



Tourtellotte Memorial High School

Program of Studies



2018-2019

Ms. Megan Baker, Principal

Mr. Ian Polun, Assistant Principal

(BOE Approved 1/8/18)

FROM THE PRINCIPAL

Dear Students,

Welcome to your Program of Studies for the 2018-2019 school year. As you look through our course offerings, take time to really plan out your high school career. Pathways have been designed, as a road map to maximize options and help you get ahead - earning certifications, and college credit and career credits. In addition to the several new advanced placement courses our outstanding faculty is offering this year, you will find over 200 courses available through the Virtual High School blended learning opportunity. The decisions you make in high school are important stepping stones to your future college and career aspirations. You are encouraged to set your goals high, explore all courses that interest you and take advantage of our small “private-like” educational setting. In addition to our rigorous course offerings and VHS partnership, students can take AP/ECE and articulated courses to earn college credit through UConn’s, QVCC’s, and Nichols College. Research shows that students who engage in higher level coursework have a higher percentage of success in college and career preparation.

Learning is not attained by chance; it must be sought for with ardor and diligence. Abigail Adams

This Program of Studies is an important guide, designed to help you personalize your education. Within this booklet you will find brief descriptions of all the courses and the school-wide expectations to which they align. To ensure that all of our students achieve 21st Century Learning Expectations, you are required to demonstrate proficiency in each standard as you complete your digital portfolio and prepare for your Senior Tour. Speak with your parents and school counselors to make well-informed choices.

The best way to predict your future is to create it. Abraham Lincoln

Sincerely,

Megan Baker, Principal

PREFACE

Tourtellotte Memorial High School’s Program of Studies is designed to be in harmony with Board policy. Please be aware that the Program of Studies is updated annually, while policy adoption and revision may occur throughout the year. Material contained herein may be superseded by new or revised Board policies, administrative regulations or negotiated agreements. Any information contained in this Program of Studies is subject to unilateral revision or elimination from time-to-time without notice. Changes in policy that affect portions of this Program of Studies will be made available to students and parents through newsletters, web pages and other communications.

Ms. Melinda Smith, Superintendent
Ms. Megan Baker, Principal
Mr. Ian Polun, Assistant Principal/Curriculum Director
Mr. Scott Sugarman, Director of Pupil Services Offices
Mrs. Lisa Canney, School Counselor
Mrs. Julie Maliff, School Counselor

Parents/Guardians requesting further information on any courses described in the Program of Studies are urged to contact: Tourtellotte Memorial High School’s School Counselors’ Department
860.923.9303

TOURTELLOTTE MEMORIAL HIGH SCHOOL'S PROGRAM OF STUDIES
2018-2019
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ACCREDITATION STATEMENT

Tourtellotte Memorial High School is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve reasonable evidence that it will continue to do so in the future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial, but applies to the institution as a whole. As such, it is not a guarantee of quality of every course or program offered, or the competence of the individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of the school or college. Individuals may also contact the Association:

New England Association of Schools and Colleges
3 Burlington Woods Drive, Suite 100
Burlington, MA 01803
781.425.7700
neasc.org

COMPLIANCE STATEMENT

Enforcement of Title VI, VII, IX and Section 504 applicable CT State Statutes

It is the policy of the Thompson Board of Education not to discriminate against otherwise qualified individuals in any of its educational programs, activities, or employment practices on the basis of race, sex, national origin, ancestry, color, religion, handicapping condition, age, sexual orientation, or marital status.

Thompson Public Schools are required to honor the above statutes in all school activities and throughout the physical plant. Should a student or employee feel discrimination or sexual harassment is present, s/he may file a complaint by contacting the appropriate coordinator listed below.

Staff/Student /Student Employer/Employee Complaints

Title IX Coordinator	Sexual Harassment	Section 504 Coordinator
Ms. Melinda Smith	Ms. Melinda Smith	Mr. Scott Sugarman
Thompson Public Schools	Thompson Public Schools	Thompson Public Schools
(860) 923-9581	(860) 923-9581	(860) 923-9581

ACADEMIC INTEGRITY

Members of the Tourtellotte Memorial High School community act with integrity when they assume responsibility for their work and their learning. Academic integrity demands that all ideas in our learning environment be original or credited to another and that established norms for the production of academic work be followed. Our community holds scholarly pursuit and personal ethics in the highest regard and opposes and discourages any form of cheating or academic dishonesty.

CORE VALUES, BELIEFS AND LEARNING EXPECTATIONS

NARRATIVE/MISSION STATEMENT

The Tourtellotte Memorial High School community is committed to ensuring that all students are problem solvers who communicate and collaborate effectively.

We believe that students are capable of working responsibly to become lifelong learners who contribute to their school and society.

21ST CENTURY SCHOOL-WIDE LEARNING EXPECTATIONS

Tourtellotte Memorial High School Students:

- 1.** Apply the analysis, synthesis, and evaluative processes in both independent and group settings to enable productive problem solving
- 2 A.** Demonstrate the ability to communicate interactively: understanding, organizing, developing, speaking, listening, responding, and collaborating
- 2 B.** Demonstrate the ability to understand, interpret, connect to, and form a critical stance on textual material
- 2 C.** Demonstrate the ability to express ideas through writing in a variety of forms, using standard language conventions, and considering various audiences
- 3.** Ethically utilize a variety of 21st century tools to acquire and disseminate information, solve authentic problems, and increase productivity
- 4.** Demonstrate originality, creativity, flexibility, and adaptability, in thinking patterns, work process, and working/learning conditions
- 5 A.** Understand diverse cultures, recognize global relationships, and independently respond to changing conditions
- 5 B.** Understand social responsibility in relation to community
- 5 C.** Understand personal accountability and its effects on quality of life

The Tourtellotte Memorial High School graduate will demonstrate the attainment of each learner expectation, by earning a score of proficient or better for each standard in their digital portfolio. The following school wide rubrics will be used to determine proficiency.

TMHS School-wide Expectations

Expectation 1: Problem Solving - the process of effectively applying the analysis, synthesis, and evaluative processes in both independent and group settings to enable productive problem solving.

Criteria	4 (Exemplary)	3 (Proficient)	2 (Needs Improvement)	1 (Unacceptable)
States the Problem	Thoroughly identifies, clarifies, and describes critical components of the problem and related issues	Identifies, clarifies, and describes most components of the problem and related issues	Identifies, clarifies, and describes some components of the problem and related issues	Identifies, clarifies, and describes few components of the problem and related issues
Organization & Analysis	Systematically collects, analyzes, and combines relevant information to solve a problem and make decisions	Regularly collects, analyzes, and combines relevant information to solve a problem and make decisions	Sometimes collects, analyzes, and combines relevant information to solve a problem and make decisions	Rarely or never collects, analyzes, and combines information; little attempt to solve a problem and make decisions
(Individual) Solve the Problem/Make a Decision	Consistently employs insightful, relevant strategies to evaluate alternatives and generate comprehensive solutions	Regularly employs relevant strategies to evaluate alternatives and generate comprehensive solutions	Sometimes employs relevant strategies to evaluate alternatives and generate solutions	Rarely or never employs strategies to evaluate alternatives and generate solutions
(Group) Solve the Problem/Make a Decision	Consistently contributes insightful, relevant strategies; uses interpersonal skills; and demonstrates flexibility and shared responsibility to evaluate alternatives and generate comprehensive, innovative solutions	Regularly contributes relevant strategies, uses interpersonal skills, and demonstrates flexibility and shared responsibility to evaluate alternatives and generate comprehensive, innovative solutions	Sometimes contributes relevant strategies, uses interpersonal skills, and demonstrates some flexibility and shared responsibility to evaluate alternatives and generate solutions	Rarely or never contributes strategies, interpersonal skills, flexibility and responsibility to evaluate alternatives and generate solutions
Evaluate the Solution/Decision	Consistently reflects with an in-depth understanding of the solution/decision and consistently evaluates its accuracy, credibility, and relevance, taking into consideration possible alternatives	Regularly reflects with an understanding of the solution/decision and regularly evaluates its accuracy, credibility, and relevance	Sometimes reflects with an understanding of the solution/decision and sometimes evaluates its accuracy, credibility, and relevance	Rarely or never reflects with an understanding of the solution/decision and rarely or never attempts to evaluate its accuracy, credibility, and relevance

TMHS School-wide Expectations

Expectation 2: Communication: A. Interactive Communication - the process of understanding, organizing/developing, speaking, listening/responding, and collaborating

Criteria	4 (Exemplary)	3 (Proficient)	2 (Needs Improvement)	1 (Unacceptable)
Understanding	Demonstrates a thorough understanding and critical analysis of a topic, making connections to real-world situations and points of view	Demonstrates an adequate understanding and critical analysis of a topic, making connections to real-world situations and points of view	Demonstrates limited understanding and analysis of a topic; attempts to make connections to real-world situations and points of view	Demonstrates little understanding and analysis of a topic
Organizing	Establishes an engaging and effective introduction and conclusion. The progression of main ideas is clear and logical	Establishes an effective introduction and conclusion. The progression of main ideas is mostly clear and logical	Introduction and conclusion are ineffective. The progression of main ideas is somewhat clear and logical	Establishes no introduction and/or conclusion; the progression of main ideas is not clear or logical
Developing	Consistently and effectively uses supporting evidence	Regularly uses supporting evidence	Sometimes uses supporting evidence	Rarely or never uses supporting evidence
Speaking	Consistently engages the audience through the use of eye contact, academic language, correct pronunciation, varied tone/inflection, and body language	Regularly engages the audience through the use of eye contact, academic language, correct pronunciation, varied tone/inflection, and body language	Sometimes uses eye contact, academic language, correct pronunciation, varied tone/inflection, and body language	Rarely or never uses eye contact, academic language, correct pronunciation, varied tone/inflection, and/or body language
Listening/ Responding	Effectively acknowledges, actively listens to, and skillfully offers thought-provoking responses while consistently respecting other viewpoints	Acknowledges, actively listens to, and offers thoughtful responses while respecting other viewpoints	Sometimes acknowledges, listens to, and offers responses while respecting other viewpoints	Demonstrates little listening and offers little response to other viewpoints
Collaborating	Consistently encourages group participation and actively contributes to common goals	Encourages group participation and contributes to common goals	Sometimes encourages group participation and occasionally contributes to common goals	Demonstrates little group participation and contribution to common goals

TMHS School-wide Expectations

Expectation 2: Communication: B. Reading - the process of understanding, interpreting, connecting to, and forming a critical stance on textual material

Criteria	4 (Exemplary)	3 (Proficient)	2 (Needs Improvement)	1 (Unacceptable)
Understanding	Consistently demonstrates exemplary comprehension of concepts and/or main ideas presented in a text. Readily draws meaning from subtle context clues	Regularly demonstrates comprehension of concepts and/or main ideas presented in a text. Draws meaning from subtle context clues	Sometimes demonstrates comprehension of concepts and/or main ideas presented in a text. Attempts to draw meaning from context clues	Rarely or never demonstrates comprehension of concepts and/or main ideas presented in a text. Draws little or no meaning from context clues
Interpretation	Consistently distinguishes between what is directly stated and what is implied. Makes insightful inferences with strong textual support	Regularly distinguishes between what is directly stated and what is implied. Makes appropriate inferences with textual support	Sometimes distinguishes between what is directly stated and what is implied. Makes some inferences with textual support	Rarely or never distinguishes between what is directly stated and what is implied. Makes few or no inferences with textual support
Connection	Consistently connects ideas within the text in a logical and purposeful manner and draws insightful conclusions based on source material. Consistently connects these ideas and conclusions to real-world situations and points of view	Regularly connects ideas within the text in a logical manner and draws appropriate conclusions based on source material. Regularly connects these ideas and conclusions to real-world situations and points of view	Sometimes accurately connects ideas within the text and draws conclusions based on source material. Attempts to connect these ideas and conclusions to real-world situations and points of view	Makes few or no connections and draws limited conclusions. Little or no attempt to connect ideas and conclusions to real-world situations and points of view
Critical Stance	Effectively, accurately, and independently recognizes and evaluates author's purpose and point of view	Appropriately recognizes and evaluates author's purpose and point of view	Sometimes recognizes and evaluates author's purpose and point of view	Demonstrates little or no recognition of author's purpose and point of view

TMHS School-wide Expectations

Expectation 2: Communication: C. Writing - the process of expressing ideas through writing in a variety of forms, using standard language conventions and considering various audiences

Criteria	4 (Exemplary)	3 (Proficient)	2 (Needs Improvement)	1 (Unacceptable)
Purpose	Consistently demonstrates a clear and thorough understanding of main ideas and maintains focus through the use of a well-structured thesis. Demonstrates a keen awareness of audience	Regularly demonstrates a clear understanding of main ideas and maintains focus through the use of a well-structured thesis. Demonstrates awareness of audience	Sometimes demonstrates an understanding of main ideas; maintains limited focus through the use of a thesis. Demonstrates some awareness of audience	Rarely or never demonstrates an understanding of main ideas and is poorly focused, with little or no awareness of audience
Organization	Consistently uses organization to clearly and effectively develop ideas. Effectively uses smooth and logical transitions allowing for insightful observations	Regularly uses organization to clearly and effectively develop ideas. Adequately uses logical transitions allowing for appropriate observations	Sometimes uses organization to develop ideas. Uses limited transitions allowing for some observations	Rarely or never uses organization to develop ideas. Uses few transitions and makes few or no observations
Content Accuracy	Consistently incorporates well-supported, well-developed, relevant evidence; evidence supports the main ideas of the text, resulting in a compelling analysis	Regularly incorporates developed, relevant evidence; evidence supports the main ideas of the text, resulting in an effective analysis	Sometimes incorporates evidence which supports the main ideas of the text, resulting in a limited analysis	Rarely or never incorporates evidence which supports the main ideas of the text, resulting in a faulty analysis or no analysis
Style/ Expression	Consistently creates well-structured sentences, showing variety, originality, and highly effective use of language. Demonstrates exceptional word choice and vocabulary appropriate to form and audience	Regularly creates well-structured sentences, showing variety, originality, and effective use of language. Demonstrates appropriate word choice and vocabulary appropriate to form and audience	Sometimes creates sentences showing variety and originality with some effective use of language. Word choice and vocabulary are sometimes appropriate to form and audience	Rarely or never creates sentences showing effective use of language. Word choice and vocabulary demonstrate limited or no awareness of form or audience
Conventions	Demonstrates excellence in spelling, mechanics, usage, and grammar	Demonstrates appropriate spelling, usage, mechanics, and grammar	Makes some errors in spelling, usage, mechanics, and grammar	Makes considerable errors in spelling, usage, mechanics, and grammar

TMHS School-wide Expectations

Expectation 3: Information, Media, and Technology Skills - the process of ethically utilizing a variety of 21st century tools to acquire and disseminate information, solve authentic problems, and increase productivity

Criteria	4 (Exemplary)	3 (Proficient)	2 (Needs Improvement)	1 (Unacceptable)
Ethical/Legal & Responsible Use of Technology/Information	Consistently follows regulations and procedures regarding access to and responsible use of technology and information	Regularly follows regulations and procedures regarding access to and responsible use of technology and information	Sometimes follows regulations and procedures regarding access to and responsible use of technology and information	Rarely or never follows regulations and procedures regarding access to and responsible use of technology and information
Equipment/ Application of Technology	Demonstrates exemplary skill in and understanding of the use of 21 st century technology including (but not limited to) hardware, software, peripherals, networking, and the Internet	Demonstrates adequate skill in and understanding of the use of 21 st century technology including (but not limited to) hardware, software, peripherals, networking, and the Internet	Demonstrates some skill in and understanding of the use of 21 st century technology including (but not limited to) hardware, software, peripherals, networking, and the Internet	Demonstrates little or no skill in and little or no understanding of the use of 21 st century technology including (but not limited to) hardware, software, peripherals, networking, and the Internet
Research	Independently utilizes 21 st century technology to consistently and effectively collect information from a variety of sources. Critically analyzes sources to assess accuracy, credibility, and timeliness	Adequately utilizes 21 st century technology to effectively collect information from a variety of sources. Analyzes sources to assess accuracy, credibility, and timeliness	Demonstrates some skill utilizing 21 st century technology to effectively collect information from a variety of sources. Attempts to analyze sources to assess accuracy, credibility, and timeliness	Demonstrates limited skill utilizing 21 st century technology to collect information from a variety of sources. Does not analyze sources to assess accuracy, credibility, and timeliness
Using Information	Effectively integrates and disseminates information to demonstrate the ability to increase productivity in solving authentic problems	Adequately integrates and disseminates information to demonstrate the ability to increase productivity in solving authentic problems	Sometimes integrates and disseminates information to demonstrate the ability to increase productivity in solving authentic problems	Does not integrate and disseminate information to increase productivity in solving authentic problems

TMHS School-wide Expectations

Expectation 4: Innovative Thinking - the process of demonstrating originality, creativity, flexibility, and adaptability in thinking patterns, work process, and working/learning conditions.

Criteria	4 (Exemplary)	3 (Proficient)	2 (Needs Improvement)	1 (Unacceptable)
Creativity/ Originality	Demonstrates exceptional originality and inventiveness in work	Demonstrates considerable originality and inventiveness in work	Demonstrates some originality and inventiveness in work	Demonstrates little to no originality and inventiveness in work
Flexibility/ Adaptability	Effectively makes use of multiple processes and diverse perspectives to explore alternate solutions	Adequately makes use of processes and diverse perspectives to explore alternate solutions	Demonstrates some ability to use processes and diverse perspectives to explore alternate solutions	Rarely or never makes use of processes and/or diverse perspectives to explore alternate solutions
Work Process	Exhibits a spark of interest that leads to inquiry; Effectively sets goals, plans, manages, and assesses the quality of learning; goes beyond expectations in exploring new techniques	Adequately sets goals and plans; manages and adequately assesses the quality of learning; explores new techniques	Sometimes sets goals and plans; sometimes manages and assesses the quality of learning; few new techniques are explored	Goals are not set or inappropriate; rarely or never manages and assesses the quality of learning; no new techniques are explored.
Working/Learning Conditions	Demonstrates the ability to effectively work in a climate of ambiguity and change	Demonstrates the ability to adequately work in a climate of ambiguity and change	Demonstrates some ability to work in a climate of ambiguity and change	Demonstrates limited ability to work in a climate of ambiguity and change

TMHS School-wide Expectations

Expectation 5: Cultural/Civic Awareness and Personal Responsibility: A Cultural Awareness

- the process of understanding diverse cultures, recognizing global relationships, and responding independently to changing conditions

Cultural	4 (Exemplary)	3 (Proficient)	2 (Needs Improvement)	1 (Unacceptable)
Understanding	Demonstrates an insightful understanding of a diverse culture, people, or group, including its belief systems, values, and institutions	Demonstrates an accurate understanding of a diverse culture, people, or group including its belief systems, values, and institutions	Demonstrates some understanding of a diverse culture, people, or group, including its belief systems, values, and institutions	Demonstrates little understanding of a diverse culture, people, or group including its belief systems, values, and institutions
Analysis	Thoroughly identifies with accuracy a complex global issue and applies appropriate skills to understand the issue. Independently recognizes bias. Goes beyond expectations to accurately identify multiple perspectives surrounding the issue	Identifies with accuracy a global issue and applies appropriate skills to understand the issue. Recognizes bias and accurately identifies some perspectives surrounding the issue	Identifies a global issue and applies some skills to understand the issue. Recognizes bias in a limited manner and identifies few perspectives surrounding the issue	Inadequately identifies the global issue and applies few skills to understand the issue. No recognition of bias or other perspectives surrounding the issue
Evaluation	Demonstrates an insightful understanding of how diversity affects relationships among/different peoples and/or nations	Demonstrates an adequate understanding of how diversity affects relationships among/different peoples and/or nations	Demonstrates some understanding of how a diverse culture affects relationships among different peoples and nations	Demonstrates little to no understanding of how a diverse culture affects relationships among different peoples and nations
Awareness	Critically evaluates the significance of global relationships	Evaluates the significance of global relationships	Recognizes some of the impacts of global relationships	Little to no recognition of the impact of global relationships

TMHS School-wide Expectations

Expectation 5: Cultural/Civic Awareness and Personal Responsibility: B. Civic Awareness - the process of understanding social responsibility in relation to community

Criteria	4 (Exemplary)	3 (Proficient)	2 (Needs Improvement)	1 (Unacceptable)
Understanding	Identifies and demonstrates an accurate and in-depth understanding of the relationships and responsibilities that exist among citizens, their communities, and their governments	Identifies and demonstrates an accurate understanding of the community/government process and the rights and responsibilities of citizenship	Demonstrates some understanding of the community/government process and the rights and responsibilities of citizenship	Demonstrates little to no understanding of community/government process and the rights and responsibilities of citizenship
Analysis	Independently identifies and analyzes a civic issue. Skillfully locates and uses abundant relevant data/evidence to support or refute a viewpoint, policy, or action	Identifies and analyzes a civic issue. Locates and uses adequate relevant data/evidence to support or refute a viewpoint, policy, or action	Somewhat Identifies and analyzes a civic issue. Locates and uses some relevant data/evidence to support or refute a viewpoint, policy, or action	Inadequately identifies and analyzes a civic issue. Locates and uses minimal relevant data/evidence to support or refute a viewpoint, policy, or action
Action Plan	Creates and executes a thoughtful plan, solution, or product that addresses an identified civic issue	Creates and executes a thoughtful plan, solution, or product that partially addresses an identified civic issue	Creates a thoughtful plan, solution, or product that relates to an identified civic issue	Creates a plan, solution, or product that partially relates to an identified civic issue
Reflection	Critically evaluates the action plan taken to address the civic issue and its outcome(s)	Evaluates the action plan taken to address the civic issue and its outcome(s)	Does not reflect on all stages of the action plan taken to address the civic issue or does not evaluate the outcome(s)	Little to no evaluation of the action plan taken to address the civic issue and its outcome(s)

TMHS School-wide Expectations

Expectation 5: Cultural/Civic Awareness and Personal Responsibility: C. Personal

Responsibility - the process of understanding personal accountability and its effects on quality of life

Criteria	4 (Exemplary)	3 (Proficient)	2 (Needs Improvement)	1 (Unacceptable)
Understanding (Health)	Identifies and demonstrates an in-depth understanding of health information and wellness	Identifies and demonstrates an understanding of health information and wellness	Somewhat identifies and demonstrates an understanding of health information and wellness	Identifies and demonstrates little to no understanding of health information and wellness
Application (Health)	Uses multiple reliable sources of health and wellness information to make thoughtful and appropriate health-related decisions	Uses reliable sources of health and wellness information to make appropriate health-related decisions	Uses some health and wellness information to make health-related decisions	Uses little to no health and wellness information to make health-related decisions
Understanding (Academics)	Demonstrates an in-depth understanding of the consequences, both positive and negative, of academic and behavioral decisions	Demonstrates an understanding of the consequences, both positive and negative, of academic and behavioral decisions	Demonstrates some understanding of the consequences, both positive and negative, of academic and behavioral decisions	Demonstrates little or no understanding of the consequences, both positive and negative, of academic and behavioral decisions
Application (Academic)	Defines, prioritizes, and completes tasks without direct oversight; sets and meets high standards and goals for delivering quality work on time	Defines, prioritizes, and completes tasks with little direct oversight; sets and meets adequate standards and goals for delivering work on time	Defines, prioritizes, and completes tasks with some direct oversight; sets and meets some standards and goals for delivering work on time	Defines, prioritizes, and completes tasks with continuous direct oversight; sets and meets low standards and goals for delivering work on time

GRADUATION REQUIREMENTS

CREDITS

A credit is earned by passing a subject that meets five days a week throughout the year. One half-credit is given for Physical Education, semester courses or classes that meet 2 or 3 times a week for a full year.

SEMESTER COURSES

A semester course is a class that meets five days a week for one half of the year. Each semester course is given a final grade and, when passed, will be assigned a half-credit. Semester courses will be computed into a student's Grade Point Average.

YEARLY REQUIREMENTS

Our school day consists of seven class periods. Students are required to maintain full time status by enrolling in a minimum of 6 credit earning courses. Students are encouraged to complete their Health and Physical Education requirements as freshmen and sophomores.

CREDIT REQUIREMENTS Class of 2019, 2020, and 2021

- 4 credits of English (at least one English credit must be taken each school year)
- 3 credits of Social Studies (Government and U.S. History or Early American History)
- 3 credits of Mathematics
- 3 credits of Science (one freshmen science and Biology)
- 1 credit of Arts (including Art and Music courses)
- 1 credit of Technology (including Business, Technology Education, computer based Mathematics, and Music Technology)
- 1 credit of Physical Education
- 0.5 credit of Health and Safety Education (beginning with the Class of 202)
- 8 elective credits (7.5 elective credits beginning with the Class of 2021)
- Senior Tour (beginning with Class of 2020) Total 24 credits

In addition, all students must meet the “proficiency” level for the state administered assessments in their junior year, or meet a set of performance standards as seniors to qualify for a diploma.

Beginning with the class of 2021, end of course examinations for the following courses: Algebra I, Geometry, Biology, American History and grade 10 English are required.

PERFORMANCE REQUIREMENTS

English/Reading

1. Score at or above the national average on the SAT I critical reading English section or the ACT reading subtest
2. Achieve a final average of 70 or better on any tenth through twelfth grade English course
3. Achieve a passing grade on a one-semester Literacy Intervention course

Mathematics

1. Score at or above the national average on the SAT I, SAT II Math Level IC or Math Level IIC or the ACT math section
2. Achieve a final average of a 70 or better on any math class from Algebra I through Calculus
3. Achieve a passing grade on a one-semester Math Intervention course

Science

1. Score at or above the national average on the SAT II Biology, Chemistry, or Physics subject tests or the ACT science subtest
2. Achieve a final average of a 70 or better on any science class from Biology through Physics

Students who have an Individual Education Plan (IEP) may require modifications from the performances standards, as determined by the Planning and Placement Team (PPT).

ADDITIONAL PERFORMANCE GRADUATION REQUIREMENTS DIGITAL PORTFOLIO

The digital portfolio, comprised of student work aligned to Tourtellotte’s school-wide student learning expectations and proficiency-based graduation requirements, is a collection of evidence demonstrating that students have the skills and knowledge required of all graduates of Tourtellotte Memorial High School. Tourtellotte students are required to maintain and complete a digital portfolio, achieving a proficiency rating in each of the school-wide expectations, their job shadow and Senior Tour.

STUDENT RESPONSIBILITY

During the freshman year, each student are assigned a login name and password to create his/her own personal digital portfolio. Parents/Guardians are encouraged to activate their login at this time. During their years at Tourtellotte, all students are provided opportunities embedded within their courses to create proficient artifacts for the portfolio. ***It is the student's responsibility to complete assigned tasks, and enter the artifacts into his/her portfolio.*** Tourtellotte faculty provides multiple resources and necessary supports for successful student portfolio completion and exhibition.

CAREER PLANNING AND JOB SHADOWING

During the summer before and fall of the senior year, all students are required to meet with their school counselor for their senior meeting and either complete or arrange a job shadow related to their future educational or career plans. Any senior who does not have complete documentation of his/her senior meeting and/or job shadow by the end of the first quarter will lose Open Campus privileges.

THE SENIOR TOUR

All seniors are required to present a “tour,” or demonstration, of their achievement of TMHS’s 21st century school-wide learning expectations, their academic and personal growth throughout high school, and their readiness for postsecondary education or career. The Senior Tour is a presentation that includes the following:

- An explanation of the student’s future educational and career plans
- What the student learned about his/her future career through his/her school experiences including his/her job shadow
- An explanation of how the school’s 21st century skills relate to his/her future career/educational plans
- A demonstration of the work in his/her portfolio that shows growth in an area of career interest

Students who have proven at least proficiency on a minimum of 30 subskills, completed their job shadow, and conducted their senior meeting will be eligible to present tours in the fall of their senior year. Therefore, students meeting these criteria are encouraged to begin preparing tours over the summer prior to their senior year.

Students should reference the Senior Tour Guidelines and School-wide Rubric for more specific information.

PROMOTION

Students at Tourtellotte Memorial High School will be promoted to the next grade as outlined below. Additionally, they must conform to Connecticut State Law in order to graduate.

Grades 9 to 10	5 credits
Grades 10 to 11	11 credits
Grades 11 to 12	17 credits
Graduation	24 credits minimum

STUDENT - PROMOTION/RETENTION AND SUMMER SCHOOL

When a student is not promoted, credit is earned for those subjects passed and the student does not repeat those subjects. If the student accumulates credits through a repeat year or summer school, s/he is placed in the grade level which is comparable to the earned credits. Credit deficits may be made-up at approved summer schools. **A student is only allowed to make up two courses in summer school and must have an average of 55 or greater and have passed two quarters in a full-year course and one quarter in a half-year course during the academic year in order to be eligible to make up a course in summer school, unless otherwise decided upon by administration.** Courses may only be taken in summer school the summer immediately following the failure. Course makeup credit may also be earned by successful completion in accredited high school correspondence courses, approved online courses or successful completion of a college course. **Approval must be given by the principal and school counselor before any course makeup is attempted.**

TMHS will offer a summer school program for credit recovery of failed courses. This program is offered as an online learning opportunity supported by certified teachers. Students are required to complete the majority of the work at home on their own time. Teachers are available two mornings per week to answer questions and proctor tests. The summer school period generally lasts 6 weeks. There is tuition charged for this program. The amount of tuition varies each year and is determined before the dates of the summer school program are announced.

HOMEWORK POLICY PHILOSOPHY

We believe that homework is an integral element of the educational process which is fundamental to the individual's pursuit of learning, acquisition of knowledge, and personal development. The assignment of homework should be utilized as an instrument to reinforce classroom instruction, develop appropriate study skills, encourage self-discipline, and promote personal responsibility in the student.

We recognize that these assigned activities are an extension of formal classroom learning which must provide a variety of significant learning experiences tailored to the content of the subject matter and to the individual differences and special needs of the student.

We believe that all homework assignments have a value which should be incorporated as a significant element of the evaluation of each student's performance in order that the student is appropriately reinforced for the effort and quality of the work accomplished.

Teacher Responsibility: Teachers shall assume responsibility for:

- a) provide an explanation of the homework policy and procedure of implementation to the students of each class
- b) explain the purpose and value of assignments and the relationships that exist to classroom work
- c) individualize homework as necessitated by the abilities of the student
- d) evaluate, record, and return assignments as promptly after completion
- e) utilize the evaluations of a student's homework in overall grading
- f) notify parents of students who fall behind in completing assignments

Student Responsibility: Students shall assume responsibility for:

- a) understand the requirements, directions, and purpose of assignments
- b) prepare work legibly, accurately, and within the time limits, therefore, budget time realistically with the understanding of the consequences of not doing so
- c) obtain the appropriate materials and resources needed to complete assignments
- d) make up work missed because of absences
- e) prepare for quizzes and tests
- f) understand the evaluation process and the significance of the content, structure, and appearance of homework in the grading system
- g) ensure the integrity of their work
- h) understand that there is never a time when a student does not have homework. In the absence or completion of specific assignments, a student may preview, review or improve future, previous, or current materials

Parent Responsibility: Parents shall assume responsibility for:

- a) provide a quiet, suitable place with adequate work space for the length of time it takes the student to complete his homework
- b) cooperate with teachers by encouraging the student to meet the responsibilities of completing homework assignments
- c) understand the values and varieties of homework which are assigned
- d) monitor assignments regularly to insure integrity, completeness, and timeliness

GRADES AND LEVELS

The purpose of the Weighted Grade G.P.A. system is for:

- a) recommendation to a four-year college
- b) placement at a four-year college
- c) scholarship awards based on academic scholarship, (including National Honor Society nomination and honor roll)
- d) ranking of our students for awards based on academic scholarship

In order to determine G.P.A., our course offerings are listed according to three levels and currently follow numerical differentials used to compile class rank:

Advanced Placement and Early College Experience	1.1130
Honors	1.0565
Academic	1.0000

Physical Education classes and those classes receiving a grade of "Pass/Fail" are not computed in a student's GPA.

DESIGNATIONS FOR GRADE WEIGHTING

Advanced Placement/Early College Credit:

Advanced Placement is a program offered by the Educational Testing Service of the College Board. An exam provided by the College Board is given in May. AP/ECE courses may also be courses offered through the University of Connecticut Early College Experience Program. Successful students, achieving a grade of 73 or better on UConn's requirements, may receive college credit for these courses. The programs require very high motivation and outstanding academic ability. The academic standard for these courses will be most demanding. Students should see their school counselor before the scheduling process is established.

Honors:

Courses are designed to meet the needs of students who are planning to attend four-year colleges and universities. The work will be very demanding, as students will be developing skills of analytical and critical thinking and acquiring the work habits necessary for success in college. This will require research, laboratory experience, and extensive requirements for verbal and written expression.

Academic:

Courses are designed to meet the needs of students who would like to go on to college as well as those students who are seeking a general high school education prior to employment, vocational schooling, or entering the armed services. Standards and work requirements will be high, and thinking, research, laboratory and communication skills will be developed.

WEIGHT MODIFICATION WITHIN COURSES

Grade weights within certain courses may be modified by agreement between the student and teacher (with the advice and consent of the guidance and administrative departments) in order to best meet the needs of individual students.

NCAA ELIGIBILITY CENTER

What is the NCAA Eligibility Center? Why is it important?

The NCAA Eligibility Center took over operations for the NCAA Initial-Eligibility Clearinghouse in November 2007. The Eligibility Center certifies the academic and amateur credentials of all students who want to play sports at an NCAA Division I or II institution as freshmen. In order to practice, play and receive an athletics scholarship, students need to meet certain academic benchmarks. An additional certification process exists to make sure the student is still an amateur, which is necessary in order for the student to compete.

Academic Credentials + Amateurism Status = College Eligible

What are the Academic Initial-Eligibility Requirements?

The following requirements must be met in order for a student to be able to practice, play and receive a scholarship at an NCAA Division I or II college or university.

Division I:

1. Graduate from high school;
2. Complete a minimum of 16 core courses;
3. Present the required grade-point average (GPA 2.3) (see the sliding scale in the Guide for the College-Bound Student-Athlete for Division I);
4. Present a qualifying test score on either the ACT or SAT (see the sliding scale in the Guide for the College-Bound Student-Athlete); and
5. Complete the amateurism questionnaire and request final amateurism certification.

Division I Core-Course Breakdown (Courses Must Appear on your List of Approved Core Courses)

- 4 years of English
- 3 years of math (Algebra 1 or higher)
- 2 years of natural or physical science (including one year of lab science if offered)
- 1 extra year of English, math, or natural or physical science
- 2 years of social science
- 4 years of extra core courses from any category above, or foreign language, or
- comparative religion/philosophy

Division II

1. Graduate from high school;
2. Complete a minimum of 16 core courses
3. Present a minimum of 2.200 core-course grade-point average (GPA)
4. Present a minimum 820 SAT score (critical reading and math only) or 68 sum ACT score qualifying test score; and
5. Complete the amateurism questionnaire and request final amateurism certification

Division II Core-Course Breakdown: (Courses Must Appear on your List of Approved Core Courses)

- 3 years of English
- 2 years of math (Algebra 1 or higher)
- 2 years of natural or physical science (including ONE year of lab science if offered)
- 3 additional years of English, math, or natural or physical science
- 2 years of social science
- 4 years of extra core courses from any category above, or foreign language, or comparative religion/philosophy
-

For additional information regarding sports eligibility in college, log onto the Eligibility Center at www.eligibilitycenter.org.

PLANNING A PROGRAM

Each year a student must select courses that

- 1) fulfill yearly requirements, graduation credit and performance requirements
- 3) prepare for anticipated careers as outlined by pathways
- 4) develop areas of interest

Parents, teachers and school counselors will assist each student with his/her initial selections toward a four-year educational plan. It is good for a student to plan an entire high school program in advance, enabling one to see how all the requirements and electives will fit into the four years of high school. The first step in making course selection is to determine which courses are required for the year a student will be entering.

Freshman

English

Math

Science (Physical or Survey)

Social Studies (Modern World)

Physical Education

Health

Sophomore

English

Math

Science (Biology)

Social Studies (Government)

Physical Education

Junior

English

Math

Science

Social Studies (Early American or U.S. History)

Senior

English

Current teachers are excellent resources for determining which level should be taken (advanced, honors, or academic). The course descriptions and the section of this booklet entitled "Designations for Grade Weighting" will also help determine the most appropriate level. Both parent and teacher recommendations for course and level selections are needed before registration is complete.

Each year at registration, an assessment of credits required for graduation should be made. If a required course was failed, the credit must be made up. This can be done by:

- 1) attending an approved summer school the summer after a course was failed
- 2) repeating the course that was failed
- 3) electing another course that will fulfill the requirement
- 4) participating in credit recovery online course

Credit deficits may be made-up at approved summer schools. Because there are special policies and performance standards that must be considered, it is necessary to consult with a school counselor before course make-up is attempted.

Once registered for required courses, a student should carefully consider the electives s/he wants, to complete the schedule. Electives should be chosen based on:

- 1) performance standards and learner expectations
- 2) college admissions requirements
- 3) anticipated career field
- 4) interests

Four Year Plan and Credit Requirements for Graduation

Year of Graduation: _____ College/Career Pathway: _____

Student Name: _____ Cumulative Credits: _____

TOURTELLOTTE MEMORIAL HIGH SCHOOL RECORD OF GRADUATION CREDITS								
	GRADE 9	Credit Earned	GRADE 10	Credit Earned	GRADE 11	Credit Earned	GRADE 12	Credit Earned
ENGLISH Required: 4								
MATH Required: 3								
SCIENCE Required: 3	Freshman Science		Biology					
SOCIAL STUDIES Required: 3			Govern- ment		US History			
FINE ARTS Required: 1								
TECH/BUSINESS Required: 1								
HEALTH Required: 1/2 Class of 2021 on								
PHYSICAL EDUC. Required: 1								
Senior Tour: Required	Focus:							
TOTALS								

US History and American Government are required.

CREDITS REQUIRED 24

1 credit must be in the area of Fine Arts and another 1 credit in the voc/tech area.

Freshmen Science and Biology are required.

ADMISSION TO COLLEGE AND POSTSECONDARY SCHOOLS

Each college or postsecondary school has its own set of requirements. Not only do entrance requirements differ from school to school, but they may differ according to majors within a school. The only definite way to determine minimum requirements at a given school for a given major is to consult its catalog or online information. The School Counseling department has internet access, computer software, and many current college catalogs available to help in a student's school search and selection.

Despite the variation in course requirements the following minimum requirements will serve as a general guideline for college bound students. Students seeking admittance to very competitive schools should consider exceeding these guidelines, whereas students applying to trade schools and two year colleges will not be expected to meet all the standards listed. What these guidelines provide, however, is a skeleton program all four year college bound students may wish to follow:

- four years of English
- three years of math (Algebra I & II, Geometry as a minimum)
- three years of social studies
- two years of a single world language
- two years of a laboratory science
- at least three other academic electives from the departments listed above

College admissions committees judge the merits of applicants based on:

The student's high school scholastic record is the first and most important thing the college looks at: "What did the student study and what grades did s/he get? A statistic related to academic success is class rank. Colleges consider this an important criterion as it reflects how well a student did in school in comparison to his/her classmates.

Judgment is made on leadership and participation in school and community activities (i.e., sports, school organizations and extracurricular activities, scouts, church groups, volunteer work, etc.).

Most colleges will consider College Board test scores (ACT, SAT I and/or SAT II's, if required) to see if a student has the ability to succeed at that college. School counselor and teacher recommendations are considered. This usually helps evaluate the student on maturity, citizenship in the classroom, ability to get along with others, and probable chances of success at college.

Each applicant is judged on his/her own merits. A deficiency in one area can often be counteracted by intensive concentration in another.

It is never too early for a student to start a college search process. Resource materials, computers, college catalogs and career information are available in the school counselors' department for student use. Counselors can aid a student in the search for career fields, and will help pinpoint educational institutions that meet personal criteria (size, majors, services, location, etc.)

SPECIAL PROGRAMS AND SERVICES: INDEPENDENT STUDY

Independent Study is an opportunity for educationally mature and responsible students to take higher level courses in any academic area. Coursework is completed under the timely supervision of a teacher, but is done independently of classroom instruction.

Independent study courses must be arranged through guidance and approved by the principal, are arranged at the request of a student and the availability of the teacher, and are typically approved when there is not a comparable class available in the Program of Studies.

A written contract between the student and the teacher is required. This contract must stipulate a course title, level, credit, and description. It must also specify meeting times and places, course assignments and criteria for student evaluation. A copy of the signed contract must be given to guidance and administration with final approval by the principal.

In agreeing to supervise an independent study course for a student, the teacher is ensuring the work assigned and the performance expected by the student is reflective of all school-wide expectations. In addition, the opportunity for Digital Portfolio submissions is an expectation for all independent study courses.

Another option for an independent study course may be through the Virtual High School or other online learning opportunity. These courses must be through an approved, accredited online provider and will only be for courses which TMHS is unable to offer. Students wishing to take advantage of this opportunity must have the recommendation of their school counselor and approval from the principal.

QUINEBAUG VALLEY COMMUNITY COLLEGE, QVCC Partnership Program

Eligible students may choose to earn college credit for no cost while they are in high school. Tourtellotte Memorial and Quinebaug Valley Community College offer a partnership program to juniors and seniors who meet the criteria listed below. We encourage TMHS students to take advantage of this opportunity for college credits either in the late afternoon or evening sessions at Q.V.C.C.

Quinebaug Valley Community College (QVCC) will agree to waive the tuition and fees for any high school student from TMHS providing the student meets the following criteria:

1. The student must be in the junior or senior year of high school and have an 80 average. Students with special educational needs will be considered where it can be demonstrated that they have sufficient skills to anticipate success in the selected college course.
2. The student must be recommended by the guidance department and Principal of the high school.
3. To be considered, a Partnership Application must be completed by the interested student and mailed with an official transcript to QVCC. See your school counselor.

College Connections

College Connections is a partnership between Tourtellotte Memorial High School and Quinebaug Valley Community College in Danielson. College Connections is absolutely FREE. The purpose of the partnership is to enable secondary students to receive credit for coursework that is equivalent to college level coursework in Computer Applications, Accounting II, Manufacturing Math, Computer Aided Design I, Interpreting Engineering Drawings, and Advanced Excel. College credit is granted with an official transcript from QVCC. Any or all of these credits may be transferable to other colleges depending on transfer guidelines. In some cases, these courses may satisfy college prerequisites.

What are the advantages of College Connections for students?

- College credit is granted for courses taken in high school
- Students receive a college transcript for their work
- Parents and students can potentially save money on college tuition
- The student is guaranteed acceptance into the community college

UNIVERSITY OF CONNECTICUT EARLY COLLEGE EXPERIENCE

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

ECE instructors, who are certified as adjunct professors by UConn faculty, create a classroom environment fostering independent learning, creativity and critical thinking – all pivotal for success in college. Tourtellotte Memorial High School offers ECE courses in English. To support rigorous learning, University of Connecticut library resources are also available to students.

ECE students must successfully complete the course with a grade of C, achieving a grade of 73 or better on UConn's requirements, in order to receive university credit. University credits are highly transferable to other universities. Students are currently charged a \$25 per credit fee.

For additional information visit: www.ece.uconn.edu.

Nichols College Accelerator Program

The Accelerator Program gives local high school students an opportunity to demonstrate their ability to do college level work, and to acquire skills that will help them succeed not only in college but also in their remaining high school courses. The courses offered through the Accelerator Program at Nichols College offer content that is compelling and challenging. One class will be taught each semester on the Nichols College campus allowing students to experience a college campus atmosphere and earn college credits at the same time. The courses are taught by experienced Nichols College faculty members with the help of a teaching assistant. The course is offered at a discounted rate.

COLLEGE CREDIT EARNING OPPORTUNITIES

Semester	0.5 HS Credit	2 College Credits	
Interpreting Engineering Drawings #1711		Academic	Grades 11-12

Semester	0.5 HS Credit	3 College Credits	
Manufacturing Math	#1118	Academic	Grades 11-12
Money Management	#1605	Academic	Grades 11-12

Full Year	1 HS Credit	3 College Credits	
AP Studio Art	#1507	AP	Grades 11-12
Accounting II	#1602	Academic	Grades 11-12
Computer Applications	#1603	Academic	Grades 9-12
UCONN American Studies	#1006	ECE	Grade 11
UCONN Writing Through Literature #1008		ECE	Grade 12
AP Calculus AB	#1112	AP	Grade 12
AP Biology	#1212	AP	Grade 12
AP Biology Lab	#1213	AP	Grade 12
AP U.S. History	#1302	AP	Grade 12
AP U.S. Government and Politics #1317		AP	Grade 10
CAD: SolidWorks	#1704	Academic	Grades 11-12
CAD: AutoCAD	#1716	Academic	Grades 11-12

The Virtual High School

AP® Art History	AP	Grades 10-12
AP® Music Theory	AP	Grades 10-12
AP® Computer Science A	AP	Grades 10-12
AP® Computer Science Principles	AP	Grades 10-12
AP® English Language and Composition	AP	Grades 10-12
AP® Calculus BC	AP	Grades 10-12
AP® Statistics	AP	Grades 10-12
AP® Environmental Science	AP	Grades 11-12
AP® Chemistry	AP	Grades 10-12
AP® Physics 1	AP	Grades 10-12
AP® Physics C	AP	Grades 11-12
AP® Economics	AP	Grades 10-12
AP® European History	AP	Grades 10-12
AP® Human Geography	AP	Grades 9-12
AP® Psychology	AP	Grades 10-12
AP® World History	AP	Grades 10-12
AP® French Language and Culture	AP	Grades 10-12
AP® Spanish Language and Culture	AP	Grades 10-12

SPECIAL NEEDS SERVICES

Federal and state special education laws require that any child suspected of having special needs which may require services beyond the general education program be referred to the Planning and Placement Team (P.P.T). If the child is found to have special needs, an Individualized Educational Plan (I.E.P) is prepared and the services specified in the plan are provided once parental permission is obtained. The law applies to all people aged three through twenty-one who have not graduated from high school. A referral may be made by a parent or guardian, a teacher or other school official, the student and others with parent permission. Further information is available in the school counselors' department.

Once students have been determined eligible to receive special needs services, they are scheduled according to the PPT recommendations and IEP directions. Services may be supportive in nature, wherein the student attends support rather than a study hall and receives extra help in a content area class in which s/he is enrolled. Replacement classes are also offered through support in areas such as English and Math. These courses are individualized to meet the special needs of each student while closely following the general curriculum. Students in these programs will receive full academic credit for each course successfully completed.

Besides their major academic subjects, these students and their parents are encouraged to select electives that will aid in their transition from school to work or further education. Most two and four-year colleges and postsecondary schools offer students with learning disabilities and other special needs support services at their institutions. Students with learning differences who are thinking of college or further education as a possibility must talk to their teachers and see their counselor for early strategic planning.

Section 504

If a student has a documented or substantiated handicapping condition that limits one or more major life activity, classroom accommodations may be appropriate. Contact guidance for more information.

WORK EXPERIENCE CREDIT

Credit for Work

The Credit for Work program awards high school credit for actual job experience for the students who are employed in the community developing marketable job skills. This program has set guidelines on age, hours and jobs. More information and contracts are available from the school counselors.

Internships

Internships allow high school credit to be earned by students gaining job exposure in professional job settings. The student work may be paid or non/paid. The opportunity allows students to observe and assist professionals in actual work places. Ideally, Internships will be in a career setting the student has chosen to pursue after high school or college. Although internships may be in a school setting during the school day, other arrangements may be after school hours or during weekends. Students or professionals interested in arranging an internship should contact the school counselor. Written guidelines and credit requirements are available in the school counselors' department. **All internships must receive administrative approval.**

SCHOOL CHOICE OPTIONS

Parents and students are encouraged to explore all educational opportunities offered locally and regionally. These options include magnet, charter, lighthouse and vocational-technical schools, inter-district programs, middle/college high school program, and vocational agricultural centers. Contact the school counselors' department for further information on these school choice options.

Quinebaug Middle College High School

Quinebaug Middle College (QMC) is designed to give high school students an option when the traditional high school setting is not enough. Housed at QVCC, this program is offered to non-traditional learners in grades 10-12. This program is offered as an alternative for students who feel disconnected from their high school program and are in danger of dropping out, but are capable and independent learners who will succeed with support in this unique environment. For additional information and/or the registration process, please contact your school counselor. Applications are usually due early March.

REGISTRATION PROCESS

Parents and students plan a program for the next school year and make choices on the Course Selections Sheets. Included with desired courses are three alternative electives. These alternates should be prioritized, the first choice listed first, etc.

Completed course selection sheets are returned to school counselors and reviewed with each student. A master schedule is then developed based on a tally made of all student selections. Students are scheduled for class periods according to the master schedule starting with the next year's seniors and ending with the incoming freshmen.

Because of the size of the school, many courses are considered "singletons." This means only one section of these courses is offered. Scheduling conflicts are inevitable. A scheduling conflict occurs when at least two of the courses the student has selected are offered during the same period. When this occurs, the counselor refers to the student's list of alternate electives to complete a schedule.

Approximately three weeks prior to the start of school, all students will receive a copy of their schedule in the mail or by email. Students who have an obligation to the school, i.e. lost book, lost lock, outstanding cafeteria balance, money owed, etc., will not receive their schedule until all obligations are met.

SCHEDULE CHANGES

Dates and times are available prior to the start of school for students to meet with the school counselors' department to request schedule changes. The school counselor will make the determination if the change is in the best interest of the student.

Schedule changes made after the start of school will be approved only if there are extraordinary circumstances. If a student is experiencing severe difficulty in one level, and has made attempts to remedy the situation (i.e. after school help), it is possible to make a changes with the permission of parents, teachers, counselor, and the principal. Conversely, if a student finds a course is not challenging, the student should inform the school counselors' department, so that a solution can be sought.

**COURSE DESCRIPTIONS
AND
ACADEMIC EXPECTATIONS**

Art

Business

English

Family and Consumer Science

Health and Physical Education

Mathematics

Music

Science

Social Studies

Technology Education

World Language

**Courses marked with an * (asterisk) have been approved
by the NCAA Eligibility Center for Division I and Division II sports.**

Please note: Any class with insufficient enrollment may be cancelled.

ART

FOUNDATIONS OF ART **COURSE NUMBER: 1500** Academic
Grades 9-12 Semester .5 Credit

This course is designed to provide the student with the foundations of the study of art. Students will create artwork using a variety of methods, materials and techniques such as painting, drawing, sculpture and mixed media. Students will learn the basic principles and themes of art and how it can be used as a tool for communication. Students will learn a variety of skills that will allow them to move into more advanced courses in the arts.

School-wide Expectations: **1, 2A, and 4**

SCULPTURE **COURSE NUMBER: 1506** Academic
Grades 9-12 Semester .5 credits

This course is designed for students who have an interest in three-dimensional design and encourages students to develop their natural artistic talents. Students will have the opportunity to express their individual talents by completing a variety of unique and challenging projects in a multitude of 3D media. Students will learn about the evolution of sculpture and its use as one of the world's oldest art forms. Assignments emphasize design, craftsmanship, and problem solving. Units explore the fundamentals involved in paper mache sculptures, architectural design, paper sculpture, clay construction, and relief painting.

Prerequisite: A 75 or better in *Foundations of Art*

School-wide Expectations: **1, 4, and 5A**

DRAWING AND PAINTING **COURSE NUMBER: 1501** Academic
Grades 9-12 Semester .5 Credit

This course is designed to further develop skills learned in Foundations of Art and allow students to begin to use their artistic expression as a means of communication in a more sophisticated manner. An emphasis on drawing is a large part of the course, as students will learn more advanced drawing and painting techniques and explore new artistic styles and artists to further develop their knowledge and skills in the arts. Units explore the techniques of value, color, composition and concept in a more in depth manner.

Prerequisite: A 75 or better in *Foundations of Art*

School-wide Expectations: **1, 2A, and 4**

ART APPRECIATION **COURSE NUMBER: 1502** Academic
Grades 9-12 Semester .5 Credit

This course is designed for students who are interested in the study of Art History and its impact on the world. Students will learn about the types of art we see every day, major art movements, their characteristics, and their influence. Students will investigate many artists and apply research to understand the role that art plays throughout history. They will become "Art Critics" to formally analyze and criticize specific artworks and connect historical artworks to contemporary issues. Students will design and create studio projects to apply the themes studied in class.

Prerequisite: A 75 or better in *Foundations of Art*

School-wide Expectations: **2C, 4, and 5A**

AP STUDIO ART

Grades 11-12

COURSE NUMBER: 1507

Full Year

1 HS Credit

AP

3 College Credits

This course is for serious students who are prepared to use creative thinking, technical and artistic skills in order to complete a self-designed art portfolio to be submitted for AP scoring. Students in the AP Studio Art Program choose from two portfolio exams—2-D Design or Drawing—corresponding to college foundation courses. Portfolios allow flexibility of coursework while guiding students to produce college-level quality, artistic investigation, and breadth of work. The 2-D Design portfolio addresses two-dimensional design issues and involves decision making about how to use the elements and principles of art in an integrative way. The Drawing portfolio addresses issues such as line quality, light and shade, rendering of form, composition, surface manipulation, the illusion of depth, and mark-making. Students' portfolios demonstrate skills and ideas developed, refined, and applied throughout the course to produce visual compositions. Students may choose to submit any or all of the portfolios. Portfolios are evaluated based on standardized scoring descriptors aligned with skills and understanding developed in college foundation courses. Both portfolios require 24 finished pieces to be submitted for review and from those, 5 actual works sent for evaluation. *Students who enroll in the AP Studio Art course should be aware that submitting their portfolio is expected. High achievement on the Advanced Placement Evaluation may qualify students for 3 college credits.*

**Note: Students are required to complete 3 artworks over the summer before the course begins in the fall. The work is within the first week of class. Students will meet with the teacher at the end of the previous year to receive their summer assignments.*

Prerequisite: A “B” or better in Foundations of Art, and Drawing and Painting or Sculpture and obtain written approval from the teacher

School-Wide Expectations: **1, 2, and 4**

PHOTOGRAPHY

Grades 9-12

COURSE NUMBER: 1504

Semester

Honors

.5 Fine Arts or

.5 Technology

This course is designed to teach students about the application and techniques of photograph in a rigorous, project based environment. Students will study the influence photography has had on our lives as well as the history of photography and how to use the basic settings on a camera. Students will create thoughtful projects using the Elements and Principles of Design. Students will have studio time in class to apply the knowledge learned in class to create photographs from planning stages to the final product. Students will also use photo editing programs to enhance and manipulate their images throughout the course.

Class size is limited to 15 students

School-wide Expectations: **3 and 4**

BUSINESS

ACCOUNTING I

Grades 10-12

COURSE NUMBER: 1600

Full Year

Academic

1 Credit

Students will record journal entries, open general ledger accounts, and post to the general and subsidiary ledgers. Additionally, students will produce the end of the fiscal period work: worksheets, adjusting and closing entries, and financial reports. Students will complete several business simulation projects in this course to demonstrate an understanding of the ten step accounting cycle.

This course may not be applied to a math credit towards graduation.

School-wide Expectations: **1, 2B, and 4**

ACCOUNTING II

Grades 11-12

COURSE NUMBER: 1602

Full Year

1 HS Credit

Academic

3 College Credits

Students will utilize the ten steps of the accounting cycle for a corporation. Students will record business transactions using the special journals and general journal. Students will prepare journal entries for uncollectible accounts, adjust inventory, record plant asset depreciation, convert receivables and payables to notes and interest bearing notes, accrue revenue and expenses, and distribute dividends.

With completion of this course the student may be eligible to earn 3 college credits through College Connections from QVCC; ACC L113, Financial Accounting and/or through an articulation with Nichols College: ACCT 238: Financial Accounting.

School-wide Expectations: **1, 3, and 4**

COMPUTER APPLICATIONS

Grades 9-12

COURSE NUMBER: 1603

Full Year

1 HS Credit

Academic

3 College Credits

Students will learn to touch-type. Students will use Microsoft Office™ software to produce word processing documents, spreadsheets, web pages, and databases. Students will apply the techniques learned in the software to create their own letter, memorandums, term papers, fiscal reports, and web pages. Students will be exposed to various software programs to produce classroom assignments and therefore demonstrate an understanding of the school computer usage policy. *With completion of this course the student may be eligible to earn 3 college credits through College Connections from QVCC; CSA L105, Intro to Software Applications.*

School-wide Expectations: **3, 4, and 5A**

MARKETING I

Grades 9-12

COURSE NUMBER: 1604

Full Year

Academic

1 Credit

Students will study and interpret the theory behind the three foundations (human resources foundation, economic foundation, and marketing/business foundation) as well as the ten functions of marketing: distribution, finance, marketing information management, pricing, service, product planning, promotion, risk management, selling, and leadership. Students will be exposed to various software programs to produce classroom assignments and therefore demonstrate an understanding of the school computer usage policy.

School-wide Expectations: **2A, 3, and 4**

MONEY MANAGEMENT**COURSE NUMBER: 1605**

Academic

Grades 11-12

Semester

0.5 HS Credit

3 College Credits

Students will obtain knowledge and understanding about money management principles as they relate to personal finance decisions. Students will apply a rational decision-making process as it applies to the roles of citizens, workers, and consumers. Students will develop and evaluate a spending/savings plan, evaluate savings investment options to meet short-term and long-term goals, and identify various forms of income and analyze factors that affect income as a part of the career and decision-making process. Students will identify factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit. Students will maintain checking accounts. Students will gain an understanding of annuities. Students will become familiar with various insurance options: life insurance, short and long term disability insurance, car insurance, and medical insurance. Students will utilize many software applications to complete the course assignments and in doing so will demonstrate a working knowledge of the computer usage policy as well as create a digital array of work.

With completion of this course the student may be eligible to earn 3 college credits through College Connections from QVCC; BFN 110 Personal Finance.*

School-wide Expectations: **1, 2B, and 3**

ENGLISH

ENGLISH 1*

Grade 9

COURSE NUMBER: 1001

Full Year

Academic

1 Credit

English 1 is designed to introduce students to critical analysis of literature and help them develop self-directed reading and writing skills. In this course, students will study a variety of literature, including short fiction, drama, novels, and poetry. Critical thinking, writing conventions, and listening and speaking skills are emphasized and developed throughout the course of the year with a focus on inquiry-based learning. Students will apply these skills to a variety of writing assignments, both expository and creative. Students will also develop vocabulary skills and research skills, including writing a research paper.

School-wide Expectations: **2B**

HONORS ENGLISH 1*

Grade 9

COURSE NUMBER: 1002

Full Year

Honors

1 Credit

Honors English 1 has a twofold purpose: to improve student's ability to read critically and interpret different forms of literature and to develop a student's ability to write effectively. Through careful reading of a variety of literature, students develop skills in analysis and interpretation, with a sharp focus on author intent, use of literary devices, and developing original, critical claims. Students will participate in meaningful discussions using their own analysis and interpretations, guiding their own learning through the Socratic Method. In addition, this course introduces students to the sophisticated style of analytical writing. Extensive writing is required for this course. Students will work to improve their writing through a structured and focused process, including thorough draft revisions. Finally, students will continue to develop their ability to comprehend challenging texts and communicate effectively through the study of college-level vocabulary.

School-wide Expectations: **2B** and **2C**

ENGLISH 2*

Grade 10

COURSE NUMBER: 1003

Full Year

Academic

1 Credit

This course places emphasis on research, literature and writing. Students can expect to read sophisticated selections from a variety of genres. A strong emphasis is placed on formal and informal writing, including personal, expository, argumentative, narrative, and research papers. Students will be provided with many opportunities to improve and enhance their writing techniques, with a focus on sentence structure, punctuation, grammar, active voice, and organization. Opportunities for use of technology in learning and assessment are included. Continued development of vocabulary is stressed for life skills, as well as preparation for the SATs.

School-wide Expectations: **2B** and **2C**

HONORS ENGLISH 2*

Grade 10

COURSE NUMBER: 1004

Full Year

Honors

1 Credit

This course emphasizes literary analysis and expository writing. Students can expect to read sophisticated selections from a variety of genres, including novels, drama, short fiction, and poetry. A strong emphasis is placed on formal writing including literary analysis and a research paper. Students are provided with many opportunities to improve and enhance their writing techniques, with a focus on understanding the components of the writing process and strengthening their understanding of grammar and usage. Students

develop vocabulary, primarily through the study of word roots and prefixes.

School-wide Expectations: **2B** and **2C**

ENGLISH 3*

Grade 11

COURSE NUMBER: 1005

Full Year

Academic

1 Credit

This is an 11th grade English class with an emphasis on American literature. Ample opportunity is provided for students to study major authors, periods, and genres. Students will be encouraged to make connections to the world in which they live by examining both fiction and nonfiction works from both past and present, while improving their reading comprehension skills. A strong emphasis is placed on the improvement of writing skills. Students will be given numerous writing opportunities that will include but not be limited to various forms of literary analyses.

Prerequisite: Successful completion of English 2.

School-wide Expectations: **2C** and **5A**

UCONN AMERICAN STUDIES* COURSE NUMBER: 1006

ECE

Grade 11

Full Year

1 HS Credit

3 College Credits

This is a UCONN course offered for college credit. This course stresses the effects of American history on the development of American literature. Readings vary in genre and length. There is also a considerable non-fiction reading component. Students learn to question the historical record as well as the literary canon. Writing assignments are based on issues in American history and literature and reflect the types and techniques learned in previous Honors English classes. There are research assignments involving the use of primary as well as secondary resources. Poetry, short stories, novels, plays, and excerpts from longer works constitute the fictional selections. Opportunities for developing speaking skills are also part of this course. SAT preparation continues in this class.

This course is dependent upon instructor approval by the University of Connecticut. Specific course prerequisites must be met. Check with your current English teacher for more information. There is a small fee for this class. Students must meet UCONN requirements for class registration. This course may require students to purchase additional texts

Prerequisite: Successful completion of Honors English 2 or with instructor recommendation/approval

School-wide Expectations: **2C** and **5A**

ENGLISH 4*

Grade 12

COURSE NUMBER: 1007

Full Year

Academic

1 Credit

Students will explore literature from across the globe and throughout time. Semester 1 will focus on the types of literary heroes (epic, tragic, and medieval romance) and the enemies they fight. Semester 2 will focus on English literature, including the development of the language. Throughout the year, students will also strengthen writing and revising skills, particularly in the area of expository writing. Literary analysis and research are important parts of this college preparatory course.

Prerequisite: Successful completion of English 3

School-wide Expectations: **2B** and **2C**

UCONN WRITING THROUGH LITERATURE*

COURSE NUMBER: 1008

ECE

Grade 12

Full Year

1 HS Credit

3 College Credits

In the UConn course catalog, this course is described as follows: “Instruction in academic writing through literary reading. Assignments emphasize interpretation, argumentation, and reflection. Revision of formal assignments and instruction on grammar, mechanics, and style.” In this course, students will engage in academic inquiry, focusing on strengthening their skills as readers, thinkers, and writers. Students will improve their ability to read literary texts critically and develop their own meaning from those texts. Students will use writing as a tool to explore meaning, develop interpretations of texts, express ideas and theories about readings (including how ideas connect to the world), and communicate ideas with others. Students will become more accustomed with the writing process, from idea discovery through drafting to revision. As students develop as writers, they will be encouraged to incorporate the processes of writing as a necessary part of academic writing. To meet the university requirement of 30 or more pages of polished prose, students will produce a variety of academic essays. A regular part of the course will be in-class writing periods, including one-to-one conferences with the instructor, peer review, and small group writing workshops. Individual conferences can be arranged at any time during the course of the school year.

This course is dependent upon instructor approval by the University of Connecticut. Specific course prerequisites must be met. Check with your current English teacher for more information. There is a small fee for this class. Students must meet UCONN requirements for class registration. Students may be required to purchase some additional texts.

Prerequisite: Successful completion of American Studies or with instructor recommendation/approval

School-wide Expectations: **2B** and **2C**

COMMUNICATIONS ELECTIVES^

^These elective courses cannot be used to fulfill the English credit requirement for graduation.

CREATIVE WRITING

COURSE NUMBER:

Academic

Grades 11-12

Semester

.5 Credit

Creative writing students will study examples of successful work in a variety of genres, and then synthesize examples of their own design and creation. Students will complete analytical exercises writing original prose, poetry, and scriptwriting in fiction and nonfiction modes. Students will be challenged to write outside of their past experiences on an individual and differentiated basis. Intensive writing outside of class is necessary to successfully earn credit for this class.

School-Wide Expectations: 2C and **4**

JOURNALISM

COURSE NUMBER: 1011

Academic

Grades 11-12

Semester

.5 Credit

Journalism students will learn about the practice of journalism and how it has shifted over the years, with a focus on American journalism in a global world. In addition to a survey of the history of journalism, students will gain experience in the production of a newspaper, interview techniques, construction of a website (to acquire skills in publishing, blogging,

and web casts), news broadcasts, photojournalism, and more. Students will utilize technology and work with current events articles to gain international perspectives.
School-wide Expectations: **2C, 2A, and 3**

PUBLIC SPEAKING

Grade 9-12

COURSE NUMBER: 1014

Semester

Academic

.5 Credit

The goal of this elective semester course is to teach students how to speak formally on a variety of topics using a variety of styles and effective methods of delivery. Students will have opportunities to analyze the causes of speech anxiety and how to manage it, use technology as a tool to research their topics and organize their findings. Students will learn how to effectively incorporate supporting materials from reliable sources to communicate both orally and in writing. Grading will be based on preparation of speeches as well as on oral presentation. Students in the College Career Pathways program will be given preference. No more than fifteen students will be admitted per section.

School-wide Expectations: **2A, 3, and 4**

SAT PREPARATION: RWL

Grade 11

COURSE NUMBER: 1015

Semester – I Only

Academic

.5 Credit

This course is designed to improve the SAT (or ACT) scores in Reading, Writing and Language. Students will review skills and concepts and develop an understanding of the topics on each test, as well as how the tests are scored. Throughout the course, students will have multiple opportunities to practice response questions in the format of the SAT (or ACT). This course will emphasize study habits and test-taking strategies. This is a semester elective English course.

School-wide Expectations: **2B and 2C**

L.A. INTERVENTION

Grades 9-12

COURSE NUMBER: 1016

Full Year

Academic

1 Credit

This course reviews and develops language arts skills. The class focuses on the application of the conventions of the English language (including spelling and grammar); it covers reading and test-taking strategies, word recognition and decoding, and it furthers the student's vocabulary. L.A. Intervention uses high-interest materials, including novels, short stories, poems, song lyrics, and photograph prompts; the lessons are prepared to be relevant to the students' own lives and the world in which they live.

**Note: This course is not an elective. This course is not a substitute for an English credit; this class is intended to support regular or special education English classes. Students are chosen for this class based on referrals from current English teachers or school counselors, I.E.P. recommendations, and diagnostic test scores.*

School-wide Expectations: **2B and 2C**

FAMILY AND CONSUMER SCIENCE

CHILD DEVELOPMENT

Grades 10-12

COURSE NUMBER: 1800

Semester

Academic

.5 Credit

This course provides students with an understanding of the aspects of human growth and development. Parenting skills are developed as positive guidance techniques and child-related issues are studied. Learning activities, observation techniques, and lab experiences in working with young children may be included.

School-wide Expectations: **5C, 2A, and 4**

INDEPENDENT LIVING

Grades 11-12

COURSE NUMBER: 1801

Semester

Academic

.5 Credit

This course prepares students to understand human relationships involving individuals and families. Topics include career and workforce preparation, family, parenting, money management, decision-making skills, communication skills, self-awareness, crisis management, and individual roles and responsibilities within the family, community and workforce.

School-wide Expectations: **5C, 2A, and 4**

FOOD & NUTRITION I

Grades 9-12

COURSE NUMBER: 1802

Semester

Academic

.5 Credit

This course is designed to focus on the science of food and nutrition. Experiences will include food safety and sanitation, culinary technology, food preparation and dietary analysis to develop a healthy lifestyle with pathways to career readiness. Laboratory based experiences strengthen comprehension of concepts and standards.

School-wide Expectations: **5C, 2A, and 4**

FOOD & NUTRITION II

Grade 12

COURSE NUMBER: 1803

Semester

Academic

.5 Credit

This course is a continuation of the exploration of Food & Nutrition I. We will concentrate on preparing more varied food items, complete meal planning and preparation, shopping for food, utilizing more advanced equipment and analyzing careers in the Food Industry. Students will be expected to research various related topics, plan work schedules, create time charts, produce market orders as well as demonstrate their skills to the class. Students will be allowed to use their own creativity to generate individual projects with a community based focus.

Prerequisite: *At least a B average in Foods & Nutrition I and permission of instructor. (Class size is limited to 10.)*

School-wide Expectations: **5C, 2A, and 4**

HEALTH AND PHYSICAL EDUCATION

Health and Physical education classes will meet daily for a semester. All students are required to earn half a credit in health for graduation. All students are required to earn one credit in physical education for graduation.

HEALTH & WELLNESS **COURSE NUMBER: 1904** Academic
Grade 9 One semester .5 Credit

This course will give students the knowledge and skills that enable them to adopt and maintain healthy attitudes and behaviors throughout their lives. This is a comprehensive health education course designed to comply with Connecticut General Statutes, section 10-16b. This statute states that public school program of instruction shall include health and safety education covering, but not limited to the following topics: human growth and development; nutrition; first aid; disease prevention; community and consumer health; physical, mental and emotional health, including youth suicide prevention; substance abuse prevention; sexual assault prevention and safety and accident prevention. Students will be educated to make informed, practical decisions that directly affect their personal wellness and proactively promote improved health of the family, friends and community.

School-wide Expectation: **5B, 5C, 1, and 2A**

PHYSICAL EDUCATION **COURSE NUMBERS: 1900** .5 Credit
Grades 9-10 One semester .5 Credit

Each physical education class meets daily for one semester freshman year, and one semester sophomore year, thus meeting the required number of hours to award each student who successfully completes each year one half (½) credit toward graduation. All students are required to earn one credit in physical education for graduation. Students will also be introduced to the importance and benefits of physical activity, its potential for enjoyment, methods to maintain fitness and the connection these principles have to a healthy body and mind. The components of fitness and how they can be manipulated to achieve desired physical results would also be discussed. These aforementioned topics will be accomplished through a combination of participation in the required activities as well as written work. The main emphasis is placed on skills and rules of lifetime activities in an effort to acquaint students with lifelong activities. Some emphasis is placed on the rules and regulations of traditional sports. Initiative games and problem solving are another aspect of the program.

School-wide Expectations: **5B, 5C, 1, and 2A**

WEIGHT TRAINING **COURSE NUMBER: 1901** Academic
Grades 11-12 Semester .5 Credit

Students will be introduced to the importance and benefits of physical activity. Students will engage primarily in weight training, however, will also have an opportunity to explore body weight and speed exercises. Frequency of exercise, intensity during exercise, time engaged in an exercise, and type of exercises will be concepts that are explored. Students will be required to document both their time and work in an effort to keep a record of gains made. This course meets for one semester. Students must get a B or higher in Physical Education to be eligible for this course.

School-wide Expectations: **5B and 1**

MATHEMATICS/COMPUTER

PRE-ALGEBRA

Grade 9

COURSE NUMBER: 1100

Full Year

Academic

1 Credit

This course will cover a broad range of mathematical topics that include linear equations, proportions, probability, geometry, and an introduction into polynomials. Completion of this course will provide students with the tools necessary to allow them to progress to Algebra I and Geometry.

Prerequisite: Recommendation of Grade 8 math teacher

School-wide Expectations: **1, 3, and 5C**

ALGEBRA I*

Grades 9-10

COURSE NUMBER: 1101

Full Year

Academic

1 Credit

Students will learn the concepts of mathematical structure and work to develop the skills required in solving algebraic equations and transforming algebraic expressions in various ways. Students will analyze and apply different equations and formulas to help understand the mathematical structures of Algebra. Students will be working with analyzing, creating, and graphing linear equations. Students will manipulate algebraic equations and expressions, multiply and divide with exponents, and have opportunities to use technology to enhance student learning. Students will utilize concepts in real-world problems and create their own tools to solve these types of problems. Students will use real-world digital and other research tools to access, evaluate, and effectively apply information appropriate for mathematical tasks.

Prerequisite: Successful completion of Pre-Algebra or recommendation of Grade 8 math teacher

School-wide Expectations: **1, 2A and 3**

HONORS ALGEBRA I*

Grade 9

COURSE NUMBER: 1102

Full Year

Honors

1 Credit

Students will learn the concepts of mathematical structure and work to develop the skills required in solving algebraic equations and transforming algebraic expressions in various ways. Students will analyze and apply different equations and formulas to help understand the mathematical structures of Algebra. The honors level of algebra is presented at a pace that challenges students to become strong problem solvers and critical thinkers. Students will be working with analyzing, creating, and graphing linear equations. Students will manipulate algebraic equations and expressions and have opportunities to use technology to enhance student learning. Students will multiply and divide expressions with exponents, use scientific notation, and use exponential growth and decay models. Students will also learn how to evaluate and approximate square roots, simplify radicals, solve a quadratic equation, and sketch the graph of a quadratic function and quadratic inequality. The students will utilize concepts in real-world problems and create their own tools to solve these types of problems. Students will use real-world digital and other research tools to access, evaluate, and effectively apply information appropriate for mathematical tasks.

Prerequisite: Recommendation of Grade 8 math teacher

School-wide Expectations: **1, 2A, and 3**

ALGEBRA II*

Grades 9-12

COURSE NUMBER: 1103

Full Year

Academic

1 Credit

Students will review and expand Algebra I and Geometry topics, strengthening algebraic skills with emphasis on mathematical techniques applied to problem solving abilities by learning problem solving strategies, logical reasoning skills, and modeling methods. Also students will learn advanced algebra topics in preparation for an advanced math course. Students will use real-world digital and other research tools to access, evaluate, communicate, and effectively apply information appropriate for mathematical tasks.

Prerequisite: Successful completion of Algebra I

School-wide Expectations: **1, 3, and 2A**

HONORS ALGEBRA II*

Grades 9-12

COURSE NUMBER: 1104

Full Year

Honors

1 Credit

Students will review and expand Algebra I and Geometry topics, and strengthen algebraic skills with emphasis on mathematical techniques applied to problem solving abilities by learning problem solving strategies, logical reasoning skills, and modeling methods. Also students will learn advanced algebra topics in preparation for an advanced math course. Students will use real-world digital and other research tools to access, evaluate, communicate, and effectively apply information appropriate for mathematical tasks. Students will demonstrate innovation, flexibility, and adaptability in thinking patterns, work habits, and mathematical conditions.

Prerequisite: 85 average in Algebra I and math department approval or recommendation from eighth or ninth grade teacher

School-wide Expectations: **1, 4, and 3**

GEOMETRY*

Grades 10-12

COURSE NUMBER: 1105

Full Year

Academic

1 Credit

Students will learn the concepts of plane geometry that will develop their ability to make sound judgments about spatial relationships and to develop habits of logical thinking. An intuitive and discovery approach is utilized which simplifies the presentation and facilitates understanding of Euclidean geometry by having students be active participants in the course. Geometer's Sketchpad is used to enhance the theoretical study of geometry. The standard content of Euclidean geometry is presented at a pace for the average student in geometry. Areas covered include points, lines, planes, angles, constructions, congruence, polygons, similarity, circles, area, perimeter, and volume, with a focus placed on creating proofs.

Prerequisite: Successful completion of Algebra II

School-wide Expectations: **1, 3, and 2C**

HONORS GEOMETRY*

Grades 10 - 12

COURSE NUMBER: 1106

Full Year

Honors

1 Credit

Students will learn to make sound judgments about special relationships and to develop habits of logical thinking. An intuitive and discovery approach is utilized which simplifies the presentation and facilitates the understanding of basic Euclidean geometry by having students be active participants in the course. Geometer's Sketchpad is used to enhance the theoretical study of geometry. The honors level of geometry is presented at a pace that challenges students to become strong problem solvers and critical thinkers. Areas covered included points, lines, planes, angles, proofs, constructions, congruencies, polygons,

similarities, circles, areas, perimeters and volumes. Students will work independently and collaboratively to solve problems and accomplish goals. Students will communicate information clearly and effectively using a variety of tools/media in varied context for a variety of mathematical purposes.

Prerequisite: *Successful completion of Honors Algebra II with a minimum grade of 80 or completion of Algebra II with a minimum grade of 90*

School-wide Expectations: **1, 4, and 3**

INTRODUCTION TO COMPUTER PROGRAMMING

	COURSE NUMBER: 1107	Academic
Grades 9-12	Semester – II Only	.5 Credit

Students explore computer concepts, apply logic procedures, and implement programming procedures using the Java Programming language. Students will use these tools to develop their logical-thinking skills while designing small-scale computer programs. Course content includes program design and problem solving, control structures, functions, parameter passing, data structures, arrays, and file processing.

Prerequisite: *85 or higher in Algebra I or teacher recommendation*

School-wide Expectations: **1, 4, and 3**

SAT PREPARATION: MATH	COURSE NUMBER: 1108	Academic
Grade 10-11	Semester - I (11th) or II (10th)	.5 Credit

This course is designed to improve the SAT (or ACT) scores in Mathematics. Students will review algebra, geometry, trigonometry, and statistics skills and concepts. Students will develop an understanding of the topics on each test and how the tests are scored. Throughout the course, students will have multiple opportunities to practice mathematics problems in the format of the SAT (or ACT). This course will emphasize study habits and test-taking strategies. This is a semester elective math course.

Prerequisite: *Algebra I, Algebra II, and enrolled in Geometry, Pre-Calculus or Advanced Math*

School-wide Expectations: **1, 5C, and 3**

ADVANCED MATH & TRIGONOMETRY*

	COURSE NUMBER: 1109	Honors
Grades 11-12	Full Year	1 Credit

Students will learn to use advanced algebraic topics, analytic geometry, functions, and trigonometry with its applications to the physical world. Extensive work is done on rectangular coordinate systems with emphasis on problem solving. Completion of this course will ensure a sound foundation in all aspects of college mathematics. Students will communicate information clearly and effectively using a variety of tools/media in varied context for a variety of mathematical purposes.

Prerequisite: *Geometry*

School-wide Expectations: **1, 2A, and 3**

PRE-CALCULUS*	COURSE NUMBER: 1110	Honors
Grades 11-12	Full Year	1 Credit

Students will learn to use advanced algebraic topics, analytic geometry, functions, and trigonometry with its applications to the physical world. Extensive work is done on rectangular coordinate systems with emphasis on problem solving. Students will

communicate information clearly and effectively using a variety of tools/media in varied context for a variety of mathematical purposes. Students will demonstrate innovation, flexibility, and adaptability in thinking patterns, work habits, and mathematical conditions. Completion of this course will ensure a sound foundation in all aspects of pre-calculus mathematics and geared for the student who will advance to AP Calculus.

Prerequisite: *Geometry with a minimum grade of 89 or math department approval*

School-wide Expectations: **1, 4, and 3**

STATISTICS

Grades 11-12

COURSE NUMBER: 1111

Semester - Fall

Academic

0.5 Credit

Students will be able to implement fundamental statistical skills in the pursuit of knowledge in other subject areas. The major goals of the course are to have students become comfortable with using a spreadsheet (Excel) word processor (Word), Windows, and the Google platform while studying probability and statistics. The problem solving and investigation components of this course are based upon the use of a graphing calculator with a table option. This course is a tool for acquiring and demonstrating knowledge. Preference is given to seniors.

Prerequisite: *Successful completion of Geometry and math department approval*

School-wide Expectations: **1, 3, and 2A**

AP CALCULUS AB*

Grade 12

COURSE NUMBER: 1112

Full Year

AP

1 HS Credit

3 College Credits

This course is a rigorous and theoretical study of calculus. It follows the syllabus for the AP level of the advanced placement program. The problem solving and investigation components of this course are based upon the use of a graphing calculator with a table option. Regular and frequent access to a graphing calculator for class activities as well as homework is required. Students will demonstrate and value personal responsibility, character, and ethical behaviors to be successful in this college-level course. *Students who enroll in the AP Calculus AB course should be aware that taking the AP Exam is expected. High achievement on the Advanced Placement Exam may qualify students for 3 college credits. The exam fee is paid for by the student and costs approximately \$90.*

School-wide Expectations: **1, 5C, and 3**

CONSUMER MATH

Grades 10-12

COURSE NUMBER: 1114

Semester

Academic

.5 Credit

This course uses simple operations and applies them to real-life situations. Students will apply practical solution to practical problems, which the student will probably encounter in his/her real world.

**Note: This course cannot be used to fulfill the Math requirement for graduation.*

School-wide Expectations: **5C, 1, and 3**

MANUFACTURING MATH

Grades 11-12

COURSE NUMBER: 1118

Semester II

0.5 HS Credit

Academic

3 College Credits

Students will further study arithmetic and trigonometric operations applied to manufacturing circumstances. The following geometric entities are studied in detail: the circle, regular and irregular polygons, the right triangle and oblique triangles. The application of angular arithmetic including the study of: angle decimal conversion, the

Pythagorean Theorem, Sine, Cosine, and Tangent functions, and the Law of Sines and Law of Cosines will be covered in great detail.

This course is aligned with Manufacturing Math classes of the Advanced Manufacturing Technology Center at Quinebaug Valley Community College. TMHS students may qualify to earn 3 college credit in this class.

School-wide Expectations: **1, 4, and 3**

ADVANCED MICROSOFT EXCEL

COURSE NUMBER: 1115

Academic

Grades 11-12

Semester I Only

.5 Credit

Students will work with Microsoft Excel on an advanced level. Students will explore mathematical, logical, text and financial functions. Students will design spreadsheets from a programming perspective and create actual “user applications.” The course will conclude with an exploration into Macro programming and Visual Basic for Applications.

***Prerequisite:** Computer Application Course, or a good working knowledge of Excel Spreadsheets*

School-wide Expectations: **1, 3, and 4**

MATH INTERVENTION

COURSE NUMBER: 1113

Academic

Grades 9-12

Semester

.5 Credit

Students will learn, review, and develop the computation and problem solving strategies used within all mathematics classes. It is intended for those students who need to receive extra help for mathematical concepts in the current mathematics class that he/she is enrolled in. This class will be taken in conjunction with the student’s core mathematics class. Students will demonstrate and value personal responsibility, character, and ethical behaviors to be successful in this course. Students are selected based on diagnostic test scores, referrals, and/or I.E.P recommendations.

**Note: This course cannot be used to fulfill the Math requirement for graduation.*

School-wide Expectations: **5C, 1, and 3**

MUSIC

Modern Music Ensemble I

COURSE NUMBER: 1528

Honors

Full Year

1 Credit

Modern Music Ensemble I is a performing ensemble for instrumentalists or vocalists who play any instrument (guitar, ukulele, winds, strings, piano, percussion) or sing any vocal style/part. This is an honors-level performance ensemble that performs inside and outside of the school community. Modern Music Ensemble's primary goal is the preparation and performance of modern music genres including jazz, rock, pop, folk, and 21st century repertoire for public concerts, various school functions, and local and regional community events. Music selections will be drawn from a variety of modern music genres, as well as student created original compositions. Improvisation, composition, and innovative ensemble instrumentation will be introduced and built upon throughout each year a student enrolls in Modern Music Ensemble. Students will develop musical technique, rhythmic reading, and music expression while being a productive member of the ensemble. Participating in individual growth opportunities, such as solo or duet performance within the ensemble at concerts, community performances, and competitions is expected. Students are required to complete three music performance based projects each semester allowing them to demonstrate authentic real world musicianship skills acquired, including stage presence, basic performance techniques, sight singing, song composition, collaboration and understanding of the 3 basic music elements.

***Prerequisite:** Recommendation from or audition for the music director*

School-wide Expectations: **3, 4, 5A, and 5B**

Modern Music Ensemble II

COURSE NUMBER: 1529

Honors

Full Year

1 Credit

Modern Music Ensemble II is an honors-level performance ensemble that performs both inside and outside of the school community. Modern Music Ensemble's primary goal is the preparation and performance of modern music genres including jazz, rock, pop, folk, and 21st century repertoire for public concerts, various school functions, and local and regional community events. Students will continue to develop musical technique, rhythmic reading, and music expression while being a productive member of the ensemble and taking more responsibility to learn how to be an ensemble leader. Participating in individual growth opportunities, such as solo or duet performance within the ensemble at concerts, community performances, and competitions is required (at least once) throughout the year. Students are required to complete three music performance based projects each semester, allowing them to demonstrate authentic real world musicianship skills acquired through, including stage presence, basic performance techniques, sight singing, song composition, collaboration and understanding of the 5 out of 9 music elements needed to create and perform music effectively. Students enrolled in this course are expected to act as role models both musically and socially within the Modern Music Ensemble, whole school district, and outside community.

***Prerequisite:** Recommendation from or audition for the music director*

School-wide Expectations: **3, 4, 5A, and 5B**

Modern Music Ensemble III**COURSE NUMBER: 1530**

Honors

Full

1 Credit

Modern Music Ensemble III is an honors-level performance ensemble that performs both inside and outside of the school community. Modern Music Ensemble's primary goal is the preparation and performance of modern music genres including jazz, rock, pop, folk, and 21st century repertoire for public concerts, various school functions, and other local and regional community events. Throughout the year, students will develop and begin to master their musical technique, rhythmic reading, and music expression while being a productive member of the ensemble and taking more responsibility as a leader of the ensemble. Participating in individual musical growth opportunities, such as solo or duet performance within the ensemble at concerts, community performances, and competitions is required twice throughout the year. Students are required to complete three music performance based projects each semester, demonstrating authentic, real-world musicianship skills acquired - including stage presence, basic performance techniques, sight singing, song composition, collaboration, and understanding of the 7 out of 9 music elements needed to create and perform music effectively. Students enrolled in this course are expected to act as role models both musically and socially within the Modern Music Ensemble, whole school district, and outside community and participate as a student leader (Tri M, officer, section leader, music mentor).

Prerequisite: Recommendation from or audition for the music director

School-wide Expectations: **3, 4, 5A, and 5B**

Modern Music Ensemble IV**COURSE NUMBER: 1531**

Honors

Full Year

1 Credit

Modern Music Ensemble IV is an honors-level performance ensemble that performs both inside and outside of the school community. Modern Music Ensemble's primary goal is the preparation and performance of modern music genres including jazz, rock, pop, folk, and 21st century repertoire for public concerts, various school functions, and other local and regional community events. Throughout the year, students will master their musical technique, rhythmic reading, and music expression while being a productive member of the ensemble and taking most responsibility as a leader of the ensemble (stage manager, section leader). Participating in individual musical growth opportunities, such as solo or duet performance within the ensemble at concerts, community performances, and competitions is required three times throughout the year. Students are required to complete three music performance based projects each semester, demonstrating authentic, real-world musicianship skills acquired - including stage presence, advanced performance techniques, sight singing, song composition, collaboration, and understanding of the 9 music elements needed to create and perform music effectively. Students enrolled in this course are expected to act as role models both musically and socially within the Modern Music Ensemble, whole school district, and outside community and participate as a student leader (Tri M, officer, section leader, music mentor).

Prerequisite: Recommendation from or audition for the music director

School-wide Expectations: **3, 4, 5A, and 5B**

**All MME students are required to attend all school and community performances.
Travel for all community performances is required.**

CONCERT BAND

Grades 9-12

COURSE NUMBER: 1516

Full Year

Academic

1 Credit

Concert band is a large ensemble for instrumentalists and is open to all wind and percussion players. Its primary goal is the preparation and performance of music for public concerts and adjudicated festivals. Students will be able to make positive contributions to their local and regional communities by utilizing their musical talents. Music selections will be drawn from a variety of styles, cultures, and time periods. Throughout the year students will hone and develop technique, rhythmic reading, and music expression while being a contributing member of a community of musicians. They will utilize the latest technologies including but not limited to, midi, sound recording, and instant feedback. Opportunities for individual activities such as auditioning for regional ensembles will be offered.

Travel for adjudicated competitions is required.

School-wide Expectations: **4, 2A, 1, and 5B**

CONCERT BAND – Alternating Days **COURSE NUMBER: 1517**

Grades 9-12

Full Year

Academic

.5 Credit

This course option is offered for students in grades 9-10th who are also enrolled in a Physical Education class that meets every other day and would like to participate in either Concert Band or Concert Choir on the days they do not have a gym class. This course option is offered to students in grades 11-12th who are also enrolled in a support class that meets every other day and would like to participate in either Concert Band or Concert Choir on the days they do not have support class.

***Prerequisite:** Recommendation of the band director and the School Counselors' Department*

School-wide Expectations: **4, 2A, 1, and 5B**

ADVANCED CONCERT BAND **COURSE NUMBER: 1518**

Grades 11 or 12

Full Year

Honors

1 Credit

Advanced Concert Band has the same course description as Concert Band. This course meets at the same time and performs the same music as Concert Band. Students who enroll in the Advanced Band class are required to audition for Eastern Regional Competition as well as perform a solo, small chamber group/ensemble, or demo/mentor younger members of our music department (district-wide). Students enrolled in this course are expected to act as role models both musically and socially within the band and whole school district (section leaders, officer positions, mentors, and Tri-M members).

***Prerequisite:** Recommendation of the band director*

School-wide Expectations: **2A, 3, 4, and 5C**

CONCERT CHOIR

Grades 9-12

COURSE NUMBER: 1519

Full Year

Academic

1 Credit

The primary goal of concert choir is to create music. Concert Choir is a four part (SATB) mixed ensemble. Students will work on fundamental singing skills and refine techniques for proper singing. The chorus will research, learn, and perform music from a variety of styles, cultures, and time periods. The expressive, emotional, aesthetic, and creative aspects of singing will be explored. The students will contribute to local and regional communities by performing at a variety of different venues so that they may give back to the community with their musical talent. They will utilize the latest technologies including but not limited to, midi, sound recording, and instant feedback. Opportunities for individual activities such

as auditioning for regional ensembles will be offered.

Travel for adjudicated competitions is required.

School-wide Expectations: **4, 2A, 1, and 5B**

CONCERT CHOIR – Alternating days **COURSE NUMBER: 1520** Academic
Grades 9-12 Full Year .5 Credit

This course option is offered for students in grades 9-10th who are also enrolled in a Physical Education class that meets every other day and would like to participate in either Concert Band or Concert Choir on the days they do not have a gym class. This course option is offered to students in grades 11-12th who are also enrolled in a support class that meets every other day and would like to participate in either Concert Band or Concert Choir on the days they do not have support class.

***Prerequisite:** Recommendation of the choral director and the School Counselors' Department*

School-wide Expectations: **4, 2A, 1, and 5B**

ADVANCED CONCERT CHOIR **COURSE NUMBER: 1521** Honors
Grades 11 or 12 Full Year 1 Credit

Advanced Concert Choir has the same course description as Concert Choir. This course meets at the same time and performs the same music as Concert Choir. Students who enroll in the Advanced Choir class are required to audition for Eastern Regional Competition as well as perform a solo, small chamber group/ensemble, or demo/mentor younger members of our music department (district-wide). Students enrolled in this course are expected to act as role models both musically and socially within the band and whole school district. (Section leaders, officer positions, mentors, Tri-M members)

***Prerequisite:** Recommendation of the choral director*

School-wide Expectations: **2A, 3, 4, and 5C**

GUITAR I **COURSE NUMBER: 1522** Academic
Grades 9-12 Semester .5 Credit

Guitar I is an introductory course designed for beginner students with little or no prior guitar skills. Emphasis is placed on developing proper technique and music reading skills. Students will be exposed to a variety of styles of guitar culture such as classical, blues, folk, jazz, and rock. Students will have opportunities for using technology to augment the learning process. Students will be given the opportunity to do solo and ensemble work.

School-wide Expectations: **3, 4, and 1**

GUITAR II **COURSE NUMBER: 1523** Academic
Grades 9-12 Semester .5 Credit

Guitar II will be a course that will expand the learning achieved in Guitar I. Students will be given a variety of opportunities to learn more advanced songs from various cultural diverse materials. Students will begin to apply music theory to the guitar work and may be given the opportunity to take their knowledge base and use it to create their own music. They may also use various means of technology to record their work. This course will provide students with the opportunity to perform more advanced works in a small community setting and possibly get constructive feedback on their own creative platforms.

***Prerequisite:** Guitar I or approval of music department*

School-wide Expectations: **3, 4, and 1**

HARMONIZATION AT THE PIANO

COURSE NUMBER: 1524

Academic

Grades 9-12

Semester

.5 Credit

Harmonization at the piano will include basics of music theory and their relation to basic piano technique. The course will explore the theory behind songwriting and basics behind piano technique. Emphasis will be placed on proper piano technique and will explore a vast array of culturally diverse music. Students will also be given the opportunity to play solo and with small ensembles. Music theory will include all musical elements including pitch, rhythm, and harmonic progressions. Discussion will also include form and analysis of many genres of music. Students will be given the opportunity to compose original songs and use technology to record and edit them.

School-wide Expectations: **3, 4, and 1**

MUSIC TECHNOLOGY

COURSE NUMBER: 1525

Academic

Grades 9-12

Semester

.5 Fine Arts or

.5 Technology

This course is an introductory course designed to explore the wide range of musical technology that is available to students through online resources, compositional programs (garageband, audacity, voice recorders), and web based music programs (smartmusic, makingmusicfun), that all demonstrate the different ways a student can use technology to learn a wide range of musical components, not limited to composing, mixing, arranging, performing, creating music videos, and podcasts.

School-wide Expectations: **3, 4, and 1**

SCIENCE

PHYSICAL SCIENCE*

COURSE NUMBER: 1200

Academic

Grade 9

Full Year

1 Credit

Physical science approaches the study of matter and energy through observation, investigation, and problem solving. In this full-year course, students are introduced to basic principles of physics and chemistry. Particular focus is placed on the physical properties of matter, energy transformations, chemical structures and properties, and global interdependence. In physical science scientific inquiry, literacy and numeracy are emphasized. Students will explore physical properties by compiling, and interpreting evidence in frequent laboratory experiences. They will use mathematical formulas and logic to process and understand data. They will communicate their findings through written and oral presentations. Standards addressed in physical science include an introduction to the scientific method, measurement system, data collection and presentation; energy transformations, energy conservation, electrical energy, global energy and resource use; atoms, molecules, and compounds; simple organic and inorganic chemical reactions; nutrients cycles, etc. The rigor of Physical Science differs from Honors Physical Science in its pacing and mathematics expectations.

School-wide Expectations: **1, 2A, and 3**

HONORS PHYSICAL SCIENCE* COURSE NUMBER: 1201

Honors

Grade 9

Full Year

1 Credit

Honors Physical Science approaches the study of matter and energy through observation, investigation, and problem solving. In this full-year course, students are introduced to basic principles of physics and chemistry. Particular focus is placed on the physical properties of matter, energy transformations, chemical structures and properties, and global interdependence. In Honors Physical Science scientific inquiry, literacy and numeracy are emphasized. Students will explore physical properties by compiling, and interpreting evidence in frequent laboratory experiences. They will use mathematical formulas and logic to process and understand data. They will communicate their findings through written and oral presentations. Standards addressed in physical science include an introduction to the scientific method, measurement system, data collection and presentation; energy transformations, energy conservation, electrical energy, global energy and resource use; atoms, molecules, and compounds; simple organic and inorganic chemical reactions; nutrients cycles, etc.

***Prerequisite:** Students opting Honors Physical Science should have a strong math background and the recommendation from their science teacher.*

School-wide Expectations: **1, 2A, and 3**

BIOLOGY *

COURSE NUMBER: 1202

Academic

Grades 10-12

Full Year

1 Credit

Biology is the study of life. Therefore, understanding life and life processes depends on mastering the unifying principles and concepts applicable to all life forms. This course examines the fundamental unity in the diversity of life forms. This program focuses on major life processes. In doing so, each process is discussed using a variety of examples from the kingdoms of organisms. Students become aware that all organisms carry out the same life functions, and thus, the ways that organisms are adapted to carry out those functions can be better appreciated. Several experiments leading to the development of

major principles are discussed and analyzed historically. In this way, students learn to appreciate how scientists gather and organize information about the world.

Prerequisite: *Physical Science and instructor permission*

School-wide Expectations: **1, 3, and 5C,**

HONORS BIOLOGY*

Grades 10-12

COURSE NUMBER: 1203

Full Year

Honors

1 Credit

Honors Biology is designed to challenge students while they cover a wide array of topics related to the study of life. Conduct appropriate labs and hands-on activities on a regular basis along with detailed projects and group activities. Students will study cell structure and function, photosynthesis and respiration, genetics, ecology, evolution, human anatomy and physiology, including the human immune system. Students will discuss historical research and discoveries, as well as current issues and discoveries in biology. Students are expected to examine a variety of scientific materials and to write in a variety of formats to demonstrate what they have learned. Students are encouraged to view science as a process, a way to make informed decisions, solve problems, and be responsible community members.

Prerequisite: *Honors Physical Science, a grade of C or better, and instructor permission.*

School-wide Expectations: **1, 5C, and 3**

CHEMISTRY*

Grades 11-12

COURSE NUMBER: 1204

Full Year

Academic

1 Credit

Chemistry is an introductory chemistry course that is configured to introduce students to chemical principles and concepts. These concepts are supported and developed from experimental observations, inquiry, and data analysis, as well as through the use of technology. These principles can be used to explain phenomena in daily life as well as in the laboratory and gives students a workable and practical comprehension of concepts and topics. Students will demonstrate personal responsibility through independent work, group work and projects. Chemistry will cover: measurements; energy; atomic and molecular structure; the periodic table and its uses; chemical bonding; formulas and equations; stoichiometry; chemical equilibria and reaction rates. In addition to this, Organic and Biochemistry (the chemistry of carbon compounds, and living things) will be integrated throughout the course.

Prerequisite: *Honors Biology or Biology and Algebra I, a grade of C or better in EACH of these classes, and the recommendation of the Biology instructor.*

School-wide Expectations: **1, 3, and 4**

HONORS CHEMISTRY*

Grades 11-12

COURSE NUMBER: 1205

Full Year

Honors

1 Credit

Advanced Chemistry is an introductory chemistry course for students in an honors science program who plan to pursue a career in the sciences (medicine, pharmaceuticals, biological research, chemical studies). It is a course configured to introduce students to chemical principles and concepts. These concepts are supported and developed from experimental observations, inquiry, and data analysis, as well as through the use of technology. These principles can be used to explain phenomena in daily life as well as in the laboratory and gives students a workable and practical comprehension of concepts and topics. Students will demonstrate personal responsibility through independent work, group work and projects in an environment very similar to a college course. After a review of basic science

concepts, topics are first introduced qualitatively and in simple terms, and then developed quantitatively in sequence of steps to a depth that gives them meaning and significance. Honors Chemistry will cover: measurements, energy; atomic and molecular structure; the periodic table and its uses; chemical bonding, formulas, and equations, stoichiometry, gases, solutions, acids/bases/salts, redox, chemical equilibria, and reaction rates. In addition to this, Organic and Biochemistry (the chemistry of carbon compounds, and living things) will be integrated throughout the course.

Prerequisite: *Honors Biology and Geometry, a grade of C or better in EACH of these classes, and the recommendation of the Biology instructor.*

School-wide Expectations: **1 and 3**

ANATOMY & PHYSIOLOGY* COURSE NUMBER: 1206 Honors
Grades 11-12 Full Year 1 Credit

This course is recommended for the student pursuing a career in the biological sciences (nurse, doctor, medical technician, physical therapist, etc.). Students will demonstrate a working knowledge of the human body systems and how they function. Laboratory work is included and dissection of preserved animal tissue is included. Students will explore real world topics related to anatomy and physiology utilizing technology. They will collaborate with others in the class and communicate their findings. Students will also problem solve issues related to malfunctions of body systems.

Prerequisite: *Biology and Chemistry. Students should achieve a grade of C or better in EACH of these classes, and the recommendation of the Chemistry instructor.*

School-wide Expectations: **1, 3, and 5C**

AP BIOLOGY * COURSE NUMBER: 1212 AP
Grade 12 Full Year 1 HS Credit **3 College Credits**

This course is rigorous. It follows the syllabus for the AP level of the advanced placement program. Emphasis will be on providing students with the conceptual framework, factual knowledge, and analytical skills to deal critically with the rapidly changing science of biology. Major themes are evolution, energy transfer and molecular synthesis, information processing and the relationship between structure and function, and interactions among biological systems. A good amount of homework and study is required for this class. Students will demonstrate and value personal responsibility, character, and ethical behaviors to be successful in this college-level course. *Students who enroll in the AP Biology course should be aware that taking the AP Exam is expected. High achievement on the Advanced Placement Exam may qualify students for 3 college credits. The exam fee is paid for by the student and costs approximately \$90.*

Prerequisite: *A minimum of "B" in Honors Physical Science, Honors Biology and Honors Chemistry. A minimum of "A" in Physical Science, College Biology and College Chemistry and content specialist approval. AP Biology Lab must be taken concurrently.*

School-wide Expectations: **1, 5C, and 4**

AP BIOLOGY LAB COURSE NUMBER: 1213 AP
Grade 12 Full Year 1 HS Credit **1 College Credit**

This course must be selected by any student taking advanced placement Biology. Students will use the time to complete the inquiry based laboratory and curriculum requirements of the newly designed AP Biology course. **This is a pass/no pass class and is not calculated into the GPA.**

PHYSICS*

Grade 12

COURSE NUMBER: 1207

Full Year

Honors

1 Credit

This course employs a highly effective problem solving method of teaching the physical laws fundamental to all sciences. The content generates an interest in and produces a genuine understanding of the study of matter and energy and their interrelationship. Physics principles are introduced in the context of everyday experience and relevant applications. Completing laboratory investigations, physics students will compile and interpret evidence to support scientific laws and principles. They will use computer interfacing software and sensors to enhance the collection and graphic illustration of data. Students will determine the mathematical relationships that are presented from the quantitative data obtained. Students will communicate results and conclusions, using logical statements and the scientific method to prepare lab reports. Content standards addressed in physics include: motion and forces, the conservation of energy and momentum, heat and thermodynamics, waves, and electric and magnetic phenomena.

Prerequisite: *Students must have taken Chemistry, Algebra II and Advanced Math (which may be taken concurrently) and achieved a grade of C or better in these courses and the recommendation of their Chemistry instructor*

School-wide Expectations: **1, 2A, and 3**

ZOOLOGY*

Grades 11-12

COURSE NUMBER: 1208

Semester

Academic

.5 Credit

Zoology is a semester course designed for all students. It is the study of both invertebrate and vertebrate animals. Topics include the evolution, classification, reproduction and development, body systems, and behavior of these organisms. The material is presented in a comparative manner with the use of some preserved specimens. Relationships between these organisms and their environment as well as their impact on humans will be discussed also.

Prerequisite: *Successful completion of a biology course*

School-wide Expectations: **1, 3, and 5C**

BOTANY*

Grades 11-12

COURSE NUMBER: 1209

Semester

Academic

.5 Credit

Botany is a semester course designed for all students. It is the study of plant structure and function. Algae, mosses, ferns, conifers, and flowering plants will be covered, as well as Fungi. Topics include the evolution, classification, reproduction and development, and distribution of plants from simple to complex. Current ideas in the study of plant diversity, environmental impact, importance to humans both past and present, agriculture and food production, forestry, and medicine will be examined.

Prerequisite: *Successful completion of a biology course*

School-wide Expectations: **1, 3, and 5C**

SOCIAL STUDIES

MODERN WORLD HISTORY COURSE NUMBER: 1300 Academic
Grade 9 Full Year 1 Credit

In Modern World History, students will explore a variety of peoples, events, and movements in world history (1800's to the present) with a focus on inquiry-based learning. To achieve this, students will explore cause/effect relationships within the context of history. Additionally, students will acquire skills in critical reading by analyzing fiction, nonfiction and primary sources as well as maps, charts, graphs and political cartoons. Students will utilize evidence from reliable sources to effectively communicate, both in writing and orally, their own opinions on complex historical issues supported by relevant, accurate and persuasive evidence. Topics may include, but are not limited to colonization, imperialism, genocide, the League of Nations/United Nations, immigration, nuclear weapons, and human rights.

School-wide Expectations: **5A, 2C, and 2B**

AMERICAN GOVERNMENT COURSE NUMBER: 1305 Academic
Grade 10 Full Year 1 Credit

The American Government course allows students to evaluate and synthesis Constitutional principles and the makeup of the federal government. In this course students will examine the origins of American Government, rule of law and the nature of Constitutional governance, the makeup and roles of the three branches of government, the balance between cooperative federalism and state rights, the two-party system and more. In addition, students will be expected to synthesize what they have learned to produce insightful responses to current problems that our nation's government must address.

School-wide Expectations: **2C**

AP US GOVERNMENT AND POLITICS* COURSE NUMBER: 1317 AP
Grade 10 Full Year 1 HS Credit **3 College Credits**

AP United States Government and Politics offers an opportunity to locate, evaluate, and synthesize Constitutional law, the Federal Government, and State Governments. Students will examine the foundations of American government (including European influences), strict and liberal Constitutional interpretation, the makeup and roles of the three branches of government, political parties and their influence on the government, the two party system, and more. *Students who enroll in the AP US Government and Politics course should be aware that taking the AP Exam is expected. High achievement on the Advanced Placement Exam may qualify students for 3 college credits. The exam fee is paid for by the student and costs approximately \$90.*

Prerequisite: 80 or above in Global Studies and current teacher signature

School-wide Expectations: **5B and 2C**

HONORS EARLY AMERICAN HISTORY* NUMBER: 1301 Honors
Grade 11 Full Year 1 Credit

Students will examine the chronology of American History up to the Industrial Revolution with an emphasis on how events have shaped society. Students will analyze the primary sources of the time period and determine their relevance and importance in American History. Students will analyze historical evidence skeptically and critically to determine bias and reliability of primary sources such as speeches, treaties, petitions, letters, journals,

and political cartoons. Students will critically analyze documents and use their analyses and acquired historical knowledge to develop well-organized essays with well-developed and supported thesis. This course is designed as the first of two courses to prepare students for college and success in the Advanced Placement U.S. History course. Students will complete a summer assignment prior to the course start date or be removed.

Prerequisite: 80 or better in Honors American Government or teacher recommendation

School-wide Expectations: **2B, 2C, and 5A**

U.S. HISTORY*

Grade 11

COURSE NUMBER: 1303

Full Year

Academic

1 Credit

Students will critically examine the events of American History from the Reconstruction Era (1865-1877) to the modern era. Students will formulate questions regarding US decisions and involvement in world events. Students will analyze historical data and draw conclusions regarding the actions of the US Government both abroad and domestically. Students will learn how to develop a well-organized historical essay with a well-developed and supported thesis to increase their ability to communicate thoughts and ideas clearly and effectively. Students will frame, analyze, and synthesize information related to significant national, international, political, social, and environmental issues in order to solve problems. Using group activities, students will assume shared responsibility for collaborative work in an effort to achieve a common goal. Students will also use technology to access and evaluate information that they then communicate to others.

School-wide Expectations: **5A, 2B, and 4**

AP U.S. HISTORY

Grade 12

COURSE NUMBER: 1302

Full Year

1 HS Credit

AP

3 College Credits

This course is a continuation of Honors Early American History. High achievement on the Advanced Placement Exam in May will give students the opportunity to earn college credit. Students will continue to access, synthesize, and evaluate information actively and creatively through the use of primary source documents from the Post-Civil War period up through modern day. Through various writing and research activities, students will connect their existing knowledge of history to events of both the past and present as a means to create more diverse perspectives and alternative solutions to problems faced by the nation. Historical content will be analyzed in order to identify the complexity of choices made on political, social, and technological levels that reflect the interconnectivity of all institutions and people. *Students who enroll in the AP U.S. History course should be aware that taking the AP Exam is expected. The fee is paid for by the student and costs approximately \$90.*

Prerequisite: 80 or better in Honors American History or teacher recommendation

School-wide Expectations: **2B, 2C, and 5B**

PSYCHOLOGY

Grades 10-12

COURSE NUMBER: 1306

Full Year

Academic

1 Credit

In this course students will examine the development and functions of the human mind, the nature of a person's perception, human development, social interaction, personality mental illness and the various branches of modern psychology. Students will enhance their understanding of the field of psychology by compiling, interpreting, and communicating their findings in a logical manner.

School-wide Expectations: **4 and 5C**

ECONOMICS

Grades 10-12

COURSE NUMBER: 1307

Semester

Academic

.5 Credit

The economics course provides an introduction to the basic principles of the free enterprise system in comparison to the other economic systems of the world. Major topics include supply and demand, comparisons of businesses, and the stock market. During the course, students will read various sources in an effort to understand the foundations of the American economy. During daily activities, students will access, evaluate, and use information related to the economy to gain a better understanding of the interconnectivity of global, national, and world issues. The various topics undertaken will allow students to make complex choices, identify significant questions, and solve problems.

School-wide Expectations: **5B, 4, and 1**

LAW

Grades 10-12

COURSE NUMBER: 1308

Semester

Academic

.5 Credit

Law is a half-year course that provides students with exposure to legal concepts, terms, and practices. During the course, students will compile, interpret, and communicate evidence related to court cases of the past and present. As students collect information, they will be asked to formulate logical statements that support their opinions of the legal system, individual rights, and controversial topics. By studying the role of the media as part of the First Amendment, students will gain an understanding of how information can be interpreted differently, how values can be included or excluded, and how the media can influence behavior. By studying the laws present in our country, students will also learn how to better demonstrate integrity, ethical behavior, and responsibility as part of a larger community. The Bill of Rights, criminal law, civil law, and juvenile justice are major topics covered in the course.

School-wide Expectations: **5B, 1, and 2B**

ANCIENT CIVILIZATIONS

Grades 10-12

COURSE NUMBER: 1309

Semester

Academic

.5 Credit

The Ancient Civilizations course surveys the major campaigns and events that led to the development of civilizations that established the foundations of modern Europe. The course provides an examination of the roots of civilizations in the ancient world including Egypt, Greece, Rome, and Medieval Europe. In the course, students will use a variety of media outlets to convey information learned through writing and projects. Writing clearly and practicing responsible use of technology systems, information, and software will be focal points in the class.

School-wide Expectations: **5A, 3, and 4**

MODERN AGE HISTORY

Grades 10-12

COURSE NUMBER: 1310

Semester

Academic

.5 Credit

The Modern Age History course will begin in the Middle Ages and travel through the Renaissance on to the Age of Revolutions and conclude with the World Wars. As part of everyday learning, students will research and discuss reasons for the economic, social, and governmental changes of the time periods. In the course, students will use a variety of media outlets to convey information learned through writing and projects. Writing clearly and practicing responsible use of technology systems, information, and software will be focal points in the class.

School-wide Expectations: **3 and 4**

CONTEMPORARY ISSUES**COURSE NUMBER: 1311**

Academic

Grades 10-12

Semester

.5 Credit

This semester course is designed to provide students with a greater understanding of the current social and political issues that are currently being debated in the United States and around the world with the goal of acquiring a sense of responsibility in relation to the communities in which they live (more immediate and global). Students will draw on related knowledge to create insightful questions for exploration concerning issues related to race relations, women's rights, immigration, the environment, foreign policy issues, and other major themes that are part of present-day America and the world. Students will study the roots of social movements that have driven American public opinion through the use of primary and secondary sources. Using various technology systems, students will locate, collect, and evaluate information for research, problem-solving, and decision-making. Students will be required to complete projects, reports, and presentations that identify issues, use relevant evidence to support viewpoints, create and execute plans/products that address an identified issue, and evaluate consequences for civic action.

School-wide Expectations: **5B, 1, and 4**

WORLD WAR II**COURSE NUMBER: 1312**

Academic

Grades 10-12

Semester

.5 Credit

Students will explore key topics in the years leading up to, during, and following World War II. The course will provide an overview of World War I and how the intermediary events separating the two wars led to the development of World War II. Students will develop critical thinking skills by discussing key events surrounding the conflict and evaluating choices made by various world leaders, with a focus on the role of the United States, United Kingdom, Soviet Union, Germany, Japan, and Italy. Using films as well as various primary and secondary sources, students will draw conclusions about the impact of the conflict and recognize trends in the development of major conflicts. Students will learn how to develop a well-organized historical presentation and consistently articulate thoughts and ideas clearly and effectively through speaking and writing. Most importantly, students will examine the post-World War II era and the measures that have been taken to prevent a third world war.

School-wide Expectations: **5A and 2A**

TECHNOLOGY EDUCATION

FOUNDATIONS OF TECHNOLOGY COURSE NUMBER: 1700 Academic
Grades 9–10 Full Year 1 Credit

This is the introductory course of the nationally recognized *Engineered by Design* series of performance based courses. Students in this class work in small groups to design and produce solutions to problems related to manufacturing, construction, energy and communications technologies. Students use computer technology to assist in researching project solutions, generating CAD drawings of their designs and to document and reflect on the solutions they have developed.

School-wide Expectations: **1 and 3**

CONSTRUCTION I COURSE NUMBER: 1701 Academic
Grades 10-12 Semester .5 Credit

Students work individually and in small groups using hand and power tools to achieve specific goals. Students design, layout and produce wood products and small construction projects. Students are often called upon to work as part of a team to produce products for the school and community. This class has a final Student Centered project where students work as a team to select a project, work with an end user to design the product and then produce the item. Each student in the team is responsible to lead and report on a portion of the project.

School-wide Expectations: **1, 4, and 5B**

CONSTRUCTION II COURSE NUMBER: 1702 Academic
Grades 10-12 Semester .5 Credit

Students work individually and in small groups using hand and power tools to design and produce wood products and small construction projects. Students develop increased design and fabrication skills. Students learn to use elaborate joinery and more complex machinery to produce products. Students are often called upon to work as part of a team to produce products for the school and community. Some projects in this class are Student Centered where students work as a team to select a project, work with an end user to design the product and then produce the item. Each student in the team is responsible to lead and report on a portion of the project.

Prerequisite: *Construction I*

School-wide Expectations: **1 and 4**

MECHATRONICS COURSE NUMBER: 1714 Academic
Grades 10 - 12 Semester .5 Credit

This course is an introduction to Mechatronics an emerging field of technology an interdisciplinary blend of mechanics, electronics and computer technologies. Students will learn about each of these technologies and then to build and program microcomputer controlled devices related to manufacturing, robotics and home automation. This class includes a Student Centered final project where students work in teams to design and build a product they have selected. Each member of the team is responsible to lead and report on a portion of the project.

School-wide Expectations: **1, 4, and 5**

ENGINEERING CAREERS**COURSE NUMBER: 1715**

Academic

Grades 10-12

Semester

.5 Credit

Students are introduced to the varied fields of Engineering through design, graphics and comprehensive engineering projects. Topics include sketching, charting, graphing, forces, energy, electrical circuits, mechanisms, materials testing, manufacturing processes and basic engineering economics.

School-wide Expectations: **1 and 4****CAD: SolidWorks****COURSE NUMBER: 1704**

Academic

Grades 11-12

Full Year

1 HS Credit

3 College Credits

Computer Aided Design students produce engineering drawings and designs using *Solid Works*, a three dimensional CAD program. Students practice computerized design techniques needed for manufacturing. Emphasis is placed on creating 3D solid models from 2 dimensional drawings. Students apply Maker technologies including laser cutters, 3D printers and CNC machines to prototype their designs. Each student will complete a Mastery Based Final where they identify a mechanical assembly and create necessary 3D, multi-view and assembly drawings for the product. *This course is aligned with CAD requirements of the Advanced Manufacturing Technology Center at Quinebaug Valley Community College. TMHS students may qualify to earn 3 college credit in this class.*

School-wide Expectations: **1, 3, and 4****INTERPRETING ENGINEERING DRAWINGS****COURSE NUMBER: 1711**

Academic

Grades 11-12

Semester

.5 HS Credit

2 College Credits

This course introduces the basic principles of blueprint reading for Manufacturing. Topics include significance of line types, orthographic projections, sketching, dimensioning and tolerances. Students will interpret blueprints for mechanical parts in order to visualize the part and calculate necessary dimensions. *This course is aligned with Blueprint Reading classes of the Advanced Manufacturing Technology Center at Quinebaug Valley Community College. TMHS students may qualify to earn college credit in this class.*

School-wide Expectations: **1, 3, and 4****CAD: AutoCAD****COURSE NUMBER: 1716**

Academic

Grades 11-12

Full Year

1 HS Credit

3 College Credits

This course is designed to prepare students to complete 2 and 3 dimensional designs and drawings using AutoCAD. Students will learn to use basic AutoCAD commands in order to create working drawings. Students will then apply AutoCAD to create architecture drawings including floor plans and building mechanicals. Students will study architectural factors in the design of new home construction, home additions and commercial construction. Students will complete a Mastery Based final project where they produce designs for a residential construction project and construct models to illustrate their design. *This course is aligned with Introduction to CAD, offered by the Engineering Department at Quinebaug Valley Community College. TMHS students may qualify to earn college credit in this class.*

School-wide Expectations: **1 and 4**

VIDEO PRODUCTION I**COURSE NUMBER: 1706**

Academic

Grades 9-12

Semester

.5 Credit

Emphasis will be given to pre- and post- production stages, as well as training for independent assignments and "electronic news gathering." Students will learn the basic principles, procedures, and techniques of television production. The course includes instruction on operation of cameras, scripting, special effects, editing, composition, and lighting.

School-wide Expectations: **3** and **2A****VIDEO PRODUCTION II****COURSE NUMBER: 1707**

Academic

Grades 9-12

Semester

.5 Credit

The advanced video/media class offers students a hands-on training in advanced digital video skills. Students will learn advanced skills in digital camcorders, non-linear editing software and Television studio equipment. The emphasis will be on refining advanced skills and techniques including planning, producing, directing, editing and performing for video. Team and individual productions will be produced. Students will tape, produce and broadcast videos of school events. The course will emphasize creating a flexible and creative working atmosphere.

*Prerequisite: Video Production I*School-wide Expectations: **3**, **2A**, and **4****RADIO BROADCASTING INTERNSHIP****COURSE NUMBER:**

Academic

Grades 9-12

1708 Semester

.5 Credit

1709 Full Year

1 Credit

The Radio Broadcast internship course focuses on practical training experiences in a Radio Station workplace environment. Interns professionally support specific programming, learn about radio programming while striving to maximize the experience through activities that shed light on career development.

School-wide Expectations: **3** and **2A****WORLD LANGUAGE****SPANISH I*****COURSE NUMBER: 1400**

Academic

Grades 9-12

Full Year

1 Credit

The student will be able to communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes; to understand speech on familiar topics at a pace that is comfortable, yet challenging, for the students; to understand simple questions and commands in familiar topic areas; to interact orally on simple, familiar topics; to use the language for basic personal communication needs; to ask and answer basic questions on familiar topics; to understand written samples on familiar topics dealing with basic needs or interests; to write short, descriptive paragraphs on familiar topics; to use real-world digital and other research tools to complete authentic tasks; and to value and demonstrate understanding of selected aspects of various cultures.

School-wide Expectations: **2C** and **2B**

SPANISH II*

Grades 9-12

COURSE NUMBER: 1401

Full Year

Academic

1 Credit

The student will communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes; understand speech on familiar topics at a faster pace; understand questions and commands in familiar topic areas; interact orally on familiar topics; use the language for personal communication needs; to ask and answer questions on familiar topics; understand written samples on familiar topics; write descriptive paragraphs on familiar topics; use real-world digital and other research tools to complete authentic tasks; and value and demonstrate understanding of selected aspects of various cultures. Classes are conducted in both Spanish and English.

Prerequisite: A minimum of grade of 75 in Spanish I

School-wide Expectations: **2C** and **2B**

SPANISH III*

Grades 10-12

COURSE NUMBER: 1402

Full Year

Academic

1 Credit

The student will communicate information on familiar topics at a faster pace; understand semi-sophisticated questions and commands in familiar topic areas; interact orally on semi-sophisticated, familiar topics; use the language for personal communication needs; ask and answer semi-sophisticated questions on familiar topics; understand written samples on familiar topics; write descriptive paragraphs on familiar topics; use real-world digital and other research tools to complete authentic tasks; and value and demonstrate understanding of selected aspects of Hispanic culture. Students are encouraged to speak in Spanish as much as possible. Classes are conducted in both Spanish and English.

Prerequisite: Spanish II minimum grade of 75

School-wide Expectations: **2C** and **2B**

SPANISH IV*

Grades 11 or 12

COURSE NUMBER: 1403

Full Year

Honors

1 Credit

Students communicate in the target language with more ease. S/he develop higher listening skills. Reading and writing excerpts from various forms of literature are infused with cultural aspects of the Latino and Spanish world. The majority of the class is conducted in the target language. There are regular homework assignments. A major component of this course is both individual and group student oral participation. The student will communicate information on a variety of topics at a faster pace; understand sophisticated questions and commands in various topic areas; interact orally on sophisticated, familiar topics; use the language for personal communication needs; ask and answer sophisticated questions on various topics; understand written samples on a variety of topics; write descriptive paragraphs and essays on familiar topics; use real-world digital and other research tools to complete authentic tasks; use real-world digital and other research tools to complete authentic tasks; and value and demonstrate understanding of selected aspects of Hispanic cultures. Students are encouraged to speak in Spanish as much as possible.

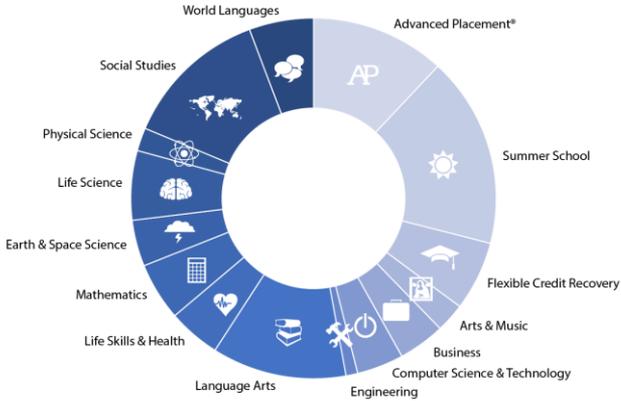
Prerequisite: Spanish III minimum grade of 80 and/or teacher recommendation

School-wide Expectations: **2C** and **2B**

The Virtual High School

The VIRTUAL HIGH SCHOOL

VHS offers high school core, elective, Advanced Placement® and credit recovery courses. Students may supplement their high school's offerings by enrolling in VHS courses.



MISSION STATEMENT

The mission of The Virtual High School is to provide students and teachers with collaborative and engaging learning opportunities.

VISION STATEMENT

Our vision is to prepare students to be successful in college, careers, and life.

ARTS

- AP® Art History
- AP® Music Theory

- American Popular Music
- History of Photography
- Music Listening and Critique
- Fundamentals of Composition

BUSINESS

- Business and Personal Law
- Business Math
- Entrepreneurship
- International Business
- Investing in the Stock Market

Full Year

- Grades 10-12
- Grades 10-12

Semester

- Grades 9-12
- Grades 10-12
- Grades 9-12
- Grades 9-12

1 HS/3 College Credits

- AP
- AP

0.5 HS Credit

- Academic
- Honors
- Academic
- Academic

Semester

- Grades 9-12
- Grades 10-12
- Grades 10-12
- Grades 10-12
- Grades 9-12

0.5 HS Credit

- Academic
- Academic
- Academic
- Academic
- Academic

COMPUTER SCIENCE AND TECH.	Full Year	1 HS/3 College Credits
AP® Computer Science A	Grades 10-12	AP
AP® Computer Science Principles	Grades 10-12	AP
	Semester	0.5 HS Credit
Creative Programming with Scratch	Grades 9-12	Academic
Engineering for Sustainable Energy	Grades 9-12	Academic
Intro. to Computer Science Principles	Grades 9-12	Academic
Java Fund. for Science and Engineering	Grades 10-12	Honors
Programming in Visual Basic	Grades 9-12	Academic
Video Game Design	Grades 9-12	Academic
Web Design	Grades 9-12	Academic
LANGUAGE ARTS	Full Year	1 HS/3 College Credits
AP® English Language and Composition	Grades 10-12	AP
	Semester	0.5 HS Credit
101 Ways to Write a Short Story	Grades 9-12	Honors
Ghoulies, Ghosties, and Long-Legged Beasties	Grades 9-12	Academic
Horror Writers	Grades 9-12	Academic
Poetry Writing	Grades 9-12	Academic
Screenwriting Fundamentals	Grades 9-12	Academic
Twentieth Century Women Authors	Grades 10-12	Honors
Young Adult Literature	Grades 9-12	Academic
MATHEMATICS	Full Year	1 HS/3 College Credits
AP® Calculus BC	Grades 10-12	AP
AP® Statistics	Grades 10-12	AP
	Semester	0.5 HS Credit
Differential Calculus	Grades 9-12	Honors
Essential Math for College and Careers	Grades 10-12	Academic
Math and Modern Logic	Grades 10-12	Honors
Number Theory	Grades 9-12	Academic
SCIENCE	Full Year	1 HS/3 College Credits
AP® Chemistry	Grades 10-12	AP
AP® Environmental Science	Grades 11-12	AP
AP® Physics 1	Grades 10-12	AP
AP® Physics C	Grades 11-12	AP
	Full Year	1 HS Credit
Earth and Space Systems Science	Grades 9-12	Honors
	Semester	0.5 HS Credit
Astronomy Principles	Grades 11-12	Honors
Bioethics	Grades 10-12	Honors

Biotechnology	Grades 10-12	Academic
Climate Science	Grades 9-12	Honors
Environmental Science	Grades 9-12	Academic
Environmental Science Honors	Grades 10-12	Honors
Epidemics	Grades 11-12	Academic
Forensic Science	Grades 10-12	Academic
Genes and Disease	Grades 10-12	Honors
Meteorology	Grades 9-12	Academic
Nuclear Science	Grades 9-12	Academic
Oceanography	Grades 9-12	Honors
Preveterinary Medicine	Grades 10-12	Honors
Science from Space	Grades 9-10	Academic

SOCIAL STUDIES

AP® Economics	Full Year	1 HS/3 College Credits
	Grades 10-12	AP
AP® European History	Grades 10-12	AP
AP® Human Geography	Grades 9-12	AP
AP® Psychology	Grades 10-12	AP
AP® World History	Grades 10-12	AP
	Semester	0.5 HS Credit
Criminology	Grades 11-12	Honors
Modern Middle East	Grades 10-12	Honors
Peacemaking	Grades 10-12	Academic
Philosophy I	Grades 10-12	Honors
Psychology of Crime	Grades 11-12	Honors
Sports and Society	Grades 9-12	Academic

WORLD LANGUAGE

AP® French Language and Culture	Full Year	1 HS/3 College Credits
	Grades 10-12	AP
AP® Spanish Language and Culture	Grades 10-12	AP
	Full Year	1 HS Credit
Latin 1	Grades 9-12	Academic
Latin 2	Grades 9-12	Academic
Portuguese I	Grades 9-12	Academic
	Semester	0.5 HS Credit
French Language and Culture	Grades 9-12	Academic
German Language and Culture	Grades 9-12	Academic
Italian Language and Culture	Grades 9-12	Academic
Mandarin Chinese Language and Culture	Grades 9-12	Academic
Russian Language and Culture	Grades 9-12	Academic
Spanish Culture and 20th C. Hisp. Lit.	Grades 9-12	Honors

LIFE SKILLS/HEALTH**Employability Skills****Kindergarten Apprentice Teacher****Now What Will You Do?****Parenting in the 21st Century****Preparing for College****Semester**

Grades 9-12

Grades 11-12

Grades 10-12

Grades 10-12

Grades 10-12

0.5 HS Credit

Academic

Academic

Academic

Academic

Academic

COURSE SELECTION CHECKLIST

FRESHMEN

1. Have you selected English, math, science, social studies and physical education?
2. Are you taking six credits, plus physical education and health and wellness (beginning with 2021)?
3. Do your choices agree with teachers' recommendations?
4. Have you considered any Career and College Pathways?
5. Are you on target for completing 24 credits?

SOPHOMORES

1. Have you passed all your previous requirements?
You must repeat English 9 and Science if you did not pass these courses.
2. Have you selected English, math, biology, American Government and physical education?
3. Will you have earned at least five credits from freshman year?
4. Will you be taking six credits, plus physical education?
5. Do your choices agree with teachers' recommendations?
6. Are you eligible for College Career Pathways college credit? See your school counselor for an application.
7. Are you showing proficiency in the School-wide Learner Expectations through your digital portfolio?

JUNIORS

1. Have you passed all your previous requirements? You must have passed Biology.
2. Have you selected English, math, U.S. History, and science?
3. Will you have earned at least eleven credits before entering your junior year?
4. Are you taking six credits?
5. Do your choices agree with your teachers' recommendations?
6. Remember you must have:
4 credits in English
3 credits in social studies (including American Government and U.S. History)
3 credits in science (including Science Survey or Physical Science and Biology)
3 credits in mathematics
1 credit in fine arts
1 in computer/technology education, family and consumer science or business
1 credit in physical education
8. Are you eligible for the College Career Pathways college credit? Check your application status.
7. Are you meeting the performance standards for graduation?
8. Are you showing proficiency in the School-wide Learner Expectations through your digital portfolio, planning your job shadow and digital tour?

SENIORS

1. Have you passed all your previous requirements?
2. Have you selected English?
3. Will you have at least seventeen credits before beginning your senior year?
4. Are you taking six credits?
5. Do your choices agree with your teachers' recommendations?
6. At the end of this year will you have the necessary credits to graduate?
 - 4 credits in English
 - 3 credits in social studies (including American Government and U.S. History)
 - 3 credits in science (including Science Survey or Physical Science and Biology)
 - 3 credits in mathematics
 - 1 credit in fine arts
 - 1 in computer/technology education, family and consumer science or business
 - 1 credit in physical education
 - ½ credit in health

Total - at least 24 credits
7. Have you met all your performance standards for graduation?
8. Will you have shown proficiency in all School-wide Learner Expectations through your digital portfolio?
9. Have you completed your Job Shadow?
10. Have you completed your senior meeting with your school counselor?
11. Are you prepared to successfully complete your Digital Tour?
 - 40 Expectations starting with the Class of 2020
 - 39 Expectations for Class of 2019 (# 5A.4)