

Valley Regional High School

PROGRAM OF STUDIES

2012



2013

**Region 4 School District
Deep River, Connecticut**

SCHOOL PROFILE

Valley Regional High School is a comprehensive high school serving students in grades nine through twelve from the towns of Chester, Deep River, and Essex.

Valley enjoys a favorable student/teacher ratio with adequate support staff including three school counselors, a full-time social worker and a part-time school psychologist. Administrative leadership is provided by a principal and one associate principal.

Since opening in 1952, Valley has continued a rich tradition of meeting the needs of each of its students through both traditional and elective courses that challenge students to pursue their individual interests.

Students are encouraged to participate in a wide range of extracurricular offerings, including student government; service groups; applied, fine, and performing arts; and athletics.

Valley combines high academic expectations and an appreciation for the arts with an emphasis on attention to each student.

Valley's high academic expectations are reflected in a wide selection of advanced electives and supported by a 4x4 block schedule that encourages in-depth discussions and authentic learning opportunities. In general, students take four classes, thus teachers have smaller class loads, therefore there are increased opportunities for individual attention and deeper explorations of content.

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VALLEY REGIONAL HIGH SCHOOL
Deep River, CT
MISSION STATEMENT

We are committed to preparing our students to be productive and responsible citizens who are lifelong learners. We challenge our students intellectually, socially, and creatively, and encourage them to cultivate their unique talents in an environment that is supportive, structured, and secure.

Academic Expectations

The student will:

- comprehend written language
- write proficiently
- access, analyze, and draw conclusions from information
- speak effectively

Social and Civic Expectations

The student will:

- understand the fundamental attributes of a healthy lifestyle
- understand and acknowledge the consequence of their choices
- work independently and collaboratively
- act respectfully and responsibly
- be prepared to participate in a global community

**Valley Regional High School
Reading Rubric**

Academic Expectation: Student will comprehend written language

	Exemplary	Proficient	Developing	Beginning
Reading Strategies	Student consistently uses context clues and/or outside sources, and other techniques (highlighting, outlines, note taking, etc.) to comprehend written language	Student frequently uses context clues and/or outside sources, and other techniques (highlighting, outlines, note taking, etc.) to comprehend written language	Student occasionally uses context clues and/or outside sources, and other techniques (highlighting, outlines, note taking, etc.) to comprehend written language	Student rarely or never uses context clues and/or outside sources, and other techniques (highlighting, outlines, note taking, etc.) to comprehend written language
Understanding	Student accurately identifies important information from the text and applies it in other contexts	Student accurately identifies important information from the text	Student inconsistently identifies important information from the text	Student has difficulty identifying the important information from the text

**Valley Regional High School
Writing Rubric**

Academic Expectation: Student will write effectively

	Exemplary	Proficient	Developing	Beginning
Content	Student's purpose and focus leads to insightful and engaging text with compelling support throughout the text	Student establishes a purpose and maintains a focus with appropriate use of supporting evidence throughout text	Student establishes a purpose but does not maintain a focus and support is limited and/or appropriate	Student established neither a focus nor adequate support
Mechanics	Student demonstrates effective application of sentence structure, grammar and spelling	Student demonstrates appropriate application of sentence structure, grammar and spelling.	Student demonstrates limited application of sentence structure, grammar and spelling	Student does not apply appropriate sentence structure, grammar and spelling
Organization	Student writes in a clear, logical manner using the introduction, transitions to enhance the text	Student writes in a logical manner using an introduction, transition, and conclusion	Student writes in a confusing manner with insufficient introduction, transitions and conclusions	Student writes in a vague and illogical manner engage
Style	Student strongly engages the target audience with effective tone, word choice and sentence variety	Student engages the target audience with appropriate tone, word choice and sentence variety	Student does not consistently engage the target audience and displays limited use of word choice and sentence variety	Student does not engage the target audience and displays inadequate use of tone, word choice and sentence variety

Valley Regional High School
Oral Presentation Rubric
Academic Expectation: *Student will speak effectively.*

	Exemplary	Proficient	Developing	Beginning
Content	Student exhibits full knowledge and deep understanding of subject matter	Student exhibits accurate knowledge and understanding of subject matter	Student exhibits partial knowledge and understanding of subject matter	Student exhibits minimal knowledge and understanding of subject matter
Creativity	Student uses wide variety and blending of materials to create a distinctive presentation that captures audience attention	Student blends materials to create an effective presentation that engages the audience	Student uses few materials to enhance presentation	Student use of materials does not enhance presentation
Organization	Student presents materials in a logical order with effective introduction, transitions and conclusion	Student presents materials in a logical order with appropriate introduction, transitions and conclusion	Student presents materials loosely connected with insufficient introduction, transitions and conclusion	Student presents materials in a vague and illogical manner
Delivery	Student speaks confidently with effective volume, pace, vocabulary, eye contact and body language	Student speaks clearly with appropriate volume, pace, vocabulary, eye contact and body language	Student speaks hesitantly ; with uneven volume, pace, vocabulary, eye contact and body language	Student speaks unclearly ; with little or no eye contact

**Valley Regional High School
Problem Solving Rubric**

Academic Expectation: Students will access, analyze and draw conclusions from information to solve problems

	Exemplary	Proficient	Developing	Beginning
Identification of the Problem	Student clearly restates the problem and places it within a larger context.	Student restates the problem in his/her own words	Student has difficulty restating the nature of the problem	Student misidentifies the nature of the problem
Strategies	Student creates efficient and appropriate approaches to solve the problem	Student creates reasonable approaches to solve the problem	Student has difficulty developing a reasonable approaches to solve the problem	Student has difficulty developing any approach to solve a problem
Implementation/ Solution	Student implements the solution based on the appropriate analysis of the supporting information and applies solutions to new environments	Student implements a solution based on the appropriate analysis of the supporting information	Student implements a solution based on an incomplete analysis of the supporting information	Student has difficulty implementing a solution

SCHOOL COUNSELING DEPARTMENT

The school counselors are here to assist students in the areas of academic, career and personal/social development. In addition to providing individual services, counseling is offered in a variety of settings including classrooms, or small groups. The school counselors consult and collaborate with classroom teachers, CORE teachers, the social worker, school psychologist, school to career coordinator, and parents in understanding and meeting the needs of all students in the school environment.

Self-awareness is an important part of this process. There are many ways the counseling staff can help students gain a better understanding of themselves. Interest profile assessments, investigating values, career exploration/awareness, and review of standardized test scores are just some of the areas that can give the student valuable information in the decision-making process throughout high school. The counselors are here to advise and assist all students and support them in their future educational and career planning, and to help them with any personal/social issues they may encounter. Students may visit the counseling office during the day to request a pass to meet with their counselor and/or to use the counseling resource center.

SELECTING COURSES

This Program of Studies is designed to aid students and their parents in making informed decisions concerning course selection. All courses are described in detail by department. Levels offered in a particular course can be found below each course title. Each course number is followed by the level. Particular attention should be paid to the requirements, pre-requisites, and academic level of each course. Further questions relating to courses may be directed to the school counseling department or the specific academic department.

In addition, teachers, department coordinators, and a student's CORE teacher all play an important role in advising students in this selection process. Teachers are responsible for recommending the appropriate academic level for each student in required courses. They also serve as an excellent resource in suggesting courses within their department which can broaden or deepen the school experience for each student. If a student is recommended for a level that the student would like to change, a parent override form must be filled out and turned in when the course selection sheet is due.

The selection of courses is a process which involves the student, the parents, teachers, counselors, department coordinators and school administrators. It is an important procedure that can have a lasting impact on each student's future.

Before selecting your courses, please consider the following:

- A. VRHS students are required to earn 28.5 credits in order to graduate.

The following are specific requirements for graduation:

1. Four credits of English (four semesters)
2. Three credits of Mathematics*
3. One credit of Physical Science Survey
4. One credit of Biology
5. One credit of an elective Science course
6. One credit of Global Studies II
7. One credit of The Constitution and Civic Responsibility
8. One credit of America in the Twentieth Century
9. One credit of Contemporary Issues or Western Civilization
10. Two credits of Physical Education (.5 credit per year)
11. One half credit of Health
12. One credit in the Arts, Vocational Education or Technology Education
13. One half credit of Summer Reading over four years.

** With permission of school counselor and/or the department coordinator, the following Business Education courses may be counted toward the mathematics graduation requirement: Accounting 1, 2, and 3, and Personal Finance.*

- B. In grades 9, 10 and 11, a total of eight credits must be taken per year as a minimum. Seniors are permitted to take six credits if they have sufficient credits to graduate.
- C. Generally, students must pass a minimum of 4.5 credits to be placed in 10th grade, 12.5 credits to be placed in 11th grade and 20.5 credits to be placed in 12th grade.

In addition to successful completion of the 28.5 credits required, a graduate of Valley Regional High School will demonstrate proficiency in the following four areas:

- A. Reading: Objective: Students will demonstrate the ability to decode and comprehend written language, both fictional and non-fictional. Assessment: Score at level three or higher on Reading Across Disciplines portion of CAPT and successful completion of 4 credits of English
- B. Writing: Objective: Student will demonstrate a proficient ability to write, showing both the interpretation of a text and a critical stance in reaction to text. Assessment: Score at level three or higher on Writing Across Discipline portion of CAPT
- C. Critical Thinking: Objective: Students will demonstrate the ability to access, analyze, and draw conclusions from information. Assessment: Score at level three or higher on Math AND Science portions of CAPT
- D. Speaking/Communication: Objective: students will demonstrate the ability to speak before a group. Assessment: Pass four years oral presentations of summer reading. Directions for summer reading projects are provided in the summer reading booklet posted on www.reg4schools.com during the 4th quarter of school.

EXEMPTIONS:

Transfers: If a student transfers to Valley Regional High School after completing two years in a high school in another district, he/she may be exempted from Valley's CAPT performance standards requirement for graduation.

- A. The School Counseling Department and/or administration will notify in writing the parents of seniors who have not met the performance standards goal in any area, and therefore will need to pass one or more of the performance alternative tasks.
- B. Parents and students will be notified in writing of the scores received on the CAPT test. This notification will indicate score received, passing score needed, and whether the student has met the performance standard requirement for graduation.
- C. At the beginning of the school year, each senior shall be notified by his/her school counselor (in writing) of his/her status relative to meeting the performance standards for graduation.
- D. Tenth grade students who do not meet the CAPT Performance Assessment standard by scoring at level 3 or higher on Math or Science, Reading and Writing must retake the CAPT in 11th grade.

SCHEDULE CHANGE POLICY

- A. Before the start of any course, a student can modify his or her schedule in consultation with the School Counseling Department.
- B. **Once the scheduling process is completed, the schedules set, and the semester begun, schedule changes are not permitted.** The administration may waive the deadline for changes ONLY for the following reasons:
 - 1. Exception by a physician
 - 2. Determination by a teacher, department coordinator, school counselor and parent that the student is incapable of meeting the academic challenge of the course content
 - 3. To accommodate changes in academic plans/goals as determined appropriate by counselor, teacher, administration, and parents/guardians
 - 4. As a result of the creation of a prescriptive program by the Planning & Placement Team

RANK IN CLASS

Rank in class is based upon the “Guidelines for Working with Grade Point Average and Rank-in-Class” published in the National Association of Secondary School Principals’ Bulletin. The following stipulations are modifications to the guidelines as they apply to Valley Regional High School.

- A. Class rank is computed for all Valley Regional High School students. Class rank is weighted based on the leveling guidelines below.
- B. Rank in Class is cumulative. Ongoing/cumulative ranks are reported to the colleges at the time of application. A final rank is included on the final transcript upon graduation.
- C. Marks in all courses, except physical education and those designated as level 0, are used in determining class rank.
- D. In determining class rank, all failing as well as passing marks for any courses are included. Courses receiving a P are not included in ranked courses.
- E. In determining class rank, all students at a given grade level are included.

RANK IN CLASS FOR GRADUATION PURPOSES

In order to determine the top graduate of the senior class, the following guidelines will be used:

- A. The final class ranking for the top ten seniors will be determined at the close of the third marking period.
- B. In order to be eligible for consideration as the top graduate, a senior student must have spent four full semesters at VRHS.
- C. In the case of transfer students, the sending school, whenever possible, will supply numerical grades. When not possible, the following scale will be used to translate letter grades:

A+	=	98
A	=	94
A-	=	90
B+	=	88
B	=	84
B-	=	80
C+	=	78
C	=	74
C-	=	70
D+	=	68
D	=	64
D-	=	60
F	=	below 60

Leveling Guidelines

The following weighted model will be utilized for purposes of determining class rank.

Grade in courses will be multiplied by the following weight factors:

AP/UCONN	=	1.3
Level 1	=	1.2
Level II	=	1.1
Level III	=	1.0
Level 0	=	no weight (see below for FAQ)

A basic unweighted GPA on a 4.0 scale is provided on the transcript.

In order to enhance our efforts to teach students, we at Valley Regional High School have developed guidelines to accurately determine student level placement. The process to be followed (in determining a student's appropriate level placement in a specific subject matter) will incorporate consideration of the student's past *academic performance*, and when necessary, available standardized test scores.

Experience has shown that the most accurate predictor of appropriate level placement is the observations and evaluations of the classroom teacher. Therefore, different content areas have been established, each with its own criteria. When the student has mastered prerequisite material based on departmental criteria, he or she will be considered for recommendation to the appropriate level for each subject.

Level 0 - Frequently Asked Questions

What is Level 0?

The addition of a Level 0 option for elective courses will allow a student to take a course that traditionally has only been offered at Level 2. Students who opt to take an elective course at Level 0 will receive the grade for the course and credit toward graduation. Expectations for the course will be the same no matter what level a student chooses. The only difference is that Level 0 courses will not count toward a student's weighted grade point average.

Why are you implementing the Level 0 option?

Many of our top academic students are reluctant to take elective courses because the current level 2 designation negatively impacts their grade point average. The end result is that those students take only the minimum graduation requirements in terms of elective classes. This is contrary to our goal of developing well rounded students and hinders our elective programs as they don't benefit from heterogeneous classes.

What courses will offer the Level 0 option?

The Level 0 option will only be available in the elective areas. This includes the Music, Art, Technology Education, Business, and Family and Consumer Science departments. Courses in these departments that are currently offered only as Level 2 will now offer the Level 0 option as well. Advanced Placement courses offered in these departments will not be affected. All Independent Studies are designated as a Level 0 course.

Will this help our students?

Yes. By removing the barriers to students accessing all that VRHS has to offer, our students will be able to experience a broad range of academic offerings. This change will allow our students to be more marketable to colleges and universities who are looking for well rounded students.

Is it true that this will negatively impact those students that are currently taking mostly Level 2 classes?

No. All elective courses will remain as Level 2 courses. Level 0 will be an option offered to all students at the beginning of the course. Students will determine which option (Level 2 or Level 0) best meets their needs and goals.

How might this affect a student's weighted grade point average and therefore their class rank?

The actual numerical difference will vary for each student based on the courses that they take and the grades that they receive in each course.

Will this change our elective programs?

No. This option is being made to support our elective programs. Removing the barriers that prevent some of our students from experiencing our renowned elective programs will increase the number of students in the aforementioned programs. It will also allow for a more diverse group of students to be enrolled in those programs. This diversity will better prepare our students for participation in a global society.

When will this change go into effect?

The implementation of a Level 0 option went into effect beginning with the 2010-2011 school year. This change will not affect courses taken in previous school years.

SAMPLE PROGRAM OF STUDIES

9th Grade**

Semester 1
English 9*
PE*/Health*
Math Course*
Elective

Semester 2
Physical Science Survey*
Global Studies 2*
Language 1
Elective

10TH Grade

Semester 1
Biology*
Language 2
Math Course*
PE*/Elective

Semester 2
English 10*
Language 3
*Constitution & Civic Responsibility
Elective

11th Grade

Semester 1
English 11*
Math Course*
PE*/Elective
Elective

Semester 2
America in the 20th Century*
Science Elective*
Elective
Elective

12th Grade

Semester 1
English 12* or AP English
Math Course
PE*/Elective
Elective

Semester 2
Contemporary Issues* or West. Civ.
Elective
Elective
Elective

**indicates required courses.*

ART DEPARTMENT

Philosophy

Valley Regional High School's academic expectations are supported and reinforced in all art classes. The school's social and civic expectations are aligned with departmental expectations.

The work of our students evolves in classes where ideas, critical thinking, and processes of visual language are explored. There is a strong emphasis on the elements and principles of design and on observation. Through assignments that include art history, art criticism, aesthetics and production, we challenge our students to be expressive, to solve problems creatively and to use class time productively.

The content of all art classes aligns with state and national art standards.

ART DEPARTMENT COURSE LISTING

Art Foundations (Prerequisite for all art classes)	Grades: 9, 10, 11, 12
Design	Grades: 9, 10, 11, 12
Drawing	Grades: 9, 10, 11, 12
Advanced Drawing	Grades: 9, 10, 11, 12
Sculpture	Grades: 9, 10, 11, 12
Advanced Sculpture	Grades: 9, 10, 11, 12
Painting & Drawing	Grades: 9, 10, 11, 12
Advanced Painting & Drawing	Grades: 9, 10, 11, 12
Jewelry Design and Fabrication	Grades: 9, 10, 11, 12
Printmaking	Grades: 9, 10, 11, 12
Ceramics	Grades: 9, 10, 11, 12
Advanced Ceramics	Grades: 9, 10, 11, 12
AP Studio Art	Grades: 11 & 12

Art Foundations

#ART1000 – Level II with a Level 0 option

Prerequisite: None

Credit: 1/2

Art Foundations is offered quarterly and focuses primarily on two-dimensional design (drawing, painting, color theory and printmaking). However some three-dimensional design problems may be introduced (carving, ceramics, molding and relief work). Students will be given an overview of 19th and 20th Century Art history. Art Foundations is a prerequisite to all other art courses offered.

Design

#ART1100 – Level II with a Level 0 option

Prerequisite: Art Foundations

Credit: 1/2

This studio course is offered for the art student who wishes to obtain a greater understanding of creative problem solving. Areas of concentration may include ergonomics, architecture, jewelry and industrial design. Students will keep a design journal to chronicle their design experience.

Drawing

#ART2000 – Level II with a Level 0 option

Prerequisite: Art Foundations

Credit: 1/2

Drawing from life and the elements/principles of design are emphasized. Subjects include figure, still life and/or landscape in a variety of media such as pen and pencil, charcoal and pastels. Some outside drawing is required.

Advanced Drawing

#ART2100 – Level II with a Level 0 option

Prerequisite: Art Foundations and Drawing

Credit: 1/2

Observational drawings are developed. Subject is primarily symbolic, still life, and the figure in an environment. Charcoal, pastels and pencil are primary media. Emphasis on the elements and principles of design and student developed themes. (May be taken more than once for credit, with approval of instructor)

Sculpture

#ART4000 – Level II with a Level 0 option

Prerequisite: Art Foundations

Credit: 1/2

The student will explore the three-dimensional design continuum. This course will use various media to solve special problems created by three-dimensional forms.

Advanced Sculpture

#ART4050 – Level II with a Level 0 option

Prerequisite: Art Foundations, and Sculpture

Credit: 1/2

Student will identify specific steps from the three-dimensional design continuum and develop a personal sculptural aesthetic through the use of various materials. Students in this class will also collaborate on a group sculpture commission project. (May be taken more than once for credit, with approval of instructor)

Painting & Drawing

#ART3000 – Level II with a Level 0 option

Prerequisite: Art Foundations

Credit: 1/2

This is a course in beginning techniques in painting using oil, acrylic, tempera or watercolor. These techniques will be prefaced and supported by a background in drawing. Subjects include figure, still life and/or landscape in a variety of media. Emphasis is on observation and the elements and principles of design.

Advanced Painting & Drawing

#ART3100 – Level II with a Level 0 option

Prerequisite: Art Foundations, and Painting & Drawing

Credit: 1/2

Development of skills learned in Painting & Drawing. Student based theme painting and elements/principles of design are employed. (May be taken more than once for credit, with approval of instructor)

Jewelry Design and Fabrication

#ART7070 – Level II with a Level 0 option

Prerequisite: Art Foundations

Credit: 1/2

Silver, aluminum, and copper along with other materials and findings will be used to fabricate student designed wearable sculpture. The history of jewelry and jewelry making techniques across various times and cultures will also be explored. (May be taken more than once for credit, with approval of instructor)

Printmaking

#ART6000 – Level II with a Level 0 option

Prerequisite: Art Foundations

Credit: 1/2

The printing techniques of silk screen, wood cut, linoleum cut, mono-print, and lithography will be explored. A portfolio of original works of fine art will be created employing the elements/principles of design.

Ceramics

#ART5000 – Level II with a Level 0 option

Prerequisite: Art Foundations

Credit: 1/2

Clay techniques and processes including wheel throwing, pinch, coil, slab building, extruder, sculpting, and surface treatment will be covered. Students will apply these processes and techniques to creative problem solving assignments.

Advanced Ceramics

#ART5500 – Level II with a Level 0 option

Prerequisite: Art Foundations and Ceramics

Credit: 1/2

Students develop media, techniques, processes, and ideas beyond the scope of entry level Ceramics. Students will develop a written artist's statement that defines a series of clay work.

AP Studio Art: 2-Dimension

#ART8040 – Level AP

Prerequisite: Art Foundations, Drawing & Adv. Drawing, Painting & Drawing, Adv. Painting & Drawing and three dimensional art course or permission of the department coordinator.

Credit: 1

This course is intended for motivated students who are seriously interested in advanced study in art. Through the creation of works that exhibit quality, concentration and a broad exploration of artistic concepts and media use, the student prepares a portfolio which may be presented for the AP examination.

BUSINESS EDUCATION DEPARTMENT

Philosophy

The goal of the Business Education Department at Valley Regional High School is to prepare our students for their roles as productive and responsible citizens, whether it is as future business owners, employees, or consumers. The department offers business students membership in the Future Business Leaders of America organization as a way to promote and encourage extended learning opportunities in the field of business by participating in regular meetings, community service, field trips, and other business related activities. We strongly recommend that all business students join this national organization to increase their leadership opportunities and contribute to the overall well-being of the school and the community. We encourage life-long learning by challenging our students to apply the knowledge they receive to real-life situations. Our classes are held in a professional setting which fosters both independent and collaborative work, 21st century skills, and behavior that is respectful and responsible, by students who will leave prepared to participate in the local, state-wide, national, and global communities.

BUSINESS EDUCATION DEPARTMENT COURSE LISTING

Computer Applications 1	Grades 9, 10, 11, 12
Computer Applications 2	Grades 9, 10, 11, 12
Web Page Design	Grades 9, 10, 11, 12
Business Law	Grades 10, 11, 12
Accounting 1	Grades 10, 11, 12
Accounting 2	Grades 10, 11, 12
Accounting 3	Grades 10, 11, 12
Personal Finance	Grades 10, 11, 12
Entrepreneurship	Grades 10, 11, 12
Marketing	Grades 10, 11, 12
International Business	Grades 10, 11, 12

Computer Applications 1

#BUS5050 – Level II with a Level 0 option

Prerequisite: None

Credit: 1/2

Students use basic application skills from the Microsoft Office 2007 Suite, including the Word (word processing), Excel (spreadsheet), and PowerPoint (presentation) applications. Word processing skills are taught on a business-oriented and personal-use basis, including memo and letter writing, resumes and cover letters, report formatting, text and font formatting, and other skills. Spreadsheet skills include basic formulas and formatting techniques. PowerPoint presentations include skills required for basic classroom presentations. Proper keyboarding techniques are reviewed, stressing correct fundamental methodology which, when used on a life-long basis, promote a healthy practice of skills.

Computer Applications 2

#BUS5060 – Level II with a Level 0 option

Prerequisite: Computer Applications 1

Credit: 1/2

Computer Applications 2 introduces the students to the more advanced features of the Microsoft Word application (tables and mail merge documents), as well as a more in-depth examination of the Excel application (functions, charts, and graphs). The Access database application is used for creating and manipulating data in tables and forms. PowerPoint skills include adding advance multimedia elements, such as sound and video. Publisher production includes cards, brochures, and other printed materials. Students work independently to comprehend written instructions, access, analyze and draw conclusions from spreadsheet and database information, create appropriate and meaningful publications and presentations.

Web Page Design

#BUS5010 – Level II with a Level 0 option Prerequisite: None Credit: 1/2

Students will create complex Web pages using HTML coding. Emphasis is on basic design skills, as well as planning, implementation, and testing. Students create a final Web site for a business/commercial organization. As time allows, students learn about the history of the Internet through research and class discussion. Understanding the legal issues of using the Internet are also covered, especially in relation to Web page development. Keyboarding techniques are reviewed, stressing correct fundamental methodology which, when used on a life-long basis, promote a healthy practice of the skills. Students work independently to comprehend written instructions, create a variety of Web sites using their unique and individual talents, solve problems in HTML coding, and always act respectfully and responsibly. This course may be taken more than once for credit at an advanced level, but only with the permission of the instructor.

Business Law

#BUS30000 – Level: II with a Level 0 option Prerequisite: None Credit: 1

Students will gain an understanding of business law as it relates to them as a global citizen, a consumer, and an employee or employer. The course entails extensive analysis of law as it applies to personal and business use. The workings of the US justice system are explored in relation to both criminal and civil law. There will be an emphasis on discussing current legal issues and court cases. Students will be expected to read detailed cases and make legal interpretations on a regular basis. Landmark cases as well as videos of actual trials will be used throughout this course. This course is recommended for students who are considering careers in law or business as well as those who seek a better understanding of the application of law to their personal lives.

Accounting 1

#BUS1010 – Level II with a Level 0 option Prerequisite: None Credit: 1

At the end of this class, students will understand the day-to-day financial operations of a business. Working independently and collaboratively, students will access, analyze, and draw conclusions from basic financial activities, such as sales and purchases, using a variety of working papers and practice sets. By applying Generally Accepted Accounting Principles (GAAP), students will post transactions from a journal into the correct ledger accounts, maintaining accurate account balances. They will then create a trial balance, determine appropriate period-ending adjustments, and prepare financial statements needed to show a business's financial condition. Personal financial management skills, such as reconciling a bank statement and reviewing payroll information will also be covered. This class is strongly recommended to all students choosing to pursue a career in business, including business ownership. *This course may be counted towards the mathematics graduation requirement with permission of school counselor and/or the department coordinator.*

Accounting 2

#BUS1021 – Level I Prerequisite: Accounting 1 Credit: 1

Working at an advanced level, students will further investigate the meaning and application of Generally Accepted Accounting Principles (GAAP). Working independently and collaboratively, students will access, analyze, and draw financial conclusions related to individual proprietorships, partnerships, and corporations, using both traditional and computerized systems. This class is strongly recommended to all students who are considering a career in Accounting, as well as those who will be taking accounting and business courses after high school. Successful completion of both Accounting 1 and Accounting 2 earns the student a college credit in Basic Accounting from Middlesex Community College, which may be transferable to many colleges and universities. *This course may be counted towards the mathematics graduation requirement with permission of school counselor and/or the department coordinator. This is a College Career Pathways course.*

Accounting 3

#BUS1031 – Level I

Prerequisite: Accounting 2

Credit: 1

This capstone course is recommended for students who will pursue careers in accounting, as well as those planning advanced education in the areas of accounting, finance, management, and other related areas. Students work independently and collaboratively to access, analyze, and draw conclusions in advanced topics, such as corporate organization, cost accounting, and management accounting, as well as interpreting and analyzing financial statements, using a combination of traditional and computerized systems. *This course may be counted towards the mathematics graduation requirement with permission of school counselor and/or the department coordinator.*

Personal Finance

#BUS2000 – Level: II with a Level 0 option

Prerequisite: None

Credit: 1

The focus of this class is to develop and maintain personal money records, employment records, budgets, savings and investment plans, and everyday skills needed to be a wise and responsible consumer. Students will also be introduced to credit and the consequences of mismanagement of credit. Students will apply mathematical skills to solve a variety of personal finance applications and use spreadsheet software to develop and maintain personal finance records. To further enhance learning, students will develop a personal budget plan and use Virtual Business personal finance software simulation. *This course may be counted towards the mathematics graduation requirement with permission of school counselor and/or the department coordinator.*

Entrepreneurship

#BUS3020 – Level: II with a Level 0 option

Prerequisite: None

Credit: 1/2

This course will provide students with skills necessary to own a small business; including developing a business plan, financing the business, understanding various legal requirements, and implementing appropriate management concepts and practices. Students will learn how to develop a successful, ethical, and socially responsible business. Working independently and collaboratively, students will access, analyze, and draw conclusions regarding how to best organize and run a business in the global business environment. In creating a business plan, students will write proficiently, and speak effectively while presenting the plan to the class.

Marketing

#BUS3030 – Level: II with a Level 0 option

Prerequisite: None

Credit: 1

This course will provide students with skills and knowledge of how a product/service is conceived, priced, promoted and distributed. Extensive focus will be placed on the primary marketing concepts of product, price, promotion and distribution. There will be lessons which focus on both global and domestic business issues and marketing strategies. Students will develop products and appropriate promotional pieces based on defined target markets. Case studies will present students the opportunity to analyze and write responses regarding current marketing trends. The issue of responsible marketing as well as ethical marketing practices will also be introduced.

International Business

#BUS3040 – Level: II with a Level 0 option

Prerequisite: any business course or Economics

Credit: 1/2

Students will develop the appreciation, knowledge, skills and abilities needed to live and work in a global marketplace. An overview of international business activities and the economic, cultural, and political environment of global businesses will be covered. Students will work extensively with acquiring, analyzing, and interpreting data as related to international business. Students will also recognize the global impact of business transactions. This course is recommended for students pursuing a career in business management, marketing, economics or international business.

ENGLISH DEPARTMENT

Philosophy

The English department uses a literary based approach to instruction. Grades 9 and 10 focus on surveying various literary genre using American, British and some World Literature. The department believes that in order to be a productive and responsible citizen, a student's ability to read, write, and speak effectively is crucial. Through reading, writing, and discussion, the department will provide students with the knowledge and skills necessary for effective communication in the world. Our students will write proficiently for a variety of audiences, and inquire, analyze, and evaluate materials or ideas. To develop an understanding of both self and others, students will work independently and collaboratively. It is our hope that the social, intellectual, and creative opportunities within the department will cultivate each student's unique talents and encourage lifelong reading habits.

Departmental Requirements

Reading **every night** (assigned or for pleasure) is expected as a matter of course. **Every effort should be made to type or word process all papers from draft to final copy. Students may be required to submit copies of their final drafts to turnitin.com.** Computers are available in classrooms, the lab, and the library (which has late hours.) Students are expected to save all work on the school network system's H drive.

To graduate, all students must pass:

- English 9
- English 10
- English 11 /or American Studies /or AP Literature and Composition /or AP Language and Composition
- English 12 /or AP Language and Composition /or AP Literature and Composition

A student may take one AP course during his/her junior year and one AP course during his/her senior year. If a student chooses to take only one AP course, he or she will take 11th or 12th grade English as appropriate. Alternative assessment proficiencies for graduation may be required.

Readings, essays, presentations, and projects will vary in length and intensity depending upon course level and student need.

The department is organized on a three level credit system. Levels are intended to guide the student, not restrict him/her from any course offering. Faculty recommends admission to courses with the assistance of the counseling department.

ENGLISH DEPARTMENT COURSES

English 9
English 10
English 11 (American Lit)
AP English Literature and Composition (may be taken in junior or senior year.)
AP English Language and Composition (UCONN1010) (may be taken in junior or senior year)
English 12 (World Lit)

Sequencing of required courses: all students must take English 9, 10, 11 /or AP Literature and Composition /or AP English Language and Composition, and English 12 /or AP English Language and Composition /or AP Literature and Composition

Electives Offered

Creative Writing	Grades: 10, 11, 12
Detective Literature	Grades: 10, 11, 12
Public and Professional Communications	Grades: 9, 10, 11, 12
Sports Literature	Grades: 10, 11, 12
The Media & You	Grades: 10, 11, 12

Required Courses:

In accordance with the new Common Core State standards, the word “text(s)” refers to fiction and nonfiction, print and non-print, including but not limited to: novels, drama, short stories, poems, textbooks, essays, speeches, letters, short videos and film excerpts, cartoons, charts, tables, diagrams, graphs, multimedia presentations, websites, blogs, images, and more.

English 9

#ENG2101 – Level I; #ENG2102 – Level II; #ENG2103 – Level III

Prerequisite: None

Credit: 1

This required freshmen survey course combines reading, writing, grammar, the study of vocabulary, and the examination of literary elements from many genres: novel, poetry, short stories, drama, and nonfiction. Texts may include *The Odyssey*, *Romeo and Juliet*, *Of Mice and Men*, *To Kill a Mockingbird*, and *Raisin in the Sun*.

Requirements: Several exams, compositions (including the introduction of research and critical analysis), journal writing, projects, oral presentations, practice CAPT, and quizzes.

English 10

#ENG2201 – Level I; #ENG2202 – Level II; #ENG2203 – Level III

Prerequisite: English 9

Credit: 1

This required sophomore survey course takes the study of literary elements further. CAPT strategies, including investigation of sentence and paragraph structure, mechanics and style, the short story, reader response, and critical analysis, are emphasized. Writing is used as a vehicle for communicating analytical thought. Texts may include *Lord of the Flies*, *Catcher in the Rye*, *Death of a Salesman*, *Macbeth*, and poetry. PSAT study included.

Requirements: Several exams, compositions, journal writing, projects, oral presentations, vocabulary quizzes and graded practice CAPT.

English 11: (American Literature)

#ENG2301 – Level I; #ENG2302 – Level II; #ENG2303 – Level III

Prerequisite: English 10

Credit: 1

Student understanding and appreciation of the American experience is enhanced through critical analysis of texts from 1800s to the present day. Cultural influences on American literature are explored as readings incorporate more comparative critical commentary and writings become increasingly centered on citing evidence from the text. Readings may include works from the New England Transcendentalists, *The Crucible*, *The Adventures of Huckleberry Finn*, *The Great Gatsby*, and the poetry and short stories of Poe.

Requirements: Several exams, compositions, journal writing, projects, oral presentations, vocabulary quizzes, and SAT study.

AP English Literature and Composition

(Reading and Writing Intensive)

#ENG3110 – Level AP Credit 1

AP Literature and Composition continues instruction in critical reading and expository writing at an advanced level. The course requires study of prose, poetry, and drama with texts ranging from classics to modern works. Throughout their study, students will focus on composition of the written word and the meaning of the work, examining how an author uses language, structure and style to achieve a purpose. Classes are conducted as seminars: students are expected to develop, to recognize, and to refine their critical thinking skills through papers, debates, study of literary criticism, and tests. As this is a college level course, students are expected to demonstrate the ability to perform independently at the college level. Students will also spend time directly preparing for the AP test. Authors read include Charles Dickens, Fyodor Dostoevsky, Ernest Hemingway, Jean Rhys, Zora Neale Hurston, Virginia Woolf, Thomas Hardy, Tennessee Williams and Oscar Wilde.

Requirements: Assigned reading and writing (in *addition* to the school wide Summer Reading Program) and/or film viewings the summer prior to enrollment. Students are expected to take the AP test in English Literature.

AP English Language and Composition (UCONN1010)
#ENG3010 – Level AP Credit 1

(Writing Intensive)

Prerequisite: Grade of 80 or above in English 10, Level 1; teacher recommendation

This course is designed for avid readers and writers intending to attend a competitive four-year college or university and is the equivalent of college introductory courses in composition. Recognizing and analyzing literary elements through independent critical documentation in MLA format are at the center of this course. Students examine and interpret expository, narrative, and persuasive prose from interdisciplinary **nonfiction** readings of many time periods. Students will identify and explain rhetorical strategies and techniques, apply these techniques to their own writing, and synthesize sources to create and sustain arguments. Examples of authors read include Didion, Dillard, Gladwell, Kidder, Orwell, Swift, Tannen, and White. Some fictional readings may include the Arthurian legends and Hamlet. Heavy emphasis on Socratic seminar skills (student led discussion) and peer conferencing. Participation and regular attendance are significant parts of this course. Students are expected to give at least one speech to the class. Students should expect to revise papers many times and spend more time on extensive reading and writing.

Requirements: Assigned reading and writing (in *addition* to the school wide Summer Reading Program) and/or film viewings the summer prior to enrollment and submission of work to school literary magazine and writing contests. Students are expected to take the AP test in English Language and Composition.

English 12: (World Literature)

#ENG2401 – Level I; #ENG2402 – Level II; #ENG2403 – Level III

Prerequisite: English 11 or American Studies

Credit: 1

Recognizing and analyzing sophisticated literary elements through independent critical analysis including argumentation are at the center of this course. Students may study texts from Africa, the Middle East, Asia, Latin America and the Anglo tradition. An important goal of the class is to promote an understanding of such works in their cultural/historical contexts as well as examine the elements that unite different literary traditions. Texts may include Mandela's *I am Prepared to Die* speech, *Things Fall Apart*, *The Bookseller of Kabul*, *Hamlet*, the poetry of Li Young Lee, *Woman Warrior*, *A Long Way Gone*, and excerpts from the *Ramayana* or *Beowulf*. The resume and college essay will also be covered.

Requirements: Several exams, compositions, journal writing, projects, and oral presentations.

Academic Skills Lab – Reading/Writing (As available/necessary)

#ENG8000 – Level III

Credit: 1/2

Elective Credit

Prerequisite: Students are assigned to this class based on CMT/CAPT scores, academic performance in English and Social Studies classes, and/or teacher recommendations with the approval of the instructor, counselor, and the administration.

This course will assist students in organizational, study and test-taking strategies, and in reading/writing skills such as note taking, summarizing, and making inferences. CAPT-like materials will also be used to review all skills necessary for proficiency in the Reading and Writing sections of the CAPT.

When possible, this course will run concurrently with Social Studies and/or English.

Electives courses offered:

Creative Writing #ENG4501-Level I, #ENG4502-Level II

Prerequisite: None

Credit: 1/2

In this writing intensive course, students will develop more sophisticated writing skills by imitating the styles and techniques of authors of successful fiction, non-fiction, poetry, and drama.

Requirements: Daily writing and the creation of original short stories, drama, micro-fiction, poetry, memoir, reviews and other creative non-fiction pieces; a final portfolio. Students must be prepared to share their writing in peer conferences or by reading aloud their work to the class.

Detective Literature (Reading intensive)

#ENG4301-Level I; #ENG4302-Level II

Prerequisite: None

Credit: 1/2

Students examine the history and features of detective and mystery works. Readings may include *The Hound of the Baskervilles*, *The Adventures of Sherlock Holmes*, the works of Agatha Christie, Raymond Chandler, Dashiell Hammett and modern writers such as Cornwell, Grafton, Paretsky, Parker, Grimes, Reichs, and Rendell.

Requirements: Exams, critical analysis, and journal writing.

Public and Professional Communications

#ENG5505 – Level II

Prerequisite: None

Credit: 1/2

Students will develop and refine communication proficiency with a strong emphasis on public speaking, writing, and listening. Students will practice clear, courteous, concise and correct communication skills on both personal and professional levels. The development of visual tools to accompany communications as well as identifying purpose and audience will also be addressed. Students will actively research and analyze information on various topics to incorporate into communication activities. *This is a College Career Pathways course.*

Sports Literature

#ENG5402-Level II, #ENG5403-Level III

Prerequisite: None

Credit: 1/2

This course is designed for students who are ready to read and write critically about sports. Readings will include fiction, poetry, short stories, biographies, magazine articles and the newspaper. Examples include *Sports Illustrated*, *Moneyball* and *The Punch*.

Requirements: Exams, compositions, debates and quizzes.

The Media and You

#ENG5302-Level II, #ENG5303-Level III

Prerequisite: English 9 and 10

Credit: 1/2

Students will develop media literacy: the ability to question, understand, interpret, analyze, and evaluate the content, intent, and effects of the mass media.

The major units in this course may include advertising, newspapers, television, the Internet, music, movies, and visual culture with emphasis on exposure to the unfamiliar.

Requirements: Students analyze and articulate critical judgments about the media through a variety of writing assignments, oral presentations, and group work. Every viewing is accompanied by written work and class discussion. Students will also be expected to complete one special project related to their choice of media. In addition, there will be quizzes, projects, and weekly writing.

FAMILY AND CONSUMER SCIENCE

Philosophy

In accordance with our school mission statement, we strive to help students develop an awareness of both their needs and responsibilities as members of a family and the community. Toward this end, we encourage and help students cope with consumer problems, formulate decisions regarding personal and family life, teach strategies that facilitate managing personal and family finances, cultivate their unique talents and prepare them to learn skills they will use for a lifetime.

FAMILY AND CONSUMER SCIENCE DEPARTMENT COURSE LISTINGS

Foods and Nutrition 1	Grades 9, 10, 11, 12
Foods and Nutrition 2	Grades 9, 10, 11, 12
Foods and Nutrition 3	Grades 10, 11, 12
Clothing and Textiles	Grades 9, 10, 11, 12
Advanced Clothing and Textiles	Grades 10, 11, 12

Foods and Nutrition 1

#FCS1010 – Level II with a Level 0 option

Prerequisite: None

Credit: 1/2

The first foods course engages students in the study of the nutritional needs of the body and the selection of a well-balanced diet. Emphasis is placed on making educated nutritional choices, the use and care of kitchen equipment, kitchen sanitation and safety, and recipe terms. Lab topics will include the study of fruits, grains, eggs, quick breads, and career options. Students will work independently and collaboratively to produce selected products.

Foods and Nutrition 2

#FCS1020 – Level II with a Level 0 option

Prerequisite: Foods and Nutrition 1

Credit: 1/2

This is a course concerned with the study of food preparation techniques that requires a more advanced skill level. An in-depth study of the bakery is conducted in this class. Topics covered include: cakes, yeast breads, pies, pastry and baked desserts. Students will also explore the selection and preparation of vegetables. Emphasis is placed on being an informed consumer, team work and assessment.

Foods and Nutrition 3: International Foods

#FCS1030 – Level II with a Level 0 option

Prerequisite: Foods and Nutrition 2

Credit: 1/2

This course will focus on the study of various international cuisines. Topics will include: Greek, Spanish, French, Italian and Chinese. Students will study the history, geography, economy and culinary practices of each country. Student presentations, along with the preparation of a food selection, are required.

A term paper researching a country of the students' choice will be included. Field trips to selected area international restaurants may also be included.

Clothing and Textiles

#FCS2010 – Level II with a Level 0 option

Prerequisite: None

Credit: 1/2

The beginning course in clothing and textiles utilizes basic techniques of construction. The selection of patterns and fabric with consideration of color, line and design is included. Construction and care of fabrics, basic pattern alterations and the use and care of the sewing machine are part of the course. Emphasis is placed on being an informed consumer when planning a basic wardrobe and selecting clothing. Students are required to provide their own materials for garment construction. Two projects are required. Students will create a booklet of fashions that are appropriate for their figure type. An overview of careers in the fashion industry is presented. Students will have the opportunity to create items for a community service project of their choice.

Advanced Clothing and Textiles

#FCS2050 – Level II with a Level 0 option

Prerequisite: Clothing and Textiles

Credit: 1/2

A continuation of the study of Clothing and Textiles with an emphasis on advanced sewing techniques. Student will complete a minimum of two garments considered a challenge to the student based on prior projects. Student will also be motivated with more specialized fabrics and advanced machine techniques. Students are required to provide their own materials for garment construction. Continued emphasis placed on accessing, analyzing, and drawing conclusions based on information provided. An in depth view of fashion careers is included in this course. (May be taken for credit more than once, with approval of instructor)

MATHEMATICS DEPARTMENT

Philosophy

The Mathematics Department endeavors to broaden the background and ability of every student. Students at all levels will have opportunities to develop both written and oral mathematical communication skills, problem solving skills and use technology as a part of their mathematical experience which is based on a balance of the conceptual and procedural aspects of the subject. In alignment with the school's Mission Statement, the Mathematics Department encourages and expects students to understand written language, write proficiently, and speak effectively using the English language and mathematical language. Students are taught to access, analyze and draw conclusions from information to solve problems and develop their ability to solve new types of problems. This major component of mathematics is evident in all classes in the department. Students are encouraged to work independently and collaboratively to help prepare them to participate in a global community and to act respectfully and responsibly in these learning environments. The department strives to build productive and responsible citizens who understand and acknowledge the consequences of their actions and are prepared to become life-long learners of mathematics.

MATHEMATICS DEPARTMENT COURSE LISTING

Pre-Algebra	Grades 9, 10, 11, 12
Algebra 1	Grades 9, 10, 11
Geometry	Grades 9, 10, 11, 12
Algebra 2	Grades 9, 10, 11, 12
Advanced Topics in Math	Grades 10, 11, 12
Pre-Calculus	Grades 10, 11, 12
AP Calculus 1	Grades 11, 12
AP Calculus 2	Grades 11, 12

Accounting 1, 2, and 3, and Personal Finance may be counted toward the mathematics graduation requirement with permission of school counselor and/or the department coordinator.

Pre-Algebra

#MTH2003 – Level III

Prerequisite: teacher recommendation

Credit: 1

Topics of study in this course include basic math operations, working with signed numbers, order of operations, working with real numbers, ratio, proportion, and percent, solving equations and writing equations from words, working with formulas, the coordinate plane, and linear equations. The class is designed to prepare students for Algebra 1. Technology used in the study of pre-algebra includes the graphing calculator.

Algebra 1

#MTH2021 – Level I, #MTH2022 – Level II; #MTH2023 – Level III

Level based on Grade 8 teacher recommendation

Credit: 1

This is a course in algebra emphasizing both the understanding of concepts and the acquisition of basic skills. Topics covered include: patterns, solving linear equations and inequalities, functions, linear function, scatter plots, systems of linear equations, and exponential functions. Technology used in the study of algebra includes graphing calculators and calculator based labs.

Geometry

#MTH3021 – Level I; #MTH3022 – Level II; #MTH3033 – Level III

Prerequisite: Algebra 1 or teacher recommendation

Credit: 1

Topics of study in this course include inductive reasoning, constructions, properties of lines and angles, triangles and other polygons, the circle, area and volume, the right triangle, similarity; deductive reasoning, area and volume of solids, right triangle trigonometry, similarity, and proof. Geometric concepts are first introduced visually; then analytically, then inductively, and finally, deductively. Computer technology is introduced to the study of geometry through the use of the Geometer's Sketchpad software program

Algebra 2

#MTH4021 – Level I

Prerequisite: Geometry or teacher recommendation

Credit: 1

This course includes the study of topics needed for Pre-Calculus and Calculus. Topics include analyzing equations and inequalities, systems of linear inequalities, polynomial and radical expressions, solutions to quadratic and higher degree equations and inequalities, rational expressions and equations, logarithmic and exponential equations, and discrete math topics. This course continues the implementation of technology through the use of the graphing calculator and calculator based labs. **Please note: This course must be taken at the Level 1 offering if the student intends to enroll in Pre-Calculus.**

Algebra 2

#MTH4022 – Level II; #MTH4033 – Level III

Prerequisite: Geometry or teacher recommendation

Credit: 1

This course requires the development of a reasonably high level of mathematical skill and technique. Topics include analyzing equations and inequalities, graphing linear relations and functions, systems of linear equations and inequalities, polynomials and radical expressions, solutions of quadratic and higher-degree equations and inequalities, and rational expressions. This course continues the implementation of technology through the use of the graphing calculator and calculator based labs.

Advanced Topics in Math

#MTH4502 – Level II

Prerequisite: Algebra 2

Credit: 1

This course includes the study of advanced topics of algebra and analytic geometry needed for higher math classes. These topics include logarithmic and exponential functions, matrices, the conic sections, sequences and series, and discrete mathematics. This course continues the implementation of technology through the use of the graphing calculator and calculator based labs. *This is a College Career Pathways course.*

Pre-Calculus

#MTH5021 – Level I

Prerequisite: Algebra 2 level 1

Credit: 1

The purpose of this course is to prepare students for college level calculus through the study of polynomial, rational, piecewise and circular functions. Matrices are studied, as well as conic sections and vectors. In addition, characteristics such as domain, range, inverse, transformation, and continuity and end behavior are used to analyze and describe graphs. The relationship between circular functions and trigonometric functions is made explicit and these functions, together with their identities, are explored.

AP Calculus 1

#MTH5510 – AP Level Credit 1

Prerequisite: Pre-Calculus with a grade of 85 or above and teacher recommendation.

Calculus is the study of change and motion. Limits, derivative and integration techniques as well as their applications are studied in detail. Students will determine the rate at which the area of a circular oil slick increases, approximate the surface area of a pond, and find the instantaneous velocity of an object in flight. Students in this course will be prepared to take the AP Calculus AB exam in May.

AP Calculus 2

#MTH5520 – AP Level Credit 1

Prerequisite: Calculus 1 with a grade of 80 or above

Calculus 2 is a continuation of the topics of Calculus 1. Topics include applications of integration, an introduction to differential equations, transcendental functions, techniques of integration and infinite series. This course content will prepare students to take the AP Calculus BC exam if they choose.

MUSIC DEPARTMENT

Philosophy

The Valley Regional High School's academic expectations are supported and reinforced in all music classes. The school's social and civic expectations are aligned with departmental expectations.

The goal of the music department is to challenge and nurture through the music experience the intellectual, creative, psychomotor, aesthetic, social, and emotional development of all students, according to their levels of ability and interest in a supportive, structured, and secure environment.

The scope of music education is three-fold: to aid in the well-balanced social, aesthetic, and artistic development of students, to provide the proper environment for students who wish to pursue higher education in music, and to produce musically literate adults.

The content of all music classes aligns with state and national music standards.

MUSIC DEPARTMENT COURSE LISTING

Band	Grades 9, 10, 11, 12
Chorus	Grades 9, 10, 11, 12
Music History	Grades 9, 10, 11, 12
Vocal Class	Grades 9, 10, 11, 12
Music Theory	Grades 9, 10, 11, 12
AP Music Theory	Grades 11, 12
Music Theatre	Grades 9, 10, 11, 12
Introduction to Music Appreciation	Grades 9, 10, 11, 12
Music Appreciation	Grades 9, 10, 11, 12
Jazz Improvisation	Grades 9, 10, 11, 12

Concert Chorus

#MUS2050 – Level II, semester course with a Level 0 option

#MUS2000 – Level II, semester alternate (use this course number if joining band as well as chorus) with a Level 0 option

Prerequisite: None

Credit: 1 (2 credits if taken for full year)

The chorus is open to students in grades 9-12. The emphasis will be on vocalization techniques, music reading, and rehearsal skills of a wide range of choral literature. The chorus performs for Winterfest, the Spring Concert, and often workshops or festivals. Participation carries with it responsibility of attendance at rehearsals and concerts outside the school day. In addition to the concert chorus, students may be selected for advanced ensembles through audition. Advanced students may audition for All-State Chorus, Southern Region District Chorus, the All-New England Chorus, and the Valley Madrigal Consort, and Women's Choir.

Full year participation is strongly recommended.

Concert Band

#MUS1050 – Level II, semester course with a Level 0 option

#MUS1000 – Level II, semester alternate (use this course number if joining chorus as well as band) with a Level 0 option

Prerequisite: Minimum playing and reading skills

Credit: 1 (2 credits if taken for full year)

Emphasis is placed on development of technical facility and musicianship through large and small ensemble experience. Various styles of band and chamber literature will be studied and performed. Participation carries with it the responsibility of attendance at rehearsals, pep band performances, concerts outside the school day, as well as individual practice. Performances include concerts, parades, home football games, adjudication festivals, performances throughout the district, and graduation. Band members are eligible for participation in Southern District, New England, All-State Festivals, and may audition for Jazz Band. Due to block scheduling, band is offered by semester but the students' commitment to the ensemble is full year even if the student is scheduled for only one semester of band. Students and parents are expected to sign a full year participation contract at the beginning of the school year. **Full year participation is strongly recommended**

Music History

#MUS4500 – Level II with a Level 0 option

Prerequisite: None

Credit: 1/2

This course is open to all students who are interested in the origin and evolution of music. Students will study the development of western music from antiquity through the 21st Century. Students will study the role music has played in the development of European and American History. Daily reading, homework, and online quizzes are required to reinforce class discussion.

Vocal Class

#MUS2500 – Level II with a Level 0 option

Prerequisite: None

Credit: 1/2

This course is open to all students in grades 9-12 who desire to improve their vocal technique and music reading skills. Concentration will be placed on individual vocal technique through vocal exercises, breath management, and vocal literature of various periods, as well as developing music reading abilities through the Kodaly method. Basic piano skills will also be introduced.

Music Theory

#MUS4000 – Level II with a Level 0 option

Prerequisite: None

Credit: 1/2

Open to all students interested in learning to compose music. Students will learn about the characteristics of the major and minor keys, intervals and chords and their functions including part writing for four voices. Ear training, dictation, keyboard skills and melodic and harmonic analysis will be included. Students will begin to compose their own compositions.

AP Music Theory

#MUS4100 – Level AP

Prerequisite: Music Theory (Minimum grade of 80) and/or permission of the instructor

Credit: 1

The Advanced Placement Program (AP) course and examination in Music Theory are intended for qualified students who wish to complete studies in secondary school that are equivalent to a first-year collegiate level music theory course focusing on fundamental terminology, notation skills, composition, score analysis, and aural skills. The course prepares students for further study in college by requiring higher level thinking skills as well as independence of thought. Aural skills such as melodic dictation, sight-singing, and listening/evaluating are integral to the course. Students who choose to take AP Music Theory will be encouraged to take the AP exam in May.

Music Theatre

#MUS5000 – Level II with a Level 0 option

Prerequisite: None

Credit 1/2

This course is open to any student in grades 9-12. Students may choose to take this course more than once. Theatre is the study of many forms of theatre that incorporate music as a means of enhancing the theatrical experience as well as a means of communicating ideas and feelings. Students will have the opportunity to explore the basics of acting including improvisation, group scenes, and monologues. Students will also perform excerpts from several musicals.

Intro to Music Appreciation

#MUS4300 – Level II with a Level 0 option

Prerequisite: None

Credit: 1/2

An introductory course, designed to broaden the students' awareness and appreciation of different styles and periods of music. The course will include light classical music, musical theatre, and jazz. Students will also learn the basics of music reading and music theory through recorder playing.

Music Appreciation

#MUS4320 – Level II with a Level 0 option

Prerequisite: Intro to Music Appreciation

Credit: 1/2

This course offers a guide to enhanced listening through the study of music of all stylistic periods from the Middle Ages to the present including ethnic, popular and avant-garde.

Jazz Improvisation

#MUS4700 – Level II with a Level 0 option

Prerequisite: Music Theory & a minimum playing & reading skills on an instrument

Credit: 1/2

This course is open to students in grades 9-12. Students may choose to take this course more than once. Students will study the history and execution of jazz improvisation through daily studies and performance of jazz standards. Students will learn how to improvise melodies over jazz chord changes. Regular practice is required for this class.

PHYSICAL EDUCATION & HEALTH DEPARTMENT

Physical activity and a healthy lifestyle are of value to all humans throughout their entire lives. The Physical Education and Health program at Valley Regional is presented in such a manner as to offer all the students the opportunity to gain the necessary knowledge and to help acquire the appropriate physical and social skills that are essential in developing an active lifestyle that can last forever. The program offers the opportunity for all students to develop and maintain a level of physical fitness necessary for maximum growth and development. One of the major goals of our program is to prepare students for participation in the global community of lifelong fitness.

DEPARTMENTAL REQUIREMENTS

Two credits of Physical Education are required for graduation. All Physical Education courses are quarter courses worth one-half credit. Every student must enroll in at least one-quarter course of Physical Education per year. Any additional quarters selected in a single year are considered electives. Students enrolled in physical education as an elective will be required to turn in extra projects or research papers in addition to the standard physical education requirements. A one-quarter course in Physical Education meets five days per week for approximately nine weeks.

All requests for temporary or permanent exemption from Physical Education should be brought directly to the Physical Education teacher.

One-half credit in Health Education is a requirement for graduation. All ninth grade students must enroll in a health course, lasting one quarter, to meet this requirement.

PHYSICAL EDUCATION ACTIVITY LISTING

Physical Education

#PEH1000

Level 0

Prerequisite: None

Credit: 1/2

In the block schedule format, students may engage in two to three kinds of activities per period in physical education classes. Physical fitness is stressed during Monday, Wednesday and Friday classes throughout the school year. While in the weight room, students will keep a log of their workout sessions from which they can access, analyze and draw conclusions about their individualized workout plans. During this time, students will be responsible for working independently or collaborating with workout partners to modify and adjust individual workout sessions in order to achieve personal improvement goals. Various **fitness and sport-like activities** include: frisbee, golf, group games, soccer, softball, tag or flag football, tennis, track events, walking. **Indoor activities** include: aerobics, badminton, basketball, broomball, indoor soccer, line dancing, pickle ball, puffball, speedball, team handball, volleyball, weight training.

PE – Fit

#PEH3000

Level 0

Credit: 1/2

Prerequisite: Open to all sophomores, juniors, and seniors. It can fulfill the required PE credit only during the junior and/or senior year. Otherwise, a student will receive an elective credit in PE for this course. Students in this particular PE class will be participating in fitness sessions during the activity portion of PE Class. Activities of study during this portion of PE Class include, but are not limited to: Boot Camp, Cardio Kickbox, Hip-Hop Aerobics, Jazzercise, Kettlebell, Line Dance, Pilates, Sculpting, Spin, Tae-Bo, Tae-Chi, Weight Room Training and Yoga.

Health 1

#PEH5000 – Level II

Prerequisite: None

Credit: 1/2

The goal of this required ninth grade course is for students to understand the characteristics of a healthy lifestyle. To this end, students will study issues related to health and how these issues impact their daily lives. The development of decision making skills emphasizing the consequences of one's choices is woven into each unit. Students will work cooperatively in small and large groups to research, create information pamphlets, produce and organize presentations, perform skits, and brainstorm the topics presented in class. The following topics will be introduced and discussed throughout the course: strategies to live a healthy and active lifestyle; strategies to live a lifestyle free of tobacco, alcohol and other non prescribed drugs; explore ways to avoid risk-taking activities that cause intentional and unintentional bodily injuries or diseases; discuss and analyze the physical, mental, emotional and sexual changes that occur throughout a lifetime.

Health 2

#PEH6000 – Level II

Prerequisite: Health

Credit: 1/2

This course is provided to those upper classmen interested in pursuing a career in a health related field. As research is a focus in this course, students will be expected to access, analyze, and draw conclusions about current health issues. Students in Health 2 will study topics such as stress and stress reduction strategies, alcohol and drug related issues and problems as well as personal relationships as they strive to understand and emulate the characteristics of a healthy lifestyle.

SCIENCE DEPARTMENT

Philosophy

Our philosophy is that students should engage in the process of science, discovering for themselves its meaning, opportunities, frustrations and limitations. While theories and facts form the skeleton of each course, our goal is to help students develop a working knowledge of the scientific method, using their critical thinking and reasoning skills. Most science courses are laboratory and activity based experiences. Technology, the use of computers and other tools to model and enhance the learning experience, is an integral part of the science program. The science program at Valley Regional will provide students with the skills to analyze and make informed decisions about problems and issues they will encounter in life. Students who participate in science courses at Valley Regional High School are provided with the opportunity to develop the four major academic aspects of the school's mission statement.

SCIENCE DEPARTMENT COURSE LISTING

Required: NOTE: All students MUST complete 9th and 10th grade science (PSS and Biology) by January of their 10th grade year. This is an effort to better prepare students for the science portion of the CAPT.

Physical Science Survey	Grade: 9
Biology	Grades: 9, 10
Chemistry Study	Grades: 10, 11, 12
Chemistry	Grades: 10, 11, 12
Chemistry in the Community	Grades: 10, 11, 12
Physics	Grades: 10, 11, 12

Electives (*Open to students in grades 11, 12 and to qualified 10th or 9th grade students who have fulfilled the prerequisites.*)

Advanced Astronomy	Grades: 11, 12
Anatomy and Physiology	Grades: 11, 12
Earth Science	Grades: 11, 12
Forensics	Grades: 11, 12
Introductory Astronomy	Grades: 11, 12
Marine Biology	Grades: 11, 12
Vertebrate Zoology	Grades: 11, 12
AP Biology	Grades: 11, 12
AP Chemistry (UCONN Course)	Grades: 11, 12

Physical Science Survey

#SCI1101 – Level II; #SCI1103 – Level III

Prerequisite: None

Credit: 1

This is a one-credit course introducing students to a variety of topics in the physical sciences; Chemistry, Physics and Earth Science. This course provides the foundation, and is a requirement, for all other science courses. This course is designed to prepare students for CAPT testing and supports all aspects of the Connecticut Science Frameworks: Content Standards and Expected Performances.

Students will be involved doing laboratory experiments, problem solving and discussing everyday applications of the science concepts they study. The interrelationships among the different fields of physical science will be surveyed. Class activities will engage students in the scientific process.

Level III students are provided differentiated assignments, word-banks, modified labs and assessments.

Biology

#SCI2001 – Level I; #SCI2002 – Level II; #SCI2003 – Level III

Prerequisite: Physical Science Survey required for all levels

Credit: 1

All the courses engage students in higher thinking skills. Students are challenged to use critical reasoning and use the investigative process of science. Students at this level may be required to complete chapters on their own and present a project to the class. The laboratory, hands-on approach of instruction is divided into various selected themes including plant vs. animal studies, structure and function of cells, genetics, cellular processes, such as mitosis and meiosis and many more. This course fully supports the CT science frameworks. Students in Level 1 will also engage in independent study units such as the Animal Kingdom, Viruses and other various assigned topics in addition to required dissections. Level II is considered a College-Prep Lab Science, with the reduction of some of the more advanced topics. Students in a Level III course are provided differentiated assignments, word-banks, modified labs and assessments (not a College-Prep lab course)

Chem Study

#SCI3301 – Level I

Prerequisites: Physical Science Survey and grade of 80 or better in Geometry and Algebra 2 completed or concurrent and consent of teacher

Credit: 1

Chemistry is presented as an **experimental** science. All of the principles and theories that are used to solve problems are derived from laboratory work. Therefore, emphasis is placed on precise laboratory technique and careful analysis of the data collected. In Chem Study the student develops a model for matter and studies how substances interact. Problem solving skills are an integral part of the course. An understanding of theories and concepts is essential for problem solving.

Chemistry

#SCI3002 – Level II

Prerequisite: Physical Science Survey and Algebra 2 completed or can be taken concurrently with consent of the teacher.

Credit: 1

This course provides an introduction to chemical concepts and applications illustrating the principles of chemistry. Students use a variety of techniques to analyze data and draw conclusions about major concepts in chemistry. Topics of study include atomic and molecular structure, chemical bonds, conservation of matter and stoichiometry, chemical reactions, and organic chemistry. Problem-solving skills and mathematical manipulation are an integral part of the course. Emphasis is placed on conceptual understanding, problem solving and technical writing. Students are required to write several formal laboratories.

Chemistry in the Community

#SCI3012 – Level II, #SCI3013 – Level III

Prerequisite: Physical Science Survey and Biology

Credit: 1

This course is designed to meet the needs of high school students who desire experience in chemistry, with a practical application approach. Chemistry in the Community covers traditional chemistry topics with coverage organized around societal issues rather than the traditional, complex mathematical emphasis. With this program, students learn applications of organic and biochemistry as well as environmental and industrial chemistry. Chemistry in the Community features decision-making activities to give students practice in applying their chemical knowledge in various problem-solving situations in their world. It should be noted that students are NOT eligible for college credit in this course; it is a survey of chemistry and its applications to society.

The seven units of study in Chemistry in the Community cover the topics: Water, Materials, Petroleum, Air, Industry, Atoms, and Food.

Physics

#SCI4001 – Level I

Prerequisites: Physical Science Survey and completion of Algebra 2.

Credit: 1

This course is an approach to contemporary physics, stressing the relationships of theory and experimentation, conceptual understanding and problem solving. Each topic is developed sequentially starting with the simpler ideas and moving on to the more complex ideas. The laboratory portion of the course offers a wide variety of challenging experiments in solving problems by observation and measurement. Each aspect of the course serves to strengthen the students' understanding of physical phenomena.

Electives:

Advanced Astronomy

#SCI5411 – Level I

Prerequisites: Introductory Astronomy and Algebra I and Geometry (with grade of 80 or better) or teacher recommendation.

Credit: 1/2

This course provides the student with the opportunity for an in-depth investigation into the field of Astronomy, including the scale of the cosmos, the sky, cycles of the sky, the origin of modern Astronomy, astronomical tools, etc. The course is run in a discussion/lab format with a very in-depth project on one chapter (student's choice) from the textbook. Evening observations may be offered but not mandated.

Anatomy and Physiology (Human Biology)

#SCI5601 – Level I; #SCI560 – Level II

Prerequisite: Biology

Credit: 1

This course is designed to provide a wide variety of experiences to help the student learn about the structure and function of the human body. The laboratory, hands-on approach of instruction is divided into a study of various systems and themes with the human animal as the center of study. Topics include the study of the bodily systems, nutrition and disease; and how each organ and systems interact to make the complete human organism. Dissection of various samples is integrated into the instruction of the course.

Earth Science

#SCI5202 – Level II; SCI5203 – Level III

Prerequisite: Physical Science Survey

Credit: 1/2

Earth Science is a composite of the study of the Earth and its phenomena. Students will have the opportunity to explore several topics, such as rocks and minerals, weather, mapping, glaciers, plate tectonics, earthquakes, and volcanoes. Emphasis will be placed on the importance of these topics and their impact on global interdependence. Students will have the opportunity to explore these topics through hands-on activities, internet research and laboratory work.

Forensics

#SCI5302 – Level II; #SCI5303 – Level III

Prerequisite: Physical Science Survey

Credit: 1/2

Forensics is an introductory general science elective. This class is an inquiry-based laboratory course with an emphasis on techniques and problem solving strategies. Students will use a combination of process skills learned from the textbook and deductive reasoning skills. Issues will revolve around crime scene evaluation, fiber and hair analysis, fingerprint analysis, blood drop analysis and others. The course is designed to fit the needs of individual students. Level III forensics students are provided the opportunity to learn the same skills as level II students, but assessments are varied to complement their learning ability.

Introductory Astronomy

#SCI5401 – Level I; #SCI5402 – Level II

Prerequisites: Physical Science Survey and Algebra I

Credit: 1/2

This course allows a student to investigate the starry sky, the stars, stellar evolution, the solar system, the moon, and galaxies. The course is run in a discussion/lab format, with several resulting projects (2 or 3 major). Evening observations may be offered, but not mandated. This course fulfills the school's mission statement components of speaking effectively, writing proficiently, and accessing, analyzing and drawing conclusions from information to solve problems.

Marine Biology

#SCI5102 – Level II, #SCI5103 – Level III

Prerequisite: completion of Physical Science Survey and Biology

Credit: 1/2

This course explores such subject matter as seawater and its composition, the ocean floor and its sediments, ocean currents, waves and shorelines, as well as the plants and animals, which inhabit the ocean. Course is a discussion/lab. Students are expected to complete a marine biology project as part of their grade. Students in a level III course are exposed to the same curriculum but have differentiated assessments that reflect their learning style.

Vertebrate Zoology

#SCI5011 – Level I; #SCI5012 – Level II

Prerequisite: Biology

Credit 1

This course will explore the anatomy, physiology, development and classification of organisms found in the kingdom Animalia that have backbones. The approach of this course will be one of evolutionary development beginning with fish and moving through amphibians, reptiles, birds and mammals. This course incorporates research, projects, and lab experiences. L1 students are required to complete the articulation of a vertebrate skeleton, which the student has previously dissected. L2 students are exempted from this assignment.

Electives courses offered in school years beginning with odd calendar year

AP Biology #SCI2300 Level AP Credit 1

AP Biology PART 2 #SCI2301 Level AP Credit 1/2

This course will be offered $\frac{3}{4}$ of a year, quarters 1-3.

Prerequisites: Minimum of a grade of 85 in Biology & Chemistry L2 or higher

This course provides students with the opportunity to pursue two semesters of college level biology at the high school level. The areas to be covered by the course will be the principles and process of molecular and cellular life, utilization of energy, maintenance and regulation of the internal environment of organisms, gene activities, ecology, and the origin of life and diversity of forms of life. As this is a college level course, students are expected to demonstrate the ability to perform independently at the college level. Students will also spend time directly preparing for the AP test.

Requirements: Assigned reading and writing (in *addition* to the school wide Summer Reading Program) and/or projects the summer prior to enrollment. Students are expected to take the AP test in Biology.

Electives courses offered in school years beginning with even calendar year

AP Chemistry #SCI3600 Level AP Credit 1

AP Chemistry PART 2 #SCI3601 Level AP Credit 1/2

This course is part of the UCONN ECE Program. Students who qualify may register with the Counseling Department.

This course will be offered $\frac{3}{4}$ of a year, quarters 1-3.

Prerequisites: The students accepted into Advanced Chemistry must have completed Chem Study with a grade of 80% or better or Chemistry L2 with a grade of 90% or better and consent of instructor.

This course is designed to provide a foundation for more advanced students in Chemistry. The topics covered include: the atomic theory, the laws and theories concerning the physical and chemical behavior of gases, liquids, solids, and solutions. The properties of some of the more familiar elements and their components are discussed. The laboratory work involves quantitative measurement for the laws of chemical combination, as well as qualitative measurement for equilibrium systems.

SOCIAL STUDIES DEPARTMENT

Philosophy

It is the philosophy of the Social Studies department at Valley Regional High School to provide students with the enduring knowledge and skills necessary to become lifelong learners and productive citizens in a global society. By understanding their roots and connections to the past, students will comprehend their context, recognize the commonality as well as respect the diversity of people across time, and appreciate the delicate balance of rights and responsibilities in an open society. They will develop a sense of empathy and the habits of thoughtful analysis and reflective thinking. They should be active contributors to a society that is increasingly interdependent with other nations of the world as they develop an understanding of America within the global community.

Students will be able to recognize the enduring struggle to find the proper balance between protecting the rights of the individual and promoting the common good. They will be equipped with the background to conduct research, the skills to place conflicting ideas in context, the wisdom to make good judgments, and the ability to make informed decisions in addressing the tensions inherent in the national and global society.

SOCIAL STUDIES DEPARTMENT COURSE LISTING

Global Studies II	Grade 9
The Constitution and Civic Responsibility	Grade 10
America in the Twentieth Century or	Grade 11
AP United States History	Grade 11
Contemporary Issues and/or	Grade 12
Western Civilization (UCONN Course) <u>or</u>	Grade 12
Western Civilization 2 (UCONN Course)	Grade 12
Electives:	
Local History	Grades 10, 11, 12
Economics	Grades 10, 11, 12
Psychology	Grades 10, 11, 12
Sociology	Grades 10, 11, 12
Understanding the Middle East	Grades 10, 11, 12
Understanding Asia	Grades 10, 11, 12
Modern China	Grades 10, 11, 12
Modern Japan	Grades 10, 11, 12
20 th Century Warfare	Grades 10, 11, 12

Global Studies is the prerequisite for all Social Studies courses

Global Studies II

#SOC1101 – Level I, #SOC1102 – Level II; #SOC1103 – Level III

Prerequisite: None

Credit: 1

Global Studies II is a continuation of Global Studies I offered in 8th Grade. The focus of this heterogeneously grouped course is the 20th Century through the present including the historical worldwide events and regional geography, culture, and history. Designed in thematic units, this course will focus on two areas of study, *The 20th Century Crisis, 1914-1945* and *Toward A Global Civilization, 1945 – Present*. Analytical skills will be introduced and practiced systematically throughout the course to develop students into critical and historical thinkers. These skills include: research; access, analyze, and drawing conclusions from information; writing; and working independently and collaboratively. With the focus being the 20th Century, students will understand their place within modern history and become prepared to participate in the growing global community.

The Constitution and Civic Responsibility

#SOC2101 – Level I

#SOC2102 – Level II

#SOC2103 – Level III

Prerequisite: Global Studies II

Credit: 1

Students will be introduced to the framework of the United States Constitution and the functions of federal, state, and local government. Within this framework, students will become familiar with the historical and philosophical foundation of our system of government and the process by which the United States Constitution was established and continues to be the basis for our constitutional democracy. Students will also investigate the rights and responsibilities of citizenship. One of the main goals of this course is to encourage active civic participation. Students will confront such questions as: What is civic participation and how can I be involved? How has the meaning of citizenship evolved? What is the balance between the rights and responsibilities of citizenship? What is the role of the citizen in the community and the nation? How can I make a positive difference? The Constitution and Civic Responsibility course addresses these questions through a variety of exercises including: mock trial, debate, Congressional hearing, and town meeting. Students will practice critical thinking skills through non-fiction reading, information analysis, and persuasive writing. The Constitution and Civic Responsibility is a state mandated curriculum offering.

NOTE: *This is now a semester long course beginning with the 2010-2011 school year.*

America in the Twentieth Century

#SOC3101 – Level I; #SOC3102 – Level II; #SOC3103 – Level III

Prerequisite: The Constitution and Civic Responsibility

Credit: 1

America in the Twentieth Century works to develop the critical skills students need to analyze, understand, and appreciate history. The course covers the Twentieth Century beginning with the events prior to the First World War and ending with the 2004 presidential election. The course focuses on two primary goals - exploring the diverse and rich social, political, and economic history of the United States **and** developing three absolutely vital skills: interpreting and using primary sources, mastering the art of answering document-based questions, and writing effective history essays. This course is centered on these two goals with students using these skills as they analyze essential historical questions. The Social Studies Department at VRHS understands and is committed to the belief that to be successful in history it is not enough for a student to master the names, dates, & events in history. How well the student interprets, analyzes, and uses this information are the keys to success.

AP US History

#SOC3300 – Level AP Credit 1

AP US History PART 2

#SOC3301 – Level AP Credit 1/2

This course will be offered ¾ of a year, quarters 1-3.

Prerequisites: Grade of 90 or better in Global Studies and The Constitution and Civic Responsibility and department coordinator recommendation.

The Advanced Placement Program (AP) course and examination in United States History are intended for qualified students who wish to complete studies in secondary school equivalent to college introductory courses in U.S. History. The course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full year introductory college courses. Students will learn to assess historical materials – their relevance to a given interpretative problem, their reliability and their importance – and to weigh the evidence and interpretations presented in historical scholarship.

Admission to an AP course should depend upon a student's commitment to the subject.

Contemporary Issues

#SOC4051 – Level I; #SOC4052 – Level II; #SOC4053 – Level III

Prerequisite: America in the Twentieth Century, AP United States History

Credit: 1

Contemporary Issues is a required course for seniors, grade 12, and is needed to complete the student criterion for graduation unless the student takes Western Civilization. We will be investigating the complexity of current issues through critical thinking involving research, analysis and synthesis, open and civil discussion, and the use of varied disciplines to further our understanding of today's world. A major portion of the course is an independently produced senior portfolio project. In addition, this course is designed to do the following:

- expand student horizons concerning domestic and international issues in preparation for participation in a global community;
- utilize critical thinking skills in support of student opinions and the evaluation of varied viewpoints;
- fine tune the skills needed to accomplish useful and academically sound independent research involving extensive reading, writing, and speaking;
- optimize student participation in discussion of pertinent topics and issues related to current and the future concerns;
- prepare you to be productive and responsible citizens who continue to search for solutions to the issues and problems of the day;
- capitalize on senior maturity and responsibility to gain confidence in working independently and collaboratively.

Western Civilization 1

#SOC5010 – Level 1 Credit 1

This course is part of the UCONN ECE Program. Students who qualify may register with the Counseling Department.

Prerequisite: America in the Twentieth Century, AP United States History and teacher recommendation
This course is an overview of the major developments of Western Civilization from Antiquity to the Protestant Reformation (Ancient, Medieval and Renaissance History). It assesses our indebtedness to the achievements of those who laid the foundation of modern Western Society. These include: the development of political institutions, legal systems, economic growth and cultural expression. As a college course in history, our study is centered on the practice, and not just the study, of history. Students are expected to be disciplined and self motivated. A desire to learn coupled with an innate intellectual curiosity is underpinnings of being successful in this course. History is as much or more about asking questions, and determining which questions to ask, as it is about answering them. This idea is central to this course.

Western Civilization 2

#SOC5020 – Level 1

Credit 1

This course is part of the UCONN ECE Program. Students who qualify may register with the Counseling Department.

Prerequisite: America in the Twentieth Century, AP United States History and teacher recommendation
Similar in its approach to Western Civilization I, this course is an overview of the developments in Modern Western Civilization. Our study begins with the Enlightenment and its impact upon the Age of Revolution, The Foundations of Modern Nations in the Nineteenth Century, the impact of industrialization upon nations and society, and an assessment of the Twentieth Century as an era of competing ideologies. Primary emphasis will be placed upon the intellectual history and how ideas have shaped our history. As mentioned, above, our study is centered on the practice, and not just the study, of history. Therefore, students are asked to delve into history with insightfulness and self discipline expected of a college student. This course may be taken independently of Western Civilization I.

Electives courses offered in school years beginning with even calendar year

Local History

#SOC6402 – Level II; #SOC6403 – Level III

Prerequisite: Global Studies

Credit: 1/2

Local History focuses on the rich and varied history of Chester, Deep River and Essex. Thematically focused with topics that include: Native Americans, the settling of the Saybrook Colony, Witchcraft in Saybrook, African-American slavery, Chester, Deep River and Essex's emergence as communities, shipbuilding, the Industrial Revolution, the evolution of the steamboat and railroad in the Connecticut River Valley, our participation in World Wars I & II, the transformation of the local economies in the past decades, and a wide variety of local topics of interest. This course is research and project oriented aiming to meet the needs of all students. Those enrolling in this course need to be prepared to work independently and collaboratively.

Psychology

#SOC6202 – Level II

Prerequisite: Global Studies

Credit: 1/2

This Social Studies elective is centered on the introduction of psychology as a distinct subject area. The course will emphasize learning and cognitive processes, workings of the body and mind, transition through the life span, personality and individuality, adjustment and breakdown and human relations. It should be emphasized that this course will treat psychology as a subject matter with distinct body of knowledge including vocabulary, subject analysis, rational justifications, in-depth essays, problem solving and significant reading and research.

Understanding the Middle East

#SOC6702 – Level II

Prerequisite: Global Studies

Credit: 1/2

This elective course is designed to give the student a basic understanding of a region of the world referred to as the Middle East. The content of the course will concentrate on the countries that make up this area of the world along with their geography, history, and varied cultures. Particular attention will be given to an appreciation of the Middle East's role in human history, a look at the current situation in the Middle East through selected critical reading and writing, analysis of present and future problem areas, Socratic discussions, oral presentations, and independent research.

Modern China

#SOC6901 – Level I, #SOC6902 – Level II

Prerequisite: Understanding Asia

Credit: 1/2

This elective course is designed to give the student a better understanding of modern day China and its role in world affairs. This will be an issues oriented course focused on China's modern history starting with the advent of Western Imperialism and an emphasis on its culture and its people. While this is primarily an activities based course, the study of modern China will include the reading and analysis of primary and secondary sources, the use of technology, oral presentations and discussions, and written responses to information presented in class and for outside research.

Electives courses offered in school years beginning with odd calendar year

Economics

#SOC6002 – Level II

Prerequisite: Global Studies

Credit: 1/2

Economics is the study of ways in which societies use the limited resources available to them to meet the unlimited wants of their citizens. To that end, this course will be an introduction to the study of economics as a social science and its main concepts and methodologies. It will also provide an overview of the free enterprise system of the United States. Topics of study will include: scarcity, opportunity costs, business organizations, supply and demand, price, competition and markets, unemployment, government spending and taxation, money, financial markets, GDP, inflation, poverty, the Federal Reserve, monetary policy, international trade, and global economic challenges. Students will evaluate the role of the government in the United States economy. Students will also read 'real world' articles about economic issues. In addition, many economic concepts will be demonstrated via classroom simulations.

Sociology

#SOC6102 – Level II

Prerequisite: Global Studies

Credit: 1/2

Sociology is the study of groups, or social structures, and the impact these organizations have over the thoughts, feelings, and actions of individuals. Its major focus is on how people interact with one another in society. In addition to social structures, students will examine how social control, deviance, and social inequalities (race, gender, and age) all impact society. How society reacts to these are studied through understanding the beliefs, traditions, and norms play in culture. The roles people play in society will also be examined. Students will engage in sociological observation and inquiry by conducting several individual and group 'experiments'.

Understanding Asia

#SOC6802 – Level II

Prerequisite: Global Studies

Credit: 1/2

This is an introductory course centered on the historical, political, economic, and cultural development of the nations of Asia. This region of the world continues to be of importance in every global concern. Major geographic areas of study include East Asia (China, Korea, and Japan), Southeast Asia (Laos, Cambodia, Vietnam), and South Asia (India, Pakistan, Bangladesh). The purpose of this course is to have students gain an initial historical understanding of the region and of its importance globally. An emphasis will be placed on cultural diffusion, the exchange of ideas, and global interdependence. Students will discuss contemporary issues of concern, participate in role-playing exercises, evaluate economic data, and assess the impact of major historical events on the everyday people of Asia.

Modern Japan

#SOC7001 – Level I, #SOC7002 – Level II

Prerequisite: Understanding Asia

Credit: 1/2

This elective course is designed to give the student a better understanding of modern day Japan and its role in world affairs. This will be an issues oriented course focused on Japan's modern history with an emphasis on its culture and its people. While this is primarily an activities based course, the study of modern Japan will include the reading and analysis of primary and secondary sources, the use of technology, oral presentations and discussions, and written responses to information presented in class and for outside research.

20th Century Warfare

#SOC7202 – Level II

Prerequisite: Global Studies

Credit:1/2

This course will be a survey of the causes, execution, and effects of armed conflict over the last century. The course will focus on the various types of warfare including, but not limited to, total war, armed manifestations of the Cold War, wars of liberation, as well as guerilla war, terrorism, and the planning and preparation of nuclear war. It is hoped that during the course, students will develop an understanding of the following: the causes of war, diplomacy and its role in the prevention of war, the relationship between geography and war, the military tactics, weaponry, and strategy of the various types of war, ideologies that give cause to war and the effect that war has on society as it is fought as well as the aftermath.

Students will examine a number of essential questions including:

1. Why do nations have war?
2. What effect does war have on nations and the people within them?
3. Is war inevitable?
4. Is war ever justified?

SPECIAL EDUCATION DEPARTMENT

The Special Education Department offers classes to meet the individual needs of students identified with disabilities according to Federal and State guidelines.

It is the goal of the Special Education Department to ensure that each student with a disability has the opportunity to acquire the knowledge, skills and competencies consistent with his/her potential. The Special Education Department provides a continuum of services to support the instructional needs of students with disabilities.

An IEP team (consisting of the student, parents, teachers, administrators, counselors, and specialists) meets annually to develop an Individualized Education Plan. The IEP team works collaboratively to develop an appropriate program (including goals, objectives, transition and related services) for the individual student. When available and appropriate, students may be placed in co-taught classes in core academic areas. A student's program may also include the following courses:

Special Education Department Course Offerings

Academic Assistance
ESOL
Freshman Seminar

Life Skills English
Life Skills Social Studies

Life Skills Math
Life Skills Science
Life Management

Academic Assistance

#LRS1000

Credit: 1/2

The purpose of Academic Assistance is to reinforce classroom concepts as well as address specific IEP goals. Study, time management, and self-advocacy skills will also be taught throughout the course. Assistance with classroom assignments will be provided to support student learning. Students will be encouraged to manage and complete all assignments successfully. The expectation is for students to assume responsibility for completing portions of assignments on their own time. Special education teachers will collaborate with subject area teachers to ensure individual student success.

English for Speakers of Other Languages (ESOL)

#LRS4000

Credit: 1/2

This course is for students who are learning to speak, read, write, and comprehend English. Students are eligible if they have not yet achieved an overall proficiency score on the Las Links Language System Assessment. Additionally, students are offered academic support in their other classes.

Freshman Seminar

#LRS2000

Credit: 1/2

This course focuses on providing a smooth transition to high school for incoming freshmen. Topics include study and self-advocacy skills, communication and learning styles, multiple intelligences, and writing skills to support critical analysis and CAPT responses. Academic support is provided in specific subject areas throughout the course.

Life Skills English

#LRS3100

Credit: 1/2

This course strives to promote student independence in the use and application of practical English and language skills. Materials and situations from everyday life are used to enhance student reading, vocabulary and communication skills. Content is individualized, based on student need. Subjects explored vary and may include independent living skills, work based vocabulary, everyday reading tasks and selected items which reflect the English program. Students are challenged to comprehend written language and communicate effectively, as well as work independently and collaboratively throughout the course.

Life Skills Social Studies

#LRS3300

Credit: 1/2

This course strives to promote student independence in the identification and use of history and civic related skills. The course is individualized, based on student need. Subjects explored vary and may include specific topics of U.S. History, government, current events, geography, and relationship structure. Activities such as community participation, civics in action (taxes and voting), identification and creation of timelines and map reading will be included. Selected items from the history curriculum are integrated to reflect the general education program. Throughout this course, students are expected to comprehend written language and communicate effectively, as well as work independently and collaboratively.

Life Skills Math

#LRS3200

Credit: 1/2

This course strives to promote student independence in the identification, use and application of math skills. The course is individualized, based on student need. Subjects explored in this course range from basic math to pre-algebra, with a focus on problem solving across all areas of instruction. Hands on activities are integral: - measurement, budgeting, inventory and time management are topics included in various vocational tasks. Selected items from the math curriculum are integrated into the context of the course to reflect the general education program. Students are expected to access, analyze and draw conclusions from information and communicate effectively, as well as work independently and collaboratively during this course.

Life Skills Science

#LRS3400

Credit: 1/2

This course strives to promote student independence in the identification and application of science skills. The course is individualized, based on student need. Subjects explored vary and may include, but are not limited to: nutrition, the life cycle, weather, mapping, and the environment. Emphasis is placed on the process of science: discovery, meaning, opportunity, frustrations and limitations. Hands on activities and basic and/or modified lab procedures are taught throughout the course. Selected items from the science curriculum are integrated to reflect the general education program. In this course, students are expected to access, analyze and draw conclusions from information as well as work independently and collaboratively.

Life Management

#LRS3000

Credit: 1/2

This quarter course strives to promote and transition students to independent life after high school. Topics may include budgeting and math skills, job seeking skills, interviewing techniques, business correspondence, household management, Internet safety, credit information, access to community service. In this course, students will be expected to actively participate in planning for their future while learning skills to successfully integrate into life after high school. Students enrolled in this course will also receive academic assistance (see above description) for a portion of the time. Students are challenged to comprehend written language and communicate effectively, as well as work independently and collaboratively throughout the course.

TECHNOLOGY EDUCATION DEPARTMENT

Philosophy

Technology is the application of theory and knowledge to solve problems and meet human needs. Technology Education is a comprehensive, hands-on educational program that applies academic knowledge and technical skills utilizing a variety of activities and projects that result in a concrete product. It provides students with an opportunity to explore communication, construction, transportation and production techniques and technologies.

Through Technology Education, students gain cognitive and problem solving skills using methods of design, production, research, and analysis. The students are taught to effectively and safely use the tools, resources, processes and concepts of technology to provide them with a comprehensive education. Although not primarily vocational, students are introduced to a broad range of desirable work related skills that can enhance their employability.

Technology Education Statement of Purpose

Technology Education provides unique educational opportunities and experiences found nowhere else within the school system. Through hands-on learning and a project-oriented curriculum, Technology Education introduces skills necessary to complete the comprehensive education of the student. Technology Education promotes self-reliance, problem-solving skills, academic excellence, intellectual and social growth, to help the students reach their fullest potential in a global community.

Technology Education Departmental Goals

The Technology Education Department strives to have the student:

- Use the terms of technology in a clear and organized manner in both speaking and writing.
- Find, retrieve and use information from a variety of sources.
- Be able to question and think creatively to solve problems.
- Develop cognitive and psychomotor skills.
- Work safely and effectively with current technology resources, processes and tools.
- Develop an appreciation of craftsmanship and aesthetics.
- Participate cooperatively and collaboratively with respect for others in a hands-on learning environment.
- Gain self-discipline by participating in laboratory experiences.
- Produce a high quality project that solves a problem or meets their needs using creativity, design concepts and technology.

The Technology Education Department achieves these goals through the assessment of the following Student Performance Expectations and Learning Outcomes.

The Technology Education student will be able to:

- Access written materials, performing step-by-step procedures, to achieve a measurable result.
- Create written critiques of student work or content specific materials.
- Research, analyze and adapt information, from a variety of sources, to complete a task.
- Create sketches, drawings, and other visual media, to communicate ideas necessary to achieve a desired outcome.

TECHNOLOGY EDUCATION COURSE LISTING

Wood	Grades 9, 10, 11, 12
Advanced Wood	Grades 9, 10, 11, 12
Building & Construction	Grades 9, 10, 11, 12
Technical Drafting	Grades 9, 10, 11, 12
Architectural Design	Grades 9, 10, 11, 12
Advanced Architectural Design	Grades 10, 11, 12
Engineering Design	Grades 9, 10, 11, 12
Advanced Engineering Design	Grades 10, 11, 12
Graphic Art 1	Grades 9, 10, 11, 12
Graphic Art 2	Grades 10, 11, 12
Introduction to Photography	Grades 9, 10, 11, 12
Advanced Photography	Grades 9, 10, 11, 12

Wood

#TEC4000 - Level II with a Level 0 option

Prerequisite: None

Credit: 1

This course is open to all students. The course is designed to provide a comprehensive experience in manufacturing with an emphasis on design, group work, production and the proper use of terminology, tools and equipment. Students will work in small groups to produce proto-types for a class production project. Other processes covered include layout, cutting, shaping, joinery, finishing wood products and machine safety.

Advanced Wood

#TEC4010 - Level II with a Level 0 option

Prerequisite: Wood or Building and Construction

Credit: 1

This course is an extension of exploratory laboratory experiences in the wood area, providing for specialization. The work may have pre-vocational significance for students who plan careers in woodworking or related vocations.

Building and Construction

#TEC4050 - Level II with a Level 0 option

Prerequisite: None

Credit: 1

This course introduces students to the technology of the building trades. Besides serving an exploratory, pre-vocational purpose, it also provides future homeowners with a basic knowledge of carpentry, masonry and other phases of construction. The course is designed to develop the student's home improvement skills and increase his/her expertise as a consumer of home improvement products.

Technical Drafting

#TEC1050 - Level II with a Level 0 option

Prerequisite: None

Credit: 1

A basic course in the fundamentals of Mechanical Drawing in which topics include technical lettering, three-view visualization and drawing, dimensioning, pictorials and an in-depth introduction to computer aided drafting. Also included is an overview of careers and opportunities in drafting.

Architectural Design

#TEC3010- Level II with a Level 0 option

Prerequisite: Technical Drafting

Credit: 1

This is an exploratory course designed to acquaint the student with entry-level skills in the field of architectural design and drawing. Emphasis is on basic home construction, terms and vocabulary, and drawing skills. Students will develop a complete design package of a basic residential home using 2-D and 3-D Architectural CAD techniques.

Advanced Architectural Design

#TEC3040 - Level II with a Level 0 option

Prerequisite: Architectural Design

Credit: 1

Students will build on the skills learned in the previous course to create Architectural presentations of their own advanced designs. Topics include section views, interior elevations, interior and exterior lighting presentations, landscape design, and site integration. Research and application of energy efficiency will also be explored. (May be taken for credit a second time, with approval of instructor)

Engineering Design

#TEC2010 - Level II with a Level 0 option

Prerequisite: Technical Drafting

Credit: 1

This project based course is designed to acquaint the student with entry-level skills in the field of Mechanical and Engineering Drawing. All design work will be created using up to date CAD software and techniques. Students will design, develop and build a given engineering project. Use of Computer Aided Manufacturing software and related equipment, along with other tools, will be used to manufacture components to the students' design. Topics include working drawings, machine design, screw threads, and tolerancing. A design project will serve as the catalyst for the application of Physics and the development of problem solving skills using the Design Process.

Advanced Engineering Design

#TEC2040 - Level II with a Level 0 option

Prerequisite: Engineering Design

Credit: .1

Students will build on the information and skills learned in the previous course to create an advanced engineering project. Topics include advanced CNC manufacturing, lofting, sheet metal design and manufacturing, and basic mold design and manufacturing. A group design project in the area of machine design and/or robotics will culminate the engineering experience. (May be taken for credit a second time, with approval of instructor)

Graphic Art 1

#TEC5010 – Level II with a Level 0 option

Prerequisite: Grade of 80 or better in Introduction to Photography

Credit: 1

The course is designed to provide a comprehensive sampling of the basic skills used in the graphic arts field. Areas covered are design and layout, advertisement, marketing presentation skills and other methods of graphic communication. Students are expected to participate independently and collaboratively on homework, class discussions and projects/assignments in relation to the graphic arts world. In this course students will be participating, examining and working with local companies/businesses in designing and creating advertising material and be able to present these projects and concepts in a business type environment. A text book and other print and non-print materials are provided.

Graphic Art 2

#TEC5020 - Level: II with a Level 0 option

Prerequisite: Grade of 80 or better in Graphic Art 1

Credit: 1

This course is designed for a more in-depth study and concentration in the graphic communication field. A text book and other print and non-print materials are provided. Graded homework should be expected.

Introduction to Photography (Chemical and Digital)

#TEC6000 - Level: II with a Level 0 option

Prerequisite: None

Credit: 1/2

Introduction to Photography will explore and analyze the evolution, principles, supplies, equipment, processing, enhancement, digital manipulation, digital advertisements and presentation of professional images to use in their own photo assignments.

This course exposes students to the skills used by a certified trained photographer, students should expect to study and read. Creative assignments and most photographic assignments will be expedited to be completed outside of class. For the course objectives to be met, the student should expect to spend 98% of the period hands on. To make the class educationally sound, students 120% effort is expected. Necessary supplies to complete all projects are provided; any additional supplies must be purchased. Graded homework will be expected.

Advanced Photography (Chemical and Digital)

#TEC6100 - Level: II with a Level 0 option

Prerequisite: Grade of 80 or better in Introduction to Photography

Credit: 1/2

This course is designed for a more in-depth study and concentration in the photography world. This Advanced photography course provides a real world, serious approach to professional photographic education, where specialized training is completed within nine weeks.

The mission of the Advanced Photography course is to provide students who have an expanded interest in photography with a means of developing their artistic approach and technique. Students will build an understanding of the skills needed in the commercial photography, advertising, and marketing professions. Students will practice studio photography and focus in the industry standard software Adobe Photoshop. The Advanced Photography course is an extension of the Introduction to Photography course, and is recommended for students with a distinct passion and respect for photography.

WORLD LANGUAGES DEPARTMENT

Philosophy

Using the 5 C's (*communication, cultures, connections, comparisons, and communities*) as the basis for all modern language course instruction (Spanish and French), the students will study language, customs and traditions, while developing the communication skills necessary for the understanding and communicating within such target cultures. The student will learn to comprehend written language, write proficiently, access, analyze, and draw conclusions from information to solve problems, and speak effectively. We are committed to preparing our students to be productive and responsible citizens who are lifelong learners, prepared to participate in a global community. Our program challenges our students intellectually, socially, and creatively, and encourages them to cultivate their unique talents in an environment that is supportive, structured and secure. In addition to modern language course instruction, the department offers four years of instruction in Latin, focusing on the study of the language and cultural heritage of the Latin/Roman civilization.

The World Languages Department recommends the following sequence for those students presently in Spanish 1 or French 1 in 8th grade. The faculty feels this sequence is the best for meeting university requirements and placement tests, which the student may have to take upon entering college. (*Other sequences are possible*). Students must receive at least a 75 average to continue on to the next level of the language, for the initial 3-course sequence (Levels I-III) and an average of 80 for continuation into Levels 4, 5, or 6. (Levels V and VI have additional entry requirements based on proficiency levels and instructors' recommendations.)

Freshman year:	French 2/Spanish 2-French 3 /Spanish 3
Sophomore year:	French 4 /Spanish 4 (if 80+ average earned)
Junior year:	French 5/Spanish 5 (entry by proficiency evaluation and recommendation of instructor) (UCONN course)
Senior year:	French 6, Spanish 6 (entry by proficiency evaluation/ recommendation of instructor) (AP) (UCONN course)

The World Languages Department encourages students to pursue a second world language, either concurrently with the first language or following completion of the basic 3-course sequence (Levels I-III) of the first language.

Specific course offerings vary each semester/year. Courses available in the World Languages Department include:

French 1, 2, 3, 4, 5, 6
Spanish 1, 2, 3, 4, 5, 6
Latin 1, 2, 3/4

The World Languages department recommends that students take both French 2/Spanish 2 and French 3/Spanish 3 in sequence in grade 9 or 10 (depending on whether you took world language in grade 8.)

WORLD LANGUAGES DEPARTMENT COURSE LISTING

French 1	Grades 9, 10, 11, 12
Spanish 1A	Grades 9, 10, 11, 12
Spanish 1B	Grades 9, 10, 11, 12
French 2	Grades 9, 10, 11, 12
Spanish 2	Grades 9, 10, 11, 12
French 3	Grades 9, 10, 11, 12
Spanish 3	Grades 9, 10, 11, 12
French 4	Grades 10, 11, 12
Spanish 4	Grades 10, 11, 12
French 5 (UCONN Course)	Grades 10, 11, 12
Spanish 5 (UCONN Course)	Grades 10, 11, 12
AP French 6 (UCONN Course)	Grades 11, 12
AP Spanish 6 (UCONN Course)	Grades 11, 12
Latin 1	Grades 9, 10, 11, 12
Latin 2	Grades 9, 10, 11, 12
Latin 3	Grades 10, 11, 12
Latin 4	Grades 10, 11, 12

French 1 #WLA2010 – Level II

Spanish 1 A #WLA3010 – Level II

Spanish 1 B #WLA3012 – Level II

Prerequisite: None

Credit: 1

Students will learn the basic fundamentals of the language with an emphasis on the vocabulary and grammar structures that enable them to communicate within common everyday situations. There will be an emphasis on asking and answering questions as well as an emphasis on conversations, which will include the vocabulary and grammatical structures from the lessons. Listening skills will be emphasized. At the end of the course, the students should be able to communicate in oral and written form within the limits of the topics completed. The communication at this level will stress the use of simple present and past tense.

Due to the results of the elementary Spanish program (FLES), students who successfully complete 8th grade Spanish begin Spanish 2 at the high school at a more advanced level than in previous years. Therefore, in order to insure that all Spanish 2 students can begin at the same level, Spanish 1 at the high school has been extended to a full year. All students beginning Spanish for the first time must take Spanish 1 A & B before enrolling in Spanish 2.

(Students who have completed 8th grade Spanish I with less than a 75 average or who want to strengthen their Spanish 1 background prior to taking Spanish 2 may be permitted to enroll directly in Spanish 1B with counselor and instructor approval.) Students who have under a 75 average in Spanish 1, yet still wish to enroll in Spanish 2, will be asked to retake the Spanish 1 final exam to determine if they are capable of handling the work level in Spanish 2.

French 2 and Spanish 2

#WLA2020 – French Level II; #WLA3020 – Spanish Level II

Prerequisite: **French 1/Spanish 1 with a grade of 75 or higher, or approval of instructor.**

Credit: 1

Following a short review of the basic grammar and vocabulary introduced in the first year, the students will be given more extensive vocabulary and grammar concepts to enable them to communicate orally and in writing in a slightly more sophisticated manner. They will learn more complex verb tenses that facilitate communication and narrative modes in the present past and future. Through the course's content, the students will explore the customs and traditions of the people of the French and Spanish speaking worlds. Listening skills will be emphasized.

French 3 and Spanish 3

#WLA2030 – French Level I; #WLA3030 – Spanish Level I

Prerequisite: **French 2/Spanish 2 with a grade of 75 or higher, or approval of instructor.**

Credit: 1

The main objective of the third year is to enable the student to attain an increased degree of communicative competency and proficiency in each of the five language skills: listening, speaking, reading, writing and cultural awareness. The students will also complete the basic study of the language's remaining grammatical structures. There will be, in addition to the grammar, an emphasis on short readings and the writing of short compositions and the presentation of short conversations and oral compositions.

French 4

#WLA2040 – Level I

Prerequisite: **French 3, with a grade of 80 or higher, or approval of instructor**

Credit: 1

The French IV program is a bridge between the French III and French V program which is available for University of Connecticut credit. It includes an advanced review of several verb tenses and more complex grammar structures. Students will improve their reading skills as they read short stories by various French authors. There will be a greater emphasis on writing and speaking.

French 5

#WLA2050 – Level I

This course is part of the UCONN ECE Program. Students who qualify may register with the Counseling Department.

Prerequisite: **French 4, with a grade of 80 or higher and approval of instructor;** enrollment limited by acceptance policies

Credit: 1

This college course aims at helping you master the four basic skills – listening, speaking, reading and writing – and becoming familiar with the French language and with French and Francophone culture, in order to help you focus on more complex content courses later in college. It is a bridge between basic-level language courses – where you learn primarily the language – and more advanced courses about a literary, cultural or specific linguistic course taught in French. This is an overall review of grammar and of the four basic skills, including the study of Francophone history, literature, film, music and current events.

AP French 6

#WLA2060 – Level AP Credit 1

Prerequisite: **French 5, with a grade of 80 or higher and approval of instructor;** enrollment limited by acceptance policies

This college course aims at helping you master the four basic skills – listening, speaking, reading and writing – and becoming familiar with the French language and with French and Francophone culture, in order to help you focus on more complex content courses later in college. It is a composition course, as well as a review of grammar. In this course you will learn basic writing skills such as a narrative, a portrait, a film or book review, an argumentative essay, a research paper, etc. We will be reading different texts, such as literature, history, poetry, etc, and studying their functions and techniques in order to improve your own. This is a writing intensive course and you need to write and revise a minimum of 15 pages during the semester, in addition to the final 5-page paper (1500 words).

Spanish 4

#WLA3040 – Level I Credit: 1

Prerequisite: **Spanish 3, with a grade of 80 or higher, or approval of instructor.**

The fourth year Spanish will continue the development of aural-oral skills and improve the reading skills to acquaint the student with all genres of culturally relevant materials in order to give the student a broad view of contemporary Spanish and Latin-American life. The selections come from newspapers, magazines, short stories, drama, and historical cultural textbooks. The study of grammar is continued primarily on those points in which there are conflict areas. This Spanish IV program is a bridge between the Spanish III and Spanish V program which is available for University of Connecticut credit. It includes an advanced review of several verb tenses and more. The emphasis is on thinking, speaking and writing in Spanish.

Spanish 5

#WLA3050 – Level I

This course is part of the UCONN ECE Program. Students who qualify may register with the Counseling Department.

Prerequisite: **Spanish 4, with a grade of 80 or higher and approval of instructor**; enrollment limited by acceptance policies

Credit: 1

This course emphasizes the in-depth development of speaking and writing skills through cultural readings, group discussions, oral presentations and written composition on selected topics concerning the Spanish-speaking world. There is a final 5-page paper requirement for this course in order to obtain credit at the University of Connecticut.

AP Spanish 6

#WLA3060 – Level AP Credit 1

Prerequisite: **Spanish 5, with a grade of 80 or higher and approval of instructor**; enrollment limited by acceptance policies.

This course includes the review of grammar and methodical practice in composition leading to command of practical idioms and vocabulary. Students will continue to develop their reading skills through fiction, non-fiction, journalism and film. This course is designed to improve the students' fluency in spoken and written Spanish, through conversation, oral presentations and discussions of literary samples, current events and films. At the end of the school year the students will take the Advanced Placement Language exam. Successful completion of this course and exam will afford them to enter college with AP credit at the University of Connecticut.

Latin 1

#WLA4010 – Level II

Prerequisite: None

Credit: 1

This course is open to all students interested in language and Greco-Roman civilization and culture. Grammar, vocabulary, and word derivation for both Latin and English are taught. Students will become familiar with classical origins of modern politics, athletics, and social customs. Course content includes Roman myths, legends, family life, foods, clothing, and architecture.

Latin 2

#WLA4020 – Level II

Prerequisite: Latin 1

Credit: 1

This course is open to students who have successfully completed Latin 1. More complex grammar and vocabulary building for both Latin and English are the focus for the second year. Students will continue to use a traditional textbook and, later, read selections from the Roman authors Julius Caesar and Livy. Culture segments will feature history and geography

Latin 3

#WLA4030 – Level I

Prerequisite: Latin 2

Credit: 1

This course features excerpts from authors such as *Livy*, *Sallust*, *Asconius*, *Eutropius*, *Julius Caesar*, *Augustus*, and *Cicero*. The course begins with a review of grammar, designed to refresh student skills and introduce particular features necessary to read the material. The cultural focus is the Late Republic, featuring history, politics, and philosophy.

Latin 4

#WLA4040 – Level I

Prerequisite: Latin 3

Credit: 1

This is a narrative poetry course featuring selections from Ovid's *Metamorphoses* with a concentration on books 1 – 4 of Vergil's *Aeneid*. The course begins with a review of grammar, as well as an introduction to meter, designed to refresh student skills and introduce poetry. The cultural focus is mythology and the Augustan world.

ADDITIONAL SECONDARY OPPORTUNITIES

ADVANCED PLACEMENT PROGRAM

VRHS Course Name	VRHS Credit
AP Art History	1
AP Studio Art	1
AP Biology	1½
AP Calculus 1	1
AP Calculus 2	1
AP Chemistry	1½
AP English Language & Comp.	1
AP English Literature & Comp.	1
AP French 6	1
AP Music Theory	1
AP Spanish 6	1
AP U.S. History	1½

It is the philosophy of Valley Regional High School that participation in an Advanced Placement course is reserved for those students who are interested in challenging themselves beyond the regular curriculum. Students who choose to participate in these courses have the opportunity to send a powerful message to colleges and universities, receive college credit, and support their admission to more selective schools. With that in mind, the following regulations will apply to all Advanced Placement courses offered at Valley Regional High School.

Students who enroll in an Advanced Placement course will be required to take the Advanced Placement exam in that course. Failure to do so may result in a letter grade demotion of the student's final grade.

Students who enroll in an Advanced Placement course will be required to submit payment for the Advanced Placement exam by September 30, of the current school year. Students who fail to participate in the Advanced Placement exam will not receive a refund of their payment. Financial assistance for said payment is available. Please see your counselor for more information.

Those students who enroll in an Advanced Placement course and fail to participate in the Advanced Placement exam will have their transcripts corrected to remove the term "Advanced Placement" from the course title. Additionally, all colleges and universities that these students have applied to will be notified of this change.

The policies governing granting of Advanced Placement credits vary from college to college. Students should consult the specific college catalog for further information. The Advanced Placement Testing program is not connected with the University of Connecticut Early College Experience Program. These are two distinct programs but students taking the UCONN courses often take the AP exam in that area as well.

COLLEGE CAREER PATHWAYS PROGRAM

Valley Regional High School, in partnership with Middlesex Community College (MxCC), provides opportunities for students to earn college credit while in high school. Credits earned are free of charge and can be applied to an Associate's Degree or transferred to colleges accepting credits from Middlesex Community College. (At this time, all Connecticut State University system schools accept these credits). Starting in the fall of 2012, the College Career Pathways program will be open to high school juniors and seniors with a 78% average or higher. Students are eligible to receive Middlesex Community College credit for successful completion (80% or above) of Accounting 2, Advanced Topics in Mathematics L2, and Public and Professional Communications. In addition, students must take the final exam that is administered in the equivalent MxCC course with a 70% or higher. Due to recent changes in state policy, the requirements for earning credit for this program may change from those listed here. Students should see the School-to-Career Coordinator for further information about the College Career Pathways program.

INDEPENDENT STUDY

The purpose of an independent study at Valley Regional High School is to allow students the opportunity to explore curricular areas (not scheduled during the school year) in greater depth than is possible in a regularly scheduled course. All Independent Studies are designated as a Level 0 course.

MIDDLESEX COMMUNITY COLLEGE PARTNERSHIP PROGRAM

High school juniors and seniors may enroll in selected college courses at Middlesex Community College free of charge. Interested students can pick up applications from the School Counseling Office. Students who have a "B" average, are ranked in the top 20% of their class, and are recommended by a counselor may enroll in a maximum of one (1) college credit course each semester on a space available basis.

SCHOOL-TO-CAREER PROGRAM

The School-to-Career program offers students an opportunity to connect their learning in the classroom to the needs and demands of higher education and the workplace. The School-to-Career Coordinator serves as a liaison between the school and the community and coordinates the following community-based opportunities.

- **Job Shadowing**

This is an opportunity for students in grades 9-12 to spend a day or part of a day observing/working with an individual in his/her place of employment to learn more about a career of interest. No credit is given for job shadowing. Students interested in job shadowing should see the School-to-Career Coordinator.

- **Career Internship**

This is an opportunity for students to work with individuals involved in a career field that they are thinking about pursuing after graduation. Career internships may be paid or unpaid. Credit will be determined by number of contact hours and other requirements identified in the Career Internship packet and determined by consultation with the School-to-Career Coordinator. A grade of pass (P) or fail (F) will be given. Students interested in a Career Internship should see the School-to-Career Coordinator.

- **Work – Based Learning**

Work-Based Learning is an opportunity for students to gain school credit for work experience either as a part of the school day or outside of the school day. The work-based learning experience should relate to a career field that the student is thinking about pursuing after graduation; however, this is not a requirement to participate in the program. The amount of credit awarded will be determined by the number of hours worked and other requirements identified in the Work-Based Learning packet. (200 hours = .5 credit; 400 hours = 1 credit). Students may earn up to two full credits in this program during their four years of VRHS. This program is open to selected sophomores, juniors and seniors. Students will obtain applications and return all paperwork (i.e. time sheets/pay stubs and evaluations) to the School-to-Career Coordinator. A grade of pass (P) or fail (F) will be given. Students interested in participating in Work-Based Learning should see the School-to-Career Coordinator.

STUDENT VOLUNTEER SERVICE PROGRAM

Grades: 9, 10, 11, 12

Credit: 1/4 to 2

All students at Valley Regional High School are eligible to earn academic credit for certain volunteer service if specific requirements are met. These include approval of the work site by the Volunteer Service Coordinator, attainment of certain goals and objectives, and the number of hours spent in volunteer work. The Volunteer Service Coordinator maintains a list of placements (i.e., daycare centers, convalescent homes, elementary schools, Tri-Town Youth Service Bureau), monitors progress, and evaluates performance. Credit is awarded based on the total number of hours volunteered. (100 hours = .5 credit, and 200 hours = 1 credit) A student can earn up to two full credits in this program during the four years at V.R.H.S. It should be noted that this service can be spread over one semester, one year, or longer, pending the approval of the Volunteer Service Coordinator and the administration.

VIRTUAL HIGH SCHOOL PROGRAM

Valley Regional High School's membership in Virtual High School allows students to take courses on-line. Virtual High School offers courses each semester. Although anyone may participate, students who are good independent learners may benefit the most from this opportunity. High school credit will be determined after successful completion of the course.

The following guidelines apply:

1. The VHS program shall be viewed as an enrichment opportunity for students, not as a replacement for VRHS class offerings.
2. Seat availability is limited; therefore, registration preference will be given based on seniority.
3. Interested students should discuss options with their school counselor and the VHS coordinator.
4. Enrollment in VHS must be approved by a student's counselor and the administration.

THE UNIVERSITY OF CONNECTICUT EARLY COLLEGE EXPERIENCE PROGRAM VALLEY REGIONAL HIGH SCHOOL

The UCONN Early College Experience Program is designed to allow high school students an opportunity to pursue college-level courses for which they will receive full college credit at UCONN.

A Valley Regional student entering the University of Connecticut could have already completed several of their freshman requirements. If the student chooses to enter another university, UCONN, upon request, will provide an official transcript of all the courses taken and credits earned through the University program.

Procedures for Admission

During the regular scheduling process at the high school, any student wishing to select a UCONN credit eligible course should do so at that time. All Early College Experience Program courses are clearly marked in this course catalog. To receive UCONN credit a student must also complete a UCONN ECE application. Students wishing to earn UCONN credit should pick up a UCONN ECE application from the school counseling office before the start of class. This should be completed and returned to the School Counseling office. These applications will be forwarded to the University of Connecticut.

Credit

If the University has accepted the student into the program, completion of all course work requirements with a grade of a "C" will earn the student full college credit at UCONN. The student will also receive the usual high school credit. Grades lower than a C will be given an audit status

Withdrawal

UCONN has clearly delineated timelines for withdrawing from a course. Typically a student may not withdraw from a course after the add/drop period has expired. If a student is taking a UCONN course without earning UCONN credit, the VRHS schedule change policy is in effect.

Transfer of Credit

All credits under the UCONN Early College Experience Program are accepted at UCONN, and transfer of UCONN credits to other institutions is a strong possibility for the student. It is recommended that the student always contact his/her college or university prior to making arrangements for transfer of credits from UCONN. Transfer of credits from UCONN is not automatic and acceptability of such credits rests with the receiving school.

COURSES AVAILABLE

The following courses are part of the UCONN Early College Experience Program:

VRHS	UCONN	Credit	VRHS Credit
Advanced Chemistry	CHEM-1127Q	4	1 1/2
English Lang. & Composition	ENGL-1010	4	1
French V	FREN-3267	3	1
French VI	FREN-3268W	3	1
Spanish V	SPAN-3179	3	1
Spanish VI	SPAN-3178	3	1
Western Civilization I	HIST-1300	3	1
Western Civilization II	HIST-1400	3	1

NOTE: Classes will not meet unless a minimum enrollment is attained. Such minimum enrollment is established by the Board of Education.

Inquiries concerning the UCONN Early College Experience Program at Valley Regional High School should be directed to:

Yves Noiset, Coordinator - UCONN Early College Experience Program www.ece.uconn.edu

COLLEGE AND POST SECONDARY PLANNING

www.bridges.com

Using our site ID and password, this college internet-based information system is available on any computer. This system can provide much useful data to the student on such topics as college search, researching careers, interest profiles, résumé writing and financial aid. The college search process will help to narrow choices and give access to admission information and applications.

CAMPUS VISITS

Plan to visit the colleges that you are seriously interested in. The best time to visit is when the colleges are in full session. Seniors are allowed two (2) excused absences for college visitations, and must fill out this visitation form, located in the school counseling office, prior to the visit.

COLLEGE ADMISSIONS TESTING

Admission to college depends on many factors including the results of the SAT I (Scholastic Achievement Test) and/or SAT II administered through the College Entrance Examination Board. Most four-year colleges and a few two-year colleges require SAT I scores. Some also require SAT II subject tests. The SAT II tests measure subject mastery in specific academic areas. Each individual student must request to have their scores sent to the colleges they are applying to directly from College Board.

All colleges now also accept the ACT (American College Testing Program Assessment). This battery includes tests in Reading, math, Science, and an optional writing section. Information about these tests is available in the School Counseling Department Resource Center (or at the direct link from our website) or www.collegeboard.org or www.actstudent.org.

COURSE REQUIREMENTS FOR COLLEGE ADMISSION

These differ from institution to institution. As a result, students should consult their school counselor and plan an academic program that meets specific college requirements and potential career objectives.

Generally minimum preparation for a four-year college should include:

- 4 credits of English
- 3 credits of a laboratory science
- 3-4 credits of college preparatory math
- 3-4 credits of social studies
- 2-3 credits of a world language

By following the college preparatory program as outlined, a student should have little difficulty in meeting high school course requirements which will be considered along with other admission requirements.

Minimum requirements for admission to two-year colleges vary depending upon the program of interest.

EARLY DECISION

Schools with an early decision plan will accept applications from students who are able to say, "This is the school I wish to attend and, if accepted, I will attend." Early decision is binding. Students must withdraw other applications if accepted. Applications are usually due in early November. All necessary papers, including College Board scores must be on file at the college before action can be taken. Under this plan, colleges will inform the student of their decisions around the middle of December.

EARLY ACTION

Schools with an early action plan will accept students early also. But unlike early decision, it is not binding. Students may apply to other colleges and do not have to commit until May 1.

FINANCING A COLLEGE EDUCATION

Needless to say a college education is an expensive endeavor and costs will only continue to rise. Students are encouraged to apply for scholarships for which they meet the criteria. Colleges and the state and national governments recognize the financial dilemma.

Financial aid is based upon ability to pay as determined by an analysis of a family's assets and liabilities. To determine eligibility for aid do the following:

1. Complete and mail the FAFSA (Free Application to Federal Student Aid) as soon as possible after January 1 of your senior year. This information is available on our website, from the School Counseling Department Resource Center or at www.fafsa.ed.gov. Check with colleges to determine if other forms are also needed. The CSS profile is available on-line in the fall and can be required earlier than January. Check your specific college catalogue for deadlines. There is also a direct link to this on the counseling website.
2. Complete and mail individual colleges financial aid forms if required. The College Scholarship Service will notify you about your family's expected contribution (EFC). Each college will also send you information about aid in the form of a Financial Aid package. (This package might include grants, loans and work-study).

Printed information on scholarships and financial aid is available in the School Counseling Office. Computerized programs to assist families in determining aid eligibility and lists of various national and state scholarships are also available.

3. A Financial Aid Workshop is offered annually in early December. Please check the yearly calendar for this year's date.

MILITARY SERVICE

ARMED FORCES

The personal benefits offered by the Armed Services from the standpoint of an education and a variety of adult experiences are boundless. All the services conduct a network of schools to train the individual in a number of civilian job-related skills including technology, mechanics, food services, health services, administration, clerical tasks, arts, etc. Some graduates, who have found it difficult to achieve in high school, begin to formulate plans in the service. Their objectives and place in future life begin to take on new importance.

All services require that the applicant has completed the minimum of a high school education. The senior who will earn a high school diploma in June can enlist by going through the enlistment procedure while still in school and have the privilege of choosing the month he will actually be inducted.

Guaranteed training is offered to the student who enlists. The occupational field and level of training are determined by the score on a battery of tests that are taken before enlistment. All levels of training offer a wide selection of occupational and job skill programs.

The Connecticut National Guard has an enlistment policy that is most beneficial to college bound students who plan to attend college in state. See your school counselor for details.

SERVICE ACADEMIES

Students who are interested in a career as a military officer and feel they can meet the rigorous physical, mental, and personal requirements and be nominated by a U.S. congressman or senator should consider one of the service academies. The application procedures are practically the same for all academies with the exception of the Coast Guard Academy that does not require nomination by a congressman or senator. The application process for service academies begins early in the junior year.

SELECTIVE SERVICES

All males, 18 years of age, must register for a selective service. You may register during the 30 days prior to your birthday. Failure to register makes you ineligible for financial aid. To be eligible for federal financial aid, you must register.

TESTING

SOPHOMORE YEAR

Connecticut legislation requires that all grade ten students in the state take the Connecticut Academic Performance Test (CAPT) each year. The CAPT includes four sections: Language Arts, Mathematics, Science and an Interdisciplinary Assessment. The Interdisciplinary section assesses students' abilities to apply skills and knowledge across content areas.

While traditional assessments typically measure what students know, the CAPT uses state-of-the-art assessment techniques, such as performance tasks, to also measure what students *can do* with what they know. The goal is for students to be able to apply what they have learned in school to situations they are likely to face throughout their lives.

Students who meet the state goal in one or more subject areas receive a certificate of mastery in those areas. Students who do not meet the state goal in one or more areas retake those sections of the test in grades 11 to earn the certification. The CAPT test is a part of the graduation requirements.

JUNIOR YEAR

All juniors who are considering college as an option are urged to sign up in the School Counseling Office for the PSAT/N.M.S.Q.T. Sophomores who have completed geometry are encouraged to sign up for PSAT's in October. They will then get two opportunities to practice. This test is offered annually in October on a Saturday morning. It is a shortened version of and practice for the SAT I, but is not used as a criterion for college admission.

PSAT'S taken in 11th grade are the qualifying tests used annually by the National Merit Scholarship Corporation to determine scholarship winners.

College-bound students are advised to take the SAT I or ACT in the spring of the junior year. Registration materials are available in the School Counseling Resource Room or at www.collegeboard.org or www.actstudent.org. Discuss the best time arrangements with your counselor.

Some colleges and universities require the SAT II. The SAT II's are individual subject area tests such as world language, history, math, science, etc. In most cases, these should be taken in conjunction with current courses.

SAT/ACT PREPARATION

The School Counseling Department has information on programs that may be used to prepare for the SAT testing program. There are many web-based programs available online. (www.collegeboard.org is one example). See your counselor for details.

SENIOR YEAR

Seniors who choose to take or re-take SAT's/ACT's should do so early in their senior year so that these scores are available to the college of their choice.

The SAT's are offered in October, November, December, January, March, May and June. (www.collegeboard.org)

The ACT's are offered in September, October, December, February, April and June. Students should check the websites for registration deadlines. (www.actstudent.org)

SUMMER READING

The intent of the Valley Regional High School summer reading program is to challenge students to become life-long readers and learners by encouraging them to read during non-instructional time. Through this reading program, the school promotes intellectual stimulation social awareness, diversity of viewpoints, and independent thinking. Summer reading oral presentations, with accompanying visual projects, are typically delivered the first week of school in a student's C.O.R.E. group. Two books are required, one from a specified list and the other a free choice read. For yearly program details, visit the Summer Reading booklet at www.reg4schools.com.

All students must pass all four years of Summer Reading as a graduation requirement.

VALLEY REGIONAL HIGH SCHOOL FACULTY AND STAFF

Mrs. Kristina Martineau..... Principal
Mr. Matthew Talmadge..... Associate Principal

Fine Art Department

Laura Hilton, Coordinator
Maryann Donagher, Susan King
Val Kropiwnicki, Kevin Lam

English Department

Jessica Bialobrzska, Coordinator
Carolyn Crehan, Erin Dayton
Cynthia Galipeau, Margaret Meehan
Kristine Schmidt, Maureen Virgulto

Mathematics Department

Kimberly White, Coordinator
Christopher Allegretti
Kathleen Bergman, Carol Bischoff
Lynn Gudelski, Jeffrey Swan

Physical Education Department

Virginia Mislick, Coordinator
Timothy King, Brian Purdy
Kathy Scott

Science Department

Elizabeth Cole, Coordinator
Sandra Galiette, Margaret Kimmett
Craig Lefevre, Deborah Montenegro
Donna Peano Dickerman

School Counseling Department

Lorraine Duffy, Coordinator
Sarah McKinney
Yves Noiset

Special Education Department

Kathryn Weingartner, Coordinator
Teresa Cobb, Pamela Hawkins
Cynthia Maiolo
Judith Redhead

Social Studies Department

Jeffrey Bernardi, Coordinator
Russell Arrigoni, Joseph Goldman,
Allison Hopkins, Donald Perreault
John Pote, Sasha Weiss-Sanford

Technology Education Department

Thomas Taber, Coordinator
Michael Bono
Christopher LeQuire

Vocational Education Department

Dayl Chapman, Coordinator
Thomas Dennis
Maria Ehrhardt

World Languages

Megan Sirimongkhoun, Coordinator-JWMS
Desiree Fallavollita
Jurie Hwang, Geraldine Kuenkler
Mary Paz Tellechea, Kathleen Wheaton

Library Media Specialist

Mary Buchanan

Network Technician

Coral Rawn

School-to-Career

Mary Hambor

School Nurse

Cynthia Dauplaise

School Psychologist

Violet McNerney

School Social Worker

Brad Pitman

Speech & Language Pathologist

Elaine Fleischer

Talented and Gifted

Barbara Nidzgorski

Staff

Theresa Perachio, Principal's Administrative Assistant
Adrienne Buckley, Associate Principal's Administrative Assistant
Josephine Costanzo, Counseling Administrative Assistant
Judith Nickse, Secretary-Bookkeeper
Tina Stoddard, Secretary
Cynthia Downie, Athletic Director's Administrative Assistant

FOUR-YEAR PLAN SHEET

Name: _____

Phone (H): _____

Parent/Guardian: _____

Phone (W): _____

ID Number: _____

Birth Date: _____

Address: _____

Counselor: _____

SUBJECT	GRADE 9	CR	GRADE 10	CR	GRADE 11	CR	GRADE 12	CR
English (4)								
Math (3)								
Social Studies (4)								
Health (1/2)								
P. E. (2) 1/2 per year								
Science (3)								
Art / Voc Ed, Tech Ed. (1)								
Elective / World Languages								
Elective								
Elective								
Elective								