories and poems, students will be responsible for creating a diversified writing portfolio. The course will be run as a workshop in which students will produce new writing samples each class and then participate in both giving and receiving constructive criticism. Students must be willing to anonymously submit daily timed responses for peer review as well as be receptive of peer feedback. Active participation in class discussions is a fundamental part of this course.

♦Creative Writing- H

(Course # 10445- Level 4)

Full Year Course

1 Credit

*****Honors Challenge to Creative Writing Course!***

Students will have the option to take this course for honors credit through the Honors Contract. The Honors Contract is an agreement between the student, parent, teacher and Counseling Office. The student will receive honors credit for the course once all honors-level assignments are completed. Students will have to commit to the honors challenge by October 1st.

The honors elements defined by the contract should add an academic dimension by introducing new material or by allowing the student to go into greater depth than normally required in some aspect of the course.

The honors challenge work will be assessed and contribute to the overall grade in the course. The teacher will articulate the exact assignments students need to successfully complete the honors contract. If a student does not complete the entire challenge, the student will receive CP credit for the course.

Mathematics

All current Wamogo High School students are required by state law to successfully complete four years of mathematics before graduation.

Graphing calculators are required for all high school math classes;
the TI-84 is recommended.

In selecting a mathematics course, students should refer to the chart below delineating the sequence of offerings and observe the prerequisite listed below the corresponding course description.

Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Algebra I - H	Geometry - H	Algebra II - H	Pre-Calculus - H	AP Calculus Calculus -H
Algebra I	Geometry	Algebra II	Pre- Calculus	Probability & Stats Personal Finance Essentials of Economics/ECE Accounting Accounting II
Math 8	Algebra I Algebra I - H	Geometry Geometry - H	Algebra II Algebra II - H	Personal Finance Pre-Calculus Probability & Stats Accounting Accounting II

♦ **Algebra I - H**

(Course #12413 - Level 4)
(Grade 9)

Full Year Course

1 Credit

Algebra I Honors is designed for students with a strong foundation in Middle School mathematics. Algebra 1 is a rich, context-based study of patterns, equations, and functions. The major focus of the course is on linear functions, including writing, solving, graphing, and applying linear equations and systems of linear equations. Students finish with studies of exponential and quadratic functions. In Algebra 1, students are expected to work collaboratively and individually on hands-on, computer-based, and paper-and-pencil investigations. The emphasis throughout the course is on applying algebraic thinking to solve meaningful, relevant, authentic problems. The Algebra 1 curriculum is adapted with permission from the Connecticut State Department of Education's Model Algebra 1 Curriculum (2011) and is aligned with the Common Core State Standards. **The utilization of the TI84 graphic calculator will be an integral part of the course and is required for all students.**

Prerequisites: Successful completion of Math 8 with a grade of A- or better and teacher recommendation.

♦ **Algebra I**

(Course #12312 - Level 3)
(Grade 9)

Full Year Course

1 Credit

Algebra 1 is a rich, context-based study of patterns, equations, and functions. The major focus of the course is on linear functions, including writing, solving, graphing, and applying linear equations and systems of linear equations. Students finish with studies of exponential and quadratic functions. In Algebra 1, students are expected to work collaboratively and individually on hands-on, computer-based, and paper-and-pencil investigations. The emphasis throughout the course is on applying algebraic thinking to solve meaningful, relevant, authentic problems. The Algebra 1 curriculum is adapted with permission from the Connecticut State Department of Education's Model Algebra 1 Curriculum (2011) and is aligned with the Common Core State Standards. **The utilization of the TI84 graphic calculator will be an integral part of the course and is required for all students.**

Prerequisite: Teacher recommendation

♦ **Geometry - H**

(Course #12433 - Level 4)
(Grades 9 & 10)

Full Year Course

1 Credit

Geometry is an inquiry-based course that explores geometry in the context of fields as diverse as architecture, history, and graphic design. Students investigate the relationships between two dimensional objects in the plane and three dimensional objects in space, in both independent and collaborative lessons. The major concepts of congruence and similarity are developed from a study of transformations, linking geometry and algebra in a meaningful way. Explorations, constructions, and proofs are completed through activities using paper and pencil, compass and straightedge, hands-on materials, computer software, and web-based applets. The emphasis in Geometry is on relevant and interesting applications of important geometric concepts, and the curriculum is aligned with the Common Core State Standards. **The TI84 graphic calculator will be used in the course and is required for all students.**

Prerequisites: A grade of B or better in Honors Algebra I (course #12413) or a grade of A- or better in Algebra I (course #12312) and teacher recommendation

♦ **Geometry**

(Course #12332 - Level 3)
(Grade 10)

Full Year Course

1 Credit

Geometry is an inquiry-based course that explores geometry in the context of fields as diverse as architecture, history, and graphic design. Students investigate the relationships between two dimensional objects in the plane and three dimensional objects in space, in both independent and collaborative lessons. The major concepts of congruence and similarity are developed from a study of transformations, linking geometry and algebra in a meaningful way. Explorations, constructions, and proofs are completed through activities using paper and pencil, compass and straightedge, hands-on materials, computer software, and web-based applets. The emphasis in Geometry is on relevant and interesting applications of important geometric concepts, and the curriculum is aligned with the Common Core State Standards. **The TI84 graphic calculator will be used in the course and is required for all students.**

Prerequisites: Completion of Algebra I (course #12312) and teacher recommendation

♦ **Algebra II -H**

(Course #12423 - Level 4)
(Grades 10 & 11)

Full Year Course

1 Credit

Honors Algebra II is a course designed to continue the philosophy and concepts that are identified in Honors Algebra I and to provide a serious study of functions and graphical modeling. The course will review and expand on Algebra I topics such as linear and quadratic functions, systems of linear equations and inequalities, and matrices. The course will facilitate the understanding of functions as they relate to linear and quadratic equations and will introduce exponential and logarithmic functions, polynomial functions, and rational functions. Additional topics may include conic sections, sequences (recursion), series, trigonometric ratios, and some probability and statistics. Students will complete individual reports validating and explaining concepts covered and will work cooperatively to complete projects. **The utilization of the TI84 graphic calculator will be an integral part of the course and is required for all students.**

Prerequisites: A minimum grade of B in Honors Algebra I (course #12413) and Honors Geometry course #12433) and teacher recommendation or a minimum grade of A- in College Algebra I (course #12312) and College Geometry (course #12332) and teacher recommendation.

♦ Algebra II

(Course #12322 - Level 3)
(Grade 11)

Full Year Course

1 Credit

This Algebra II is a course designed to continue the philosophy and concepts that are identified in Algebra I (course #12312) and to provide a serious study of functions and graphical modeling. The course will review and expand on Algebra I topics such as linear and quadratic functions, systems of linear equations and inequalities, and matrices. The course will facilitate the understanding of functions as they relate to linear and quadratic equations and will introduce exponential and logarithmic functions, polynomial functions, and rational functions. Additional topics may include conic sections, sequences (recursion), series, trigonometric ratios, and some probability and statistics. **The utilization of the TI84 graphic calculator will be an integral part of the course and is required for all students.**

Prerequisites: Completion of Algebra I and Geometry

♦ Probability & Statistics

(Course # 12346 - Level 3)
(Grades 11 & 12)

Full Year Course

1 Credit

This course is an introductory study of the probability and statistics branches of mathematics. Probability deals with the study of purely chance phenomena or events. Statistics is the science of collecting, organizing, analyzing, and interpreting data. Topics that will be covered include making inferences and justifying conclusions, interpreting categorical and quantitative data, evaluating outcomes of decisions, computing probabilities of compound events, calculating expected values and using probability to make decisions. There will be a heavy emphasis on problem solving and real world applications.

Prerequisites: Geometry, Algebra II (or currently enrolled in Algebra II)

♦ PreCalculus-H

(Course #12443 - Level 4)
(Grades 11 & 12)

Full Year Course

1 Credit

Pre-calculus is a course designed to prepare students for calculus. Students planning to pursue a scientific or technical career are particularly encouraged to take this class. The course specializes in the study of functions, their related graphs and applications, and is a continuation and extension of the topics studied in Algebra I, Geometry and Algebra II. Topics include analysis of polynomial, rational, exponential, logarithmic, circular, and trigonometric functions. The course requires and demands a high level of student motivation, participation, and preparation both during and outside of class. **The utilization of the TI84 graphic calculator will be an integral part of the course and is required for all students.**

Prerequisites: Completion of Algebra II (course#12322) with an A or better or completion of Algebra II-H (course # 12423) with a B+ or better and teacher recommendation

♦ Pre-Calculus

(Course #12342 - Level 3)

Full Year Course

1 Credit

Pre-Calculus is a course designed to prepare students for calculus. Students planning to pursue a scientific or technical career are particularly encouraged to take this class. The course specializes in the study of functions, their related graphs and applications, and is a continuation and extension of the topics studied in Algebra I, Geometry and Algebra II. Topics include analysis of polynomial, rational, exponential, logarithmic, circular, and trigonometric functions. The course requires and demands a high level of student motivation, participation, and preparation both during and outside of class. **The utilization of the TI84 graphic calculator will be an integral part of the course and is required for all students.**

Prerequisites: Completion of Algebra II (course#12322) with a B- or better and teacher recommendation

*Calculus H

(Course # 124 - Level 4)
Full year course

Full Year Course

1 Credit



Calculus is an accelerated math course. The content of the course is similar to a freshman college course in mathematics. Topics will include (but not be limited to) limits, continuity, differentiation, and integration of algebraic and transcendental functions. Students taking this course will need a graphing calculator. **The utilization of the TI84 graphic calculator will be an integral part of the course and is required for all students.**

Prerequisites: A grade of B+ or better in CP Pre-calculus (course #12342) or a grade of B- or higher in Honors Pre-Calculus (course #12443) and teacher recommendation or permission from the chairperson/coordinator of the mathematics department.

♦AP Calculus

Full Year Course

1 Credit

(Course # 12461 - Level 4)

AP Calculus is an accelerated math course. The content of the course is similar to a freshman college course in mathematics and can earn, for students who complete it, credits towards a college degree. Students taking this course will need a graphing calculator. **The utilization of the TI84 graphic calculator will be an integral part of the course and is required for all students.** Students who take this course are required to take the College Board AP Calculus AB Examination in May 2020.**

Prerequisites: A grade of B+ or better in Honors Pre-calculus (course #12443) and teacher recommendation or permission from the chairperson/coordinator of the mathematics department.

Essentials of Economics/UCONN ECE

(Course # 19401-Level 4)

Full Year Course

1 Credit

Economics is a social science that studies human behavior. More specifically, it's the study of how we choose to use resources. This course will introduce students to two branches of economics, microeconomics and macroeconomics. Microeconomics (micro meaning small) is the study of the choices of individual, household, firm and government and focuses on opportunity costs, demand and supply, incentives, and comparative advantage. Macroeconomics (macro meaning large) is the branch of economics which studies large-scale economic occurrences, such as unemployment, inflation, monetary and fiscal policy, and economic growth.

This course is a general introduction to micro- and macroeconomics. It will provide a solid foundation if the student chooses to continue their study in accounting, finance, or economics at the college level. No previous knowledge of economics is necessary or assumed.

This is a UCONN Early College Experience class. A fee is required, as well as registration. Students will earn college credits upon successful completion of the course with a "C" (75%) average.

Prerequisite: Algebra II/Graphing

Personal Finance

(Course # 12341 - Level 3)

Full Year Course

1 Credit

Personal Finance offers study in the area of consumer finance and money management. The course examines personal financial management and consumer decision making in today's world. Several topics students can expect to explore in this course include: career planning, credit, budgets, investment alternatives, insurances, taxes, college costs and financial aid, home and automobile ownership. This course can be counted as a math or business credit.

Accounting I

(Course #19321 - Level 3) **Math Credit** Full Year Course

1 Credit

(Grades 10-12)

Accounting I teaches students the fundamental accounting principles of proprietorship, partnership, and corporation.

This course helps prepare students for entry level accounting positions as well as for future high school or college accounting courses. Personal use areas such as banking and credit are also covered. Computer accounting concepts are introduced through the use of general ledger and spreadsheet software.

Accounting II

Full-Year Course

1 Credit

(Course #19330 - Level 3)

(Grades 11 & 12)

This full year course will focus on advanced accounting concepts of partnership and corporation forms of business enterprises. Students will use real-world applications and connections to relate the study of accounting to certain aspects of the world around them. Students will be prepared for entry-level accounting positions as well as college accounting courses. Computer accounting concepts are introduced through the use of general ledger and spreadsheet software. Personal use areas such as banking, credit, and finance are also covered.

Prerequisite: Grade of B or better in Accounting I

Music Instrumental & Vocal

Grade 9 (in Fall 2019)	Grade 10 (in Fall 2019)	Grade 11 (in Fall 2019)	Grade 12 (in Fall 2019)
Chorus	Chorus	Chorus	Chorus
Advanced Chorus (.5)	Advanced Chorus (.5) (prereq. Of 2 years in Chorus and director rec.) Chorus Asst/Peer Tutor	Advanced Chorus (.5) (prereq. Of 2 years in Chorus and director rec.) Chorus Asst/Peer Tutor	Advanced Chorus (.5) (prereq. Of 2 years in Chorus and director rec.) Chorus Asst/Peer Tutor
Band	Band	Band	Band
Advanced Band	Advanced Band	Advanced Band	Advanced Band
Introduction to Music Performance	Music History	Music History	Music History
	Music Literacy	Music Literacy	Music Literacy
	Video Production	AP Music Theory (prereq. Of Music Literacy)	AP Music Theory (prereq. Of Music Literacy)
	Adv. Video Prod.	Music Prod. & Tech.	Music Prod. & Tech.
	Introduction to Music Performance	Video Production	Video Production
		Adv. Video Prod. (prereq> of Video. Production)	Adv. Video Prod. (prereq> of Video. Production)
		Music/Vid. Tech Lab Asst.	Music/Vid. Tech Lab Asst. (prereq. Of Music Prod. & Tech and/ Adv. Video Prod.)
		Introduction to Music Performance	Introduction to Music Performance

Introduction to Music Performance

Music Foundations: an Adaptive Course with Peer Models

(Course # _____ - Level 3)
(Grades 9-12)

Full Year Course

.5 Credit



The course will serve as an adaptive music skills course for students with special needs. The curriculum will focus on foundational skills that are necessary for successful music performance—including unison and 2-part singing, ear training, solfege scales, note/rhythm-reading, and group percussion work on both hand drums and shakers.

The course will also provide a supported leadership opportunity for students who wish to serve as role models for their special needs peers. This is an especially good opportunity for students considering careers in special education or music education.

Chorus

(Course #17312 - Level 3)
(Grades 9-12)

Full Year Course

1 Credit

The Choir is open to all students who are serious about performing choral music at a high standard of excellence. Music from all periods and styles are utilized in concert. Attention is given to sight-reading and concert singing technique, including; breath control, diction, and tone production. Students develop musical proficiency through individual practice, section rehearsal, and choir ensemble rehearsals. The Choir performs at school programs and concerts. Selected members also participate in Berkshire League, CMEA, and NEMFA Music Festivals during the year.

Choir is a performance-based class and that aspect of the class is the basis of why we learn to sing music. Student grades will be derived from in-class performance quizzes, after-school performances, attendance at events, and attitude at all rehearsals. Choir is a class that is involved with community events year-round and requires student participation in many activities outside of the normal school day.

Chorus Assistant/Peer Tutor

(Course #17313 - Level 3)
(Grades 10-12)

Full Year Course

.5 Credit

The Choir Assistant/Peer Tutor program is offered to a limited number of students that excel in vocal music or have a desire to improve their vocal performance abilities. Students will be graded on a pass/fail basis and will earn ½ credit. Grading will be based on attendance and performance as determined by the supervising teacher. These students may elect to participate for a maximum of two years (thereby earning up to one full credit).

Students will have the opportunity for individual vocal coaching, small group instruction, and small group ensembles. All qualified students will be eligible to enroll, but acceptance will be based upon the recommendation of the teacher and scheduling opportunities.

Responsibilities may include; assisting other students, demonstration, organization and storage of supplies, cleaning and maintenance of equipment, and other reasonable duties as deemed appropriate, inventory, etc.

Prerequisites: Enrollment in high school choir; approval of instructor.

Advanced Chorus

(Course # 17412 - Level 4)
(Grades 9-12)

Full Year Course

1 Credit

This Advanced Chorus program is offered to a select group of students that excel in vocal music and have a desire to improve their vocal performance abilities. These students will receive individual vocal coaching and learn how to sing harmoniously both with accompaniment as well as an acappella group. There will be required performance opportunities outside of the school day.

Prerequisite: Two years in Chorus *and* recommendation of current chorus director OR acceptance via audition.

Band

(Course #17329 - Level 3)
(Grades 9-12)

Full Year Course

1 Credit

Band is offered to any student in grades 9-12 regardless of playing experience. The class is designed to afford students the opportunity to learn how to read, rehearse, and perform music in a large ensemble. Each student will create, perform, and respond to music individually, in small groups, and with the full ensemble. Students will be introduced to a varied repertoire of music that will enhance their existing skills as well as develop new techniques that will extend their learning process. Selected members also participate in Berkshire League, CMEA, and NEMFA Music Festivals during the year.

Band is a performance-based class and that aspect of the class is the basis of why we learn to play music. Student grades will be derived from; in-class performance quizzes, after-school performances, attendance at events, and attitude at all rehearsals. Band is a class that is involved with community events year-round and requires student participation in many activities outside of the normal school day.

Advanced Band

(Course #17330 - Level 4)
(Grades 9-12)

Full Year Course

1 Credit

Students must be enrolled in Band (#17329) as described above. To earn the advanced band credit, select students must also participate in Jazz Band and/or Pit Orchestra during the school year. These students are taking on the responsibility of learning music outside of that assigned for band. They must attend additional rehearsals and performances.

Music History

(Course #17335 - Level 3)
(Grades 10-12)

Full Year Course

1 Credit

This course studies the history of music, starting from the Stone Age and ending in the Modern Era. Students will study the primary composers, ensembles, genres and pieces that have shaped music today. There will be a major emphasis on the following time periods; Medieval, Renaissance, Baroque, Classical, Romantic and Modern.

The class will emphasize the transformation of music over time, influenced by important composers while examining the cultural, historical and political events in Europe and America that shaped the history of music. This course is recommended for any music student or music enthusiast, especially those who want to pursue a career in the field. Access to a CD player/MP3 player at home is required.

***This course is open to the general school populace; no previous music study is required.**

Music Literacy

(Course #17315 - Level 3)
(Grades 10-12)

Full Year Course

1 Credit

This course is designed to offer students the option to study music and its' history at a technical level. The course focuses on the basic fundamentals of music theory, including elements of pitch (notes and their properties), rhythm (meter and tempo), and chords (structure and progression). The course will also incorporate ear-training techniques and the basics in music history. The course will conclude with the students using these new skills and concepts to compose their own music. The fundamentals of music theory will provide skills necessary for advanced music making, musical composition, and future musical education.

***This course is open to the general school populace; no previous music study is required.**

AP Music Theory

(Course # 17413 - Level 4)
(Grades 11 & 12)

Full Year Course

1 Credit

The AP Music Theory course corresponds to one/two semester of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills, including dictation and other listening skills, sight singing, and harmony, are considered an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part of the curriculum through the practice of sight singing. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are also emphasized.

Prerequisites: Grade of B or better in Music Literacy or teacher signature

Music Production & Technology

(Course #17331 - Level 3)
(Grades 11 & 12)

Full Year Course

1 Credit

This course is designed to enable students to begin the exploration of the ever-growing fields of both Music Production and Music Technology. Throughout this hands-on course, students will have the opportunity to create their own musical compositions, produce original music, and finally record and mix their projects applying the same techniques and equipment that may be used in professional studios today.

This course is primarily self driven and is fast paced. Students must have a background in music performance or creation (playing an instrument, singing or creating own compositions) before selecting this course.

Prerequisite: Teacher Signature

Guitar Basics

(Course # Level 3)

Half year Course

.5 credit



Through this course, students will learn introductory skills in guitar performance. Students will learn how to hold, pluck and strum the guitar with correct grip, posture and stroke. In addition, students will learn how to play basic chords, Barr chords, power chords, scales, bass lines and will gain music reading skills.

Video Production

(Course #18327 - Level 3)

Full Year Course

1 Credit

(Grades 10-12)

This course is designed to enable students to begin exploring the ever-growing fields of Video and Film Production. Throughout this hands-on course, students will have the opportunity to create their own short films, learn how to storyboard ideas, and produce their video projects using the same type of techniques and equipment used in professional studios today.

This course is self/group driven and is fast-paced. All assessments are project based and require a solid work-ethic to complete projects on time.

Advanced Video Production

(Course #18328 - Level 3)

Full Year Course

1 Credit

(Grades 10-12)

After students have successfully completed Video Production, they may enroll in Advanced Video Production to further develop and refine their skills and abilities. The class picks up right where Video Production ended and continues to introduce students to more filming and editing concepts and techniques. Students in this class will work primarily individually or in small groups, contingent upon class size. Many of the projects and tasks assigned will be student driven and involve self-directed work within and outside of class time. Written and hands-on evaluations will be used for all aspects of the course and will comprise most of the students' grade. Individual and group projects will be produced while project management skills and problem-solving techniques will be emphasized and applied. Like Video Production, students will be working exclusively on Wamogo *MacBook Pros* and using *Final Cut Pro*.

Prerequisites: Grade of B or better in Video Production or teacher signature

Music/Video Technology Lab Assistant

(Course # 17334 – Level 3)

Full Year Course

.5 Credit

(Grades 11 & 12)

This course is an independent study designed for serious Music Tech and/or Video Production students who have already successfully completed the respective pre-requisite courses at Wamogo yet are looking to continue polishing their work within the medium. The student will be assigned to a class when either Music Tech or Video Production meets. They will assist with the setup and maintenance of all technology while simultaneously furthering their skills in the field of their choice. Each student enrolled in this independent study will also support the other students in the respective classes. The assistants will help guide others through their learning and facilitate the further development of their projects. Finally, students in this independent study will be assigned larger side projects as they arise within Region 6 throughout the school year; for other classes, teachers, administrators and/or programs in order to support their audio and video needs.

Individual and group projects will be produced while project management skills and problem-solving techniques are emphasized and applied. Like Video Production and Music Technology, students will be working with *Final Cut Pro* and/or *Pro Tools* for all projects created exclusively on Wamogo *MacBook Pros*.

Prerequisites: Completion of Music Production & Technology and/or Advanced Video Production plus teacher signature

Partnership Program

Northwestern CT Community College(NCCC)

The High School Partnership Program is a special program designed to enable qualified high school juniors and seniors to take up to two courses each semester on a space available basis at no charge. Qualified students have an overall B average with approval from their school counselor. Students may register for specific developmental courses and / or 100 level or higher courses and must meet the prerequisites for the course(s).

Students are responsible for buying their own books and providing their own transportation. A transcript of the student's work will be maintained at Northwestern, and can be submitted when a student applies to college senior year. It is the student's responsibility to request a transcript from NCCC for submission with these applications.

Any interested student should contact his or her high school counselor for additional information and an application as soon as possible. Students must take the placement tests at the college before enrolling in classes. The college sets deadlines for each semester that we must uphold: Nov. 15 for Spring semester and June 15 for Fall Semester.

For questions or more information, please contact Kalia Kellogg, NCCC Associate Director of Admissions via email or phone. kkellogg@nwcc.edu (860) 738-6330

Capstone/ Senior Experience

The Capstone project is an opportunity for you to showcase the growth that you have experienced at Wamogo by designing and completing a project of your very own. This project should be connected to an area of interest to you- a

comprehensive project that demonstrates your college or career readiness. There are multiple components to this individualized program that require effective communication, an independent work ethic, strong problem solving, and a degree of professionalism in meeting deadlines and expectations. The intent of this project is to push individuals to reach beyond their academic work, expanding and enhancing the traditional school experience.

The Capstone project will be comprised of multiple components, including but not limited to a proposal, field work, research, written assessments and an exhibition. To facilitate the completion of these components, students will be expected to interact with staff, faculty and community volunteers. Student responsibilities begin the end of the junior year and span the entire senior year.

Your chosen topic should be something that inspires or intrigues you. Your project has the most potential for success if it is something that excites you! Your project should answer a question: focus on an emerging trend/ new procedure, or enhance the school and local communities. All topics require approval from the Capstone Advisor.

Physical Education & Health Education

GRADE 9	GRADE 10	Grades 11 & 12
<p style="text-align: center;">*PE 9 Health 9</p>	<p style="text-align: center;">*PE 10 (PE I –for Ag Students only) *Health 10</p>	<p style="text-align: center;">Fit for Life! Lifetime Activities Net Sports Invasion Games Racquet Sports Bicycle Safety Team Games Team Sport Strength & Conditioning Yoga & Meditation -PE Assist. with approval</p>

**Graduation Requirements*

REQUIREMENTS: STUDENTS ARE REQUIRED TO SUCCESSFULLY COMPLETE A TOTAL OF ONE PHYSICAL EDUCATION CREDIT AND .5 HEALTH CREDIT FOR GRADUATION.

INTRODUCTION

The goal of the Physical Education & Health Department is for students to recognize the importance of good physical fitness and personal wellness and to develop skills, knowledge, attitudes, and habits resulting in active lifestyles, not only while in school but throughout their adult lives.

Scientific research indicates that a physically active lifestyle contributes to a person's physical and mental wellness. Specific benefits include; strengthening the heart, lungs, bones, and voluntary muscles, lowering blood pressure, improving circulation, lessening the risk of cardiovascular disease, slowing down the aging process, reducing anxiety and fatigue, thinking more clearly, performing better mentally and physically, feeling and looking better

The high school physical education program is designed to build upon what was learned in the primary and middle school programs while providing exposure to lifetime activities relating to personal health and wellness. Sequential courses enable students to develop increased proficiency and knowledge in physical fitness and in a variety of individual and team sports, games and recreational activities.

Student evaluation in each PE course is based on an average of grades in the following areas: preparation, participation/effort, written assessments and assignments.

Physical Education I

(Course # 20310- Level 3)

Full Year

.5 Credit

(Grade 10- AG ED students only)

The high school physical education curriculum provides the foundation for lifetime fitness. Instruction includes fundamental principles of exercise (e.g., target heart rate, intensity, frequency, duration of exercise); fundamental principles of health-related fitness (e.g., flexibility, cardiovascular endurance, muscular strength and endurance, and body composition); and fundamental concepts of team and individual sport. This course meets once every four days, all year long. It is paired with a health class that also meets once every four days for the entire school year.

(Prerequisite for all PE elective.

Wellness/PE 9

(Course # 20310- Level 3)

One Quarter Course

.25 Credit

Through physical activity and sports student will improve physical fitness, self-esteem and team building skills. Instruction will include fundamental principles of health-related fitness (i.e. flexibility, cardiovascular endurance and muscular strength and endurance). Students will be introduced to a variety of sports so they might discover physical activities they can pursue for a lifetime.

Wellness/Health 9

(Course #20309 – Level 3)

One Quarter Course

.25 Credit

Basic knowledge of health concepts are covered during this course to help students make health enhancing choices. Topics will include but are not limited to: the elements of health, elements of wellness, safety and injury prevention, and disease prevention, basic health skills, mental/emotional health concepts.

PE 10

(Course # 20349- Level 3)

Half Year Course

.5 Credit

The high school physical education curriculum provides the foundation for lifetime fitness. Instruction includes fundamental principles of exercise (e.g., target heart rate, intensity, frequency, duration of exercise); fundamental principles of health-related fitness (e.g., flexibility, cardiovascular endurance, muscular strength and endurance, and body composition); and fundamental concepts of team and individual sport plus, a focus on seasonally appropriate sports.

Health 10

(Course # 20309- Level 3)

Half Year Course

.5 Credit

Basic knowledge of health concepts are covered during this course including but not limited to: understanding and designing PSAs, maintaining healthy relationships, personal and mental health and wellness, family life, drug prevention, nutrition and fitness, safety and injury prevention, and disease prevention.

Team Sports/Fall

(Course # 20332 – Level 3)

Half Year Course

.5 Credit

(Grades 11 &12)

The purpose of this course is to give students the opportunity to participate in a variety of popular sports that are classified as part of the ‘team’ genre. Students will concentrate on the improvement of specific skills and strategies needed to successfully compete in these sports at a recreational as well as interscholastic level. In addition to skill acquisition, the course will focus on how to plan and implement the stages of skill development in practices and lead up games. Safety considerations for play and careers associated with team sports will also be introduced.

Racquet Sports/Spring

(Course # 20331 – Level 3)

Half Year Course

.5 Credit

(Grades 11 & 12)

The purpose of this course is to give students the opportunity to participate in a variety of popular racquet/paddle sports. Students will concentrate on the improvement of specific skills and strategies needed to compete successfully in these activities at a recreational and/or interscholastic level. In addition to skill acquisition, this course will focus on how to plan and implement the stages of skill development in practices and lead-up games. Safety considerations for play and careers associated with these sports will also be addressed.

Bicycle Safety Education

(Course #)

(Spring Semester- Half year course)

.5 Credit

This course will focus on the non-competitive “lifetime” activity of bicycling. At the beginning of the course, safety, road rules/laws, and introductory skills and techniques will be covered. Basic maintenance will be taught and performed on poor weather days and on and off campus rides will be the focus during good weather days. By the end of this course students will have all of the tools needed for a lifetime of activity in bicycling.



Fit for Life!

(Course #20336 – Level 3)

Half Year Course

.5 Credit

(Grades 11 & 12)

This course is designed to include current fitness trends in order to promote a healthy lifestyle that incorporates physical fitness for life. Students will benefit from the opportunities to learn the basic fundamentals through some of the following; Yoga, Pilates, Zumba, Aerobics, Step-Aerobics, Cardio-Dance, Boot Camp, Total Body Circuit Training such as, Insanity and T25. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime.

Invasion Games

(Course # 20347 – Level 3)

Half Year Course

.5 Credit

(Grades 11 & 12)

Students will engage in Basketball, Lacrosse, Flag Football, and Floor Hockey. Students will participate in a variety of activities designed to improve one's individual skill level while providing numerous opportunities to exhibit these skills in game situations. Game rules, strategy and sportsmanship will be taught and applied during competitive games.

Strength and Conditioning

(Course # 20344 – Level 3)

Half Year Course

.5 Credit

(Grades 11 & 12)

Strength and conditioning is designed for those students who want to develop overall body strength and muscular endurance. The program is designed to strengthen the major muscles of the human body through a combination of anaerobic and aerobic workouts. This class will include machine and free weight use in the weight room as well as workout videos (P90x). This class will include discussions on goal setting and designing personal fitness plans.

Team Games

(Course # 20343 – Level 3)

Half Year Course

.5 Credit

(Grades 11-12)

This course is designed for those students who want to develop better teamwork skills and then put those skills to use. Students will engage in Team Building, Ultimate Frisbee, Softball, Baseball, Matball and other team games. Students will participate in a variety of activities designed to improve one's cooperation, collaboration, teamwork, and communication skills as well as individual skill level while providing numerous opportunities to exhibit these skills in game situations. Game rules, strategy and sportsmanship will be taught and applied during competitive games.

Lifetime Activities

(Course # 20342 – Level 3)

Half Year Course

.5 Credit

(Grades 11-12)

This course will present a different approach for the student who wants to be active but is not looking for a competitive sport. This course will use a variety of recreational games and activities to promote cooperation, collaboration and being active. This will include lawn games such as: Kan-jam, corn hole, ladder ball, and washer toss. Other traditional games, including but not limited to: steal the bacon, tag games, four square, disk golf, mini golf. More individualized activities such as yoga, meditation & visualization, and progressive muscle relaxation.

Net Sports

(Course # 20341 – Level 3)

Half Year Course

.5 Credit

(Grades 11-12)

This course is for students interested in playing competitive net games such as volleyball, badminton. Students will concentrate on the improvement of specific skills and strategies needed to compete successfully in these games at a recreational and/or interscholastic level. In addition to skill acquisition, this course will focus on how to plan and implement the stages of skill development in practices and lead-up games. Safety considerations for play and careers associated with these sports will also be addressed.

Yoga and Meditation

(Course # 20340– Level 3)

Half Year Course

.5 Credit

(Grades 11-12)

This course will explore Hatha Yoga (The physical part of Yoga) including Ashtanga or Vinyasa Yoga (power yoga), Gentle Yoga, Iyengar Yoga (using aids such as straps for self assisted stretching or blocks), Kundalini Yoga (to awaken energy), and Restorative Yoga(holding poses for extended time). We will also explore mindful meditation techniques, focused meditation techniques, activity-oriented meditation and the use of music in meditation.

PE Assistant/Peer Tutor

(Course #20321 - Level 3)(Grade 11 & 12) Full Year Course

.5 Credit

The PE Assistant/Peer Tutor program is offered to a limited number of students on a pass/fail basis. A 1/2 credit will be granted to successful participants and students may elect to participate for a maximum of two years (thereby earning up to one full credit). Grading will be based on attendance and performance as determined by the supervising teacher. All qualified students will be eligible to enroll, but acceptance will be based upon the recommendation of the current or most recent PE teacher and the availability of positions.

Responsibilities may include; assisting other students, demonstration, organization and storage of supplies, cleaning and maintenance of equipment, and other reasonable duties as deemed appropriate, inventory, etc.

Prerequisites: *Successful completion of PE requirements; approval of instructor.*

Science

Listed below are some potential sequences of science course offerings. In selecting a science course, students should consider their individual academic goals and academic preparation as well as the school *Program of Studies* for course descriptions. Prerequisites listed under the course descriptions in the *Program of Studies* must be adhered to.

BELOW ARE SAMPLE COURSE SEQUENCES.

- Some courses have mathematics prerequisites
- Ninth grade students are required to take Earth & Energy Essentials
- Tenth grade students are required to take Biology
- Three years of science are required for graduation

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Earth and Energy Essentials (E3) Earth and Energy Essentials (E3) H	Biology or Biology-H Human Biology	Chemistry or Chemistry H Human Biology	Chemistry or Chemistry H Human Biology
		Forensic Science	Forensic Science
		Anatomy & Physiology	Anatomy & Physiology
		Physics	Physics
		AP Chemistry	AP Chemistry
		AP Environmental	AP Environmental
		AP Biology	AP Biology

For qualified and motivated students, the sequence of science courses can be accelerated by doubling the number of courses enrolled in at any grade level. For instance, a student could take both E3 and Biology in ninth grade, Chemistry and Physics in tenth grade, AP Biology and Anatomy & Physiology as a junior, and AP Chemistry as a senior. Many other combinations are possible, but students should be cautioned about work load.

Prerequisites: other graduation requirements, and educational diversity and balance. Students should feel invited to seek advice or clarification or to discuss their course options with a science teacher and/or School counselor as they plan their sequence.

♦ **Earth and Energy Essentials(E3)**

(Course #13312 - Level 3) Full Year Course 1 Credit

♦ **Earth and Energy Essentials(E3) H**

(Course #13313 - Level 4) Full Year Course 1 Credit
(Grade 9)

This NGSS course introduces students to the fundamentals of earth science. Students will explore the laws of physics governing the motion of celestial bodies, lifecycle of stars, and the formation of the universe. Historical and current changes in climate will also be explored. Students will discover the history of our planet and the scientific theories shaping the understanding of how continents have assumed the positions they have today. Earth's natural resources will also be investigated.

♦ **Biology** Full Year Course 1 Credit

(Course #13322 - Level 3)

♦ **Biology H** Full Year Course 1 Credit

(Course# 13423 - Level 4)

Biology covers the most exciting fundamentals of life science, including cell biology, genetics, biotechnology, evolution, and ecology. In this course you will explore scientific concepts, thinking, and current technologies, while at the same time applying this knowledge to solve problems. Inquiry and critical thinking tasks are incorporated throughout the course. Biology meets all state-established standards for biology.

Human Biology Half Year Course .5 Credit

(Course # Level 3)

(Gr. 10-12)

This survey course will provide an overview of human body systems. Students will learn the basic anatomy, physiology, and disorders affecting the following organ systems: cardiovascular, respiratory, integumentary, skeletal, muscular, nervous, endocrine, reproductive, digestive, excretory and immune.

Prerequisites: E3, Biology, Chemistry.

♦ **AP Environmental Science**

(Course # 13464 - Level 4) Full Year Course 1 Credit

Advanced Placement Environmental Science is the study of natural sciences in an interdisciplinary context that always includes consideration of people and how they have influenced the systems under examination. It includes many aspects of biology, earth and atmospheric sciences, fundamental principles of chemistry and physics, human population dynamics, and an appreciation for biological and natural resources. In AP Environmental Science the greatest importance is placed on understanding processes and systems. There is a significant laboratory and fieldwork component to Environmental Science.

****All students enrolled in AP Environmental Science are required to take the College Board AP Environmental Exam in May 2020.**

Prerequisites: Successful completion of Biology, Chemistry, Algebra II (may be concurrent)

♦ **AP Biology**

(Course #13461 - Level 4) Full Year Course 1 Credit

This is a college level introductory biology course designed to prepare students to take the Advanced Placement Exam in Biology. Emphasis will be on molecular biology, physiology, molecular and classical genetics, and cell structure and function with an evolutionary theme running through these topics. Laboratory work will be the required 12 AP Biology Labs which includes physiology, genetics and biochemistry. A major project is required for the completion of this course. ****All students enrolled in AP Biology are required to take the College Board Advanced Placement Exam in May 2020.**

Prerequisites: Successful completion of both Chemistry and Biology with minimum grades of B-.

♦ **Chemistry** Full Year Course 1 Credit

(Course #13332 - Level 3)

♦ **Chemistry Honors** Full Year Course 1 Credit

(Course #13433 - Level 4)

This lab-intensive course is designed to prepare students for either AP Chemistry or college-level introductory chemistry. This course introduces the fundamentals of atomic structure, nuclear & chemical reactions, nomenclature, pH, thermo chemistry, and kinetics. Students will finish with an extensive knowledge of the periodic table, how to navigate it, and utilize it as a resource. There is a significant amount of quantitative analysis in this course.

♦ **AP Chemistry**

(Course #13462 - Level 4)

Full Year Course

1 Credit

This course is modeled after a standard introductory college chemistry course. It is designed to prepare students to take the Advanced Placement Exam in Chemistry. The course work will be challenging and demanding with the emphasis on the advanced coverage of the fundamental principles of chemistry from a mathematical perspective. The major topics covered include atomic and molecular theory and structure, chemical bonding, the chemical and physical properties of gases, chemical equations, thermo chemistry, acid base theory, electrochemistry, chemical equilibrium, reaction kinetics, nuclear chemistry, and the properties and behaviors of solids, liquids, and solutions. Laboratory experiments are designed to acquaint students with quantitative measurements as applied to chemical behavior. This second year chemistry course is designed for science and engineering majors and is of a much higher degree of difficulty than Chemistry.

****All students enrolled in AP Chemistry are required to take the College Board Advanced Placement Exam in May 2020.**

Prerequisites: Successful completion of Algebra II and Honors Chemistry with a working knowledge of algebra and logarithms. Successful completion or current enrollment in PreCalculus OR permission of the instructor/ science department.

♦ **Physics**

(Course #13363 - Level 3)

Full Year Course

1 Credit

This course provides an introduction to the study of force and energy and their interactions with matter. Designed for college bound students, it is essential for those students considering careers in any science related field. Major topics include mechanics (motion, gravity), waves (sound, optics), thermodynamics (heat, engines), electromagnetism (electricity, magnetism, radiation), nuclear physics (radioactivity, fission, fusion), and relativity (time, space). Emphasis will be on the theories and the quantitative laws that describe the relationships among forms of matter and energy.

♦ **Anatomy & Physiology**

(Course #13352 - Level 3)

Full Year Course

1 Credit

This course will involve the study of the human body. Emphasis will be on the complementary nature of structure and function, homeostasis and homeostatic regulating mechanisms, metabolic processes, and pathological disorders. In addition to the detailed study of cells and tissues, the following organ systems will be covered: skeletal, muscular, nervous, endocrine, digestive, lymphatic, respiratory, cardiovascular, urinary, and reproductive. Students are expected to participate in animal dissections to supplement the content of this course. This course is ideal for any student interested in a health career.

Forensic Science

(Course # 13315 - Level 3)

Full Year Course

1 Credit

This integrated science course will explore simulated crime scenes using laboratory techniques, theories, and concepts from earth science, biology, and chemistry. Application of the scientific method and student generated experimental design will be stressed throughout the course.

Prerequisites: Successful completion of two years of high school science or permission of the instructor/science department.

Laboratory Assistant

(Course #13300 - Level 3)

Full Year Course

.5 Credit

The laboratory assistant program is offered to a limited number of juniors and seniors on a pass/fail basis. A one-half credit will be granted to successful participants, and students may elect to participate for a maximum of two years (thereby earning up to one full credit). Grading will be based on attendance and performance as determined by the supervising teacher. All qualified students will be eligible to enroll, but acceptance will be based upon the recommendation of the current or most recent science teacher and the availability of positions. Responsibilities may include materials preparation, demonstration set-ups, organization and storage of supplies, cleaning and maintenance of equipment, and other reasonable duties as deemed appropriate (tutoring, inventory, etc.). *Course must meet 90 times a year by statute.

Prerequisites: B average or better in science, the recommendation of a science teacher, the availability of a position and acceptance by the supervising teacher

Social Studies

***** It is highly recommended that to ensure the progression of critical thinking skills necessary for college readiness, students complete a 4 year Social Studies Program.***

Grade 9 (in Fall 2019)	Grade 10 (in Fall 2019)	Grade 11 (in Fall 2019)	Grade 12 (in Fall 2019)
World History I: Ancient, Classical, and Medieval Periods .5 credit	Modern World History	CP US History*	Psychology
World History II: Renaissance to the Fall of Napoleon .5 credit	Modern World History - Honors	UConn ECE US History	AP Psychology
World History Honors		Psychology	Sociology (.5)
		AP Psychology	Civics (.5)*
		Sociology (.5)	AP U.S. Government and Politics. (.5)
		Civics (.5)*	Historical Genocides (.5)
		AP U.S. Government and Politics. (.5)	UConn ECE 1400: Modern Western Traditions
		Historical Genocides (.5)	YOURstory (.5)
		UConn ECE 1400: Modern Western Traditions	
		YOURstory (.5)	

AP Government and Politics will also satisfy the graduation requirement of Civics

***Graduation Requirement**

World History I: The Ancient, Classical and Medieval Periods

(Course #11314- Level 3)
(Grade 9)

Half Year Course

.5 Credit

World History I is a course beginning with the roots and development of civilization to the End of the Middle Ages. This first semester course concentrates on major ancient and classical, civilizations, as well as developments during the Middle Ages. A conceptual examination of such institutions as government, economic systems, religion, and the arts will be addressed throughout the course. The major emphasis is to develop essential social studies skills in reading and writing. The college preparatory section requires a high level of abstraction, motivation and interest in the subject. Students will continue to develop essential social studies skills in reading and writing. The students will be required to take notes on all readings, and write essays as well as research papers using the MLA style for paper documentation and works cited.

World History - H

Full-Year Course

1 Credit

(COURSE # 11414 - LEVEL 4)

This course includes a more rigorous analysis and synthesis of material contained in the World History course. While the same concepts and content exist in all offerings, the Honors section requires a superior level of abstraction, motivation and interest in the subject. Students will be required to work independently managing short and long-term assignments. In addition, a high development in critical reading, writing, and thinking skills will be necessary. Students will engage in a wider variety of reading materials, as well as writing essays and research assignments.

*** Summer reading and writing are required.**

Prerequisites: A- or better in 8th Grade U.S. History AND teacher recommendation

World History II: The Renaissance to the Fall of Napoleon

(Course #11315- Level 3)

Half Year Course

.5 Credit

(Grade 9)

World History II is a course beginning with the study of modern thought's birth until the eventual demise of Napoleon I. This second semester course concentrates on modernization and expansion of the Western world. A conceptual examination of such institutions as government, economic systems, religion, and the arts will be addressed throughout the course. The major emphasis is to develop essential social studies skills in reading and writing. The college preparatory section requires a high level of abstraction, motivation and interest in the subject. Students will continue to develop essential social studies skills in reading and writing. The students will be required to take notes on all readings, and write essays as well as research papers using the MLA style for paper documentation and works cited.

Modern World History

(Course #11313 - Level 3)

Full-Year Course

1 Credit

(Grade 10)

This course is a continuation of the freshman World History II. Primary interest is to bring students to an understanding of reform, revolution, and social change in the world economy of the twentieth century. Causes and global consequences of both World Wars will be studied in depth and major global trends will be evaluated in an interdependent world. The major emphasis is to develop essential social studies skills in reading and writing. The college preparatory section requires a high level of abstraction, motivation and interest in the subject. Students will continue to develop essential social studies skills in reading and writing. The students will be required to take notes on all reading, write essays, and research papers using the MLA style for paper documentation and works cited.

Modern World History- Honors

(Course # 11423 - Level 4)

Full-Year Course

1 Credit

(Grade 10)

This course is a more rigorous treatment of material contained in the Modern World History and Civics course. While the same concepts and content framework exist in both offerings, the Honors section requires a superior level of abstraction, motivation and interest in the subject. Students will be required to work independently managing short and long-term assignments. In addition, a high development in critical reading, writing, and thinking skills will be necessary, as students will engage in a wider variety of reading material and writing and research assignments. Summer reading and writing are required.

Prerequisites: Teacher recommendation

♦ U. S. History

(Course #11322 - Level 3)

Full Year Course

1 Credit

(Grade 11)

College-bound level United States history will present a broad view of the American experience from the post Civil War/Reconstruction Era to the 21st century. A variety of political, social and economic concepts will be covered. The college preparatory section requires a high level of abstraction, motivation and interest in the subject. Students will continue to develop essential social studies skills in reading, writing, and research. The students will be required to take notes on all readings, write essays, and research papers using the MLA and/or Chicago style for paper documentation and works cited.

♦ Psychology

(Course #11334 - Level 3)

Full Year Course

1 Credit

(Grades 11 & 12)

This class is designed to introduce students to the basic concepts of psychology past and present. It will explain why psychology is considered a science and how it is related to other natural and social sciences. In the first semester,

students will get an understanding of the six major schools of psychological theory, explain methods used by psychologists to study human behavior, attempt to put those methods to practice in hands on experiments, and be able to use these methods as tools in self evaluation. This course will also cover the brain, sensation and perception, emotion and motivation, the consciousness and dream analysis, principles of learning, and intelligence and creativity. Additionally, there will be the study of such topics as human development, gender differences, personality theories including the influential Sigmund Freud, and spend significant time on the diagnosis and treatment of mental disorders with the intention to provide students with the tools to better understand themselves and others.

♦ **AP Psychology**

(Course #11434- Level 4)
(Grades 11 & 12)

Full Year Course

1 Credit

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

***Students are required to take the College Board Advanced Placement exam in May 2020.**

♦ **Sociology**

(Course #11337 - Level 3)
(Grades 11 & 12)

Half Year Course

.5 Credit

College Preparatory Sociology is an introductory class designed to provide students with a comprehensive examination of the basic concepts, principles, and methods central to the scientific study of Sociology. This class is designed with three goals in mind: 1. to teach students to think like sociologists, 2. to help students understand how their lives are shaped by the social environment, 3. to help students understand and appreciate the rich diversity that is possible in social life by exposing them to data from a wide variety of cross-cultural and historical resources. Topics will include: cultural and social structure, the individual in society, crime and deviance, social inequality, race and ethnic relations, and social institutions such as education, the economy, politics, religion, science, and sport. As this class is a college preparatory level, it requires a high level of abstraction, motivation, and interest in the subject. Students will be required to write essays and research papers using the MLA style for proper documentation and works cited.

♦ **Civics**

(Course # 11343 -Level 3)
(Grades 11 & 12)

Half Year Course / **Graduation Requirement**

.5 Credit

Civics will help prepare students as citizens of the future in a global world. Topics of study will include origins of government, political parties, and the role of mass media in the political process. An emphasis on community action and participation will be included in the course.

AP United States Government and Politics

(Course # 11448- Level 4)
(Grades 11 & 12)

Half Year Course

.5 Credit

As described by College Board, "The AP U.S. Government and Politics course involves the study of democratic ideas, balance of powers, and tension between the practical and ideal in national policy making. Students analyze and discuss the importance of various constitutional principles, rights and procedures, institutions, and political processes that impact us as citizens."

♦ **Historical Genocides**

(Course #11345 - Level 3)
(Grades 11 & 12)

Half Year Course

.5 Credit

This course will address and analyze the causes, chronology, and effects of the genocides covered in this class. Students will be interacting with the course material through readings, formative assessments, projects, written assignments (prompts and summative) and visual presentations.

YOURstory

(Course #11300 - Level 3)

Half Year Course

.5 Credit

(Grades 11-12)

Students will be able to control the direction of their own learning by pursuing and examining their unique family and ethnic history. Students would be able to locate ancestors and study their personal histories within a historical, geographical and social context. The course builds and enhances research methods, record keeping, problem solving, primary source analysis, interviewing and writing skills. This course would emphasize and rely upon the use of archival and printed sources, and the Internet.

♦ UCONN Early College Exp.- US History

(Course # 11443- Level 4)

Full Year Course

1 Credit

(Grades 11 & 12)

HIST 1501: US History to 1877 (Semester 1)

HIST 1502: US History since 1877 (Semester 2) * Students must register for both courses, in their consecutive order, in consideration of state graduation requirements.

This is a 6 credit UCONN course designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the progress and controversies associated with the United States historically and currently. The program prepares students for a genuine college experience by making demands upon them equivalent to those made by introductory undergraduate courses. Students will assess a variety of historical materials and weigh the evidence and interpretations presented in historical scholarship. This course develops the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reason and evidence clearly and persuasively in essay format. This is an intensive chronological study of the United States' political institutions and behaviors, public policy, social and economic changes, diplomacy and intellectual developments. Registration and fees are required for these courses. (You will be billed by UCONN).

Students must maintain a "C" average (75%) in order to achieve the undergraduate credits associated with these courses.

Prerequisites: Students selecting this course must have the recommendation of their sophomore year Social Studies or English teacher. A superior level of abstraction, have the ability to work independently, and the ability to concurrently manage short and long-term assignments with success are essential skills for students to maintain. Students must be able to engage in discussion, ask meaningful questions and have a superior grasp of critical reading, writing, and thinking skills.

♦ UCONN Early College Experience

Modern Western Tradition

Full Year Course

1 Credit

(Course #11447 Level 4)

(Grades 11 & 12)

This course provides students with an opportunity to examine some of the cultural, social, political, and economic developments of the last five hundred years of European history. Through a combination of lectures and discussions, it presents an overview of some of the major changes of the period while focusing in greater depth on analysis of some specific themes, events, and issues that continue to have a profound impact on our own modern society. ***Registration and fee are required for this course.***

Student Support Services

Resource

Full Year Course

1 Credit

A PPT (Planning and Placement Team) decides to place a special education student in resource class based on an identified need for special assistance in achieving success at the high school level. This class promotes independent and responsible learning which is accomplished through the implementation and development of strategies designed to strengthen a student's organization, self-awareness, responsibility, and repertoire of learning strategies. Transition activities are also addressed so that students can explore post secondary options, employability skills needed for success in higher education and the workplace. The ultimate goal of special education is to have the student be successful in the general curriculum independent of support services.

Applied Math

Full Year Course

1 Credit

A PPT (Planning and Placement Team) decides to place a special education student in the Applied Math class, the team agrees that placement is the least restrictive environment to help the student acquire the skills needed to be successful in mathematics and meet their IEP goals and objectives. The Applied Math curriculum addresses: wages, shopping, banking, taxes, budgeting, home improvement/maintenance, and travel. Students will apply mathematics to real world issues.

Career Readiness

Half Year Course

.5 Credit

For Juniors and Seniors in Special Education

Career Readiness is designed to aid students in making and achieving career goals via classroom curriculum and realistic school-to-career experiences. This course will prepare young people for their ultimate entry into successful employment or other post secondary options. Students will be required to complete transition assessments to determine strengths, weaknesses, aptitudes and abilities and apply those findings to their careers of interest. They will collaborate with one another and engage in various activities regarding employability and social skills, resumes and cover letters, paychecks and taxes and the interview process. Throughout the school year students will participate in guest speakers presentations from a variety of local business owners, personnel from the CT Department of Labor, as well as professionals from within our building.

Transition

For Students 18-21 years

Real Experience and Authentic Learning (R.E.A.L)

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

Technology Education

- Technology & Pre-Engineering is the recommended entry-level course for all Technology Education Courses
- CAD may be the high-school entry level course if students have already taken a full year Technology Education elective in both Middle School grades 7 and 8
- Students may take the 5th level of Technology Education courses if they have taken two classes concurrently and have met the prerequisites for the advanced course

Exploration of STEM (Science Technology Engineering and Math)

(Course # - Level 3)
(Grades 9-10)

Half Year Course

.5 Credit



In this career exploratory class, students will be able to sample STEAM courses offered through the Technology Education department. This course is designed to prepare students for the 21st century global economy, and is intended to help guide students to choosing high demand STEAM based careers. During this course students will rotate through four key STEAM courses. Mechanical Engineering, Electrical Engineering, Materials Science and Engineering, and Computer Aided Design (CAD).

Transportation & Automotive Technology I

(Course # - Level 3)
(Grades 10-12)

Half Year Course

.5 Credit



This course allows students to explore the basics of automotive technology and basic automobile maintenance and car buying. Students work in groups and learn the inner workings of an internal combustion engine. Students will also explore alternative fuels and future propulsion systems; learn routine maintenance on a car and basic car buying strategies utilizing Internet sources. There is a Valvoline oil quiz and viscosity testing as a component of the course. This course is a prerequisite to the Transportation & Automotive Technology II course, which focuses more specifically on careers in the automotive industry.

Transportation & Automotive Technology II

(Course # - Level 3)
(Grades 10-12)

Half Year Course

.5 Credit



This course is a continuation of the Introduction to Transportation & Automotive Technology course with special emphasis on diagnostics and problem solving in an automotive repair facility. Students will be taught the basic skills required to work on a broad range of machinery and automobiles. Students will be trained to evaluate, and repair specific automotive systems such as: engines, standard transmissions, clutches, brake systems, front suspension, steering systems, front and rear differentials, and other powertrain systems. Students will apply these skills, while working independently or with partners on a variety of independent class projects.

Prerequisite; Transportation & Automotive Technology I.

Electricity, Circuitry, and Robotics I

(Course # - Level 3)
(Grades 9-12)

Half Year Course

.5 Credit



This course combines theory with practice in electronics. Students will explore the nature of electricity, as well as its applications. Students will explore high and low voltage and ac and dc current. Practical applications will include basics in modern house wiring, circuitry and robotics used in automation.

Electricity, Circuitry, and Robotics II

(Course # - Level 3)
(Grades 10-12)

Half Year Course

.5Credit



This course is designed to explore the current and future use of robotic and automation technologies in industry, science, and everyday use. Students will receive a hands-on, comprehensive overview of robotic systems and the subsystems that comprise them. Students will build and program robots for a variety of given challenges.

Prerequisite: Electricity, Circuitry, and Robotics I.

Architecture, Design, and Construction

(Course # - Level 3)
(Grades 10-12)

Full Year Course

1 Credit



This course is designed to familiarize students with current construction designs and advanced technological materials used in the world of construction in both residential and commercial buildings. Practical application of these principles will be done with construction of various projects. Skills and concepts taught include: safe and proper use of construction equipment, blueprint reading and construction layout.

Materials & Design I

(Course # - Level 3)
(Grades 9-12)

Half Year Course

.5 Credit



In this course students will learn the fundamentals of engineering, create designs, and study different types of materials used in manufacturing. Students will learn the universal language of design by creating 2d and 3d digital drawings using computer aided drafting software (CAD). Students will also participate in hands-on activities involving tools, equipment, and other resource materials. If a student has interest in engineering, design, and/or manufacturing, they should take this course.

Materials & Design II

(Course # - Level 3)
(Grades 10-12)

Half Year Course

.5 Credit



In this course, students will critically think, problem-solve, and digitally design solutions using computer aided drafting (CAD). Students will be able to further explore engineering, design, and materials by creating images using software and program a machine to execute the said task. Students will also participate in hands-on activities involving tools, equipment, and other resource materials. If a student has interest in Engineering, design, and/or manufacturing, they should take this course.

Prerequisite of Materials & Design I.

Research and Development (R&D)

(Course # - Level 3)
(Grades 11-12)

TBD Course

? Credit



Research and Development (R&D) refers to the work a business conducts toward the innovation, introduction and improvement of its products and procedures. In this course students will implement a series of investigative activities to improve existing products and procedures or to lead to the development of new products and procedures.

World Language

Grade 9 (in Fall 2018)	Grade 10 (in Fall 2018)	Grade 11 (in Fall 2018)	Grade 12 (in Fall 2018)
French I	French I	French II	French III
French II	French II	French III	French IV - H
Latin I	French III	French IV - H	French V - H
Latin II	Latin I	Latin II	French III
Spanish I	Latin II	Latin III	Latin III
Spanish II	Latin III	Latin IV - AP	Latin IV - AP
	Spanish I	Spanish II	Latin V
	Spanish II	Spanish III	Spanish III
	Spanish III	Spanish IV/V - H	Spanish IV/V - H

♦ **French I**

(Course #14311 - Level 3)

Full Year Course

1 Credit

The French I course is designed to introduce students to the French culture, language, and French speaking world. This course focuses on the four skills of listening, reading, writing, and speaking in order to provide students with a strong foundation on which to build their study of the French language. Supplemental materials such as videos, CD's, music, films, and the Internet will be used extensively to support classroom instruction.

♦ **French II**

(Course #14312 - Level 3)

Full Year Course

1 Credit

French II is a continuation of the study of the essential structural features and vocabulary introduced in French I. The basic language skills of listening, speaking, reading, and writing will be deepened with an emphasis on building vocabulary and improving writing skills. Creative self expression in reading and writing becomes more intensive. Culture will continue to be an integral part of the course. Supplemental materials such as videos, CD's music, films, and the Internet will be used to provide cultural support to classroom instruction.

Prerequisite: C in French I

♦ **French III**

(Course #14313 - Level 3)

Full Year Course

1 Credit

French III is an upper level course. There is more emphasis on the conversational, reading, and writing abilities of each individual student. The skill level and vocabulary mastered in level one and two are expected to increase considerably. All basic tenses, structures, and moods will have been introduced. By the end of the third year, students are expected to be able to converse fluently in a basic situation. Supplemental materials such as videos, CD's, music, films, and the Internet will continue to be used to deepen interest.

Prerequisite: C in French II

♦ **French IV- H**

(Course #14414 - Level 4)

Full Year Course

1 Credit

The French IV course is designed to help the advanced student ease towards self expression in practical and fluent French. Grammatical structures and vocabulary from the previous three years will be strengthened and extended. The skills of reading, writing, and speaking will receive equal emphasis throughout the year. An extensive study of French literature and history will be integral to the class. The class will be conducted entirely in French.

Prerequisite: B- in French III and/or teacher recommendation

♦ **French V- H**

(Course #14415 - Level 4)

Full Year Course

1 Credit

This class is conducted entirely in French. All language skills will be refined and developed further, including activities such as writing and enacting original skits and dialogues, formal discussions of major literary works as well as audio-visual presentations. Emphasis will be placed on French literature and history. Necessary grammatical principles will be reviewed and expanded to perfect communication skills. Students would also be prepared to take the Advanced Placement Exam.

Prerequisite: B- in French IV and/or teacher recommendation

♦ **Latin I**

(Course #14331 - Level 3)

Full Year Course

1 Credit

This course is an introduction to the language, history, and customs of the Romans. It prepares the students to read and appreciate Latin literature and, at the same time, enables the students to understand better the vocabulary and syntax of the English language and, to some extent, that of French and Spanish. Roman history, customs, and mythology are explored through Latin readings and student research.

♦ **Latin II**

(Course #14332 - Level 3)

Full Year Course

1 Credit

This course enables the student to expand his/her knowledge and understanding of Latin via advanced readings in mythology, history, and topics of interest to the students. Some time is spent in reading the work of Julius Caesar and other relevant literature is explored as time allows.

Prerequisite: C in Latin I

*♦ **Latin III**

(Course #14333 - Level 3)

Full Year Course

1 Credit

In Latin III students read literature for its content and its form. The primary author read is Marcus Tullius Cicero whose law-court orations and political speeches bring the study of Roman history alive. In addition, Cicero's use of language is thoroughly explored. Students are encouraged to explore other prose authors spanning the centuries from Cicero's 1st Century B.C. through the Middle Ages and beyond. Projects, as well as tests, are the modes of assessment.

Prerequisite: C in Latin II

*♦ **Latin IV- AP**

(Course #14434 - Level 4)

Full Year Course

1 Credit

In Latin IV, students prepare for the advanced placement Vergil exam as they explore ancient Rome and her civilization via The Aeneid of Vergil. This exciting epic continues where the Iliad leaves off by telling the story of the surviving Trojans' journey to Italy and their struggle to forge a new nation and empire Rome's. Students are encouraged to explore the works of other Roman poets, especially Ovid. Projects, essays, and tests are the modes of assessment.

Students will be required to take the College Board Advanced Placement exam in May 2020 in order to qualify for college credit.

Prerequisite: B- in Latin III and/or teacher recommendation

♦ **Latin V**

(Course #14435 - Level 4)

Full Year Course

1 Credit

In Latin V, students explore Latin literature beginning with Ovid, proceeding to Catullus and then moving on to explore literature, primarily poetry, according to student interests. Projects, essays, and tests are the modes of assessment.

Prerequisite: B- in Latin IV and/or teacher recommendation.