

# **Educational Program**

**2023 – 2024**

**Putnam High School**

**152 Woodstock Avenue**

**Putnam, CT 06260**

**860-963-6905 – phone**

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**7:00 am – 3:00 pm**

**Principal: Mrs. Heather Taylor**

**Assistant Principal: Mrs. Suzanne Sansoucy**

**School Counselor: Mrs. Jasmine Morton**

**School Counselor: Mrs. Erika Ponciano**



## **Mission Statement**

**Putnam High School is a dynamic community with the privilege and obligation to transform students into motivated learners who have the knowledge, skills and behaviors to thrive in a competitive global arena.**

## **CORE VALUES, BELIEFS, AND LEARNING EXPECTATIONS**

Putnam High School is a dynamic community with the privilege and obligation to transform students into motivated learners who have the knowledge, skills, and behaviors to thrive in a competitive arena.

### **Putnam High School Values:**

*Respect* – Behavior and language that is considerate and appreciative of others, self and property.

*Responsibility* – Being trustworthy, dependable and reliable while making good decisions.

*Community* – Working together while playing an individual role.

*Integrity* – Doing the right thing without being instructed to do so even if the act is unnoticed.

### **Putnam High School 21<sup>st</sup> Century Learning Expectations**

#### **Academic:**

The Putnam High School student...

- 1) Reads actively and critically
- 2) Communicates effectively in speech and writing
- 3) Works individually to achieve goals
- 4) Works collaboratively to achieve goals
- 5) Researches, analyzes, evaluates, and synthesizes information to solve problems
- 6) Uses technology appropriately throughout the learning process

#### **Civic and Social**

The Putnam High School student...

- 7) Demonstrates personal and civic responsibility
- 8) Makes positive contributions within the school and community
- 9) Respects, promotes, and celebrates diversity

To All Parents and Students,

As we begin scheduling for our 2023-2024 school year, we are tremendously proud of the opportunities which exist at Putnam High School. We continue to add and modify our existing program so you are provided a top notch educational experience which prepares you for whatever path you choose to take after graduation. This *Program of Studies* summarizes our academic policies, graduation requirements and a summary of the courses we will be offering for the 2023-2024 school year. Please review the *Program* carefully and use it as a guide to help you make your academic decisions.

Our Mission Statement at Putnam High School clearly reminds us that our school is a *dynamic community with the privilege and obligation to transform students into motivated learners who have the knowledge, skills, and behaviors to thrive in a competitive global arena*. It is critical to keep this in mind when selecting your courses for next year. With that being said, we suggest that you build the strongest possible academic foundation that you can, not only for college, but more importantly for life itself. High school is a unique opportunity—one that allows you to explore new interests, learn valuable skills, test yourselves in new ways, and prepare yourselves for future success.

We cannot stress enough that it is important to seek the advice of your teachers, your parents and your counselors as you make course choices. Be mindful of your own interests and create a program for yourself that balances rigor and challenge with some time for reflection and some chances to participate in the many opportunities we offer outside the classroom. At PHS, we offer advanced placement courses, multiple world language courses, art courses and are expanding course options in English language arts and health. Taking the time to read this letter and the *Program of Studies* will provide a context for the choices you will be making.

Sincerely,

*Heather Taylor*  
Principal

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## **SCHOOL SCHEDULE**

Putnam High School is a fully accredited four-year high school (grades 9 – 12). Students are enrolled in 8 classes each semester. Putnam High School utilizes an alternating day block schedule Monday – Thursday with alternating Fridays. An intervention block on the B day, allows all students access for additional support. Students are required to carry 7 credit-bearing courses on their schedule. Juniors and Seniors in good standing may carry one study hall if deemed appropriate by the counselor, student and parent/guardian.

## **GRADING**

Putnam High School has 2 semesters and each semester has 2 quarters for a total of 4 grading periods for the school year. Credits are assigned and the grade point average is updated after each semester. Grading at Putnam High School is based on a numerical scale from 0-100 with 65 being the passing grade. Progress reports are distributed halfway through each quarter and report cards are distributed at the completion of each quarter.

An Honors class or an Advanced Placement/ UCONN Early College Experience class is given added weight for purposes of calculating grade point average and determining class rank. The administration has developed and published a formula for calculation of grade point average and class rank reflecting the weighted grading system. The High School Principal shall ensure that parents are notified of this policy. It is currently described in the High School Student Handbook

## **GPA CALCULATION, WEIGHTED GRADES**

A student's grade point average, or GPA, is a number representing the average value of the accumulated final grades earned in courses over time. A weighted factor of 1.2 is used for all courses designated as Advanced Placement and UCONN ECE classes. A weighted factor of 1.1 is used for all courses designated as Honors. All other courses use a weighed factor of 1 (one).

In order to be considered as class valedictorian or salutatorian, a student must have been enrolled at Putnam High School for a minimum of three consecutive years by the time of graduation.

## **LEVELS OF COURSES OFFERED**

At Putnam High School, courses are offered on three levels: advanced placement/early college experience, honors, and college prep. The primary difference between levels is that of breadth and scope of coverage and pace of instruction. A pupil is guided to select courses on his/her strengths and weaknesses. A pupil should take into account future goals, individual interests, previous achievement, and willingness to study in the general area. Standardized test scores and previous grades will also be used to determine appropriate levels.

**AP/ECE Level:** Advanced Placement and Early College Experience courses are designed for the student who is highly motivated and demonstrates a high degree of interest in the subject area. The May Advanced Placement examination must be taken. College credit may be obtained based on the exam grade and specific college requirements. ECE students must successfully complete the course with a grade of a "C" (75) or better and may need to take a UCONN approved end of course exam.

**Honors Level:** Courses offered at this level are designed for students who are extremely motivated and demonstrate great interest and aptitude in the subject area.

**College Prep Level:** Courses offered at this level are designed to prepare students for postsecondary studies.

**Pupils can expect homework assignments daily regardless of course level.**

## **FRESHMAN HONORS ACADEMY**

The Freshman Honors Academy (F.H.A.) at Putnam High School is a newly developed program to help prepare and motivate students to become leaders in the PHS community and beyond. The Honors Academy is a selective and competitive program designed to meet the needs of our highest achieving students. Students in the Honors Academy are highly self-motivated and crave intellectual curiosity. The Honors Academy will provide students with real life learning experiences, leadership opportunities,

and rigorous courses for them to become global citizens. We encourage all students who are strongly motivated to be leaders to apply!

## **DIPLOMA REQUIREMENTS**

The school year at Putnam High School is divided into two semesters and credit is awarded with the successful completion of each semester with a minimum grade of 65. A semester course is worth  $\frac{1}{2}$  credit. Full year courses meet for two semesters and are therefore worth one credit. No credit is given for a course which has already been passed and is being repeated, with the following exceptions: Academic Lab, Academic Support, Band, Chorus, Piano and Physical Education and Fitness for Life.

Graduates 2023 and beyond must earn 25 credits to receive a Putnam High School diploma.

### **25 Credit Diploma**

9 credits in Humanities  
9 credits in STEM  
2 credit in PE, Wellness, Health & Safety Education  
1 credit in World Language  
1 credit in Mastery-based Diploma Assessment  
3 credits in Electives

In addition to successfully earning required course credits, a student must complete their student portfolio entry requirements. Students must demonstrate achievement of our school's nine learning expectations while attending high school, including the completion of 20 hours of community service.

***Humanities*** courses are all courses taught within the English, Social Studies, Fine Arts, and Business departments. These courses contribute to the development of skills that students require to better participate in and understand the processing and documenting of the human experience which provides students with an opportunity of the human experience which provides students with an opportunity to develop a sense of connection to those who have come before us as well as to their contemporaries.

***STEM*** courses are all courses taught within the Math, Science and Technology departments. These courses contribute to the development of skills that students require to design solutions to complex problems.

All courses can satisfy more than one diploma category. The categories are prioritized and once the category requirement is fulfilled, subsequent courses would go to the next prioritized category. For example, the World Language requirement is 1 credit. Once that requirement is satisfied, subsequent courses would then go to satisfy the Humanities requirement and when that category is satisfied and other World Language courses taken would be placed in the Elective category.

## **EARN COLLEGE CREDIT WHILE IN HIGH SCHOOL**

Through Advanced Placement courses and specific courses affiliated with UCONN and QVCC, students may earn college credit with little or no cost to the student. Students are required to independently register and complete the enrollment process that UCONN and QVCC mandate during their enrollment period to be eligible to earn credit.

### **Advanced Placement (AP) Courses**

The intent of the AP courses is to prepare students for the AP exams given in May. Passing the strenuous exams could allow the student to receive college credit. Below is the list of AP course offerings:

Biology	European History
Chemistry	Psychology
Computer Science Principles	Statistics
English Language & Composition	United States Government & Politics
English Literature & Composition	United State History
Environmental Science	

### **Dual Enrollment Courses**

Putnam High School offers Early College Experience courses through UCONN known as **ECE** courses. These rigorous courses follow the UCONN curriculum. To earn credit, students must have completed the dual enrollment registration on time, have a minimum final grade of a 75 and may be required to take a UCONN approved end of year exam or complete a culminating project. Below is the list of ECE course offerings:

Anthropology ECE	Discrete Math ECE
Applied Mathematics-Essence of Economics ECE	Human Rights ECE
Calculus 1 ECE	Statistics – Elementary Concepts ECE

Dual enrollment courses are also offered through Quinebaug Valley Community College. These courses follow the QVCC curriculum. To earn credit students must have completed the dual enrollment registration on time and have a minimum final grade of a 75. Below is the list of QVCC dual enrollment course offerings:

Autocad 1 CP	Investigations in Health Careers CP
Blueprint Reading CP	Manufacturing Math CP
Financial Accounting CP	Medical Terminology CP

Introduction to Business CP  
Introduction to Engineering CP

Microsoft Office 1 CP

## ALPHABETICAL LISTING OF COURSES

### **BUSINESS/TECH**

**AutoCad 1 (CP)**  
**Blueprint Reading (CP)**  
Business Law (CP)  
Communication & Information Technology 1 (CP)  
Communication & Information Technology 2 (CP)  
**Financial Accounting (CP)**  
**Introduction to Business (CP)**  
**Introduction to Engineering (CP)**  
Marketing 1 (CP)  
Marketing 2 (CP)  
**Microsoft Office 1 (CP)**  
Microsoft Office 2 (CP)  
Personal Finance (CP)  
Principles of Manufacturing (H)  
Robotics (CP)  
Video Production 1 (CP)  
Video Production 2 (CP)  
Web Design 1 (CP)  
Workplace Readiness (CP)  
Workstudy (CP)

### **FINE ARTS**

A Capella Ensemble (CP)  
Band (CP, H)  
Chorus (CP, H)  
Clipper Jam Band (CP)  
Crafts (CP)  
Digital Photography I (CP)  
Drawing 1 (CP)  
Drawing 2 (CP)  
Intermediate Piano (CP)  
Music Technology I (CP)  
Painting (CP)  
Piano (CP)  
Portfolio Preparation (H)  
Pottery 1 (CP)  
Pottery 2 (CP)

### **HEALTHCARE SCIENCE**

Introduction to C. N. A. (H)  
C. N. A. Clinical (H)  
**Investigations in Health Careers (CP)**  
**Medical Terminology (CP)**

### **MATHEMATICS**

Algebra 1 (CP, H)  
Algebra 2 (CP, H)  
**Applied Math - Ess of Econ (CP, ECE)**  
Calculus AB (AP)  
**Calculus 1 (ECE)**  
Computer Science (AP)  
Consumer Math (CP)  
**Discrete Math (CP, ECE)**  
Geometry (CP, H)  
Health Sciences Math (CP,)  
Integrated Math (CP)  
Integrated Math Course 1 (CP, H)

### **ENGLISH**

Composition (H)  
ELL -1, ELL-2, ELL-3 (CP)  
English 1 (CP)  
English 2 (CP, H)  
English 3 American Lit (CP)  
**English 1007 (ECE)**  
Humanities I & II (H)  
Integrated English (CP)  
Language & Composition (AP)

Literature & Composition (AP)  
Senior Communications (H)  
Senior English (CP)

Integrated Math Course 2 (CP, H)  
Integrated Math Course 3 (CP, H)  
**Manufacturing Math (CP)**  
Pre-Calculus (CP, H)  
Statistics (AP)  
**Statistics (ECE)**

\*\***Bolded** courses may be eligible for QVCC or ECE credit.

## ALPHABETICAL LISTING OF COURSES

### **PHYS. ED & HEALTH**

Fitness for Life (CP)  
Health (CP)  
Health II (CP)  
Physical Education (CP)

### **SUPPORT**

Academic Support (CP)  
Assistive Technology (CP)  
Reading (CP)  
STC Transition (CP)

### **SCIENCE**

Biology (AP)  
Biology (CP, H)  
Botany (CP)  
Chemistry (AP)  
Chemistry (CP, H)  
Environmental Science (AP)  
Environmental Science (CP)  
Forensic Science 1 (CP)  
Forensic Science 2 (CP)  
Human Anatomy & Physiology (CP)  
Marine Biology (CP)  
Physics (CP, H)

### **WORLD LANGUAGE**

French Cultures (CP)  
French 1 (CP, H)  
French 2 (CP, H)  
French 3 (CP, H)  
French 4 (CP, H)  
Russian 1 (CP, H)  
Russian 2 (CP, H)  
Spanish Cultures (CP)  
Spanish 1 (CP, H)  
Spanish 2 (CP, H)  
Spanish 3 (CP, H)  
Spanish 4 (CP, H)

### **SOCIAL STUDIES**

**Anthropology (ECE)**  
Black and Latino Studies (CP, H)  
Civics (CP, H)  
European History (AP)  
**Human Rights (CP, ECE)**  
Lost Civilization (CP, H)  
Psychology (AP)  
Psychology (CP, H)  
US Government and Politics (AP)  
US History (AP)  
US History (CP, H)

World Religions (CP, H)  
World Since 1914 (CP, H)

Courses in this section are grouped by department. (In the event of limited space, preference will be given in the following order: Grade 12, 11, 10, and 9.)

## **BUSINESS – TECHNOLOGY**

### **Course: AUTOCAD I**

**#1660**

Length: Semester

Prerequisite: None

Level: College Prep,  $\frac{1}{2}$  credit

Open to Grades: 9, 10, 11, 12

Course Description: The class is an introductory CAD course where students would learn the techniques of generating graphic images with computers. Topics that students would learn include: overview of CAD technology, computer technology, hardware/software descriptions and requirements, file manipulation and management, two and three-dimensional geometric construction, symbol library creation, dimensioning, scaling, sectioning, plotting, detail and assembly drawing including tolerance studies. Students have the opportunity to earn high school credit along with three credit hours from Quinebaug Valley Community College (QVCC).

### **Course: BLUEPRINT READING**

**#1641**

Length: Semester

Prerequisite: None

Level: College Prep,  $\frac{1}{2}$  credit

Open to Grades: 10, 11, 12

Course Description: This is an initial course in blueprint reading. It includes the study of orthographic projection. Topics include lines and their uses, auxiliary views, sectional views, basic and special dimensioning, dimensioning practices for holes, chamfers, angle, tapers, keyways diameters, radii, and geometric tolerancing. Students would have the opportunity to earn high school credit along with two credits from Quinebaug Valley Community College (QVCC).

### **Course: BUSINESS LAW**

**#1612**

Length: Semester

Prerequisite: None

Level: College Prep,  $\frac{1}{2}$  credit

Open to Grades: 10, 11, 12

Course Description: Through an introduction to law and the legal system, comparison of criminal and civil law and contract law, students will develop the knowledge and skills necessary for survival in our law saturated society. A day in Putnam Superior Court and Danielson Superior Court helps students focus on law in today's world. In addition, the students spend a day visiting a local correctional facility.

**Course: COMMUNICATION & INFORMATION TECHNOLOGY 1**

**#1630**

Length: Semester

Prerequisite: None

Level: College Prep,  $\frac{1}{2}$  credit

Open to Grade: 9, 10, 11, 12

**Course Description:** Students will learn the various methods of communication and the progression of technology as it relates to current communications and information applications. Emphasis will be on information systems and databases. Students will use the DataCamp suite to explore SQL database manipulation and server development relevant to IT professionals.

**Course: COMMUNICATION & INFORMATION TECHNOLOGY 2**

**#1631**

Length: Semester

Prerequisite: None

Level: College Prep,  $\frac{1}{2}$  credit

Open to Grade: 9, 10, 11, 12

**Course Description:** Students will learn the various methods of communication and the progression of technology as it relates to current communications and information applications. Emphasis will be on information systems and databases. Students will use the DataCamp suite to explore Python language and data manipulation relevant to IT professionals.

**Course: FINANCIAL ACCOUNTING**

**#1606/1607**

Length: Full Year

Prerequisite: None

Level: College Prep, 1 credit

Open to Grade: 11, 12

**Course Description:** This course is designed to demonstrate an understanding of the terms, concepts, practices and Generally Accepted Accounting Principles for corporations. Students will define the accounting cycle and apply this knowledge to the recording of business transactions. Students will understand the organization and operations of corporations. Students will understand the accounting for cash, inventory, accounts receivable, long term assets, liabilities and equity. Students will be able to recognize and prepare financial statements and interpret changes in financial position. Students would have the opportunity to earn high school credit along with receiving credit from Quinebaug Valley Community College (QVCC).

**Course: INTRODUCTION TO BUSINESS**

**#1608**

Length: Semester

Prerequisite: None

Level: College Prep,  $\frac{1}{2}$  credit

Open to Grade: 9, 10, 11, 12

**Course Description:** This course is designed to provide an overall view of the ownership patterns, structure, and essential operations of business organizations. Students will understand the relationship of business to society and to the individual. Students will define and apply standards of ethical behavior in business. Students will understand how to make business decisions and to implement management decision in an organization. Students will know the basic principles of marketing, consumer behavior, and management techniques including financial analysis, risk management, and legal principles. Students would have the opportunity to earn high school credit along with receiving credit from Quinebaug Valley Community College. (QVCC)

**Course: INTRODUCTION TO ENGINEERING**

**#1640**

Length: Semester

Prerequisite: None

Level: College Prep,  $\frac{1}{2}$  credit

Open to Grade: 9, 10, 11, 12

**Course Description:** Students will be introduced to the fields of engineering through design and graphics and comprehensive engineering projects. Topics include sketching, charts, graphs, forces, energy, electrical circuits, mechanisms, materials testing, manufacturing technologies and fundamentals of engineering economics. Students would have the opportunity to earn high school credit along with receiving credit from Quinebaug Valley Community College (QVCC).

**Course: MARKETING 1**

**#1614**

Length: Semester

Prerequisite: None

Level: College Prep,  $\frac{1}{2}$  credit

Open to Grade: 9, 10, 11, 12

**Course Description:** Marketing I provides students with the opportunity to explore marketing practices and principles at the retail and industrial levels to give students an overview of the importance of marketing in the business world. Students will use the yearbook as a real life-marketing tool. By combining formal marketing education with practical experience, students will be prepared for employment in a related field or to further their studies at the post-secondary level.

**Course: MARKETING 2**

**#1615**

Length: Semester

Prerequisite: Marketing I

Level: College Prep,  $\frac{1}{2}$  credit

Open to Grade: 9, 10, 11, 12

Course Description: Marketing II explores in greater depth marketing practices and principles at the retail and industrial levels to give students an understanding of the importance of marketing in the business world. Students will gain practical marketing experience in leadership positions on the yearbook staff. Students also participate in the Manufacturing Competition.

**Course: MICROSOFT OFFICE 1**

**#1604**

Length: Semester

Prerequisite: None

Level: College Prep,  $\frac{1}{2}$  credit

Open to Grades: 9, 10, 11, 12

Course Description: Microsoft Office I allows the students to develop skills for business and personal use through the use of the computer lab. The students will learn the fundamentals of word processing with emphasis on proper technique and speed building. Students will learn to prepare personal business letters, business letters, memorandums, reports and tables. Additionally, students will be introduced to EXCEL, the numeric component of the Microsoft Office suite in this course. Students would have the opportunity to earn high school credit along with receiving credit from Quinebaug Valley Community College (QVCC).

**Course: MICROSOFT OFFICE 2**

**#1605**

Length: Semester

Prerequisite: Microsoft Office I

Level: College Prep,  $\frac{1}{2}$  credit

Open to Grades: 9, 10, 11, 12

Course Description: Microsoft Office II allows the student to develop skills for business through the use of the computer lab. Continued emphasis is placed on technique and building speed. Students will prepare more complex documents; reports with endnotes or footnotes tables and complete a simulation using Microsoft Office software. EXCEL will be integrated into assorted applications.

**Course: PERSONAL FINANCE**

**#1616**

Length: Semester

Prerequisite: None

Level: College Prep,  $\frac{1}{2}$  credit

Open to Grades: 9, 10, 11, 12

Course Description: Personal Finance is designed to educate and make students aware of the economic life skills needed to survive in a global economy. The topics covered in the course include banking, taxes, money management, credit, risk, resource management, financial security, and consumer rights. Students will have the opportunity to complete a banking simulation. Computer activities enhance some of the topics covered.

**Course: PRINCIPLES OF MANUFACTURING**

**#1662**

Length: Semester

Pre/Co-requisites: Blueprint Reading,  
Manufacturing Math

Level: Honors,  $\frac{1}{2}$  credit

Open to Grade: 12

Course Description: This course will familiarize you with the basic mechanic and manufacturing skills and engineering knowledge required for new hires as an entry level employee in a manufacturing or related field. The course will convey basic trade knowledge, workplace skills and production readiness. Putnam High School, in partnership with the Eastern Workforce Investment Board, will offer students the opportunity to enroll in the Youth Manufacturing Pipeline Initiative (YMPI). As a part of this pipeline, students will learn relevant industry skills and attain certifications that make them employable by any manufacturer in the Eastern Advanced manufacturing Alliance right out of school with little to no follow-on training needed.

**Course: ROBOTICS**

**#1644**

Length: Semester

Prerequisite: None

Level: College Prep,  $\frac{1}{2}$  credit

Open to Grades: 9, 10, 11, 12

Course Description: This course will give students the opportunity to design, build and program small, mobile robots, both autonomous and radio controlled, using Gears Robotics. Students will also build a radio-controlled pneumatic throwing arm on their robot. The course will use a hands-on and problem-solving approach so that students may also be introduced to related fundamental concepts such as computer science, programming, mechanics, electronics, principles of engineering and career exploration. Other disciplines engaged in this class will include creative design activities, teamwork, and problem solving. Students should also develop an understanding of how robotics is utilized today and what the future holds for emerging technology and security. Students will compete with their robots. Students are encouraged to join the Putnam Scavengers a First Robotics Competition Regional Team competing across New England.

**Course: VIDEO PRODUCTION 1**

**#1638**

Length: Semester

Prerequisite: None

Level: College Prep ½ credit

Open to Grades: 9, 10, 11, 12

Course Description: This course will introduce students to the many aspects of video production. Students will learn basic skills such as storyboarding/pre-production, taping, and editing/post-production. Through this course, students will learn the proper technique not only in relation to shooting video, but also with regard to sound and lighting. Students will be evaluated based upon sample videos relating to such themes as documentaries, advertisements, entertainment, and video journalism. In this class, students will learn basic skills such as storyboarding/pre-production, recording, and editing/post-production.

**Course: VIDEO PRODUCTION 2**

**#1639**

Length: Semester

Prerequisite: Video Production 1

Level: College Prep ½ credit

Open to Grades: 9, 10, 11, 12

Course Description: Video Production 2 will focus on studio presentation and learn how to use studio equipment. Students will learn to use professional video cameras, lighting, teleprompter, and graphic generator. Students will produce videos that will be broadcast as morning announcements. Students will produce video that can be broadcast on cable public access. Students will produce live video for cable public access. Students will produce video that can be broadcast on cable public access.

**Course: WEB DESIGN 1**

**#1618**

Length: Semester

Prerequisite: None

Level: College Prep, ½ credit

Open to Grades: 9, 10, 11, 12

Course Description: In this course, students will learn to use a variety of Web Design software to design and/or enhance a web page. Students will learn to use web design software to create and/or enhance a web page. Students will learn about

**Course: WORKPLACE READINESS**

**#1613**

Length: Semester

Prerequisite: None

Level: College Prep,  $\frac{1}{2}$  credit

Open to Grades: 10, 11, 12

**Course Description:** This is a one-semester course that will give students the skills needed for exploring careers, resourcing employers, and the knowledge needed to gain employment. The students will learn how to prepare all documents necessary for employment. In addition, the topics of teamwork, ethics, diversity, technology, critical thinking skills, and life-long learning will be covered. Using the Internet for securing employment, electronic resumes, and follow up will be presented. Students participate in a Junior Achievement Program. Students will also have the opportunity to attend a career fair sponsored by Day Kimball Hospital.

**Course: WORKSTUDY**

**#1910/1911**

Length: Variable

Prerequisite: Employed

Level: College Prep, Variable credit

Open to Grades: 11, 12

**Course Description:** Students who are employed have the opportunity of earning high school credit. The student must provide documentation. The earned credit can satisfy elective credit requirements. Once the student has provided documentation for sixty work hours, the student will earn  $\frac{1}{2}$  credit. A student can earn a maximum of 1 credit per semester for a yearly maximum of 2 credits. The student will receive a grade of a P which will not impact their GPA.

# **ENGLISH**

Course: **COMPOSITION**

**#1146**

Length: Semester

Level: Honors,  $\frac{1}{2}$  credit

Prerequisites: English 1 and 2

Open to Grades: 11, 12

\*All students entering this course must have a teacher recommendation.

Course Description: Composition is designed for those students who would like to reinforce and develop their skills in writing to better prepare themselves for college writing and 21<sup>st</sup> century writing skills on an independent level. Students will use the writing process to develop their ability to generate ideas, organize information, develop fluency and voice, and revise and edit their writing to publish written pieces for real audiences. As student's progress through the course, they will keep a portfolio of their writing. This class is designed to complement Senior Communication.

Course: **ELL-1, ELL-2, ELL-3**

**#1160/1161 – 1162/1163 – 1164/1165**

Length: Full Year

Level: College Prep, 1 credit

\*Teacher recommendation required

Open to Grade: 9, 10, 11, 12

Course Description: The ELL courses are designed to address the listening, speaking, reading, and writing skills of ELL students. Goals include improving oral communication skills, increasing cognitive academic language knowledge, improving reading comprehension, practicing composition, and developing critical thinking skills. ELL-1 is for beginning English speakers. ELL-2 is for early intermediate English speakers. ELL-3 is for intermediate English speakers. Placement is determined by an evaluation of LAS-Links scores, classroom performance, and teacher recommendation. Two credits in ELL courses is the maximum allowed to count as English credit.

**Course: ENGLISH 1****#1112/1113**

Length: Full Year

Level: College Prep 1 credit

Open to Grade: 9

Course Description: This course will cover the literary forms of poetry, short story, drama, and the novel. Students will be reading and writing analytically. Vocabulary and practical grammatical applications will also be a part of class focus. Emphasis will be placed on writing skills needed for 21<sup>st</sup> century learning. All students will be expected to complete a variety of oral presentations.

**Course: ENGLISH 2****#1116/1117 – 1118/1119**

Length: Full Year

Prerequisite: English 1

\*Honors Level: Teacher recommendation and required summer reading completed.

Level: College Prep, Honors, 1 credit

Open to Grade: 10

Course Description: This course will cover the literary forms of poetry, short story, drama, and the novel. Students will be reading and writing analytically. Vocabulary and practical grammatical applications will also be a part of class focus. Emphasis will be placed on writing skills needed for 21<sup>st</sup> century learning. For honors level, vocabulary and composition development will be an integral part of the course. All students will be expected to complete a variety of oral presentations.

**Course: ENGLISH 3, AMERICAN LITERATURE****#1124/1125**

Length: Full Year

Prerequisites: English 1 and English 2

Level: College Prep, 1 credit

Open to Grade: 11

Course Description: This course involves a study of American authors and explores American literary heritage and how literature both reflects and influences American ideals and norms. Genres included are: drama, short story, poetry, novel and nonfiction works. Diverse authors and texts are included whenever possible, especially, in ancillary texts. There is an emphasis on the writing process within the course, especially, as it relates to the draft and revision process. Students will be expected to write a variety of compositions including: research, analytical, persuasive, argumentative, reflective, compare and contrast, and informational. Additionally, students will focus on close reading skills and a variety of reading comprehension strategies to aid in understanding all genre of text. All students will be expected to complete a variety of oral presentations

**Course: ENGLISH 1007****#1174/1175**

Length: Full Year

Prerequisites: English 1 and English 2

Teacher Recommendation

Level: ECE, 1 credit

Open to Grade: 11, 12

Course Description: In this Seminar and Studio in Academic Writing, you will explore the concepts of identity, education, and activism, answering the following questions: What internal and external factors shape our identity? How does formal education strengthen or stifle our sense of self? How do informed individuals engage in activism to improve society? Each project in the course is a component that will advance your thinking about yourself and your place in the world, working toward an activism-based service project with broader implications. Assessments will include a traditional academic essay and multimodal products such as memes, collages, narratives, research response papers, podcasts, infographics, interviews, etc. No prior experience in composing across technologies is expected, and we will use collaborative studio time to design these digital products.

**Course: HUMANITIES I and II****#1170/1171 – 1172/1173**

Length: Full Year – two blocks

Prerequisites: Teacher Recommendation

Level: Honors, 2 credits

Open to Grade: 9

Course Description: A rigorous and engaging course that exposes students to diverse literature from multiple time periods. Students will learn about the historical and cultural importance of the text read. This course will teach and emphasize the skills necessary to be successful in AP level classes, including document analysis, contextualization, use of evidence and higher order reasoning skills.

**Course: INTEGRATED ENGLISH****#1110/1111**

Length: Full Year

Prerequisite: PPT Recommendation

Level: College Prep, 1 Credit

Open to Grade: 9, 10, 11, 12

Course Description: Integrated English is designed to provide students with skills and strategies to improve their vocabulary and comprehension through the three components of the program: reading, writing, and spelling. Students are provided practice, resources, and exposure to the three components with the encouragement of using these skills within their school day and in their everyday life.

**Course: AP LANGUAGE & COMPOSITION**

**#1106/1107**

Length: Full Year

Prerequisites: English 1 and English 2 and teacher recommendation

\*Summer reading for this course **MUST** be completed for continued inclusion in the program.

Level: AP, 1 credit

Open to Grades: 11, 12

**Course Description:** This course revolves around the development of academic writing as well as a survey of American authors. While focusing on contemporary and classic American pieces of writing, students will explore how authors attempt to persuade audiences. Through fiction, visuals, poetry, essays, speeches, and other types of nonfiction, students will start to see how the world communicates. The intent of this course is to prepare students for taking a mandatory A.P. Language and Composition exam given in May. Passing this strenuous test could allow the students to receive college credits.

**Course: AP LITERATURE & COMPOSITION**

**#1108/1109**

Length: Full Year

Prerequisites: English 1 and English 2 and teacher recommendation

\*Summer reading for this course **MUST** be completed for continued inclusion in the program.

Level: AP, 1 credit

Open to Grades: 11, 12

**Course Description:** The emphasis of this course is to sharpen student analytical and close reading skills and to develop college level writing skills. This course focuses on a diverse world literature multi-genre curriculum. A required summer reading assignment will be evaluated at the beginning of the course. The intent of this course is to prepare students for taking a mandatory AP English Literature exam given in May. Passing this strenuous test could allow the student to receive college credits.

**Course: SENIOR COMMUNICATIONS**

**#1132**

Length: Semester

Prerequisites: English 1 and English 2

All students entering this course must have a teacher recommendation.

Level: Honors,  $\frac{1}{2}$  credit

Open to Grades: 11, 12

**Course Description:** The course involves the study of oral communication in person-to-person, small group, and public situations. The students will be given the opportunity to study theories, do exercises and activities, and prepare oral presentations, in order to improve their skills as senders and receivers of messages. Senior Communications will help students to better understand how human beings communicate in individual and group situations to become more aware of themselves as a sender and receiver of messages; to send more effective messages, both verbally and non-verbally; to listen more effectively and think more critically about the messages others are sending; and to learn from their own experiences as a communicator.

**Course: SENIOR ENGLISH**

**#1152/1153**

Length: Full Year

Prerequisites: Three years of English

Level: College Prep, 1 credit

Open to Grades: 11, 12

**Course Description:** Senior English is a survey course sampling British Literature, fiction, nonfiction, poetry, and drama of Anglo-Saxon to modern writers. Students will study vocabulary, produce analytical compositions based on readings, and complete independent projects.

## **FINE ARTS**

**Course: A CAPELLA ENSEMBLE**

**#1746/1747**

Length: Full Year

Prerequisite: Audition

Level: College Prep, 1 credit

Open to Grades: 9, 10, 11, 12

**Course Description:** A Capella is a vocal ensemble/class developed for building high level practice & performance in contemporary A Capella singing. This Course is available to students in grades 9 – 12 who have successfully auditioned. The ensemble will perform, analyze, and research popular music of the 20<sup>th</sup> and 19<sup>th</sup> Centuries. Students will learn a variety of vocal styles and technique utilizing appropriate tone quality, intonation, diction, rhythm, musicianship, and performance practices for performing A Capella and commercial/pop music. In addition to the vocal experience, this class will equip students with basic music literacy skills: score navigation, note rhythm reading, part-independence, and musical-interpretation. The focused voice parts are the following: Soprano, Alto, Tenor, Bass, Vocal Percussion. Performing is a key part of this course!

**Course: BAND**

**#1730/1731 – 1732/1733**

Length: Full Year

Prerequisite: Prior experience in band is not required. A desire to learn and availability of an instrument are all that is required.

Level: College Prep, Honors, 1 credit

Open to Grades: 9, 10, 11, 12

**Course Description:** Band is offered for student's grades 9 – 12 who wish to gain performance experience on band instruments. The band rehearses daily with emphasis on both marching band techniques and concert band literature. Each member is required to attend all outside rehearsals and performances. All students' sign up for college prep Band but may re-designate to honors Band with the band director's approval. Students desiring the honors option must audition for the CT Eastern Region Festival and do other various assignments beyond those that are expected at the college prep level.

**Course: CHORUS**  
**#1735/1736 – 1738/1739**

Length: Full Year  
Prerequisite: None

Level: College Prep, Honors, 1 credit  
Open to Grades: 9, 10, 11, 12

Course Description: Chorus is offered to students' grades 9 – 12 who wish to gain performance experience through voice. The chorus rehearses daily with emphasis on solfège, reading music and singing in groups. Vocal technique will be studied through both popular and classical works. Each member is required to attend all outside rehearsals and performances. All students sign up for college prep chorus, but may re-designate to honors chorus with the band director's approval. Students desiring the honors option must audition for the CT Eastern Region Festival and do other various assignments beyond those that are expected at the college prep level.

**Course: CLIPPER JAM BAND**  
**#1754-1755**

Length: Semester  
Prerequisite: Audition

Level: College Prep, Honors, 1/2 credit  
Open to Grades: 9, 10, 11, 12

Course Description: The Clipper Jam Band is a performance-based, goal –oriented program for students who have learned the basics on their instrument and are interested in applying what they've learned in a practical way. Students will learn the importance of song structure, dynamics involved in playing with other musicians, playing through mistakes and improvising when needed, alternative playing positions, maintaining tempo for other players to follow you, using pedals and foot switches (distortions/clean/FX), playing accompaniment, singing back-up vocals/singing and playing, balancing volume levels and blending tone. The class will be built around a set list of songs taught within weekly lessons/rehearsals, followed by practice and performance of those songs as a full band for live audiences within the school and local community. Jam Band is an organized band rehearsal at its fundamental stage with the goal of expanding to student driven musicianship, rehearsals and performance.

**Course: CRAFTS**  
**#1714**

Length: Semester  
Prerequisite: None

Level: College Prep, ½ credit  
Open to Grades: 9, 10, 11, 12

Course Description: This class is a studio course which explores the major areas of metal and wire, sculpture, and weaving. Bookmaking, simple jewelry, and plaster gauze will be highlighted.

**Course: DIGITAL PHOTOGRAPHY I**

**#1726**

Length: Semester

Prerequisite: None

Level: College Prep,  $\frac{1}{2}$  credit

Open to Grades 9, 10, 11, 12

Course Description: *Digital Photography I* will teach students the essentials of high-quality photo composition, the history of photography as both a technology and as an art form, and give students in-depth experience with Adobe Photoshop (the industry standard for nearly all digital art/design).

**Course: DIGITAL PHOTOGRAPHY II**

**#1727**

Length: Semester

Prerequisite: Digital Photography I

Level: College Prep,  $\frac{1}{2}$  credit

Open to Grades 9, 10, 11, 12

Course Description: *Digital Photography II* will delve further into the technology involved in digital media. Students will learn about aperture, shutter-speed, and ISO in order to operate DSLR cameras as well as advanced Photoshop techniques in order to achieve professional level results.

**Course: DRAWING 1**

**#1710**

Length: Semester

Prerequisite: None

Level: College Prep,  $\frac{1}{2}$  credit

Open to Grades: 9, 10, 11, 12

Course Description: This course is an introduction to basic drawing elements and a wide variety of media. Training a student “how to really see” and expression of ideas and feelings through drawings is the main focus of the course. Critiques and slides are included to familiarize the student with art, artists, and the major movements in the history of art.

**Course: DRAWING 2**

**#1711**

Length: Semester

Prerequisite: Drawing 1

Level: College Prep,  $\frac{1}{2}$  credit

Open to Grades: 9, 10, 11, 12

Course Description: An in-depth training/practice of various media and their combinations will be stressed. Subject matter and concepts will be introduced to enhance growth of personal vision. Developing a student’s individual style will be emphasized. Critiques, slides, videos provide further examination of major artists, art movements, and the role art plays in our culture.

**Course: INTERMEDIATE PIANO**

**#1744**

Length: Semester

Prerequisite: Piano 1

Level: College Prep,  $\frac{1}{2}$  credit

Open to Grades: 9, 10, 11, 12

**Course Description:** This course is designed to support students expand their fundamental music and piano skills. Students taking this course are provided keyboard lessons to guide and develop proficient musicianship and independence. This class will focus upon proper posture and hand position, fingering, rhythm, and articulation; compose and improvise melodic and harmonic material; create and perform simple accompaniments; listen to, analyze, sight-read, and study a variety of keyboard literature; study varying elements as exemplified in a variety of styles, and making interpretive decisions.

**Course: MUSIC TECHNOLOGY I**

**#1752**

Length: Semester

Prerequisite: None

Level: College Prep,  $\frac{1}{2}$  credit

Open to Grades: 9, 10, 11, 12

**Course Description:** This is a course that is focused on the non-musician but can be also taken by a musician. It is a study of real life applications of music technology and the application of music in everyday life. The following musical topics are studied: composition, rhythm, tonality, music history, musical form and analysis, vocal and instrumental recording, MIDI usage, remixing, podcasting/radio, film scoring, score study, and recutting of film music. The application of these topics will develop skills to make students life-long music makers and can spark interest in different career opportunities.

**Course: PAINTING**

**#1715**

Length: Semester

Prerequisite: Drawing 1

Level: College Prep,  $\frac{1}{2}$  credit

Open to Grades: 9, 10, 11, 12

**Course Description:** This course introduces the student to the materials and methods of painting, the use and the mixing of colors, representation and abstract imagery, principles of composition and proportion. Acrylic and watercolor painting are stressed. Class critiques, films, and slides supplement the studio work.

**Course: PIANO****#1742**

Length: Semester

Prerequisite: None

Level: College Prep,  $\frac{1}{2}$  credit

Open to Grades: 9, 10, 11, 12

Course Description: Piano is open to any student in any grade and has no prerequisites. Students will use the “Piano 101” book to learn fundamental music and piano skills. The class will focus on piano posture, note and rhythmic reading, solo and group performance, and basic piano technique. Students will also learn basic performance etiquette and will apply these skills in weekly performances. Students will participate in weekly piano recitals during class beginning in the second half of the semester. No previous piano or music knowledge is necessary, as all students will be taken from square one of piano instruction.

**Course: PORTFOLIO PREPARATION****#1716**

Length: Semester

Prerequisite: A desire to pursue a career in Art

Level: Honors,  $\frac{1}{2}$  credit

Open to Grades: 11, 12

Course Description: This course is designed for the advanced, college bound junior and senior art student who is interested in preparing for and pursuing an art career. Each student will have a specific list of 10 to 12 projects to complete during the term. This course teaches how to market a student portfolio, select, critique work and create the best presentation to meet the needs of the advanced, college bound art major and those going into an art career upon graduation.

**Course: POTTERY 1****#1712**

Length: Semester

Prerequisite: None

Level: College Prep,  $\frac{1}{2}$  credit

Open to Grades: 9, 10, 11, 12

Course Description: This class will be a studio course that explores basic methods of hand-building clay, such as pinching, coiling, and slab-building. Demonstrations will be provided to the students and individual experience will be gained in glazing methods.

**Course: POTTERY 2****#1713**

Length: Semester

Prerequisite: Pottery 1

Level: College Prep,  $\frac{1}{2}$  credit

Open to Grades: 9, 10, 11, 12

Course Description: This class will start by reviewing wedging, hand building, wheel throwing and glazing. Students then write a contract to create 5 or more projects of their choice. This contract allows each student to develop his/her own style and to pursue the area of pottery that interests him or her most. Critiques and demonstrations are also included.

# **HEALTHCARE SCIENCE**

## **Course: INTRODUCTION TO C. N. A.**

**#1652**

Length: Semester

Prerequisite: Counselor Recommendation  
Satisfactory attendance history

Level: Honors, ½ credit

Open to Grades: 11, 12  
Preference to Grade 12

Course Description: This introductory course prepares the student for clinical experience in a local long-term care facility as a Certified Nursing Assistant. Topics covered are the role of the nurse aide, infection control, basic health skills, ethics and legalities in healthcare and characteristics of the elderly. Upon successful completion of this course with a grade of 70 or higher, the student will be eligible to participate in the next sequential course, C. N. A., Clinical, which is a clinical exploration of the career, and a mandatory component to be eligible for certification.

## **Course: C. N. A. CLINICAL**

**#1654**

Length: Semester

Prerequisite: Intro to C. N. A.  
Instructor Recommendation

Level: Honors, ½ credit

Open to Grades: 11, 12  
Preference to Grade 12

Course Description: This course provides clinical training for those students who are interested in becoming a Certified Nursing Assistant. They will participate in a clinical setting for a minimum of 60 hours, thus becoming eligible for the Prometric Registry Examination. Students will adhere to a strict schedule for clinical and academic attendance as well as learning to care for the elderly who cannot care for themselves in all areas of daily living (feeding, dressing, toileting, grooming, etc.). Tuberculosis testing, COVID and flu shots may be required for clinical students.

## **Course: INVESTIGATIONS IN HEALTH CAREERS**

**#1649**

Length: Semester

Prerequisite: None

Level: College Prep, ½ credit

Open to Grades: 10, 11, 12

Course Description: *Investigations in Health Careers* is designed to assist students in meeting the expectations of a career in health related fields. The course will include a comprehensive overview of the duties and responsibilities associated with health careers. They will: identify and/or describe different health career professions, research and explore various health career choices via online/library research and list and define the basics of medical terminology. Students would have the opportunity to earn high school credit along with receiving credit from Quinebaug Valley Community College (QVCC).

**Course: MEDICAL TERMINOLOGY**

**#1661**

Length: Semester

Prerequisite: Investigations in Health Careers  
or Biology

Level: College Prep,  $\frac{1}{2}$  credit

Open to Grades: 10, 11, 12

**Course Description:** This course offers an introduction to medical terms through an analysis of their construction (prefix, suffix, root and connecting and combining forms). The student will acquire an understanding of medical meanings applicable to the structure, function and diseases of the human body. Students would have the opportunity to earn high school credit along with receiving credit from Quinebaug Valley Community College (QVCC).

## **MATHEMATICS**

**Course: ALGEBRA 1**

**#1216/1217 – 1218/1219**

Length: Full Year

Prerequisite: None

Level: College Prep, 1 credit

Open to Grades: 9, 10, 11, 12

**Course Description:** The emphasis of this course is on algebraic language, structure, concepts and skills. Major topics include functions and their graphs, linear equations and inequalities, systems of linear equations and inequalities, modeling with two variable data, exponential and quadratic functions.

**Course: ALGEBRA II**

**#1220/1221 – 1222/1223**

Length: Full Year

Prerequisites: Algebra 1 and Geometry

Honors Placement: 80 or above average in Geometry Honors or 95 or above

average in Geometry College Prep or teacher recommendation.

Level: College Prep. Honors, 1 credit

Open to Grades: 10, 11, 12

**Course Description:** This course is designed to extend knowledge beyond Algebra 1 and Geometry. Major topics include parent functions, trigonometric functions, polynomials, series, randomization and normal distributions, sampling variability, series and sequences. The honors course is fast-paced where students are expected to have strong math foundations and can transfer their knowledge to practical situations.

**Course: APPLIED MATHEMATICS: ESSENTIALS OF ECONOMICS**

**#1246/1247**

Length: Semester

Prerequisites: 80 or above in Integrated Math

Course 2 CP or teacher recommendation –**ECE: Teacher Recommendation**

Level: College Prep, **ECE**  $\frac{1}{2}$  credit

Open to Grades: 11, 12

**Course Description:** This course has a dual enrollment option with UCONN Early College Experience. Students can elect to get college credit for the course. Students who choose the dual enrollment option will be classified as **ECE** level and will complete a substantial research project. This course is intended as an overview of economics. Think of it as an informed-citizen's guide to the economy and to economic ideas. Economics is at its core a theoretical discipline, and one goal of the course is to give you a working knowledge of the basic theory and the beginnings of an economic intuition. We will cover topics ranging from the environment to personal finances, from the economics of organ transplants to the workings of the Federal Reserve. But you will see that many of the same basic ideas will be applicable to all these areas. One important theme for the course is that understanding economics makes you see the world differently – and that many of people's intuitions about how the social world works are flat-out wrong. Students may earn 3 UCONN credits by taking this course.

**Course: AP CALCULUS AB**

**#1208/1209**

Length: Full Year

Prerequisite: 80 or above average in Precalculus Honors  
or teacher recommendation.

Level: AP, 1 credit

Open to Grade: 12

**Course Description:** Students can earn credit by passing the end of school year AP Calculus AB exam. Students will be required to come to several after school calculus labs throughout the first semester. The topics covered in the course include a brief review of Algebra, coordinate geometry and Trigonometry, theory of limits, derivatives and application of differentiation. Also covered are the topics of integration of various functions and the applications of this process. It is expected that the course will summarize and strengthen the high school math experience and prepare the student for further work in mathematics after high school.

**Course: CALCULUS 1**

**#1228**

Length: Full Year

Prerequisite: 80 or above average in Precalculus Honors  
or teacher recommendation.

Level: **ECE**, 1 credit

Open to Grades: 11, 12

**Course Description:** Calculus 1 is a dual enrollment course whose UCONN equivalent course is Math 1131Q. Topics covered include limits, continuity, differentiation, antiderivatives, definite integral, with applications to the physical sciences and engineering sciences. This course is suitable for students with some prior calculus experience. Students may earn 4 UCONN credits by taking this course.

**Course: AP COMPUTER SCIENCE PRINCIPLES**

**#1642/1643**

Length: Full Year

Prerequisite: Teacher Recommendation

Level: AP, 1 credit

Open to Grades: 10, 11, 12

**Course Description:** AP Computer Science Principles is an introductory college-level computer science course. Students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures. Topics include digital information, the internet, basic app design, variables and functions, lists, loops and traversals, algorithms, parameters, data, and cybersecurity. The intent of this course is to prepare students for taking a mandatory AP Computer Science Principles exam given in May. Passing this strenuous test could allow the student to receive college credits.

**Course: CONSUMER MATH**

**#1228**

Length: Semester

Prerequisite: Integrated Math Course 2

Level: College Prep, 1/2 credit

Open to Grades: 11, 12

**Course Description:** Consumer Mathematics is a semester course designed for students who are interested in a course designed to develop and reinforce the applications of mathematics in today's society. Students will investigate topics such as money management, banking, filing tax forms, real life geometric applications, calculating net pay, budgeting expenses, making cost comparisons, buying and renting a home, and finding the cost of operating a motor vehicle. The goal of this course is to guide students in building a strong foundation in logical thinking and problem solving that will enable them to make good decisions in their daily lives.

**Course: DISCRETE MATHEMATICS**

**#1271/1272**

Length: Semester

Prerequisites: 80 or above in Integrated Math

Course 2 CP or teacher recommendation

**ECE:** Teacher Recommendation

Level: College Prep, **ECE** ½ credit

Open to Grades: 11, 12

**Course Description:** This course has a dual enrollment option with UCONN Early College Experience. Students can elect to get college credit for the course. Students who choose the dual enrollment option will be classified as **ECE** level and will complete a substantial research project. Topics chosen from discrete mathematics may include counting and probability, sequences, graph theory, deductive reasoning, the axiomatic method and finite geometries, number systems, voting methods, apportionment methods, mathematics of finance, and number theory. Students may earn 3 UCONN credits by taking this course.

**Course: GEOMETRY  
#1224/1225 – 1226/1227**

Length: Full Year

Prerequisite: Algebra 1

Honors Placement: 80 or above average in Algebra I Honors or 95 or above average in Algebra I College Prep or teacher recommendation. 8<sup>th</sup> grade placement based on test results and teacher recommendation.

Level: College Prep, Honors, 1 credit

Open to Grades: 9, 10, 11, 12

Course Description: This course is the study of the size, shape and position of two dimensional shapes and three dimensional figures. The course emphasizes spatial sense and geometric reasoning. Major topics include shapes and transformations, dimension and measurement, justification and similarity, trigonometry, probability, congruence, geometric constructions, circles, solids and conics. The honors course is fast-paced where students are expected to have strong math foundations and can transfer their knowledge to practical situations.

**Course: HEALTH SCIENCES MATH**

**#1270**

Length: Semester

Prerequisites: Integrated Math Course 1

Level: College Prep, ½ credit

Open to Grades: 10, 11, 12

Course Description: This course is intended for students to take if they are exploring or have an interest in a health care field. The course is designed to offer students practical problem-solving experience in various health related careers. Terminology, measurement, units, conversions, drug labels, health care instruments, interpretations of graphs and charts as well as a variety of practice opportunities with occupation-based examples and problems will be the focus of the course. This course would complement applied health learning topics, applied health skill development and ensure college and career readiness for students entering the health career field. Other courses being offered in our Health Careers Pathway are: Introduction to Health Careers, Medical Terminology, Introduction to CNA and CNA.

**Course: INTEGRATED MATH**

**#1212/1213**

Length: Full Year

Prerequisite: PPT Recommendation

Level: College Prep, 1 credit

Open to Grade: 9, 10, 11, 12

Course Description: This Integrated Math class is designed to provide students with the skills and strategies necessary when using math in everyday life. The students will build upon their current knowledge when solving basic word problems related to real-life applications. This class also develops basic skills for vocational development.

**Course: INTEGRATED MATH COURSE 1****#1251/1251 – 1252/1253**

Length: Full Year

Prerequisite: None

Honors Placement: 8<sup>th</sup> grade teacher recommendation.

Level: College Prep, Honors, 1 credit

Open to Grades: 9, 10, 11 12

**Course Description:** This course is an introduction to high school mathematics. It focuses on patterns, linear functions and coordinate geometry. Students will learn the foundational skills needed to be successful in further mathematics coursework. An emphasis is put on the relationship between equations and their visual representations in the coordinate plane.

**Course: INTEGRATED MATH COURSE 2****#1266/1267 - 1254/1255 – 1256/1257**

Length: Full Year

Prerequisite: Integrated Course Math 1

Honors Placement: 80 or above average in Integrated Math Course 1 Honors or 95 or above average in Integrated Math Course 1 CP or teacher recommendation.

Level: College Prep, Honors, 1 credit

Open to Grades: 9, 10, 11 12

**Course Description:** This course is a continuation of high school mathematics. It focuses on functions (linear, quadratic, polynomial, exponential and logarithmic) and core principles of geometry. An emphasis is put on congruence, transformations and proofs.

**Course: INTEGRATED MATH COURSE 3****#1268/1269 - 1258/1259 – 1260/1261**

Length: Full Year

Prerequisite: Integrated Course Math 2

Honors Placement: 80 or above average in Integrated Math Course 2 Honors or 95 or above average in Integrated Math Course 2 CP or teacher recommendation.

Level: College Prep, Honors, 1 credit

Open to Grades: 9, 10, 11 12

**Course Description:** This course is a continuation of high school mathematics. It focuses on functions (rational, trigonometric and power), advanced topics in geometry (circles, conics and three dimensional figures) and statistics (probability and inference).

**Course: MANUFACTURING MATH**

**#1248**

Length: Semester

Prerequisite: Integrated Math Courses 1, 2 & 3

Level: College Prep, 1/2 credit

Open to Grades: 11, 12

**Course Description:** This is an initial course in a manufacturing career pathway. It is a study of 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. Students would have the opportunity to earn high school credit along with receiving credit from Quinebaug Valley Community College (QVCC).

**Course: PRECALCULUS**

**#1204/1205 - 1210/1211**

Length: Full Year

Prerequisite: Integrated Math Course 3

Level: College Prep, Honors, 1 credit

Open to Grades: 11, 12

Honors Placement: 80 or above average in Integrated Math Course 3 Honors or 95 or above average in Integrated Math Course 3 CP or teacher recommendation.

**Course Description:** This course is designed as a preparation for Calculus or as an advanced continuation of Integrated Math Course 3 and is recommended only for students who will continue their studies in Mathematics, Science or Business. Topics covered will include: polynomial and rational functions, exponential and logarithmic functions, trigonometry, matrices, sequences & series, select topics in analytic geometry, limits and an introduction to Calculus.

**Course: AP STATISTICS**

**#1206/1207**

Length: Full Year

Prerequisite: 80 or above average in Integrated Math Course 2 Honors or 90 or above average in Integrated Math Course 2 CP or teacher recommendation.

Level: AP, 1 credit

Open to Grades: 11, 12

**Course Description:** Students can earn credit by passing the end of school year AP Statistics exam. Topics covered include methods of summarizing data, measures of central tendency and dispersion, correlation, linear regression, confidence testing and basic probability will be taught. A graphing calculator with statistics features (TI 83/84 plus) is required.

**Course: STATISTICS – ELEMENTARY CONCEPTS**

**#1202/1203**

Length: Full Year

Level: ECE, 1 credit

Prerequisite: 80 or above average in Precalculus Honors  
or teacher recommendation.

Open to Grades: 11, 12

Course Description: Statistics – Elementary Concepts is a dual enrollment course whose UCONN equivalent course is STAT 1100Q. Topics covered include standard and nonparametric approaches to statistical analysis; exploratory data analysis, elementary probability, sampling distributions, estimation and hypothesis testing, one- and two-sample procedures, regression and correlation. Learning to do statistical analysis on a personal computer is an integral part of the course. Students may earn 4 UCONN credits taking this course.

## **PHYSICAL EDUCATION & HEALTH**

**Course: FITNESS FOR LIFE**

**#1824**

Length: Semester

Level: College Prep, ½ credit

Prerequisite: None

Open to Grades: 9, 10, 11, 12

Course Description: This course is a holistic approach to lifestyle changes to enhance the student's fitness level and to encourage lifelong activities to foster healthy living. The course includes, but is not limited to aerobic training, fitness training, and nutritional guidelines. Non-traditional activities in physical education will also be explored.

**Course: HEALTH**

**#1800**

Length: Semester

Level: College Prep, ½ credit

Prerequisite: None

Open to Grade: 9, 10, 11, 12

Course Description: Health education exposes students to the physical and mental state of human development that continues throughout one's lifetime. Health education provides students with necessary information to make informed and responsible choices regarding lifestyle and environmental factors. Health education is an integral part of a student's educational experience. Due to the diverse curricula, the health education program promotes the physical, mental, emotional and social well-being of individuals and groups.

**Course: HEALTH II**

**#1802**

Length: Semester

Prerequisite: None

Level: College Prep,  $\frac{1}{2}$  credit

Open to Grades: 9, 10, 11, 12

**Course Description:** Health education exposes students to the physical and mental state of development that continues throughout one's lifetime. Health II will cover topics such as: nutrition, physical fitness and community health and safety. A variety of techniques may be used to reinforce student learning. These may include, but not limited to, student self-evaluations, classroom discussion, presentations, group and individual projects, homework assignments, and test and quizzes.

**Course: PHYSICAL EDUCATION**

**#1823**

Length: Semester

Prerequisite: None

Level: College Prep,  $\frac{1}{2}$  credit

Open to Grades: 9, 10, 11, 12

**Course Description:** The Physical Education program offers a wide variety of activities. Programs might include Physical Best, Fitness Gram as well as team and individual sports. The primary focus is the development of physical fitness and psychomotor skills as well as the fostering of effective and cognitive growth derived from physical activity. Additional emphasis is placed upon game strategies as well as individual activities.

## **SCIENCE**

**Course: AP BIOLOGY**

**#1306/1307**

Length: Full Year

Prerequisites: Biology, Chemistry

Level: AP, 1 credit

Open to Grades: 11, 12

**Description:** AP Biology is a college level biology course. This course includes numerous lab experiences that mimic the real-life work of a biology laboratory. It includes topics such as molecular and cellular biology, genetics and biotechnology, heredity, biodiversity and ecology. The intent of this course is to prepare students for taking a mandatory AP Biology exam given in May. Passing this strenuous test could allow the student to receive 4 college credits.

**Course: BIOLOGY**  
**#1316/1317 – 1318/1319**  
Length: Full Year  
Prerequisite: None

Level: College Prep, Honors, 1 credit  
Open to Grades: 9

**Course Description:** This course will emphasize on open-ended inquiry approach with a focus on hands-on experience and research. Topics include biochemistry, cells, genetics, evolution, biodiversity, and microorganisms. The honors level will be more comprehensive.

**Course: BOTANY**  
**#1332**  
Length: Semester  
Prerequisite: Two years of a science

Level: College Prep,  $\frac{1}{2}$  credit  
Open to Grades: 11, 12

**Course Description:** This is a hands-on course designed to teach students about the structure and functions of plants and their parts. Students will also learn basic gardening and landscaping techniques. Students will complete an independent plant project of their choice as well as create a landscaping map.

**Course: AP CHEMISTRY**  
**#1308/1309**  
Length: Full Year  
Prerequisites: Chemistry, Integrated Math Course 2

Level: AP, 1 credit  
Open to Grades: 11, 12

**Description:** The course is designed to be the equivalent of the general chemistry course usually taken during the first year in college. Topics such as the structure of matter, kinetic theory of gases, chemical equilibria, chemical kinetics, and basic concepts of thermodynamics are presented in considerable depth. The intent of this course is to prepare students for taking a mandatory AP Chemistry exam given in May. Passing this strenuous test could allow the student to receive 4 college credits.

**Course: CHEMISTRY  
#1342/1343 – 1320/1321**

Length: Full Year

Prerequisites: Integrated Math Course 1 & Biology

Level: College Prep, Honors, 1 credit

Open to Grades: 10, 11, 12

Course Description: Chemistry is the study of the properties of matter. Emphasis is placed on the interaction present in atoms and molecules. Laboratory experience will consist of procedures, calculations, and writing lab reports.

**Course: AP ENVIRONMENTAL SCIENCE**

**#1304/1305**

Length: Full Year

Prerequisites: Hon Biology, Integrated Math Course 1

Level: AP, 1 credit

Open to Grades: 10, 11, 12

Course Description: This course will provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. The intent of this course is to prepare students for taking a mandatory AP Environmental Science exam given in May. Passing this strenuous test could allow the student to receive 3 college credits.

**Course: ENVIRONMENTAL SCIENCE**

**#1346/1347**

Length: Full Year

Prerequisite: Biology

Level: College Prep, 1 credit

Open to Grades: 10

Course Description: This course will emphasize the interaction of man and his environment. It will concentrate on the fact that man is but a temporary inhabitant on this planet and that he must wisely coincide with all living and non-living things that abide on this planet with him. Topics will include the following: the major ecosystems, conservation of natural resources, various forms of pollution, development of a responsible attitude toward one's environment.

**Course: FORENSIC SCIENCE 1**

**#1336**

Length: Semester

Prerequisite: Two years of a science

Level: College Prep,  $\frac{1}{2}$  credit

Open to Grades: 11, 12

**Course Description:** This course is designed to introduce students to the upcoming field of forensics. Students will learn the science behind catching criminals, as well as touch upon the history of the field and the psychology of criminal minds. It will also involve a variety of hands-on activities including DNA analysis and fingerprinting.

**Course: FORENSICS 2**

**#1338**

Length: Semester

Prerequisite: Forensics 1

Level: College Prep,  $\frac{1}{2}$  credit

Open to Grades: 11, 12

**Description:** This class will be a continuation of the material taught in Forensics 1. Topics will include the hands-on investigation of various types of physical evidence including toxicology, blood spatter, and handwriting analysis. Students will analyze mock crime scenes and draw conclusions based on evidence as if they were forensic scientists.

**Course: HUMAN ANATOMY & PHYSIOLOGY**

**#1328/1329**

Length: Full Year

Prerequisite: Two years of a science

Level: College Prep, 1 credit

Open to Grades: 11, 12

**Course Description:** Human Anatomy & Physiology is a course that is designed to delve into the structure and function of the human body. Students, given direction by the instructor, will examine the major systems of the body using knowledge gained in Biology. They will integrate skills learned in Biology into real world applications. Because this is a student directed course, a true interest in the subject is recommended.

**Course: MARINE BIOLOGY****#1326**

Length: Semester

Prerequisite: Two years of a science

Level: College Prep,  $\frac{1}{2}$  credit

Open to Grades: 11, 12

Course Description: This course will give students a working understanding of how the Universe and Earth have formed. As well as an understanding of the interaction of man with his biotic and abiotic environment. Topics include the following: scientific models of astronomy, Earth's systems, natural resources, and a historical background of the science of Earth's evolution over time.

**Course: PHYSICS****#1344/1345 – 1322/1323**

Length: Full Year

Prerequisite: Biology

Level: College Prep/Honors, 1 credit

Open to Grades: 10, 11, 12

College Prep: Integrated Math Course 2 (completion or current enrollment)

Honors: Integrated Math Course 3 (completion or current enrollment)

Course Description: Physics is the study of the physical nature of the universe – how matter and energy interrelate. Topics include: mechanics, thermodynamics, waves, electromagnetism, relativity and quantum mechanics. The course will include laboratory investigations to reinforce the subject material.

**SOCIAL STUDIES****Course: ANTHROPOLOGY****#1422**

Length: Semester

Prerequisite: None

Level: Honors, ECE,  $\frac{1}{2}$  credit

Open to Grade: 11, 12

Course Description: This course is an introduction to the discipline of Cultural Anthropology. Students will examine the diverse lifeways, social arrangements, and belief systems found among human groups around the world. The course presents the research methods used by cultural anthropologists; students will learn about the practical difficulties and ethical dilemmas of doing anthropological research in familiar and far off settings. By comparing different societies and cultures with our own, students will acquire new conceptual tools for understanding domestic and global problems, culture change, and current events. The course emphasizes the connections between social institutions, cultural ideas and customs, economic transformation, and historical events. Students will learn how anthropological methods and insights can be applied to the solution of contemporary problems.

**Course: BLACK and LATINO STUDIES**

**#1444/1445 – 1446/1447**

Length: Full Year

Recommended Prerequisite: US History

Level: College Prep, Honors, 1 credit

Open to Grade: 11, 12

**Course Description:** This course is an opportunity for students to explore accomplishments, struggles, intersections, perspectives, and collaborations of African American/Black and Puerto Rican/Latino people in the U.S. Students will examine how historical movement, legislation, and wars affected the citizenship rights of these groups and how they, both separately and together, worked to build U.S. cultural and economic wealth and create more just societies in local, national, and international contexts. Coursework will provide students with tools to identify historic and contemporary tensions around race and difference; map economic and racial disparities over time; strengthen their own identity development; and address bias in their communities.

**Course: CIVICS**

**#1402/1414 – 1403/1415**

Length: Full Year

Prerequisite: None

Level: College Prep, Honors, 1 credit

Open to Grade: 9, 10

**Course Description:** This course will focus on the structure of our American Government. The basic units will revolve around the Constitution, the organization and operation of the federal, state, and local governments, politics, and the privileges and responsibilities of citizenship. The honors level will be more comprehensive.

**Course: AP EUROPEAN HISTORY**

**#1406/1407**

Length: Full Year

Prerequisite: None

Level: AP, 1 credit

Open to Grades: 11, 12

**Course Description:** This AP course is an introductory college course. Compared with honors level courses, AP European History will be much more demanding, but also more rewarding. The course allows greater opportunity to explore and master the subject in greater depth. The AP European History course follows a chronological approach emphasizing the relevance of history to today's world, with an added emphasis on developing study habits. All historical issues are examined by a multi-causal approach revolving around the following three broad themes: (1) political/diplomatic; (2) social/economic; and (3) cultural/intellectual. The course focuses on the changing views of man, God, science, and politics from the Renaissance to the present. The intent of this course is to prepare students for taking a mandatory AP European History exam given in May. Passing this strenuous test could allow the student to receive 3 college credits.

**Course: HUMAN RIGHTS**

**#1430/1431**

Length: Semester

Prerequisite: None

Level: College Prep, **ECE**, 1/2 credit

Open to Grades: 11, 12

**Course Description:** This course has a dual enrollment option with UCONN Early College Experience if enrolled in the honors level. Students who elect to be dually enrolled will be eligible for 3 college credits with UCONN. Human Rights is a powerful idea in our time, but it is also the focus of numerous controversies: it is not only an ideal but also political tool, which different forces try to bend their own ends. This course will open with a focus on the structural elements of human right – basic human rights concept and institutions, as well as the brief history of human rights. We will then turn to the number of contemporary debates in the field, such as Genocide, Crimes Against Humanity, Rights of Refugees, Economic and Labor rights, Women’s Rights and Minority Rights. Throughout the course, we will address the challenge of contemporary human rights advocacy. By the end of the institutions and processes related to human rights through legal, anthropological, economic, and other lenses.

**Course: LOST CIVILIZATIONS**

**#1430/1431**

Length: Semester

Prerequisite: None

Level: College Prep, Honors, 1/2 credit

Open to Grades: 9, 10

**Course Description:** In this course, students will study the emergence of the major civilizations of the ancient world, beginning with Mesopotamia and finishing with the Incas in South America. We will pay special attention to how societies evolved across this expanse of time—from fragmented and primitive agricultural communities to more advanced and consolidated civilizations. To do this, we will rely upon textbook readings to provide historical overviews of particular civilizations and then utilize primary-source documents to illuminate the unique features of these individual societies. By the end of the course, students will possess a thorough understanding of important overarching social, political, religious, and economic themes in the ancient world. Students will also understand how many aspects of these ancient civilizations continue to remain relevant in today’s world.

**Course: AP PSYCHOLOGY**

**#1400/1401**

Length: Full Year

Prerequisite: Teacher Recommendation

Level: AP, 1 credit

Open to Grades: 10, 11, 12

**Course Description:** The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas. The course culminates in students taking the AP Psychology exam in May.

**Course: PSYCHOLOGY**

**#1424/1425**

Length: Semester

Prerequisite: None

Level: College Prep, Honors,  $\frac{1}{2}$  credit

Open to Grades: 11, 12

**Course Description:** Psychology is the study of human behavior from infancy to old age. This course is an introduction to psychology and its principles and processes. It is broad in scope and focuses on physiological processes, sensation versus perception, memory, motivation, personality theories and disorders. You will learn to understand yourself and others better.

**Course: AP US GOVERNMENT and POLITICS**

**#1450/1451**

Length: Full Year

Prerequisite: None

Level: AP, 1 credit

Open to Grade: 10, 11, 12

**Course Description:** The AP U.S. Government and Politics course provides an in-depth survey of important facts, concepts, and theories pertaining to U.S. government and politics understanding typical patterns of the political process, interpreting data relevant to U. S. government and politics, and critically analyzing relevant theories and concepts are the skills developed within this course. Topics include the Constitutional Underpinnings of United States Government, Political Beliefs and Behaviors, Political Parties, Interest Groups, and Mass Media, Institutions of National Government, Public Policy, and Civil Rights and Civil Liberties. The intent of this course is to prepare students for taking a mandatory AP US Government exam given in May. Passing this strenuous test could allow the students to receive 3 college credits.

**Course: AP US HISTORY****#1404/1405**

Length: Full Year

Prerequisite: None

Level: AP, 1 credit

Open to Grade: 11, 12

Course Description: AP US History is a challenging, fast-paced course that is meant to be the equivalent of a freshman college course and can earn students college credit. It is a survey of American history from the age of discovery to the present. Solid reading and writing skills along with a willingness to devote considerable time to homework and study are necessary to succeed. A research paper is required. The intent of this course is to prepare students for taking a mandatory AP US History exam given in May. Passing this strenuous test could allow the student to receive 3 college credits.

**Course: US HISTORY****#1416/1417 – 1418/1419**

Length: Full Year

Prerequisite: None

Level: College Prep/Honors, 1 credit

Open to Grade: 11, 12

Course Description: United States History is the study of how the United States emerged from the Colonial Period into one of the most powerful countries in the world. Topics such as the Big Business, the Roaring 20's, the Great Depression, WWI, WWII, the Cold War and the Civil Rights Movement will be discussed. On units such as the Roaring 20's, students will be required to do a project demonstrating a particular aspect of life during this era. Honors level will devote more time to details, criticisms and comparisons of various ideas.

**Course: WORLD RELIGIONS****#1434/1435**

Length: Semester

Prerequisite: None

Level: College Prep/Honors, 1/2 credit

Open to Grade: 9, 10

Course Description: This course will examine living religions, that is, religions which are currently practiced by many people around the world and have a long history. Religions studied are Hinduism, Judaism, Buddhism, Christianity, and Islam. Although each of these faiths began in a particular region of the world, all of them have extended beyond their origins into many cultures and nations. This course will consider religious practices and beliefs in a historical context and inquire into a variety of conflicts in the modern world that are associated with religion. Of each religion, students will study: its beginning, sacred text(s), founder(s), rituals and practices, beliefs, historical importance, and contemporary significance.

**Course: THE WORLD SINCE 1914**

**#1432/1433**

Length: Semester

Prerequisite: None

Level: College Prep/Honors, 1/2 credit

Open to Grade: 9, 10

**Course Description:** This course will study the political, economic, social and cultural development of the world from the outbreak of the First World War to the present. It will investigate the effects of World War I, the Russian Revolution, the rise of totalitarianism, the swan song of Imperialism, World War II, de-colonization, the Cold War, national liberation wars and super-power rivalry, the demise of Communism and the realignment of the post-Cold-War world. It will also attempt to assess the impact of these and other subjects upon today's world.

## **SUPPORT COURSES**

**Course: ACADEMIC SUPPORT**

**#1902/1903**

Length: Semester

Prerequisite: PPT recommendation

Level: College Prep, ½ credit

Open to Grades: 9, 10, 11, 12

**Course Description:** This course is designed to meet the needs of students who require reading, writing, mathematics or organizational support in order to succeed in the general education curriculum. In this course, students will learn reading/writing strategies, study skills, job-seeking skills and transition exploration.

**Course: ASSISTIVE TECHNOLOGY**

**#1648**

Length: Semester

Prerequisite: PPT recommendation

Level: College Prep, ½ credit

Open to Grades: 9, 10, 11, 12

**Course Description:** This course is designed to meet the needs of students who require assistive technology in order to succeed in the general education curriculum. Students will develop expertise in the use of technology recommended for them as well as have exposure to various technologies (high to low) that will enhance their learning.

**Course: READING**

**#1102/1103**

Length: Semester

Prerequisite: PPT recommendation

Level: College Prep,  $\frac{1}{2}$  credit

Open to Grades: 9, 10, 11, 12

Course Description: This course is designed to meet the needs of students who require specific reading instruction. Students will develop the necessary reading skills through designed programs that incorporate phonics, imagery and comprehension of text. This course will count as elective credit.

**Course: STC TRANSITION**

**#1904/1905**

Length: Semester

Prerequisite: PPT Recommendation

Level: College Prep,  $\frac{1}{2}$  credit

Open to Grades: 12

Course Description: This course is designed to meet the transition needs of Special Education students from high school into the world of college and/or careers. The purpose is for the student to understand IDEA legislation and its benefits for students with special needs. Students will utilize various learning strategies, prepare for post-secondary options, and gain community experience.

## **WORLD LANGUAGES**

**Course: FRENCH CULTURES, CONNECTIONS and COMPARISONS**

**#1568/1569**

Length: Full Year

Prerequisite: Teacher Recommendation

Level: College Prep 1 credit

Open to Grades: 9, 10, 11, 12

Course Description: This project-based course is designed to introduce students to a foreign country and its language, culture and global sphere of influence. Students will research relevant topics and create a project in conjunction with each thematic unit covered. Topics may include items from geography, climate, families, language, food, clothing, housing, history, the arts, religion, and the education system. Projects will offer the opportunity for individual, paired and group work.

**Course: FRENCH 1  
#1502/1503 – 1504/1505**

Length: Full Year  
Prerequisite: None

Level: College Prep, Honors, 1 credit  
Open to Grades: 9, 10, 11, 12

**Course Description:** This beginning level course provides understanding of French culture and introduces the communication skills of listening, speaking, reading and writing at a basic level. The course is designed to help students overcome anxieties about studying a second language. Communication in French is first taught through the use of learned functions, then by study and application of grammar and vocabulary. A variety of activities, printed sources, realia, games and audio and visual materials provide opportunities for learning and practice within and outside the classroom. Students are required to keep a notebook and portfolio for the class.

**Course: FRENCH 2  
#1512/1513 – 1506/1507**

Length: Full Year  
Prerequisite: French 1

Level: College Prep, Honors, 1 credit  
Open to Grades: 9, 10, 11, 12

**Course Description:** At the second level of a spiraling curriculum, this course increases student understanding of French culture and the communication skills of listening, speaking, reading and writing. Previously studied themes and concepts are revisited and content is enhanced through expanded grammar, vocabulary and readings. A variety of activities, printed sources, realia, games and audio and visual materials provide opportunities for learning and practice within and outside the classroom. Variety is used to offer opportunities to all students. Students are required to keep a notebook and portfolio for the class.

**Course: FRENCH 3  
#1514/1515 – 1508/1509**

Length: Full Year  
Prerequisite: French 2

Level: College Prep, Honors, 1 credit  
Open to Grades: 10, 11, 12

**Course Description:** At the third level of a spiraling curriculum, this course increases student understanding of French culture and the communications skills of listening, speaking, reading and writing. Previously studied themes and concepts are revisited and content is enhanced through expanded grammar, vocabulary and readings. Readings and writings are increasingly complex and serve to engage students in the study of French culture, including literature and the fine arts. A variety of activities, printed sources, realia, games and audio and visual materials provide opportunities for learning and practice within and outside the classroom. Variety is used to offer opportunities to all students. Students are required to keep a notebook and a portfolio for the class.

**Course: FRENCH 4  
#1516/1517 – 1510/1511**

Length: Full year  
Prerequisite: French 3

Level: College Prep. Honors, 1 credit  
Open to Grades: 11, 12

**Course Description:** The course is designed to increase student understanding of French culture through the communication skills of listening, speaking, reading and writing. Grammatical themes and concepts are revisited and content is enhanced through expanded, increasingly complex readings and written compositions. These serve to engage students in the study of French culture through history, literature and the fine arts. A variety of activities, printed sources, realia, games and audio and visual materials provide opportunities for learning and practice within and outside the classroom. Variety is used to offer opportunities to all students. Students are required to keep a notebook and a portfolio of their work. A project may replace the final exam.

**Course: RUSSIAN 1  
#1560/1561 – 1562/1563**

Length: Full Year  
Prerequisite: None

Level: College Prep, Honors 1 credit  
Open to Grades: 9, 10, 11, 12

**Course Description:** This course introduces students to reading and writing Russian in both the printed and cursive forms of the Cyrillic alphabet and emphasizes basic communication skills. It presents useful, basic, high-frequency vocabulary; topics include family, food, clothing, housing, weather, classes and classroom materials and numbers. In order that students be able to communicate effectively in Russian, they are introduced to fundamental structures in the present tense and the Russian case system with a strong focus on easily-mastered regular forms. Students develop basic listening and reading comprehension skills, engage in short conversations on everyday topics, make brief oral presentations, and write short compositions using the present tense and the various cases. Activities include videos, music, games, puzzles and Ukrainian egg-dyeing, called **pysjanki**. Significant geographic, historical, literary and contemporary political, social and cultural topics are also introduced and developed.

**Course: RUSSIAN 2  
# 1564/1565 – 1566/1567**

Length: Full Year

Prerequisite: Russian 1

Level: College Prep, Honors 1 credit

Open to Grades: 10, 11, 12

**Course Description:** This course continues development of the four communication skills - reading, writing, speaking and listening – in Russian. Reading and writing are in both the printed and cursive forms of Russian. The course presents useful, basic, high-frequency vocabulary; topics include family, housing, employment, clothing, eating in a café or restaurant, meals, shopping for food and clothing, and the Russian educational system. Students will compare and contrast these elements with their American counterparts. In order that students be able to communicate effectively in Russian, they are introduced to fundamental structures in the past, present and future tenses, and the Russian case system with a strong focus on easily-mastered regular forms. Students will continue developing basic listening and reading comprehension skills. They will engage in short conversations on the topics listed, make brief oral presentations, and write short compositions using the three tenses and the various cases. Activities include videos, music, games, puzzles and Ukrainian egg-dyeing, called **pysjanki**. Significant geographic, historical, literary and contemporary political, social and cultural topics are also introduced and developed.

**Course: SPANISH CULTURES, CONNECTIONS and Comparisons**

**#1572/1573**

Length: Full Year

Prerequisite: Teacher Recommendation

Level: College Prep 1 credit

Open to Grades: 9, 10, 11, 12

**Course Description:** This project-based course is designed to introduce to a foreign country and its language, culture and global sphere of influence. Using high-frequency vocabulary and learned expressions, students will develop basic communication skills with emphasis on speaking and listening. They will engage in conversations and make brief oral presentations in both English and the target language. Students will also research relevant topics and create a project in conjunction with each thematic unit covered. Topics may include items from geography, climate, families, food, clothing, housing, schools, colors and numbers. Projects will offer the opportunity for individual, paired and group work.

**Course: SPANISH 1**  
**#1530/1531 – 1532/1533**

Length: Full Year  
Prerequisite: None

Level: College Prep, Honors, 1 credit  
Open to Grades: 9, 10, 11, 12

**Course Description:** This beginning level course provides understanding of Spanish culture and introduces the communication skills of listening, speaking, reading and writing at a basic level. The course is designed to help students overcome anxieties about studying a second language. Communication in Spanish is first taught through the use of learned functions, then by study and application of grammar and vocabulary. A variety of activities, printed sources, realia, games and audio and visual materials provide opportunities for learning and practice within and outside the classroom. Students are required to keep a notebook and portfolio for the class.

**Course: SPANISH 2**  
**#1540/1541 – 1534/1535**

Length: Full Year  
Prerequisite: Spanish 1

Level: College Prep, Honors, 1 credit  
Open to Grades: 9, 10, 11, 12

**Course Description:** At the second level of a spiraling curriculum, this course increases student understanding of Spanish culture and the communication skills of listening, speaking, reading and writing. Previously studied themes and concepts are revisited and content is enhanced through expanded grammar, vocabulary and readings. A variety of activities, printed sources, realia, games and audio and visual materials provide opportunities for learning and practice within and outside the classroom. Variety is used to offer opportunities to all students. Students are required to keep a notebook and portfolio for the class.

**Course: SPANISH 3**  
**1542/1543 – 1536/1537**

Length: Full Year  
Prerequisite: Spanish 2

Level: College Prep, Honors, 1 credit  
Open to Grades: 10, 11, 12

**Course Description:** At the third level of a spiraling curriculum, this course increases student understanding of Spanish culture and the communications skills of listening, speaking, reading and writing. Previously studied themes and concepts are revisited and content is enhanced through expanded grammar, vocabulary and readings. Readings and writings are increasingly complex and serve to engage students in the study of Spanish culture, including literature and the fine arts. A variety of activities, printed sources, realia, games and audio and visual materials provide opportunities for learning and practice within and outside the classroom. Variety is used to offer opportunities to all students. Students are required to keep a notebook and a portfolio for the class.

Course: **SPANISH 4**  
**#1544/1545 – 1538/1539**  
Length: Full Year  
Prerequisite: Spanish 3

Level: College Prep, Honors, 1 credit  
Open to Grades: 11, 12

Course Description: The course is designed to increase student understanding of Spanish culture through the communication skills of listening, speaking, reading and writing. Grammatical themes and concepts are revisited and content is enhanced through expanded, increasingly complex readings and written compositions. These serve to engage students in the study of Spanish culture, through history, literature and the fine arts. A variety of activities, printed sources, realia, games and audio and visual materials provide opportunities for learning and practice within and outside the classroom. Variety is used to offer opportunities to all students. Students are required to keep a notebook and a portfolio of their work. A project may replace final exam.

## **STATEMENT OF NONDISCRIMINATION**

The Putnam School District follows Sec. 46a-60 of the General Statutes of Connecticut and it does not illegally discriminate on the basis of race, color, marital status, national origin, present or past history of mental disorder, sex, ancestry, sexual orientation, mental retardation, age, religion, or learning or physical disability including blindness in its educational programs or in admission to, access to, treatment in its programs or activities as required by Title VI, Civil Rights Act of 1964; Title IX, Educational Amendments of 1972; IDEA and Section 504 of the Rehabilitation Act of 1973; and ADA or in any other manner contrary to state or federal law. All inquiries concerning application of the afore-mentioned should be directed to the Director of Student Services, Superintendent of Schools, or building administrator.

### **Title IX Coordinator**

Director of Student Services  
Telephone: 963-6926

### **Title VI Coordinator**

Director of Student Services  
Telephone: 963-6926

### **Section 504 Coordinator**

Director of Student Services  
Telephone: 963-6926

## **GRIEVANCE PROCEDURE**

All allegations will be immediately investigated by the Coordinator, Superintendent of Schools or the building Principal and treated confidentially. It is imperative for students or employees who feel they have been harassed, discriminated against, or improperly treated to report such incidents.

### **Step 1**

The selected administrator will attempt to resolve the problem through the following process:

- The administrator will confer with the charging party in order to obtain a clear understanding of that party's statement of the facts.
- The administrator will meet with the charged party in order to obtain his or her response to the complaint.
- The administrator may hold as many meetings with the parties or gather whenever additional evidence is deemed necessary.

After fully investigating the matter, the administration shall provide to the complainant a written determination of the validity of the complaint within fifteen (15) working days after receipt of the complaint.

### **Step 2**

If the complainant is not satisfied with the results of Step 1, he/she may then:

- In the case of a complaint determined by the Title VI Coordinator, submit the written complaint and request that the record be transferred to the Superintendent of schools. The Superintendent of Schools will then render to the complainant a determination of validity of the complaint within five (5) working days of submission of the complaint. If the complainant is not satisfied with the determination of the Superintendent of Schools, he/she may submit the complaint to the Board of Education.
- In the case of a complaint initially determined by the Superintendent of Schools, submit the written complaint and request the record be transferred directly to the Board of Education.

### **Step 3**

If the complaint is submitted to the Board of Education, the Board of Education or a subcommittee thereof will conduct a hearing within thirty (30) working days after the receipt of the written complaint, at which time the complainant will be given the opportunity to present the complaint orally. During the hearing, the Board or its designee may gather whatever evidence it deems necessary to decide the case. After reviewing the record, the Board will render a written response to the complaint within ten (10) working days following the completion of the hearing.