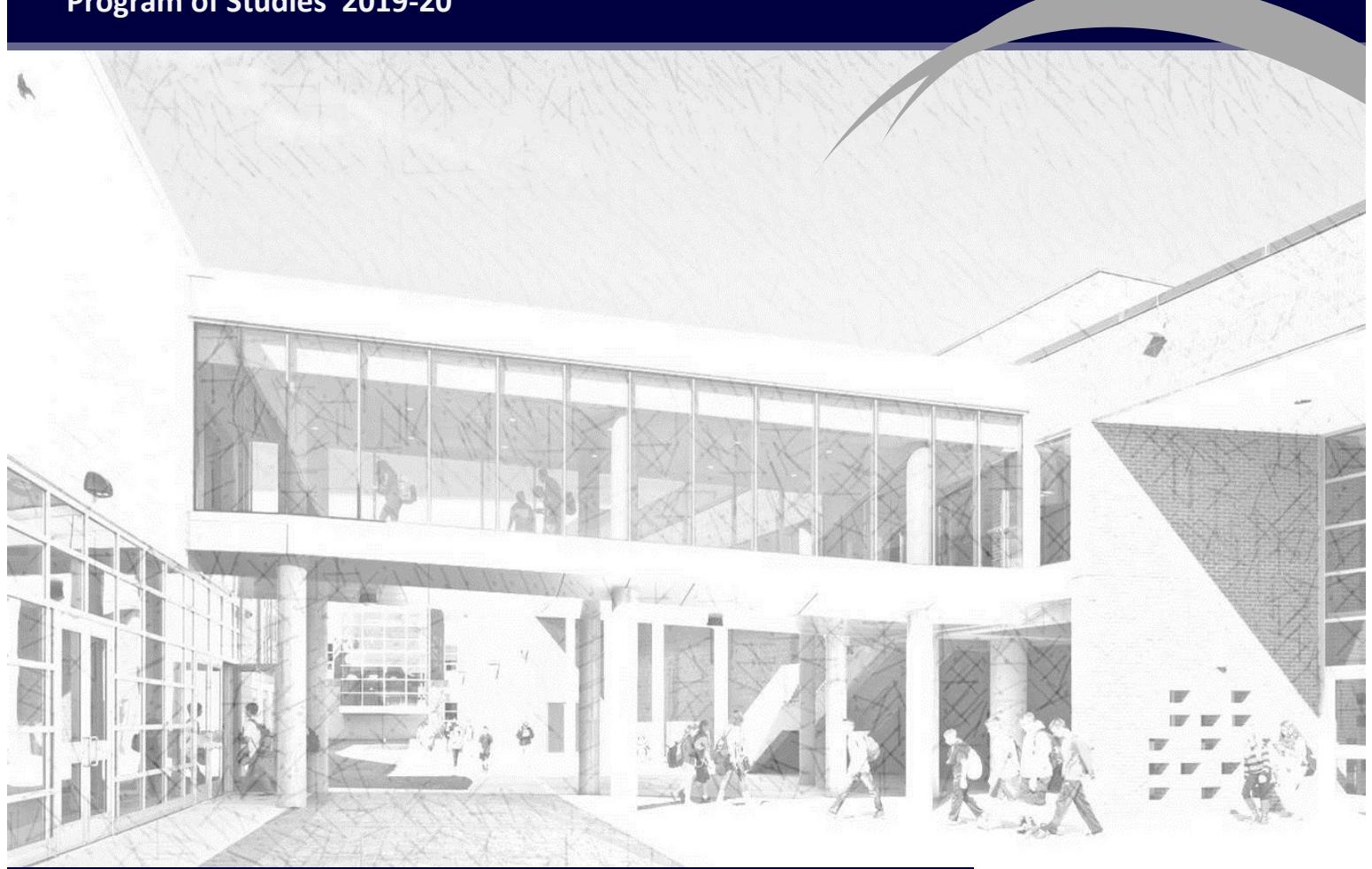


# WATERFORD HIGH SCHOOL



Program of Studies 2019-20



Home of the Lancers

Enter to Learn  
Leave to Achieve



# Table of Contents

"At Waterford High School,  
we take great pride in  
providing our students  
with a challenging,  
meaningful education and  
countless ways to get  
involved in a positive  
school environment."

-Andre Hauser

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Enter to Learn,  
Leave to Achieve

# Introduction to the Program of Studies

## A message from the principal

Dear Students,

*It is time to start planning for next year at Waterford High School. Our Program of Studies has been carefully developed by the WHS faculty to provide an overview of the options available to you and to assist students and parents in making informed decisions about their education. The information in our Program of Studies will be helpful to you in selecting your courses for next year and in charting a course for the rest of your high school career.*

*The Program has several useful features for you, including descriptions of all of the courses we offer, information on the Waterford Public Schools graduation requirements, and a worksheet to help you record the courses you have taken and hope to take. Use this worksheet to develop a four-year plan, and remember to sign up for all of your required courses, then plan to take the elective courses that you find most interesting or that you think will best prepare you for your future plans.*

*Your teachers and school counselor will be happy to assist you in the course selection process. They will explain the options that are open to you, offer suggestions on elective courses you may want to take, and make recommendations for appropriate course placements. Course selection is central to your success in high school, so please be sure to seek the advice of your teachers, counselors, parents, and other students who have already taken courses that might interest you.*

*This year we have enhanced the Program of Studies with the introduction of Career Pathways. These pathways on page 11 highlight the connection between specific academic classes, co-curricular involvement and*

*careers. In addition to the input of your school counselors, teachers and parents/guardians, these pathways are an excellent way to determine what courses and activities will benefit your long-term aspirations.*

*In keeping with Waterford High School's philosophy of providing all students with the most varied and challenging course options possible, all of our programs, both academic and vocational, are offered to all students who meet the prerequisites. I encourage you to branch out, challenge yourself, and really explore your potential with the courses you select for next year.*

*Good luck in your coursework. The entire faculty wishes you well and is looking forward to working with you for your success!*

*André Hauser  
Principal*



Andre Hauser  
Principal



Alison Moger  
Assistant  
Principal



Kirk Samuelson  
Assistant  
Principal



# WATERFORD HIGH SCHOOL



## Department Chairs

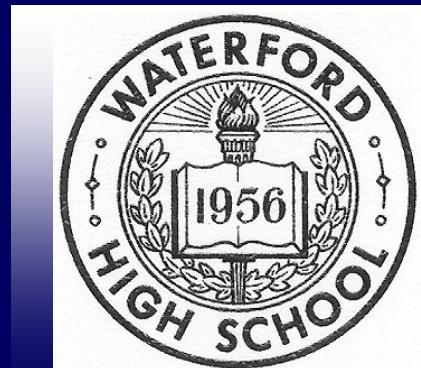
Art  
Business and Hospitality  
English  
Mathematics  
Music  
Physical Education  
School Counseling  
Science  
Social Studies  
Special Education  
Technology Education  
World Languages  
Athletic Director

April Brown  
Cornelia Montanaro  
Toni Tessier  
Michael Ellis  
Timothy Fioravanti  
Andrew Walker  
Jason Adler  
Amanda Batty  
Christopher Gamble  
Art Peluso  
Christopher Cassidy  
Amanda Marchese  
Christopher Landry

## School Counseling

Jason Adler  
Yuan-Yuan Chen

Leah O'Connor  
Kelly White



In compliance with State regulations, the Waterford School District provides coordinators for Title VI, IX and Section 504, which deal with discrimination regarding race, sex equity, and handicap.

The coordinators are Craig Powers (Section 504 and Title IX) and M s. Kathy Vallone (Title VI); both persons may be reached at the Superintendent's Office at

15 Rope Ferry Road,  
Waterford, CT.  
Telephone: 860 444-5854.



## MISSION STATEMENT

Waterford Public Schools is a community of learners that fosters and supports high aspirations, ensuring every student acquires the skills and knowledge necessary to be a responsible citizen, prepared to contribute and succeed in an ever-changing world.

## Expectations for Student Learning

### ACADEMIC EXPECTATIONS

Students will:

- ◆ Communicate effectively for a variety of purposes and audiences. (A1)
- ◆ Acquire, understand, evaluate, synthesize and apply information. (A2)
- ◆ Use critical and creative thinking to find and solve authentic problems. (A3)
- ◆ Construct and defend arguments based on evidence. (A4)
- ◆ Demonstrate digital fluency and purposeful application of tools for learning. (A5)

### SOCIAL EXPECTATIONS

Students will:

- ◆ Demonstrate behavior that adheres to established standards of conduct and reflects integrity and fairness. (S1)
- ◆ Recognize, respect, and value individual, cultural, and racial diversity. (S2)
- ◆ Engage productively in self-directed independent and collaborative endeavors. (S3)

### CIVIC EXPECTATIONS

Students will:

- ◆ Participate in activities that foster citizenship, the democratic process, and community awareness. (C1)
- ◆ Share in the responsibility for the mental and physical safety of themselves and others. (C2)

# Graduation Requirements starting with the Class of 2023\*

\*Pending BOE approval

## GENERAL REQUIREMENTS

- To graduate from Waterford High School students must:
- Satisfactorily earn a minimum of 26 credits
- Fulfill the credit distribution requirements
- Meet all attendance requirements
- Complete the service learning requirement
- Complete a Capstone Project

## CREDIT DISTRIBUTION

### **Humanities**

- Social Studies—3.5 credits (including .5 in Civics and 1.0 in U.S. History) 9
- English—4 credits
- Humanities elective—1.5 (Includes courses in English, Social Studies, World Language, Fine Art, and Music above the required minimum)

### **Science, Technology, Engineering, Mathematics**

- Mathematics—3 credits (Including Algebra I) 9
- Science—3 credits
- STEM-related electives—3 credits (Includes courses in Math, Science, and Vocational Arts above the required minimum)

### **Physical Education and Wellness**

- Physical education—1 credit (.5 credits per year in grades 9 and 10) 2
- Health education—1 credit

### **World Language**

1

### **Fine or Vocational Arts**

1.5

### **Capstone Seminar and Project**

1

### **Open Electives**

2.5

### **Total Credits**

26



# Graduation Requirements for the Classes of 2020-22

## GENERAL REQUIREMENTS

- To graduate from Waterford High School students must:
- Satisfactorily earn a minimum of 24 credits
- Fulfill the credit distribution requirements
- Meet all attendance requirements
- Complete 80 hours of learning through service
- Show proficiency in the four performance standards: Literacy, Math, Science and Technology

## PERFORMANCE STANDARDS For all students

**Literacy:** All graduates will be able to read a literary or informational piece and respond critically in writing to a question in order to satisfactorily produce an essay that is focused, organized, developed, and edited for standard English conventions.

**Mathematics:** All graduates will be able to solve problems by applying mathematical principles to access, compile, interpret, and present data and information. Students will be able to explain their solutions in writing, by graphs, or through algebraic representation.

**Science:** All graduates will be able to demonstrate their understanding of the fundamental process of scientific inquiry and their understanding of basic scientific concepts by applying concepts directly to realistic scientific problems in order to solve problems. Students will be able to explain clearly and logically the process of scientific reasoning they have employed.

**Technology:** All graduates will be able to use various forms of technology to obtain, organize and communicate information and to solve problems. As students have been exposed to our integrated approach to technology in all courses, specific skill sets that involve the use of spreadsheets (excel, etc.) will be taught in courses like Freshmen Seminar.

## CREDIT DISTRIBUTION

<b>English</b>	4
<b>Social Studies</b> —3.5 credits (including .5 in Civics and 1.0 in U.S. History)	3.5
<b>Mathematics</b> (Including Algebra I)	3
<b>Science</b>	3
<b>Physical education</b> (.5 credits per year in grades 9 and 10)	1
<b>Health education</b>	.5
<b>Fine or Vocational Arts</b>	1.5
<b>Open Electives</b>	7.5
<b>Total Credits</b>	<b>24</b>

# LEARNING THROUGH SERVICE

## **What is Learning Through Service?**

*It is a teaching and learning approach that integrates community service with academic study to enrich learning, teach civic responsibility, and strengthen communities.*

ALL students at Waterford High School must complete and document a **total of 80 hours** of service over the course of four years as part of the Waterford High School diploma requirements. **Students failing to complete the service requirement will NOT be permitted to graduate.** It is suggested that students perform and document at least 20 hours per academic year. Required total hours are pro-rated for students entering after the first semester of the freshman year as determined by Ms. April Cairns, Learning Through Service Program Coordinator.

**Students are responsible for having a thorough knowledge and understanding of all LTS policies, procedures and practices.** Ms. Cairns is available to answer any questions students may have about the program. Forms may be obtained on the LTS bookcase in the school counseling area and on the LTS website.

We maintain a Learning Through Service folder as part of each student's cumulative record file. The folder contains copies of LTS paperwork submitted throughout the student's high school years. Students may request their file at the end of their senior year provided they have completed their LTS graduation requirement. Any LTS files remaining unclaimed after graduation will be destroyed.

## **What is an acceptable LTS project outside of the classroom?**

The following are some of the criteria which will be used by Ms. Cairns, Learning Through Service coordinator, when determining "meaningful" service. The service must:

- be provided to a **non-profit** organization (not a business)
- be provided free of any remuneration (no payment)
- be consistent with the Waterford High School philosophy as approved by the Waterford Board of Education
- be an active experience that measurably benefits another person, the school community, or the

community at large. Performing tasks for parents, grandparents, aunts, uncles, other family members, neighbors, private associations or clubs, etc. does NOT count as a service project. Travel time, attending meetings, orientation, training or rehearsals does NOT count toward your LTS hours.

Any project that does not clearly meet the above criteria **MUST receive pre-approval** from Ms. Cairns or the hours will be denied. Any and all projects performed for nursing homes, hospitals, and colleges/universities require pre-approval. Please note that under most circumstances, LTS credit for marathon events such as Relay for Life will be limited to a maximum of four symbolic hours. Any exceptions will require pre-approval.



## **What is the policy on volunteering in a private residence or for a private individual, association, club or family?**

Performing tasks not limited to but including babysitting, shoveling snow, raking leaves, mowing lawns, home maintenance, tutoring, music lessons, dance lessons, karate lessons, and so on, in someone's home or for a private individual, association, club or family **does not** constitute a service project.

### **How do students find out about opportunities?**

Notices of various service opportunities are available on the LTS bulletin board in the school counseling area and on the LTS web pages of the Waterford High School website under the Departments tab. Explore the pages labeled "Upcoming LTS Opportunities" and "Ongoing LTS Opportunities." These can be accessed on the menu to the left of the LTS web page. Students may also want to develop their own projects. These projects **MUST** receive pre-approval. For consideration, it is necessary to submit a green, independent LTS project form with Part A fully completed.

### **When can students conduct service projects?**

Students may begin service projects during the summer following completion of middle school. Independent LTS Projects may only be performed outside of regular school hours.

### **How do students document service projects?**

Students must fully document all service with official Learning Through Service paperwork and submit it to the Program Coordinator for final approval. Incomplete or unofficial documentation will require correction before hours can be considered. Please note that direct supervision must be provided by an adult who is not related to the student volunteer. **Documentation will only be accepted for the current academic year or prior summer.** Strict adherence to published deadlines will be expected. Once school is dismissed at the end of the school year, no outstanding documentation will be accepted without prior arrangement with the Program Coordinator. LTS forms may be obtained from the LTS office in the auditorium lobby or by accessing them from the LTS website.

Questions concerning LTS may be directed to:

April Cairns, LTS Coordinator

Phone: 860-437-6956

E-mail: [acairns@waterfordschools.org](mailto:acairns@waterfordschools.org)

Toys collected for the children's hospital



The Jazz Band performing for the community



## COURSE SELECTION AND SCHEDULE CHANGES

Curriculum choices will be determined by a student's previous record, natural ability, aptitudes, special talents, inclinations, and ambitions. Students are urged to give careful consideration to their selection of courses in the spring for the following year, making full use of input from school counselors and teachers. Every effort will be made to provide a program which meets the needs and interests of the individual student. Schedule changes during the school year will be made only for the following reasons: scheduling errors, teacher recommendations, and extenuating circumstances such as significant illness.

It is important to remember that not every course listed in the Program of Studies is offered every year. Certain courses may not be offered due to insufficient enrollment, scheduling conflicts or limited staff availability. Students should consider their interests, possible career paths and post- secondary planning when making their choices. Course selection should be made with these considerations and a serious commitment to the chosen course work.

### CREDIT ENROLLMENT

A minimum of 7.0 Waterford High School credits must be maintained by freshmen and sophomores during an academic year. Juniors must be enrolled in a minimum of 6.5 credits and seniors must be enrolled in a minimum of 6.0 credits for the academic year.

### \* \* GRADING POLICY FOR COURSE CHANGES\* \*

#### 1. Dropping A Course

##### A. **Withdrawing** completely from a full year course:

- Prior to the beginning of 2nd quarter – course will be dropped from the schedule/transcript without penalty
- After 1st quarter/prior to the start of 2nd semester and carrying a passing grade – Student will receive a "WP" on the transcript
- After 1st quarter/prior to the start of 2nd semester and carrying a failing grade – Student will receive a "WF" on the transcript
- After the start of second semester – Student will receive an "F" on the transcript

##### B. **Withdrawing** completely from a semester course:

- Prior to the mid-point of first quarter enrollment – course will be dropped from the schedule/transcript without penalty
- After the mid-point of first quarter enrollment prior to the start of 2nd quarter of a semester class and carrying a passing grade – Student will receive a "WP" on the transcript
- After the mid-point of first quarter enrollment/prior to the start of 2nd quarter of a semester class and carrying a failing grade – Student will receive a "WF" on the transcript
- After the start of 2nd quarter of a semester class – Student will receive an "F" on the transcript

#### WF and WP are not calculated into Class Rank or GPA

#### 2. Changing to a different academic level of the same course:

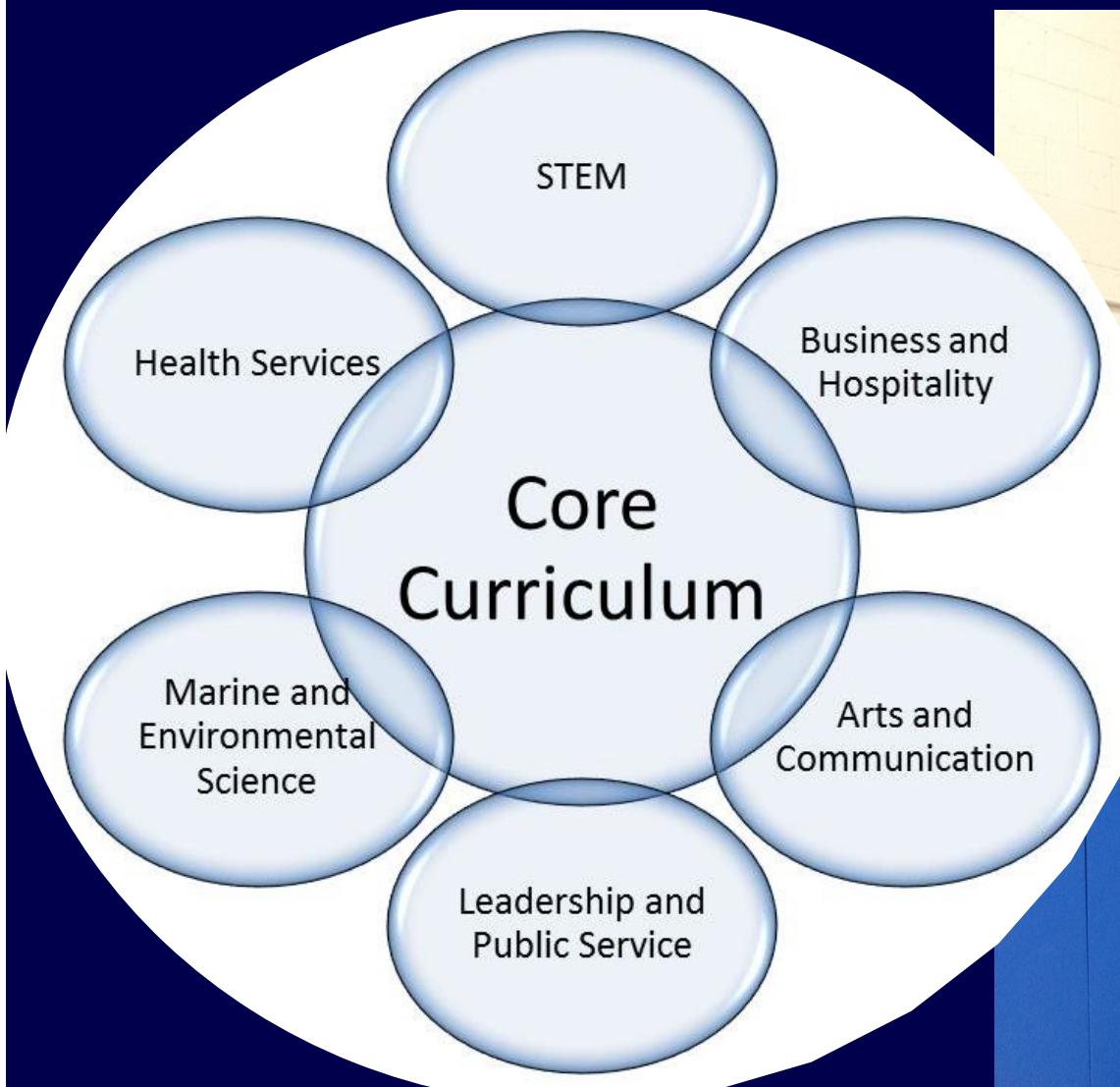
WHS encourages all students to take the most rigorous courses they reasonably can. However we sometimes determine that a student is not placed at the appropriate academic level and recommend a level change during a course.

If that occurs, the following procedure will be applied:

Students moving up to a more challenging academic level during the first half of a course will have their current grades transfer to the new course without penalty. Students will not be moved to a higher academic level more than halfway through a course except with principal's approval.

Students moving to a lower academic level at the school's recommendation will have 10 points added to their transferred grade. Students will not be moved to a lower academic level more than halfway through a course except with principal's approval.

# College and Career Pathways



Waterford High is a comprehensive high school that offers students rich educational and co-curricular experiences in a supportive, nurturing environment. Waterford students have a vast array of options from which to choose. College and Career Pathways are delineated in six areas: Marine & Environmental Science, Health Services, STEM, Leadership & Public Service, Business & Hospitality, and Arts & Communication.



BUILD THE FUTURE YOU WANT

## WHY PATHWAYS

- ◊ Make learning relevant
- ◊ Increase interest in elective offerings
- ◊ Emphasize the interdisciplinary nature of the world of work
- ◊ To increase students' understanding of the connection between academics and potential career choices



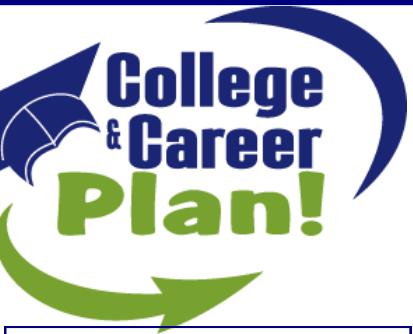
Career pathway information taken from Naviance



**Health Services** orient students to careers that promote health, wellness, and diagnosis as well as treat injuries and diseases. Some of the careers involve working directly with people, while others involve research into diseases or collecting and formatting data and information. Work locations are varied and may be in hospitals, medical or dental offices or laboratories, cruise ships, medivac units, sports arenas, space centers, or within the community.

The **Business and Hospitality Pathway** prepares learners for careers in the management, marketing and operations of businesses, restaurants, lodging, attractions, recreational events and travel-related services. Hospitality operations are located in communities throughout the world.

A career in **science, technology, engineering or mathematics** is exciting, challenging, and ever-changing. Learners who pursue one of these fields will be involved in planning, managing, and providing scientific research and professional and technical services including laboratory and testing services, and research and development services.



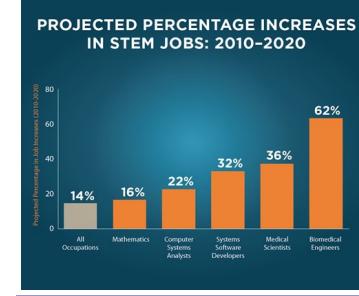
Careers in the **Performing Arts, Visual Arts or Journalism, Broadcasting and Film** require courses and activities that challenge students' creative talents. All require an ability to effectively communicate in both oral and written form. In addition, the creative aspects of this cluster are rapidly merging with the technological, making it even more challenging.

The **Leadership and Public Service** pathway helps prepare students for careers in planning, managing, and providing legal, public safety, and protective services. Virtually every occupation can be found within government. The federal government defends the public from foreign aggression; represents the nation's interests abroad; deliberates, passes and enforces laws; and administers many different programs. State and local governments pass laws or ordinances and provide vital services to constituents.. .

Waterford takes advantage of its shoreline location and boasts a strong pathway in **marine and environmental sciences**. This pathway prepares students to do the research and problem-solving necessary for a successful career protecting our natural resources. Courses offer hands-on research experiences as well as rigorous curricula .

# SCIENCE and MATHEMATICS PATHWAYS

STEM	STEM Offerings Continued	Marine & Environmental Science	Health Services
Statistics *		Biology*	Anatomy and Physiology*
Personal Finance	Transportation Engineering	Environmental Science	First Aid / CPR
Discrete Math	Advanced Automotive Engineering	Chemistry*	Statistics *
Pre-Calculus	Mobile Computer Science	Fundamentals of Land Surveying	Discrete Math
Calculus*	Introduction to Web Design	Marine Biology I - Ecosystems	Abnormal Psychology
Architectural Drafting/CAD	Advanced Web Design	Marine Biology II - Marine Organisms	AP Psychology*
CAD I & II	Video Production	Marine Biology ECE*	AP Biology*
Culinary Essentials	Advanced Video Production	Coastal Navigation	AP Chemistry*
Construction Engineering	Web Design	Literature of the Sea	Calculus*
Fundamentals of Land Surveying	Advanced Web Design	Co-Curricular	Spanish for Health Care
Innovation in Engineering	Photography	Marine Science Bowl	Lifeguarding
Residential Construction	Advanced Photography	Northeast Regional Science Bowl	Physics for Future Presidents
Woodworking I	Digital Art and Design I	Garden Club	AP Physics*
Woodworking II	Digital Art and Design II	Enviro-thon	Forensics for Future Presidents
Advanced Drafting	Co- Curricular	Project O	Independent Living
Physics for Future Presidents	Shoreline Calculus Competition		Co-Curricular
AP Physics*	Ocean Bowl		Medical Careers Club
Computer Science	Science Bowl - Northeast Regional		Learning Through Service
Graphic Communications	Science Olympiad		
Automotive Engineering	Maker Space		
	Learning through Service		



\* indicates an option to earn college credit through either AP or ECE

# BUSINESS and LEADERSHIP PATHWAYS

Leadership and Public Service	Leadership and Public Service Offerings Continued	Business and Hospitality	Business and Hospitality Offerings Continued
<i>Contemporary Affairs I</i>	<i>Abnormal Psychology</i>	<i>Introduction to Speech</i>	<i>Bake Shoppe</i>
<i>Contemporary Affairs II</i>	<i>AP Psychology*</i>	<i>Journalism</i>	<i>Pro-start I</i>
<i>Criminal Justice</i>	<i>Athletic Experience</i>	<i>Entrepreneurship</i>	<i>Pro-start II</i>
<i>Environmental Science*</i>	<i>Criminal Justice</i>	<i>Statistics*</i>	<i>Co-Curricular</i>
<i>Journalism</i>	<i>First Aid / CPR</i>	<i>Discrete Math</i>	<i>Future Business Leaders of America</i>
<i>Senior Internship</i>	<i>Spanish or French*</i>	<i>AP Psychology*</i>	<i>Internship Programs</i>
<i>Introduction to Speech</i>	<i>Co-Curricular</i>	<i>Principles of Management I</i>	<i>Learning Through Service</i>
<i>The Modern World</i>	<i>Young Leaders Program</i>	<i>Principles of Management II</i>	
<i>Principles of Management I</i>	<i>ALLI</i>	<i>Senior Internship</i>	
<i>Pre-Calculus</i>	<i>Class Council</i>	<i>Introduction to Graphic Design for Production</i>	
<i>Calculus*</i>	<i>School Council</i>	<i>Contemporary Affairs I</i>	
<i>Forensics for Future Presidents</i>	<i>Principals' Forum</i>	<i>Contemporary Affairs II</i>	
<i>Statistics*</i>	<i>Key Club</i>	<i>The Modern World</i>	
<i>Discrete Math</i>	<i>Peer Tutoring</i>	<i>Personal Finance</i>	
<i>Child Development</i>	<i>Peer Mediation</i>	<i>Culinary Essentials</i>	
<i>Early Childhood Education*</i>	<i>National and World Language Honor Societies</i>	<i>International Foods</i>	
<i>Lifeguarding</i>	<i>Learning Through Service</i>	<i>Spanish or French*</i>	



\* indicates an option to earn college credit through either AP or ECE

# ART and COMMUNICATION PATHWAY

Arts and Communication
<i>Art Exploration Drawing &amp; Ceramics</i>
<i>Art Exploration: Painting and Sculpture</i>
<i>2D Studio Art II</i>
<i>2D Studio Art III</i>
<i>3D Studio Art II</i>
<i>3D Studio Art III</i>
<i>Digital Art &amp; Design I</i>
<i>Digital Art &amp; Design II</i>
<i>Graphic Communications</i>
<i>Photography</i>
<i>Advanced Photography</i>
<i>Video Production</i>
<i>Advanced Video Production</i>
<i>Introduction to Web Design</i>
<i>Advanced Web Design</i>
<i>Contemporary Crafts</i>
<i>Spanish, French, or Latin</i>

Arts and Communication Offerings Continued
<i>Transportation Robotics</i>
<i>AP Psychology*</i>
<i>Film Studies</i>
<i>Music Courses</i>
<i>Co-Curricular</i>
<i>Latin Club</i>
<i>French Honor Society</i>
<i>Spanish Honor Society</i>
<i>Latin Honor Society</i>
<i>Tri-M Music Society</i>
<i>Art Honor Society</i>
<i>Yearbook</i>
<i>Literary Magazine</i>
<i>Waterford Drama</i>
<i>Pep Band</i>
<i>Hygienic Art Show</i>
<i>Jazz Band</i>



\* indicates an option to earn college credit through either AP or ECE

John Oliver by Jason Huang

# College Credit Opportunities

WHS offers students multiple ways to earn college credit  
while enrolled in honors high school courses

## UNIVERSITY OF CONNECTICUT EARLY COLLEGE EXPERIENCE (ECE)

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

ECE instructors, who are certified as adjunct professors by UCONN, create a classroom environment fostering independent learning, creativity, and critical thinking – all pivotal for success in college. To support rigorous learning, University of Connecticut library resources are made available to all ECE students.

ECE students must successfully complete corresponding Waterford High School courses with a grade of C or better in order to receive university credit. University credits are highly transferable to other universities. For a complete list of transfer options,

Navigate to [http://ece.uconn.edu/credit\\_transfer\\_database/index.php](http://ece.uconn.edu/credit_transfer_database/index.php)

Students are charged a nominal per credit fee For additional information visit: [www.ece.uconn.edu](http://www.ece.uconn.edu).

## ADVANCED PLACEMENT COURSES

These courses follow strict curriculum guidelines as prescribed by the College Board. The rigor and quality of AP courses is similar to that of college level courses. The skills students acquire in AP courses allow them to stand out in college admissions, earn college credit, and develop the habits of mind and content knowledge that position students to pursue even deeper, richer studies at a university. Students are encouraged to take an AP exam in each course for which they are registered. These exams are in May. College policies regarding AP credit are found at:

<https://apstudent.collegeboard.org/creditandplacement/search-credit-policies>

### Courses

Calculus AB

Chemistry II

English Language

English Literature

Environmental Science

European History

French Language

Physics 1

Physics 2

Psychology

Spanish Language

Statistics

U.S. History

### Waterford Courses

### UConn Courses

Chemistry

CHEM 1127Q+ CHEM 1128Q

AP Spanish 5

SPAN 3178 + SPAN 3179

Spanish for Heritage Speakers

SPAN 3177

Biology

BIO 1107+BIO 1108

Environmental Science

NRE 1000

European History

HIST 1400

Latin III/IV

CAMS 3102

Marine Science

MARN 1003

Physics

PHYS 1201Q + PHY1202Q

# **WATERFORD HIGH SCHOOL - THREE RIVERS PARTNERSHIP COLLEGE CAREER PATHWAY**

College Career Pathways (CCP) is a **dual-enrollment program** sponsored through the Connecticut State Department of Education and Three Rivers Community College. The CCP program is designed to nurture college and career exploration in students by offering classes that lead to both Waterford High School credit **and college credit**, a “C” or higher is required to earn college credits.

Students take courses at **no cost**. These courses are taught at the high school by high school teachers who have been credentialed as Three Rivers Community College adjunct instructors. Upon graduation from high school, the student is under **no obligation** to attend Three Rivers Community College. An official Three Rivers Community College transcript could be requested from Three Rivers Community College by students for the earned credits.

Students interested in enrolling in any CCP course are advised to review Three Rivers College Career Pathway Student Handbook for more information.

[http://www.trcc.commnet.edu/Div\\_academics/CareerPathways/students.shtml](http://www.trcc.commnet.edu/Div_academics/CareerPathways/students.shtml)

The following courses are available through the CCP program at Waterford High School for the 2018/19 school year:

WHS Course Name	Three Rivers Course Name
Course # 633, 634 <b>Early Childhood Education</b>	ECE K101 Introduction to Early Childhood Education
Course # 575 <b>CAD/Drafting II</b>	CAD K106/107 Computer-Aided Drafting w/Lab
Course # 579 <b>Architectural Drafting</b>	ARC K135/135L Construction Graphics w/Lab
Course # WPN033 <b>Boot Camp</b>	HPE K130 Weight Training
Course # 330 or 351 <b>Algebra II Advanced or Honors</b>	MAT K137 Intermediate Algebra
Course # WNA052 or WNH052 * <b>Anatomy &amp; Physiology Advanced or Honors</b> (*Passing grade on TRCC final exam required in order to earn TRCC credit)	BIO K115 Human Biology
Course # WNA030 or WNH031 <b>Chemistry Advanced or Honors</b>	CHE K101 Intro to Chemistry
Course #WNS070 or WNA070 <b>Marine Biology Standard or Ecosystem/Adv.</b>	BIO K175 Intro to Marine Science

For information regarding a pre-requisite required by each course, please see your counselor. A copy of your WHS transcript is required to complete the CCP application and registration process. It will be submitted upon your completion of registration.

## **ADDITIONAL CREDIT-BEARING OPPORTUNITIES AVAILABLE TO WHS STUDENTS**

**Three Rivers High School Partnership Program (HSP):** This program is currently available for eligible high school juniors and/or seniors who wish to study subjects not offered in high school, broaden their education, earn college credits, explore career options or build on their skills. Eligible students will attend Three Rivers Community College and be funded for one college course per semester on a space available basis. Special fees, such as course lab fees and art studio fees, book/supplies and transportation are the student's responsibility. Each high school will have a cap of four students.

**Connecticut College New London Scholars Program:** This program gives local high schools the ability to nominate two high-achieving seniors to the New London Scholars Program each semester. A successful nomination allows these students to each enroll --for free--in a 100-level, four credit academic course at Connecticut College.

**Johnson and Wales University Pro-Start Program:** Students who successfully complete Culinary Pro-Start II earn college credit if pursuing this area of study at the University.

## CLASS RANK

Class rank is determined by ordering the members of a class by Quality Point Average in all academic classes. The five academic areas are comprised of courses in English, Mathematics, History, Science, and World Language. A quality point total is computed by adding points earned in those classes, according to the quality point scale listed below. Half credit courses receive half the points listed. The total points accrued over a six semester period will then be divided by the number of academic credits taken during that time. Student averages will be used to determine the official junior year rank.

The same process will be used after the seventh semester to determine the final rank, including valedictorian & salutatorian. An unofficial rank is first provided to students during the second semester of their junior year.

**Note:** Students must be enrolled at Waterford High School for one full year before they qualify for an official class rank. Students who need a class rank prior to this point may have an unofficial class rank provided upon request to their school counselor.

Course Levels: Honors (includes AP and ECE) = **H**, Advanced = **A**, Standard = **S**

### QUALITY POINT SCALE BY CLASS LEVEL

GRADE	HONORS	ADVANCED	STANDARD
A+	21	18	15
A	20	17	14
A-	19	16	13
B+	18	15	12
B	17	14	11
B-	16	13	10
C+	15	12	9
C	14	11	8
C-	13	10	7
D+	12	9	6
D	11	8	5
D-	10	7	4
F	0	0	0

### GRADE POINT AVERAGE (GPA)

Waterford High School's GPA is unweighted. This means that a grade is equivalent across course levels. GPA includes all academic and elective courses. It is calculated on a 4.33 (A+) scale.

### HONOR ROLL

1. Students must be enrolled in at least six courses each quarter to be eligible for honor roll.
2. Students may not have any "Ds", "Fs" or "Incompletes" on their report card.

HIGH HONORS = GPA between 3.67-4.33  
HONORS = GPA between 2.67-3.66

**Attention  
Athletes!!**



**Athletic Director: Chris Landry**

## **CONSIDERATIONS FOR PLAYING SPORTS IN COLLEGE: NCAA INITIAL-ELIGIBILITY CLEARINGHOUSE**

Students planning to participate in DIVISION I or DIVISION II athletics in college must be certified by the NCAA. For most students this takes place during their senior year of high school. DIVISION III schools do not require students to be certified.

***This page is not an attempt to explain all NCAA eligibility requirements but merely to make students aware that planning to participate in college sports requires high school course planning.***

NCAA eligibility criteria have recently been revised and will continue to change over the next several years. Students are advised to log-on to the NCAA Eligibility website ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)) for details and updates of these changes and to obtain their own copy of “Guide for the College-Bound Student-Athlete.”

**Students planning on participating in college athletics must complete 16 core WHS courses that have been accepted by the NCAA Eligibility Center. As approved courses can periodically change, it is imperative that student-athletes work closely with their school counselor when selecting courses. The current curriculum requirement for both Divisions I and II can be found in the chart below:**

<b>CORE REQUIREMENT:</b>	<b>DIVISION I</b>	<b>DIVISION II</b>
English	4 years	3 years
Math (Algebra 1 or higher)	3 years	2 years
Science (natural/physical, one being a lab course)	2 years	2 years
Additional English, math, or natural/physical science Social Science	1 year	3 years
Courses from any area above, foreign language, or comparative religion/philosophy	2 years	2 years
Computer Science does not count as a math requirement	4 years	4 years

Students are encouraged to use this 4 year planning worksheet in conjunction with the program of studies to draft academic plans based on their interests and talents.

<b>GRADE 9</b>		<b>GRADE 10</b>		<b>GRADE 11</b>		<b>GRADE 12</b>	
Post-secondary Goal:		Post-secondary Goal:		Post-secondary Goal:		Post-secondary Goal:	
English 9		English 10	H/A/S	English 11	H/A/S	2 (1/2 credit each) English Courses	12 AP English (1.0)
Math		Math		Math			
Int. Sci.	H/A/S	Biology	H/A/S	Science			
Soc. Studies	H/A/S	Soc. Studies	H/A/S	US	H/A/S		
PE 9		PE 10		Civics			
		Health					
<b>Total Credits:</b> _____ <b>(Required: 7.0)</b>		<b>Total Credits:</b> _____ <b>(Required: 7.0)</b>		<b>Total Credits:</b> _____ <b>(Required: 6.5)</b>		<b>Total Credits:</b> _____ <b>(Required: 6)</b>	

## Freshman Academic Course Selection Guide

### Course/Credit Requirements

All grade 9 students are required to take at least 7 credits for the year. There are 5.5 credits of required courses leaving 1.5 credits of electives. The course levels are: S-Standard, A-Advanced and H-Honors.

Required Course	Course Number	Credit
<b>English 9</b>		<b>1</b>
English – A	WEA001	
English – H	WEH001	
<b>Mathematics</b>		<b>1</b>
<b>Science</b>		<b>1</b>
Integrated Science – S	WNS010	
Integrated Science – A	WNA010	
Integrated Science – H	WNH010	
<b>Social Studies</b>		<b>1</b>
<b>First semester: ½ credit req.</b>		
Rise of Civilization – S/A/H	WSS001/WSA001/WSH001	
<b>OR</b>		
Ancient Eastern Civilization – S/A	WSS021/WSA021	
<b>Second semester: ½ credit req.</b>		
Ancient Western Civilization– S/A/H	WSS002/WSA002/WSH002	
<b>OR</b>		
The Middle Ages – S/A	WSS003/WSA003	
<b>Physical Education 9</b>		<b>.5</b>
Physical Education	750	
<b>Recommended Electives</b>		
Fine or Vocational Arts		<b>.5</b>
World Language		<b>1</b>

## Sophomore Academic Course Selection Guide

### Course/Credit Requirements

All grade 10 students are required to take at least **7** credits for the year. There are 5 credits of required courses leaving 2 credits of electives. The course levels are: S-Standard, A-Advanced, and H-Honors.

Required Course	Course Number	Credit
<b>English 10</b>		<b>1</b>
English – S	WES002	
English – A	WEA002	
English – H	WEH001	
<b>Mathematics</b>		<b>1</b>
<b>Science</b>		<b>1</b>
Biology – S	WNS020	
Biology – A	WNA020	
Biology – H	WNH020	
<b>Social Studies</b>		<b>1</b>
Early Modern History – S	WSS004	
Early Modern History – A	WSA004	
Early Modern History – H	WSH004	
<b>AND</b>		
Early US History I – S	WSS006	
Early US History I – A	WSA006	
AP Early US History I – H	WSP006	
<b>Physical Education 10</b>		<b>.5</b>
Physical Education	755	
<b>Health</b>		<b>.5</b>
Health	785	
<b>Recommended Electives</b>		
Fine or Vocational Arts		<b>.5</b>
World Language		<b>1</b>

## Junior Academic Course Selection Guide

### Course/Credit Requirements

All grade 11 students are required to take at least **6.5** credits for the year. There are 4.5 credits of required courses leaving 2 credits of electives. The course levels are: S-Standard, A-Advanced, and H-Honors.

Required Course	Course Number	Credit
<b>English 11</b>		<b>1</b>
English – S	WES003	
English – A	WEA003	
English – H/AP	WEP003	
<b>Mathematics</b>		<b>1</b>
<b>Science</b>		<b>1</b>
<b>Social Studies (courses 007, 008, and 009 are required)</b>		<b>1</b>
U.S. History II—Post-Reconstruction to WWII—S	WSS007	
U.S. History II – Post-Reconstruction to WWII—A	WSA007	
U.S. History II – Post-Reconstruction to WWII—H	WSP007	
<b>AND</b>		
U.S. History III—The Cold War to the Present – S	WSS008	
U.S. History III—The Cold War to the Present – A	WSA008	
AP U.S. History III—The Cold War to the Present - H	WSP008	
<b>AND</b>		
Civics – A	WSA009	.5
<b>Recommended Electives</b>		
Fine or Vocational Arts		<b>1</b>
World Language		<b>1</b>

## Senior Academic Course Selection Guide

### Course/Credit Requirements

All grade 12 students are required to take at least **6** credits for the year. The course levels are: A- Advanced and H –Honors (AP)

Required Course	Course Number	Credit
English 12		1
College Composition	WEA004cc	.5
Contemporary Bestsellers	WEA004cb	.5
Crimes: Real and Imagined	WEA004cr	.5
Diverse Voices	WEA004dv	.5
Hero's Journey	WEA004hj	.5
Literature of the Sea	WEA004se	.5
Playwriting and Performance	WEA004pw	.5
Real Life is Stranger than Fiction	WEA004mm	.5
Sports Literature	WEA004sp	.5
War in Literature	WEA004wr	.5
Women in Literature	WEA004wm	.5
12 AP English	WEP004	1
<b>Civics (if not previously taken)</b>	WSA009	<b>.5</b>
<b>Recommended Electives</b>		
Fine or Vocational Arts		<b>1.5</b>
Mathematics		<b>1</b>
Science		<b>1</b>
Social Studies		<b>1</b>
World Language		<b>1</b>

# ELECTIVE OPTIONS

*Refer to course description for detailed information.*

<b>ART</b>
Art Exploration: Drawing and Ceramics
Art Exploration: Painting and Sculpture
2D Studio Art II & III
3D Studio Art II & III
Digital Art and Design I & II
Contemporary Crafts

<b>BUSINESS AND HOSPITALITY</b>
Bake Shoppe
Child Development
Culinary Essentials
Early Childhood Education
Entrepreneurship
Independent Living
Fashion Design
International Foods
Personal Finance
Principles of Management I
Principles of Management II
Culinary Prostart I
Culinary Prostart II
Senior Internship

<b>ENGLISH</b>
Creative Writing – A
Film Study – A
Speech Communication – A
Journalism – A
Journalism II – A
Intro to Philosophy
Senior Electives

<b>MUSIC</b>
Chamber Choir
Chamber Orchestra
Chamber Orchestra/Jazz Ensemble
Chorus
Jazz Ensemble
Jazz Improvisation
Music Appreciation
Music Theory
String Orchestra
String Orchestra/Symphonic Band
Symphonic Band

<b>PHYSICAL EDUCATION</b>
Athletic Experience
Boot Camp
First Aid, CPR, Athletic Training
Lifeguarding
Project Adventure
Recreational Sports & Activities
Team Sports I & II

<b>MATHEMATICS (Grade 12)</b>
Pre-Calculus—A
Pre-Calculus—H
Calculus – A
Calculus – AP
Coastal Navigation – S
Music Math and Music
Discrete Mathematics – A
Probability & Statistics – A
Probability & Statistics – S
Statistics – H/AP

# ELECTIVE OPTIONS

<b>TECHNOLOGY EDUCATION</b>
Automotive Engineering
Advanced Drafting
Advanced Photography
Advanced Video Production
Advanced Web Site Design
Advanced Woodworking
Architectural Drafting/CAD
Advanced Automotive Engineering
Computer Science
Construction Engineering
Drafting/CAD I
Drafting/CAD II
Fundamentals of Land Surveying
Graphic Communications
Innovation in Engineering
Introduction to Web Site Design
Mobile Computer Science
Photography
Residential Construction
Transportation Technology
Video Production
Woodworking

<b>WORLD LANGUAGES</b>
Classical Mythology
French 1 – A
French 2 – A
French 3 – A
French 4 – H
French 5 – H
Introduction to French Culture
Introduction to Hispanic Culture
Latin I – A
Latin II – A
Latin III/IV – H/ECE
Spanish 1 – A
Spanish 2 – A and H
Spanish 3 – A and H
Spanish 4 – A and H
Spanish 5 – A and AP/ECE
Spanish for Career Communications
Spanish for Healthcare
Spanish for Heritage Learners

<b>SOCIAL STUDIES (Grades 11-12)</b>
Abnormal Psychology – A
AP Psychology
AP European History – H/ECE
Contemporary Affairs – A
Criminal Justice in America – A
The Modern World – A

<b>SCIENCE (Grades 11-12)</b>
Anatomy & Physiology – A
Anatomy & Physiology – H
AP Chemistry – H
AP Environmental Science – H/ECE
AP Physics 1 – H
AP Physics 2 – H
Biology – H/ECE
Chemistry – H
Chemistry for Future Presidents – A
Environmental Science – S
Marine Biology – S
Marine Biology 1 – A – Marine Ecosystems
Marine Biology 2 – A – Marine Organisms
Marine Science – H/ECE
Physics for Future Presidents – A
The Chemistry and Physics of Forensics - S

# WHS COURSE OFFERINGS BY DEPARTMENT

*Art*

***Business and Hospitality***

*English*

*Math*

*Music*

***Physical Education***

*Science*

***Social Studies***

***Special Education***

***Technology Education***

***World Languages***

# ART

## ART EXPLORATION: DRAWING AND CERAMICS COURSE # WAN011 CREDIT: $\frac{1}{2}$ credit

In this class, students will experiment with drawing techniques and how to manipulate a variety of media such as graphite, charcoal, colored pencils and oil/chalk pastels. The Elements of Art and Principles of Design (the building blocks an artist uses) will be applied while learning how to make successful compositions of art. Students will get their hands dirty while learning the basic hand building techniques of slabs, coils and pinching/forming. The Elements and Principles will be implemented while learning about and creating "sculptures in the round", relief sculptures, functional and nonfunctional pieces. No previous experience required.



## ART EXPLORATION: PAINTING AND SCULPTURE COURSE # WAN012 CREDIT: $\frac{1}{2}$ credit

In this class, students will apply the Elements of Art and Principles of Design (tools an artist uses to create art) to create compositions utilizing a variety of media such as tempera, watercolor and acrylic. Color theory as well as the movements and styles of realism, abstract, still life, and landscape will be taught. A variety of sculptural materials will be utilized (some found in an art store, some from your recycle bin) to construct a variety of different types of sculptures from relief to sculpture in the round.



Creativity and imagination are paramount! No previous experience required.

## 2D STUDIO ART II: DRAWING, PAINTING, AND PRINTMAKING COURSE # WAN022

**PREREQUISITE** Art I, Art Exploration: Drawing and Ceramics OR Art Exploration: Painting and Sculpture with a final grade of 80 or above.

**CREDIT:**  $\frac{1}{2}$  credit

This course will broaden your knowledge and experience with media, materials and techniques learned in Art Exploration. Printmaking will be introduced as students create an image on a surface that can be duplicated through the printing process. The focus will be on developing one's style, imagination, and creative ideas through

experimenting with the art process. Thinking outside the box is highly encouraged and problem solving is a must!

## **CONTEMPORARY CRAFTS**

**Prerequisite:** None

**Course # WAN003**

**Credit:** 1/2 credit

In this introductory course, students will explore creative design, imagery and expression in functional art pieces. Art forms from various cultures using a variety of media such as paper, textile, fibers/fabric, wood, mosaic and multimedia design will be studied. Emphasis will be placed on craftsmanship, creativity and design concepts involved in producing artwork using a variety of media. Sketchbooks will be utilized for exploring ideas and planning compositions. The Elements of Art and Principles of Design will be introduced, learned and used with each project. All students will be required to do self-evaluations of artwork as part of the process of creating artwork.

## **SKETCHBOOKS, ALTERED BOOKS, BOOKMAKING AND BINDING**

**Prerequisite:** None

**Course # WAN004**

**Credit:** 1/2 credit

In this introductory course, students will explore creative design, imagery and expression. Students will begin the course by constructing, binding and embellishing a one of a kind book to be used as their visual journal throughout this course. A wide variety of concepts, exercises, and methods will be introduced to fill the pages of this book while learning about possible two and three dimensional techniques to be used to create a theme based altered book. This class is designed for the creative thinker who enjoys experimentation with media and materials as well as thinking "outside the box". The Elements of Art and Principles of Design will be introduced and woven into the pages of the books. All students will be required to do self-evaluations of artwork as part of the process of creating artwork.

## **ART EXPLORATION: PRINTMAKING AND COLLAGE**

**Prerequisite:** None

**Course # WAN013**

**Credit:** 1/2 credit

In this foundations course, students will explore both the medium of printmaking and the medium of collage. In the first quarter, printmaking processes and techniques including frottage, collagraph, monoprinting, relief, intaglio, and screen printing will be introduced. Emphasis will be placed on craftsmanship, creativity and original design concepts involved in producing artwork.

In the second quarter, the art and history of collage will be explored while creating both 2D and 3D pieces. Non-Objective and Realistic imagery will provide students with inspiration. Creativity, experimentation and expression will be encouraged through the process. In both printmaking and collage, students will learn how to apply the elements of art and the principles of design while creating their original images and designs. Sketchbooks will be used to explore ideas and plan compositions through thumbnail sketches, project exercises and refinement of ideas and compositions. All students will be required to do self-evaluations of their artwork.

## **FIGURE DRAWING & CHARACTER DESIGN**

**Prerequisite:** At least one Foundations course and 2D Studio Art II.

**Course # WAN0232**

**Credit:** 1/2 credit

In this semester course, students will build upon the skills and knowledge from previous art classes to use the Elements of Art and Principles of design to solve visual art problems in creating the human form and developing a unique and original character. Students will study the human skeleton to gain a better understanding of the structure of the human form. Students will learn about figurative art and the depiction of human form throughout history. Students will learn different techniques for drawing the human figure such as gesture, contour and continuous line from both observation and formulaic methods. After students become familiar with these techniques and the proportions of the human form, students will begin to develop their own, unique, original character. Students will problem solve various factors in designing an original character such as audience, media, environment, personality and back story. Students will work with various media which may include graphite, conte crayon, colored pencil, watercolor and pen & ink.



## **2D STUDIO ART III: ADVANCED DRAWING, PAINTING AND PRINTMAKING COURSE # WAN023**

**PREREQUISITE:** Advanced Art, 2D Studio Art II: Drawing, Painting and Printmaking with a final grade of 80 or above.

**CREDIT:** ½ credit

In this course, students will use 2D media to further develop their own personal artistic style. Students are challenged to solve visual art problems and will draw upon their knowledge of the Elements and Principles of Art as well as the techniques learned in previous art classes to find unique answers. Oil painting is introduced, boundaries will be stretched and risk taking will be encouraged. Individualized guidance will be given so the focus of this class will be to produce a body of work that showcases your developing vision as an artist. For those considering further study in art, this class will provide the opportunity to build a portfolio.

## **3D STUDIO ART II: CERAMICS AND SCULPTURE**

### **COURSE # WAN032**

**PREREQUISITE:** 3D Design I, Art Exploration: Drawing and Ceramics OR Art Exploration: Painting and Sculpture with a final grade of 80 or above.

**CREDIT:** ½ credit

In this course, students will apply the Elements and Principles of Art as they continue their exploration of making three-dimensional works of art in clay, Paper Mache, plaster, wire, celluclay, collage and recycled materials. Some pieces will be functional and will serve a specific purpose while others may be purely sculptural or non-functional. Students will learn about the history behind art-making and think about why they create their own work. Mobiles and/or stabiles may also be made. Creative ideas and imagination are imperative!

## **3D STUDIO ART III: ADVANCED CERAMICS AND SCULPTURE**

### **COURSE # WAN033**

**PREREQUISITE:** Advanced 3D Design, 3D Studio Art II: Ceramics and Sculpture with a final grade of 80 or above.

**CREDIT:** ½ credit

In this course, students use 3D media to further develop their personal artistic styles. They will be challenged to solve visual art problems and draw upon their knowledge of the Elements and Principles of Art as well as the techniques learned from previous art classes to find unique answers. Installations as an art form may also be

introduced. Boundaries will be stretched and individualized guidance will be given so the focus of this class will be to produce a body of work that showcases a student's developing vision as an artist. For those considering further study in art, this class will provide the opportunity to build a portfolio.

## **DIGITAL ART AND DESIGN I**

### **COURSE # WAN001**

**CREDIT:** ½ credit

In this course, the computer becomes the artist's tool. Rather than using a paintbrush or pencil, the computer will be used while applying the Elements of Art and Principles of Design (tools an artist uses to create art) to create digital art. Photoshop and tablet skills will be introduced and developed. Exploration and experimentation will be encouraged as students come up with creative, unique solutions to their assignments. Artists, styles and art movements will be interwoven into lessons and projects. No previous experience required.



## **DIGITAL ART AND DESIGN II**

### **COURSE # WAN002**

**PREREQUISITE:** Digital Art and Design I

**CREDIT:** ½ credit

In this course, students use the computer as well as a tablet to further develop their digital art skills. Concepts and skills learned in Digital Art and Design I will be tested along with learning new skills. Learning about artists and their work, both past and present will be woven into lessons while exploration and risk taking is highly encouraged. Students will be challenged to solve visual art problems and draw upon their knowledge of the Elements and Principles of Art to develop unique and personal pieces.

## ILLUSTRATION

**Prerequisite:** Digital Art and Design I.

**Course # WAN0022**

**Credit:** 1/2 credit

In this course, students will be introduced to the working process of creating illustrations, from interpreting written material to creating thumbnails, roughs, sketches and compositions. Each student will learn step-by-step approaches used to create a wide variety of illustration assignments. This course includes such projects as cartooning, comic book design, caricature drawing, book illustration, product design, political cartooning, technical illustration and more. There will be an emphasis on drawing both traditionally and digitally, conceptual development and working with art direction. Students will continue to use and build upon their skills and knowledge from previous art classes to use the elements of art and the principles of design to solve visual art problems.

## PERSPECTIVE: ARCHITECTURE, OPTICAL ART & TROMPE L'OEIL

**Prerequisite:** At least one Foundations course and 2D Studio Art II.

**Course # WAN0231**

**Credit:** 1/2 credit

In this semester course, students will build upon the skills and knowledge from previous art classes to use the Elements of Art and Principles of design to solve visual art problems in creating depth in two-dimensional space. Students will learn different techniques to show one-point, two-point, three-point, atmospheric and anamorphic perspective. Students

will learn how these perspective techniques were used in different styles and subjects throughout history to the present. Historical context ranges from Proto-Renaissance to Contemporary artists and architecture. Architecture will be studied as a form of art through the Elements of Art and Principles of Design. Architectural drawings illustrating perspective such as vignettes and axonometric drawings will be studied, as well. Students will work with various media including graphite, pen & ink, colored pencil, watercolor, water soluble pencils and acrylic paint.



## THE ART OF ANIMATION

**Prerequisite:** Digital Art and Design I.

**Course # WAN0021**

**Credit:** 1/2 credit

In this course, students will learn how to create animations using various traditional 2D and rotoscoping techniques as well as 3D and Claymation techniques. This course will introduce the student to the history of animation and how it has evolved into what we know of it today. Students will learn how to develop ideas through various stages from sketches to storyboards to complete works and turn them into animation through planning and design. Students will continue to use and build upon their skills and knowledge from previous art classes to use the elements of art and the principles of design to solve visual art problems.



## 2D STUDIO ART IV

**Prerequisite:** At least one Foundations course (Drawing and Ceramics, Painting and Sculpture, Printmaking and Collage), 2D Studio Art II, 2D Studio Art III and approval by Art teacher.

**Credit:** 1/2 credit

This course will run concurrently with 2D Studio Art III when necessary and be run similarly to an independent study. Students will further advance their two-dimensional skills and techniques in various drawing, painting and printmaking media as decided by both teacher and students on an individual basis to personalize the course based on student interests, strengths and weaknesses. Students will be challenged to solve visual art problems and will draw upon their knowledge of the elements of art and principles of design as well as techniques they have learned from previous art classes to find unique and personal answers. Boundaries will be stretched even further from 2D Studio Art III, as students will choose a direction of focus to study, such as style, media and/or subject matter. Students will create the study exercises and rubrics to go along with their chosen projects.

- Individualized guidance will be given and the focus of the class will be to produce a body of work that showcases each student's developing style and vision as an artist. For those considering further study in art, this class will provide the opportunity to build a portfolio.

## 3D STUDIO ART IV

**Prerequisite:** At least one Foundations course (Drawing and Ceramics or Painting and Sculpture), 3D Studio Art II, 3D Studio Art III and approval by art teacher.

**Credit:** 1/2 credit

In this course, students will further advance their three-dimensional skills and techniques in various sculpting media. Students will be challenged to solve visual art problems and will draw upon their knowledge of the elements of art and principles of design as well as techniques they have learned from previous art classes to find unique and personal answers. Students will choose a focus of study, such as style, media and/or subject matter based on personal interests, strengths and weaknesses and will create a challenging body of work throughout the semester. Students will develop the study exercises and rubrics to align with their projects.

Individualized guidance will be given as students develop their personal styles and visions as artists. The culminating event will be a personally curated show of the student's artwork. Students will also include an artist's statement for a meaningful and authentic art experience that aligns with the National Art Standards. For those considering further study in art, this class will provide the opportunity to build a portfolio.

This semester course will run concurrently with 3D Studio Art III when necessary and be run similarly to an independent study.



## Whalers & Lancers

New London & Waterford High School  
Student Exhibition

Opening Reception  
Thursday, Jan 11th 2018  
6pm - 9pm



# BUSINESS AND HOSPITALITY

## CULINARY ESSENTIALS

**COURSE #602**

**CREDIT: ½ CREDIT**

This introductory course provides students with knowledge and skills in the world of food and nutrition. Instruction in this course will be on basic skills needed in food preparation, measurements, food safety, sanitation and nutrition. Students will learn to precisely follow a complex multistep procedure when carrying out recipes, taking measurements and determining the meaning of key words and phrases in cooking and baking. You will learn about nutrition and healthy eating habits, Market Place skills, how to read and follow directions along with working cooperatively with team members. These are skills needed in the future and in the world of work. **This course is a prerequisite for all other food related courses.**

## CULINARY PRO-START I

**COURSE # 607**

**PREREQUISITE:** Intro to Culinary Essentials and teacher permission

**CREDIT: 1 credit**

A career in the restaurant and food service industry is a profession. If you are interested in a career in this field, then this course is for you. Culinary Pro-Start I is the first year of a two year program where you will gain in-depth knowledge of culinary skills and customer service skills. Units of study include kitchen essentials, workplace safety, stocks, sauces and soups, fruits and vegetables, pastas and grains, along with communication skills, management essentials and serving guests. There are over 90,000 students across the nation who participates in the Pro-Start program.

## CULINARY PRO-START II

**COURSE # 608**

**PREREQUISITE:** Pro-Start I and teacher permission

**CREDIT: 1 credit**

This is the second course covering the Foundations of Restaurant Management and Culinary Arts' Pro-Start Program. Students advance their knowledge of food preparation, creating and planning menus, and marketing techniques. Pro-Start II students will create a cooking show and be involved in numerous in-class cooking competitions. They will

prepare different cuts of meats, poultry, seafood, breakfast foods and sandwiches along with some desserts labs. As a result of participating in this program, Pro-Start students will have a competitive advantage as they embark upon careers or higher education in the food service industry.

**NOTE: Students may earn college credit from Johnson & Wales University through successful completion of the two-year Pro-Start program at WHS**

## BAKE SHOPPE

**COURSE # 643**

**PREREQUISITE: Culinary Essentials**

**CREDIT: ½ credit**

The Bake Shoppe course offers a broad array of baking and pastry practical experience. This semester class will introduce students to a variety of dough and batters such as breads, cakes, muffins, pies, biscuits, scones, pastries and other elegant desserts. Attention to detail, eye-hand coordination and artistic flair are key skills for those interested in baking and pastry. Students will explore baking techniques and attain an in-depth knowledge of how different ingredients function together. They will also engage actively in cooperative work to accomplish specific tasks such as preparing baked goods for open houses, special occasions and holidays; along with selling products to faculty members.



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## **INTERNATIONAL FOODS**

**COURSE # 642**

**PREREQUISITE:** Culinary Essentials

**CREDIT: ½ credit**

During this semester course, students learn about foods from Canada, Latin America, Africa, the Middle East, Europe, Asia, the Pacific Islands, and more. They will discover each country's distinct dishes as well as the different factors that influence the types of foods people eat. Students will research customs and traditions of foreign countries and prepare foods from around the world.

## **CHILD DEVELOPMENT**

**COURSE # 622**

**CREDIT: 1 credit**

This year-long course explores all aspects of the family including relationships, choosing a partner, pregnancy, childbirth and the growing child in today's society. The dilemmas of teenage pregnancy for both the teenage mother and father are discussed. Topics such as contraception and abortion are included in the unit pertaining to pregnancy, as well as the physical and emotional changes during pregnancy. Parenting techniques, feeding, bathing, toilet training, disciplining and stimulating a child's creativity through play are among the many topics discussed. Students experience the "joys" of parenting by having a computerized baby over a weekend. Current issues in child development are discussed such as television and its effects on children, child abuse and adoption. Other topics studied are divorce and the single parent, the handicapped child, and SIDS. Child development from birth to three years is also covered.

## **EARLY CHILDHOOD EDUCATION: PART 1**

**COURSE # 633**

**CREDIT: ½**

**PREREQUISITE:** B or better in Child Development, teacher recommendation, and Jr. /Sr. standing only

This course is the equivalent of Three Rivers Community College "Introduction to Early Childhood Education" and uses the Three Rivers textbook and curriculum. The history of early childhood education, the many theorists responsible for the development of early childhood education, and the methods used to teach early childhood education are explored. Included in this course are observation methods and teacher requirements for young children. Field trips to observe and compare types of pre-school programs and a major Three Rivers comparison paper allow the student to receive three college credits when both parts of this course are completed with a C or better.

## **EARLY CHILDHOOD EDUCATION: PART 2**

**INTERNSHIP**

**COURSE # 634**

**CREDIT: 1/2**

**PREREQUISITE:** C or better in Early Childhood Education, Part 1, teacher recommendation, and Jr. /Sr. standing only

During this internship students will be placed in a classroom at The Friendship School with a cooperating teacher. There will be distinct assignments along with participation in classroom activities. Students are expected to be in attendance at every scheduled day at The Friendship School and write a daily log entry. Seminar will be held twice monthly to review assignment practices and discuss experiences at The Friendship School.



## **INDEPENDENT LIVING**

**COURSE # 620**

**PREREQUISITE:** Senior standing

**CREDIT: 1 credit**

This is a class that examines the essential components of independent living and provides students with information about a wide range of subjects to assist them in becoming wise consumers and productive adults.

Some topics include:

- The effects of values, goals and priorities on choices
- What type of person am I?
- The variety and influence of relationships and the development of self
- Interpersonal relations: dating, marriage, family life
- Basic money management
- The cost of credit, banking options, debit and loans, interest & budgeting
- Living on your own
- Getting along with roommates and co-workers
- Insurance issues: car, health, home & consumer protection
- Buying your first car & meeting your transportation needs
- Wellness issues such as stress management, weight management & other disorders
- 21<sup>st</sup> century skills: decision making, problem solving, communication, time and personal management

## **BUSINESS 101\***

**COURSE # WHN401**

**CREDIT: 1/2 credit** (pending BOE approval)

In this one-semester class, students are introduced to the dynamic world of business. Students learn a variety of managerial skills, procedures, and management topics that are necessary to oversee and operate a successful business. Fundamental concepts related to economic, legal, and social topics are presented, along with information on organizing a business, marketing products, and

providing services. This course serves as a prerequisite for Entrepreneurship and Business Management II. It may be taken in ninth through twelfth grade.

## **BUSINESS MANAGEMENT II**

**PREREQUISITE:** Completion of Principles of Management I or Business 101 with a C or better and teacher recommendation

**CREDIT: 1 credit**

Students enrolled in this class are the primary managers of the WHS School Store. They will acquire a working vocabulary of common business terms and obtain an awareness of the many activities, problems and decisions involved in successfully operating a business. Students will become effective members of a profit-making and non-profit making organization. Other skills covered in this class will be team building, meeting deadlines and schedules, ordering appropriately, taking inventory, and marketing the WHS school store.



## **PERSONAL FINANCE**

**COURSE # 519**

**PREREQUISITE:** Junior or senior standing

**CREDIT:** ½ credit

This course is essential for all students interested in acquiring basic financial skills for everyday living. Topics will include: checking accounts, aspects of credit cards, tax forms, ATM cards, savings and investment plans, types of loans, and overall money management. Students will learn by using simulations, field trips (including the Federal Reserve and the New York Stock Exchange, and guest speakers).

## **PERSONAL FINANCE ONLINE**

**COURSE # WHN403**

**PREREQUISITE:** Junior or senior standing

**CREDIT:** ½ credit

This online version of Personal Finance is essential for students interested in acquiring basic financial skills for everyday living. Topics will include: checking accounts, aspects of credit cards, tax forms, ATM cards, savings and investment plans, types of loans, and overall money management. Students will learn by using simulations, field trips (including the Federal Reserve and the New York Stock Exchange, and guest speakers).

## **SENIOR INTERNSHIP**

**COURSE # 539/549**

**CREDIT:** 1 credit

In this course, students complete a career search, develop a portfolio, formulate a resume and cover letter, complete job/college/scholarship applications as well as develop successful interviewing, leadership, and team building skills. Students research and plan for internships not normally available to high schools students, such as L & M Hospital, Pfizer, Mohegan Sun, school systems, insurance companies, newspapers, engineering firms, law firms, judicial buildings, and college campuses. Internships start in second semester and class schedules are modified as much as possible to accommodate the internship. A worksite supervisor mentors students during that time and the classroom teacher will visit all worksites. For further information contact awoznicki@waterfordschools.org.

It is mandatory for students to provide their own transportation to and from the worksite. You must complete the first semester course work with at least a 75% average and may not have more than six absences to be eligible for the internship portion.



## **ENTREPRENEURSHIP**

**COURSE #502**

**CREDIT:** ½ credit

This course will help take you step by step through the entire process of owning and operating your own business. A large and important aspect of owning and operating a business is creating and developing a solid business plan. This course will show you how to develop and pursue such plans.

## **FASHION DESIGN**

**COURSE # 629**

**CREDIT:** ½ credit

This is a semester course in which students explore the latest trends in fashion and the apparel industry, the impact of fashion design on the industry, and on career opportunities in this field. In addition, students will also learn how to make the best decisions regarding the selection and care of apparel. Student will research fashion history, learn the principles of design and balance, body type and figure analysis and learn what style of clothing looks best.



# **ENGLISH**

## **FOUR YEARS REQUIRED FOR GRADUATION**

**SATISFACTORY COMPLETION OF THE PRECEDING YEAR'S COURSE IS A PREREQUISITE FOR EACH APPROPRIATE LEVEL, EXCEPT WHERE APPROVAL IS GIVEN BY THE ENGLISH AND SCHOOL COUNSELING DEPARTMENTS.**

### **ENGLISH 9 COURSE # WEA001 CREDIT: 1 credit**

This course features an introduction to literary analysis and to essay writing. Reading assignments will include literary, informative, and persuasive material with at least one unit focusing around the theme of "Rites of Passage." Literature will include texts such as The Odyssey as well as short stories, plays, poems, non-fiction selections, and at least two novels. Students will have opportunities to respond to texts in a variety of formats, such as discussion, journals, and literary circles. The writing program will begin with a review of the process of composing expository paragraphs and then will introduce methods of planning, drafting, and revising short formal essays. Following a review of sentence structure, one strand of the course will focus on phrases, clauses, and sentence revision as well as other common problems with grammar and mechanics. The course also offers instruction in broadening students' vocabulary as they learn words in and out of context. Organizational, research, and study skills will be reviewed.

### **ENGLISH 9 Honors COURSE # WEH001 CREDIT: 1 credit**

This course focuses on an intensive introduction to literary analysis and considerable practice in writing the essay. Literature study will include a thematic unit on "Rites of Passage" and opportunities for the students to respond to texts in a variety of formats, such as Socratic Seminars, journals, and literary circles. Reading assignments will include challenging texts such as The Odyssey and A Midsummer Night's Dream or The Taming of the Shrew as well as multiple novels, poems, short stories, plays, and non-fiction texts. Students will also review the elements of fiction as they are used in the short story. Vocabulary study will concentrate on expanding the students' knowledge of challenging vocabulary words both in and out of context. The writing course will begin with

a brief review of the writing process and will then focus on intensive planning, drafting, and revising essays, personal narratives, and research papers. One strand of the course will review common problems with grammar and mechanics. Although the course assumes that students already have well-developed study habits, some organizational and study skills will be reviewed.

### **ENGLISH 9 LINK COURSE #: WEN001**

**PREREQUISITE:** Classroom teacher recommendation

**Credit: 1/4 credit**

In this course, students will improve reading and writing skills by engaging in personalized literacy and writing instruction that parallels the Grade 9 English course. Students will receive additional instruction, support and practice in order to help meet the requirements of Grade 9 English.



### **ENGLISH 10 – S COURSE #WES002 CREDIT: 1 credit**

This course emphasizes response to literature and writing skills in a structured program that enables students to practice each skill before they move on the next. Literature study will include reading, performing, and writing about selected poetry, short stories, at least three novels, and a thematic unit surrounding "respecting diversity". Students will also analyze non-fiction texts. As part of their ongoing instruction in the writing process, students will continue to practice preparing, drafting, and revising and they will learn to use conferencing skills to improve their pieces. Students will complete at least one analytic essay and one creative piece. Students will also complete one research project. Students will use technology to produce varied assignments and to facilitate communication. Additionally, structured vocabulary study will continue.

**ENGLISH 10 – A**  
**COURSE #WEA002**  
**CREDIT: 1 credit**

This course continues to focus on response to literature and writing skills. Literature study will include reading, reflecting upon and analyzing selected poetry, multiple short stories, non-fiction, at least three novels, and a thematic unit surrounding “respecting diversity”. Students will analyze non-fiction texts. As part of their ongoing instruction in the writing process, students will continue to practice preparing, drafting, and revising and they will learn to use conferencing skills to improve their pieces. Students will complete a series of written pieces, including at least one analytic essay -and one creative piece. Students will use technology to produce varied assignments and to facilitate communication. Students will also learn skills involved in the process of writing a short research paper. Vocabulary study will continue.

**ENGLISH 10 – H**  
**COURSE # WEH002**  
**CREDIT: 1 credit**

This course continues an in-depth study of response to literature and the writing process. Literature study will include reading, reflecting upon and analyzing challenging selected poetry, multiple short stories, dramatic pieces, non-fiction, and several novels. Students will also analyze nonfiction texts. As part of their ongoing instruction in the writing process, students will continue to practice preparing, drafting and revising, and they will learn to use conferencing skills to improve their pieces. Students will complete a series of written pieces, including several analytic essays and one creative piece. Students will use technology to produce varied assignments and to facilitate communication. Students will also learn the special skills involved in the process of writing research papers. Vocabulary study will continue.

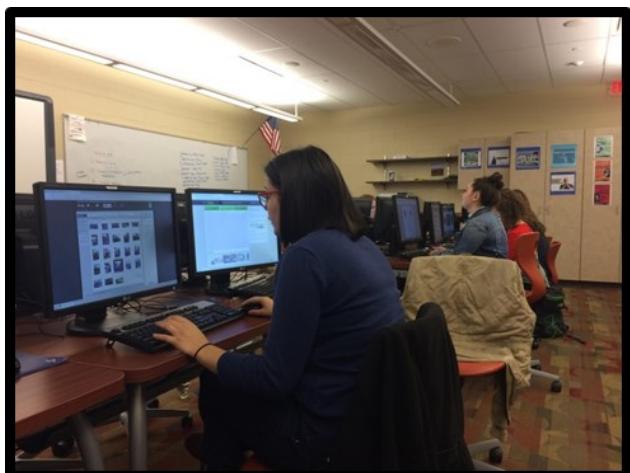
**ENGLISH 11 – S**  
**COURSE # WES003**  
**CREDIT: 1 credit**

In this course, students will read, discuss, and analyze texts from American literature. To cultivate a deeper understanding of American literature and thought, students will also study the cultural and/or historical contexts from which the literature originates and the intellectual influences that shape those contexts. Imaginative, non-fiction, and visual texts (art, film, etc.) will be examined to provide students with a rich understanding of the American experience. With reading assignments, students will be given appropriate support and guidance to help develop their skills of critical reading. In the writing program, students will receive guidance with

the writing process and the use of Standard Written English to compose academic essays, creative writing assignments, a substantive research paper, and timed writings. Students will receive feedback on writing assignments to examine and address their own problems with grammar and mechanics. Students will use technology to produce varied assignments and to facilitate communication. Additionally, SAT preparation will be integrated into the units of study with a focus on vocabulary acquisition. Speaking and listening skills will be emphasized.

**ENGLISH 11 – A**  
**COURSE # WEA003**  
**CREDIT: 1 credit**

In this course, students will read, discuss, and analyze many challenging texts from American literature. To cultivate a deeper understanding of American literature and thought, students will also study the cultural and/or historical contexts from which the literature originates and the intellectual influences that shape those contexts. Imaginative, non-fiction, and visual texts (art, film, etc.) will be examined to provide students with a rich understanding of the American experience. While students will be given appropriate support with challenging reading assignments, students will be expected to complete a great deal of reading outside of class. In the writing program, students will continue to approach writing as a process and use Standard Written English to compose academic essays, creative writing assignments, a substantive research paper, and timed writings. Students will receive feedback on writing assignments to examine and address their own problems with grammar and mechanics. Students will use technology to produce varied assignments and to facilitate communication. Additionally, SAT preparation will be integrated into the units of study with a focus on vocabulary acquisition. Speaking and listening skills will be emphasized.



## **11AP ENGLISH COURSE # WEP003**

### **CREDIT: 1 credit**

This course is an Advanced Placement course that prepares students for the AP Language and Composition test in May. In addition, this course fulfills the requirements of UConn's freshman seminar in writing. In this course, students will read, discuss, and analyze many challenging texts from American literature to determine how authors use language and rhetoric to express their views, to convey meaning, and to evoke a response in the reader. To cultivate a deeper understanding of American literature and thought, students will also study the cultural and historical contexts from which the literature originates and the intellectual influences that shape those contexts. Imaginative, non-fiction, and visual texts (art, film, etc.) will be examined to provide students with a rich understanding of the American experience. In this course, students will be expected to complete a great deal of reading outside of class. In the writing program, students will continue to approach writing as a process and use Standard Written English to compose academic essays, several written analyses of select prose passages, creative writing assignments, multiple research based papers, and timed writings. Students will receive feedback on writing assignments to examine and address their own problems with grammar and mechanics.

### **SENIOR ENGLISH CHOICES\***

Seniors may choose to take 12AP English for a full credit or two half-credit semester courses in order to fulfill their English requirement. Students choosing to take the semester courses will typically take one class each semester. All semester courses are offered at the Advanced level.

**\*Pending BOE approval**

## **ENGLISH 12 COLLEGE COMPOSITION\***

### **COURSE # WEA004cc**

### **CREDIT: ½ credit**

This course is designed to prepare students for the demands of reading and writing in college and career. Students will study and create personal, informational, and argumentative pieces. Class will follow a writing workshop model, allowing students to choose their own topics for writing, conduct research to develop ideas, draft to refine their thinking, receive and provide feedback to peers in writing groups, and take work through several drafts and revisions. Students will be expected to set writing goals and engage in ongoing self-

reflection as a means to improve written communication. The study of professional mentor texts will help students learn and model the principles of effective writing, while also helping them become more critical readers of text. The class will reinforce rules of Standard written English and require students to make deliberate choices about usage and punctuation. Research and citation skills will be reviewed and reinforced, preparing students for college writing experiences.

## **ENGLISH 12 CONTEMPORARY BESTSELLERS\***

### **COURSE # WEA004cb**

### **CREDIT: ½ credit**

Students will read a variety of popular fiction and non-fiction works with an emphasis on student choice. Students will explore themes, social contexts, and language choices in modern texts from a variety of genres. Class discourse, book club discussions and presentations will challenge students to become reflective, critical readers while improving speaking and listening skills. Book reviews, personal essays, literary analyses, research projects, and creative responses will allow readers to continue to develop analytic writing skills. Students will apply their knowledge of grammar and mechanics through the editing process. The class will be a combination of whole class text study, small group book discussions and independent reading. This course is designed both for students who love to read books of their choice as well as for students who are still discovering what they like to read.



## **ENGLISH 12 CRIMES: REAL AND IMAGINED\***

**COURSE # WEA004cr**

**CREDIT: ½ credit**

This course is a study of crimes, both true crime and fiction, in traditional texts and in contemporary popular culture as portrayed through short stories, essays, works of fiction and non-fiction, films, poems, essays, speeches, and other mediums. The course offers further practice in literary study, writing, and analytical skills, in addition to fostering a higher level of achievement in reading, writing, listening, and speaking for both college and career opportunities. Students will respond to literature and films in a variety of ways, including discussion, formal and informal writing, presentations, research projects, and interviews. The writing program will strengthen students' ability to write analytically about literature, and they will have opportunities for personal and creative writing as well. Students will be expected to handle most problems with grammar and mechanics independently as they apply revision skills to improve their prose style. Vocabulary study will focus on vocabulary in context. Over the course of the semester, student will investigate how authors report crime for factuality and engagement. We will also look at the common traits of mystery/crime fiction. ---Through readings, online critical responses, podcasts, discussions, and research activities, students will look at how these two genres, true crime and mystery, have developed.

## **ENGLISH 12 DIVERSE VOICES\***

**COURSE # WEA004dv**

**CREDIT: ½ credit**

Diverse Voices examines media and its significant impact on culture, society and values as expressed, developed, and critiqued in a multicultural world. This course is designed to expose students to ideas that differ from their own way of thinking, ultimately leading them to a deeper understanding of the various cultures and works that represent them, and discovering more about themselves and the world around them. Students will analyze and evaluate literature, film, art, and other media from a variety of authors of diverse backgrounds. The required course readings and discussions will enable students to develop reading, writing, speaking, and critical thinking skills. Students will further study issues of identity, race, representation, culture, politics, art, and film in Native American, African American, Asian, Hispanic, Jewish, African, Middle Eastern, LGBTQ+, and European (other than British) works. Students will compose a research paper on a social issue that deals with topic with diversity and will have opportunities for personal writings. Students will also strengthen their ability to

write about literature critically. Students will be expected to resolve most problems of grammar and mechanics independently and will apply revision skills to improve their prose style. Topics that students can expect to cover include, but are not limited to: immigration, assimilation, refugees, racism, discrimination, gender bias, hate crimes, wage gap, economic gap, religion, stereotyping, social hierarchy, and sexuality.

## **ENGLISH 12 HERO'S JOURNEY\***

**COURSE # WEA004hj**

**CREDIT: ½ credit**

This course is a study of heroes in traditional texts and in contemporary popular culture as portrayed through short stories, essays, works of fiction and non-fiction, films, poems, essays, speeches, and other mediums. The course offers further practice in literary study, writing, and analytical skills, in addition to fostering a higher level of achievement in reading, writing, listening, and speaking for both college and career opportunities. Students will respond to literature and films in a variety of ways, including discussion, formal and informal writing, presentations, research projects, and interviews. The writing program will strengthen students' ability to write analytically about literature, and they will have opportunities for personal and creative writing as well. Students will be expected to handle most problems with grammar and mechanics independently as they apply revision skills to improve their prose style. Vocabulary study will focus on vocabulary in context.

Over the course of the semester, student will investigate heroic quest, themes, and imagery of the hero myth in a variety of eras. Using Joseph Campbell's Monomyth as a unifying motif, they will examine shared patterns in stories of heroes in multiple cultures and eras. Students will analyze the differences and similarities between the heroes of antiquity and contemporary heroes in the media, film and art. Topics such as the tragic hero, monsters, and antiheroes will be explored. Through readings, online critical responses, discussions, tests and research activities, students will look.



## **ENGLISH 12 LITERATURE OF THE SEA\***

**COURSE # WEA004se**

**CREDIT: ½ credit**

The sea is quite literally the largest object on earth, and it has fascinated mankind since the beginning of time. Through this course, students will consider the ocean as a natural environment whose fate and future is intertwined with our own as the human race. We will examine sailors, whalers, explorers, pirates, fishermen, scientists, military personnel, and other individuals with a deep connection to the sea. This course is a study of the sea as portrayed through short stories, essays, works of fiction and non-fiction, films, poems, essays, speeches, and other mediums whose central focus is the ocean. The course offers further practice in literary study, writing, and analytical skills, in addition to fostering a higher level of achievement in reading, writing, listening, and speaking for both college and career opportunities. Students will respond to maritime literature and films in a variety of ways, including discussion, formal and informal writing, presentations, research projects, and interviews. The writing program will strengthen students' ability to write analytically about maritime literature, and they will have opportunities for personal and creative writing as well. Students will be expected to handle most problems with grammar and mechanics independently as they apply revision skills to improve their prose style. Vocabulary study will focus on vocabulary in context.

## **ENGLISH 12**

### **PLAYWRITING AND PERFORMANCE\***

**COURSE # WEA004pw**

**CREDIT: ½ credit**

Playwriting and Performance is an academic course available to seniors as a part of the Senior Elective Series, a twelfth grade requirement. This course will allow students to deepen their understanding of the art of theatre through the studying and writing of



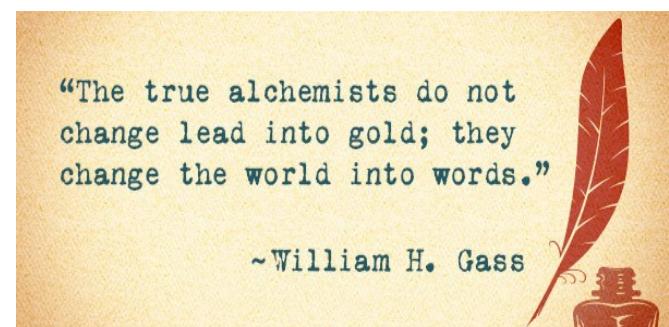
plays as well as the basic elements of acting and directing. In this course, students will use specific plays as model texts to create an original short play. They will also explore the process of creating a character for the stage. Students will be required to participate actively in discussion and in performance—individual and group; they will be required to analyze plays and to collaborate with classmates.

## **ENGLISH 12 REAL LIFE IS STRANGER THAN FICTION - MEMOIRS\***

**COURSE # WEA004mm**

**CREDIT: ½ credit**

This course offers further practice in literary study, writing, and analytical skills using non-fiction memoirs. Students will analyze non-fiction memoirs through a variety of mediums. Students will be expected to gain independence in constructing meaning from a text. In the writing program, students will strengthen their ability to write analytically and reflectively and will create a correctly cited MLA research project. Writing about their personal experience, which will include the college personal essay and the senior scrapbook, will enhance their ability to reflect about their own lives and to be more mindful about their actions. Students will gain an understanding about personal perspective and the subjectivity of truth, and how one's perspective shapes their truth. Students will learn about the universality of human experience as well as how to see life from another person's perspective, which will lead to an appreciation of the differences in others and will give them practice with expressing sympathy and empathy. Students will be asked to engage in meaningful and mindful discussions to sharpen critical thinking skills. Students will also develop and improve their interviewing, collaboration, and technology skills through assignments. Students will be expected to resolve most problems of grammar and mechanics independently and will apply revision skills to improve their prose style.



## **ENGLISH 12 SPORTS LITERATURE\***

**COURSE # WEA004sp**

**CREDIT: ½ credit**

Sports are one of the most unique aspects of American culture because of the rare mix of positive themes (pride, identity, teamwork, and heroism) and negative themes (cheating, disappointment, scandal, and selfishness). In today's society nearly every news outlet has a section devoted to sports that gives us constant access to scores, athletes' lives, and up-to-the-minute information about sports stories and trends. This course is a study of sports as portrayed through short stories, essays, works of fiction and non-fiction, films, poems, essays, speeches, and other mediums whose central focus is sport. Students will examine the ideas, thoughts, and emotions surrounding sports, and they will analyze how and why sports have taken on such a large role in our society and their own lives. The course offers further practice in literary study, writing, and analytical skills, in addition to fostering a higher level of achievement in reading, writing, listening, and speaking for both college and career opportunities. Students will respond to sports-based literature and films in a variety of ways, including discussion, formal and informal writing, presentations, research projects, and interviews. The writing program will strengthen students' ability to write analytically about sports literature, and they will have opportunities for personal and creative writing as well. Students will be expected to handle most problems with grammar and mechanics independently as they apply revision skills to improve their prose style. Vocabulary study will focus on vocabulary in context.

## **ENGLISH 12 WAR IN LITERATURE\***

**COURSE # WEA004wr**

**CREDIT: ½ credit**

War in Literature is a semester long course involving the peril of war and how it impacts society and humanity. We will look at war through the lens of classical fiction juxtaposed with contemporary texts through the eyes of fictional and real life characters in order to explore the social, cultural,

political, and historical conditions that have resulted in war. Furthermore, we will explore the conditions it creates for its victims and its aftermath. This course will explore the experiences of individuals, later

generations, and nations, including issues of exile and reconciliation through the use of memoirs, fiction, poetry, literary nonfiction, documentaries, and feature films. Students will be tasked with formal essay writing, including narratives and expository essays. At least one assignment will include a research component.

## **ENGLISH 12 WOMEN IN LITERATURE\***

**COURSE # WEA004wm**

**CREDIT: ½ credit**

This course focuses on the experiences of women and girls in history and literature. Students will examine the history of gender role development and the development of feminist philosophy. Literature that represents perspectives of female voices from different eras and cultures will be studied. Students will also explore how contemporary media and culture contribute to women's views of themselves and body images. Current issues affecting gender such as violence against women and sexual orientation may also be discussed. Students will participate in lively classroom and small group discussions and engage in self-directed research. Students will analyze and critique literature, and they will have opportunities for personal and creative writing as well. Students will apply revision skills to improve their prose style. Vocabulary study will focus on vocabulary in context.

college credit.

## **12AP ENGLISH**

**COURSE # WEP004**

**CREDIT: 1 credit**

In this course, students will further develop their skills in reading and thinking critically. Students will be expected to meet the demands of an academically rigorous college-level course by reading challenging fiction, non-fiction, and scholarly works and composing carefully crafted academic essays. English 12AP is designed to include an in-depth study of British, World, and American texts; a study of the historical context of these works; consideration of various interpretive critical lenses; extensive writing, both formal and informal, about literature and related topics; writing workshops in which revision will be emphasized; and preparation for the AP test in May. This is a college level course, sanctioned by the College Board which allows successful students to earn college credit.



## ENGLISH ELECTIVES



### SPEECH COMMUNICATION - A

COURSE # WEA061

PREREQUISITE: Junior or senior standing

CREDIT: ½ credit

In this course, students will learn the fundamentals of speech communication. They will learn to prepare, deliver, discuss, and respond to presentations of increasing complexity. Students will learn that, depending on a purpose and audience, a speech may entertain, inform, motivate, and/or persuade. Emphasis will be placed on organization, analysis, and elements of speech delivery, including effective verbal and non-verbal aspects of communication.

### FILM STUDIES- A

COURSE # WEA063

PREREQUISITE: Junior or senior standing

CREDIT: ½ credit

In this course, students will view films as texts for cinematic, dramatic, and literary elements. Contemporary and classic domestic films will be studied along with independent and international films. Some films may be viewed in their entirety while others will be viewed in a survey of film clips. Students in this course will be expected to participate in class discussions about film and submit written assignments regularly.

### JOURNALISM I – A

COURSE # WEA064

PREREQUISITE: At least one advanced English course or teacher recommendation. Teacher recommendation is needed for sophomore placement.

CREDIT: 1 credit

In this course, students will learn to read, write, and think critically. The course will provide students with opportunities to understand and practice print journalism. Students will focus on writing, layout,

headline writing, publication, advertising, and copyediting. Contributing to the school newspaper and yearbook will provide students with authentic learning experiences in InDesign and other forms of technology. Students will earn Learning-Through-Service hours for the production of the high school's publication.

### JOURNALISM II – A

COURSE # WEA065

PREREQUISITE: Journalism I

CREDIT: 1 credit

In this course, students will advance their abilities to read, write, and think critically. The course will provide students with opportunities to take on leadership roles as editors for the school publications. Students will also have the opportunity to develop an individual focus and project for publication. Students will focus on writing, layout, headline writing, publication, advertising, and copyediting. Contributing to the school newspaper and yearbook will provide students with authentic learning experiences in InDesign and other forms of technology. Students will also earn Learning-Through-Service hours for the production of the high school's publication.



# **ENGLISH ELECTIVES**

## **CREATIVE WRITING – A**

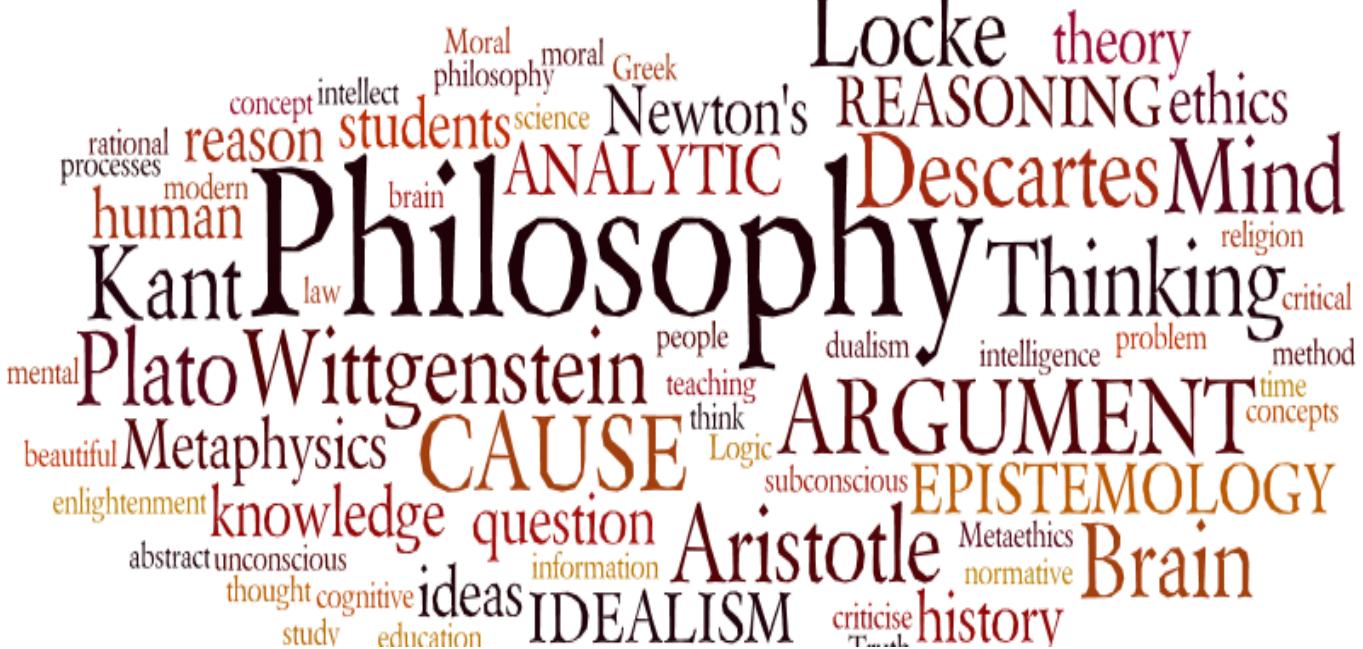
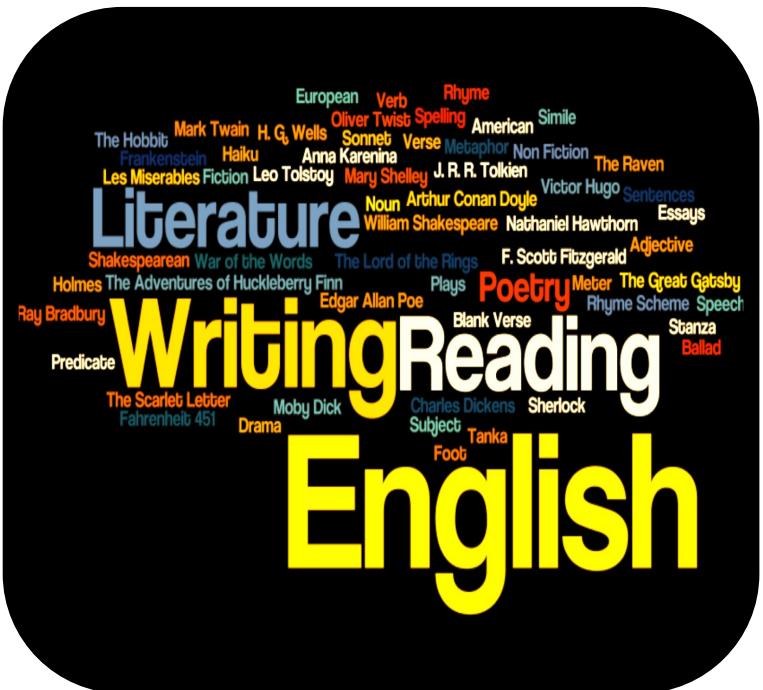
COURSE # WEA062

**PREREQUISITE:** Junior or senior standing

**CREDIT:**  $\frac{1}{2}$  credit

**CREDIT: 1 credit**

In this course, students will write in a variety of creative mediums with a focus on plays, poetry, and short stories. A portion of the class is devoted to workshop, during which students read their pieces to a supportive audience of other writers. Students will develop and hone their skills at critique and revision and will produce a summative project for each writing unit. Prior completion of advanced English classes is recommended.



# **INTRODUCTION TO PHILOSOPHY – A\***

## **COURSE # WEA060**

**PREREQUISITE: JUNIOR OR SENIOR**

STANDING

CREDIT:  $\frac{1}{2}$  CREDIT

**CREDIT: ½ CREDIT**  
In this course, students will learn about some of the major themes, questions, and problems of philosophy, including such areas as metaphysics (the nature of reality), epistemology (the nature of knowledge), ethics, social philosophy, and the philosophy of art. Classic and contemporary schools of thought and philosophers will be studied.

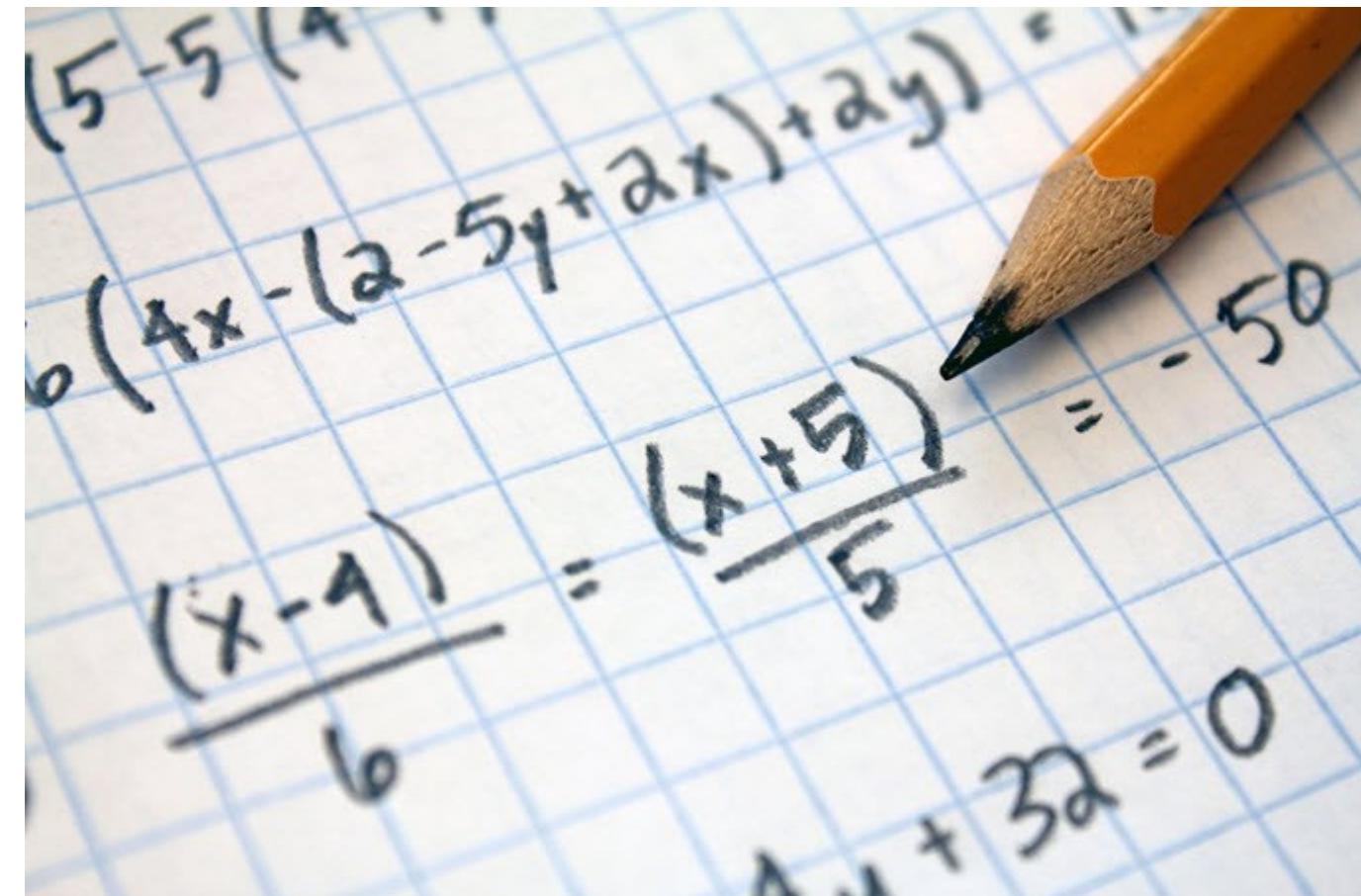
Students will learn to construct arguments and will participate in teacher-facilitated and student-led discussions as well as researching their own topics of interest and inquiry.

# MATH

THREE YEARS REQUIRED FOR GRADUATION  
(INCLUDING ALGEBRA)

IT IS STRONGLY URGED THAT THE RECOMMENDATION OF THE PREVIOUS YEAR'S TEACHER BE FOLLOWED IN SELECTING ANY MATHEMATICS COURSE. QUESTIONS CONCERNING THE RECOMMENDATION SHOULD BE ADDRESSED TO THE TEACHER AND/OR SCHOOL COUNSELOR.

CALCULATORS WILL BE PROVIDED FOR CLASS WORK AT THE TEACHER'S DISCRETION. PLEASE CONTACT THE STUDENT'S TEACHER FOR ANY FURTHER CLARIFICATION AS TO ACCEPTABLE CALCULATOR USE IN CLASS. IN SOME CLASSES STUDENTS WILL BE EXPECTED TO PURCHASE A CALCULATOR. THE TEACHER WILL COMMUNICATE TO STUDENTS THE TYPE OF CALCULATOR APPROPRIATE FOR THAT COURSE.



## PRE-ALGEBRA - S

COURSE # 321

CREDIT: 1 credit

This course is a review of basic operations in arithmetic with emphasis on integration of skills and the fundamental concepts of algebra and informal geometry. It is intended for students who are not ready to take Algebra I.

## ALGEBRA I – A / LINK

COURSE # 324

CREDIT: 1 credit

Algebra furnishes the language and is the principal tool of mathematics. An understanding of formulas, equations, problems, functional relations, graphs, and simplified algebraic techniques is the immediate objective. This course meets every day.



## PLANE GEOMETRY – S

COURSE # 340

**PREREQUISITE:** Successful completion of Algebra IA/Link

**CREDIT: 1 credit**

This is a one-year course designed for students who have successfully completed an Algebra I course. The basic concepts covered are the same as those in the Plane Geometry –A course. The presentation is more informal. Brief theoretical work precedes an emphasis on applications.

## PLANE GEOMETRY – A

COURSE # 342

**PREREQUISITE:** Successful completion of Algebra IA/Link

**CREDIT: 1 credit**

Plane Geometry is the study of figures on a plane and in space. The proof of theorems, corollaries and original problems is stressed. This course trains students to think logically.

Recommendation: Grade of B– or better in Algebra I

## PLANE GEOMETRY – H

COURSE # 341

**PREREQUISITE:** Grade of A in Algebra 1 – A and teacher recommendation

**CREDIT: 1 credit**

Plane Geometry is the study of figures on a plane and in space. Theorems and corollaries are examined and proved. Applications of geometric principles are investigated. This is more rigorous treatment of the material than is found in the advanced course.

## COASTAL NAVIGATION – S

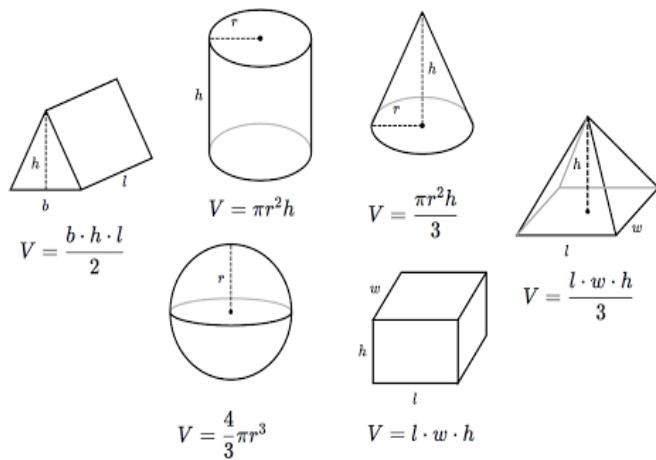
COURSE # 328

**PREREQUISITE:** Successful Completion of Algebra I-S/Link or Algebra I-A

**CREDIT: ½ credit**

This course will teach several mathematical concepts with a hands-on approach. The course will include such topics as an introduction to the nautical chart and the different symbols which appear on the chart, the different tools needed to plot courses on a nautical chart and how to determine the location on the nautical chart using meridians of longitude and parallels of latitude. The students will use concepts of geometry to plot a true course line, measure distance, and convert standard time to military time. Students will then use algebra to calculate distance, speed, or time given two of the three variables, convert true course to compass course and learn to take plot bearings. Also, vectors will be used to adjust for the effect of current. The students will then be required, as a cumulative activity, to plot a correct day trip using bearings, distance, speed, and time. Students will

cumulative activity, to plot a correct day trip using bearings, distance, speed, and time.



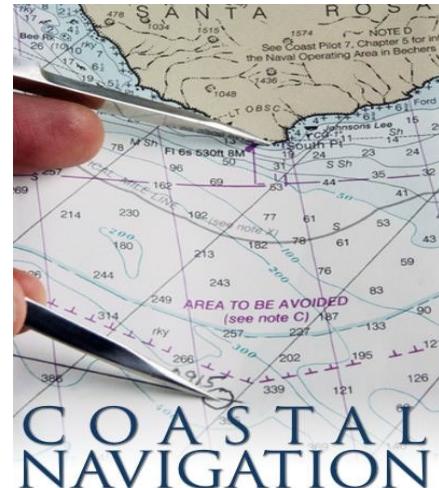
## COASTAL NAVIGATION – A

COURSE # WMA015

**PREREQUISITE:** Successful Completion of Algebra IIS or higher

**CREDIT: ½ credit**

This course will teach several mathematical concepts with a hands-on approach. The course will include such topics as an introduction to the nautical chart and the different symbols which appear on the chart, the different tools needed to plot courses on a nautical chart and how to determine the location on the nautical chart using meridians of longitude and parallels of latitude. The students will use concepts of geometry to plot a true course line, measure distance, and convert standard time to military time. Students will then use algebra to calculate distance, speed, or time given two of the three variables, convert true course to compass course and learn to take plot bearings. Also, vectors will be used to adjust for the effect of current. The students will then be required, as a cumulative activity, to plot a correct day trip using bearings, distance, speed, and time. Students will



## ALGEBRA II – S

COURSE # 359

**PREREQUISITE:** Successful completion of Algebra IA/Link and Plane Geometry.

**CREDIT:** 1 credit

This course develops skill and accuracy in algebraic techniques. Skills covered in Algebra 1A are reviewed. There is further work on quadratics and polynomials with an emphasis on graph analysis. Rational exponential and logarithmic functions are also introduced.

**Recommendation:** Grade of B- or better in Algebra IA/Link



## ALGEBRA II - A

COURSE # 330

**PREREQUISITE:** Successful completion of Algebra IA/Link and Plane Geometry

**CREDIT:** 1 credit

This course develops a high degree of skill and accuracy in algebraic techniques. Skills covered in Algebra I-A are reviewed. There is further work on quadratics, including graphs of linear and quadratic equations. An introduction to negative exponents, logarithms, matrices, and systems with three variables is included.

**Recommendation:** Grade of B- or better in Algebra IA and completion of Plane Geometry A

## ALGEBRA II – H

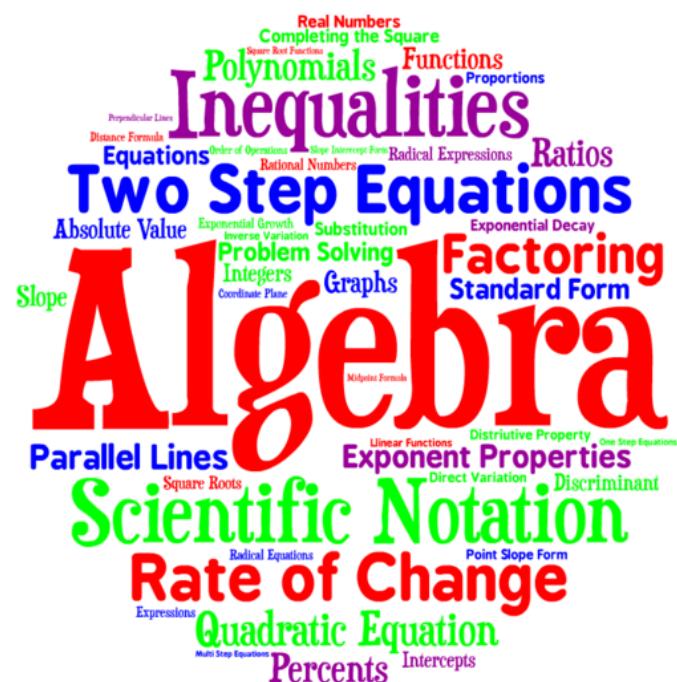
COURSE # 351

**PREREQUISITE:** Successful completion of Plane Geometry – H

**CREDIT:** 1 credit

This course develops skill and accuracy in algebraic techniques. There is further work on quadratics, including graphs of linear and quadratic equations. An introduction to negative exponents, logarithms, matrices, and systems with three variables is included. This is a more rigorous treatment of the material than the advanced course.

**Recommendation:** Grade of B- or better in Plane Geometry – H.



## **DISCRETE MATHEMATICS – A**

**COURSE # 338**

**PREREQUISITE:** Successful completion of Algebra II-A, or B- in Algebra II-S

**CREDIT: ½ credit**

This course deals with arrangements of discrete objects. Topics covered may include sets, logic, election theory, number theory, codes, and relations. This course has various applications that show the relevance of mathematics to the real world such as communications, transportation, and business.

## **PROBABILITY AND STATISTICS – S**

**COURSE # 335**

**PREREQUISITE:** Successful completion of Algebra I-A/Link

**CREDIT: ½ credit**

This course includes such topics as statistical analysis, probability applications, reasoning communication, connections and problem solving. Real world hands-on applications are used to investigate and apply the concepts in the course. Microsoft Excel is used to organize, analyze and present results.

## **PROBABILITY AND STATISTICS – A**

**COURSE # 336**

**PREREQUISITE:** Successful completion of Algebra II – A

**CREDIT: ½ credit**

This course will include such topics as discrete functions, statistical analysis, probability theory and applications, reasoning, communication, connections, and problem solving. Real world applications are used to investigate and apply theory. Microsoft Excel is used to organize, analyze and present results.

## **PRE-CALCULUS AND TRIGONOMETRY – A**

**COURSE # 361**

**PREREQUISITE:** Successful completion of Algebra II-A

**CREDIT: 1 credit**

This course will explore the following topics: analytic geometry, linear, quadratic, polynomial and exponential functions and their inverses, conic sections, and trigonometric functions.

**Recommendations:** Grade of B- or better in Algebra II-A

## **PRE-CALCULUS AND TRIGONOMETRY – H**

**COURSE # 360**

**PREREQUISITE:** Successful completion of Algebra II-H

**CREDIT: 1 credit**

This course includes a comprehensive examination

of the following topics: analytic geometry, linear, quadratic, polynomial and exponential functions and their inverses, conic sections and trigonometric functions.

**Recommendation:** Grade of B- or better in Algebra II-H

## **CALCULUS – A**

**COURSE # 349**

**PREREQUISITE:** Successful completion of Pre-Calculus

**CREDIT: 1 credit**

This course is an introduction to limits, derivatives, and integrals with an emphasis on the underlying algebraic and pre-calculus concepts.

**Recommendation:** Grade of B- or better in Pre-Calculus-A

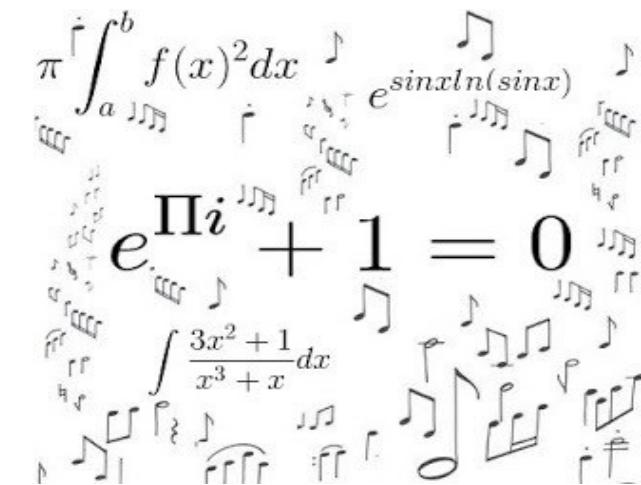
## **MATH AND MUSIC: EXPLORING SOME OF THE CONNECTIONS- A (pending BOE approval)**

**COURSE # WMA016**

**PREREQUISITE:** successful completion of algebra 1, geometry, and enrollment in or completion of algebra 2. No prior musical knowledge is necessary (although it will be easier if students do have prior experience in this area).

**CREDIT: 1/2 credit**

This class will rely heavily on critical thinking skills and seeks to develop students' abilities to solve multi-step word problems and problem solving in general. This course will examine pertinent mathematical theorems and problems, mathematical and musical vocabulary and concepts, and musical samples (written and auditory). In addition, students will be studying some of the rudiments of the mathematics and science of sound as it connects to musical creation and analysis. Further, students will be asked to read and respond to a variety of written and/or auditory materials that address assorted facets of the relationship between math and music.



## CALCULUS ADVANCED PLACEMENT – H

### COURSE # 362 (class) & 363 (lab)

**PREREQUISITE:** Successful completion of Pre-Calculus-H

**CREDIT: 1 1/2 credits**

This course includes a comprehensive examination of sequences, functions and their limits, forms the basis for the definitions of the derivative and integrals and their applications. Students taking this course are prepared for the AB Calculus AP Exam.

**Recommendation:** Grade of B- or better in Pre-Calculus-H

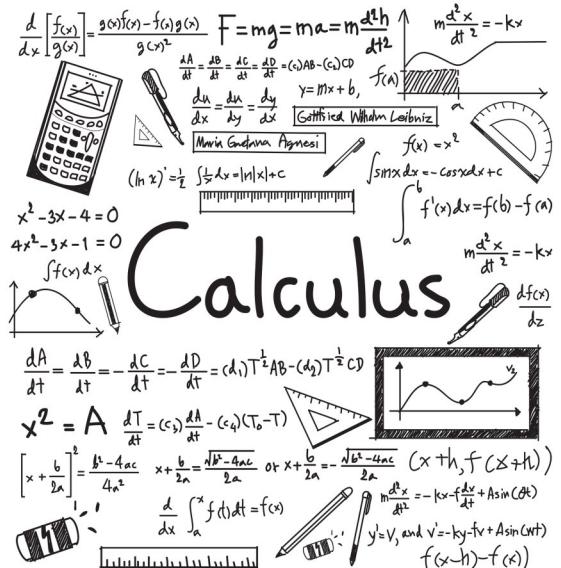
## STATISTICS ADVANCED PLACEMENT – AP/H

**COURSE # 337**

**PREREQUISITE:** A- or better in Algebra 2 Honors or Advanced

**CREDIT: 1 credit**

The topics for AP Statistics will be divided into four major themes: exploratory analysis (20-30 percent of the exam), planning and conducting a study (10-15 percent of the exam), probability 20-30 percent of the exam), and statistical inference (30-40 percent of the exam). This is a full year course designed to prepare students to take the AP Statistics Exam.



# MUSIC

**IT IS STRONGLY URGED THAT THE RECOMMENDATION OF THE MUSIC DEPARTMENT FACULTY BE FOLLOWED IN SELECTING ANY MUSIC COURSE.**

## **SYMPHONIC BAND BRASS and WOODWINDS**

**COURSE # WUN003**

**PREREQUISITE:** Membership in this group is by teacher recommendation and/or audition. Students must play a recognized woodwind or brass instrument

**CREDIT: 1 Credit**

Symphonic Band is a year-long class.

Membership in the band is open to all woodwind and brass players. Students will learn the language, skills, habits, and techniques necessary for effective musical expression.

Quality band literature will also be studied and performed. Students are required to attend all concerts, performances, and contribute to the musical life of the school. Private lessons and festival participation are highly recommended.

## **SYMPHONIC BAND PERCUSSION**

**COURSE # WUN005**

**PREREQUISITE:** Membership in this group is by teacher recommendation and/or audition. Students must play a recognized percussion instrument

**CREDIT: 1 Credit**

Symphonic Band is a year-long class. Membership in the band is open to all percussion players. Students will learn the language, skills, habits, and techniques necessary for effective musical expression. Quality band literature will also be studied and performed. Students are required to attend all concerts, performances, and contribute to the musical life of the school. Private lessons and festival participation are highly recommended.

## **CHORUS**

**COURSE # 705**

**PREREQUISITE:** Students must be able to recognize and sing notes and pitches

**CREDIT: 1 Credit**

Membership in this choral group is open to any student who has the desire to sing in a group setting. Students will learn proper vocal techniques required for effective performance of selected literature. Students will study and perform music ranging from Broadway to the classics. Students are required to participate in all concerts, extra rehearsals and special events that contribute to the musical life of the school.



## **CHAMBER CHOIR**

**COURSE # 707**

**PREREQUISITE:** Membership in this choral group is by teacher recommendation and/or audition.

**CREDIT: 1 Credit**

Membership in this auditioned choral group is open to any student who has the desire to sing in a group setting. Students will learn proper vocal techniques required for effective performance of selected literature. Students will study and perform music ranging from Broadway to the classics. Students are required to participate in all concerts extra rehearsals, and special events that contribute to the musical life of the school.

## **STRING ORCHESTRA**

**COURSE # 720**

**PREREQUISITE:** String students must have at least 2 years of middle school orchestra experience

**CREDIT: 1 Credit**

This course is open to all string players. Students will study and perform musical literature from the Baroque period through 20<sup>th</sup> Century Music. In addition, students will learn musical concepts about each work and how his/her part relates to the ensemble. Members of the string orchestra are expected to contribute to the musical life of the school and community by participating in all scheduled events during the year. Daily practice is essential and private lessons are highly recommended.

## **CHAMBER ORCHESTRA**

**COURSE # 721**

**PREREQUISITE:** Teacher recommendation and/or audition

**CREDIT: 1 Credit**

Placement in this year-long ensemble is by teacher recommendation and/or audition. Students will study and perform quality musical literature encompassing all periods of music, using non-edited and unabridged music when possible. Students are required to practice, attend all concerts, and performances, and contribute to the musical life of the school. Private lessons and festival participation are highly recommended.



## **CHAMBER ORCHESTRA/JAZZ ENSEMBLE**

**COURSE # WUN008**

**CREDIT: 1 Credit**

This course is open to string students who will play in both the jazz ensemble and the chamber orchestra. These students will perform on their band instruments in symphonic band and their string instruments in chamber orchestra. This class meets at the same time as symphonic band and chamber orchestra.

## **STRING ORCHESTRA/SYMPHONIC BAND**

**COURSE # WUN004**

**CREDIT: 1 Credit**

This course is open to string students who will play in both the symphonic band and the string orchestra. These students will perform on their band instruments in symphonic band and their string instruments in string orchestra. This class meets the same time as symphonic band and string orchestra.

## **MUSIC THEORY**

**COURSE # 716**

**CREDIT: ½ Credit**

This course examines the fundamentals of music and its analysis. Topics to include: properties of sound, basic notation, terms, symbols, rhythms, meter, scales, key signatures, intervals, and chords (triads).

## **MUSIC APPRECIATION**

**COURSE # 700**

**CREDIT: ½ Credit**

This course will help the student listen to music with a critical ear and develop an appreciation of music on many levels. This course is designed to enhance the students' enjoyment of current popular music and enable them to recognize, to understand, and to find delight in a wide variety of musical forms and formats. This course will focus on "Music as Revolution" – the role of music in shaping major cultural changes. This course will also focus on "Music as Culture" – the larger cultural signifiers of various types of music. No music background is required.

## **JAZZ ENSEMBLE**

**COURSE # WUN018**

**PREREQUISITE: Teacher recommendation and/or audition**

**Students must play a recognized jazz band**

**instrument which includes**

**woodwinds, brass, piano, guitar, bass guitar and percussion**

**CREDIT: 1 Credit**

Jazz Ensemble is a year-long class. Membership in the Jazz Ensemble is open (by teacher recommendation and/or audition) to all woodwind, brass, piano, guitar, bass guitar and percussion players. Students will learn the language, skills, habits, and techniques necessary for effective musical expression in the jazz ensemble setting. Quality jazz ensemble literature will also be studied and performed. Students are required to attend all concerts, performances, and contribute to the musical life of the school. Members will also perform as a member of the Symphonic Band at concerts and events. Private lessons and festival participation are highly recommended.

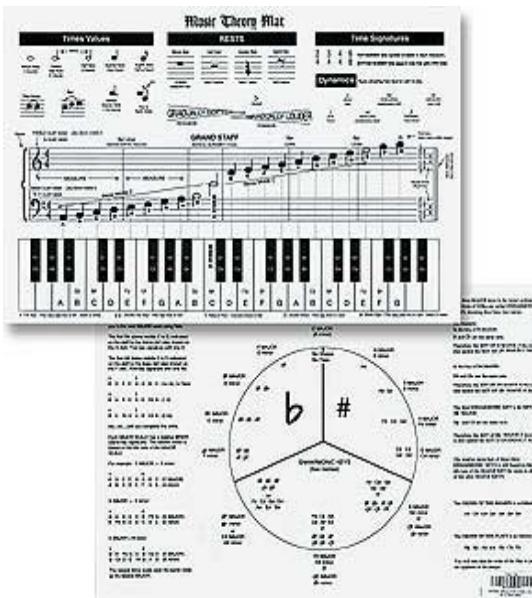
## **JAZZ IMPROVISATION\***

**\*Pending BOE approval**

**COURSE # 724**

**CREDIT: 1/2 CREDIT**

This course is designed for the student to understand the fundamentals of the jazz solo through performance. This course will also include the history of jazz improvisation, famous jazz soloists, current trends and the understanding of jazz notation. The course is open to all instrumentalists that play a melodic instrument (no drummers). This course may be taken multiple times. Knowledge of basic music theory is highly recommended as a prerequisite.



# PHYSICAL EDUCATION

**1.5 CREDITS REQUIRED FOR GRADUATION (INCLUDING PE9, PE10 AND HEALTH)**

**9th GRADE PHYSICAL EDUCATION**  
**COURSE # 750**  
**CREDITS: ½ credit**

**10<sup>th</sup> GRADE PHYSICAL EDUCATION**  
**COURSE # 755**  
**CREDITS: ½ credit**

The freshman and sophomore core physical education program will focus on physical fitness and encouraging students to be physically active throughout their lifetime for better health. The students will spend a significant amount of time on activities devoted to cardiovascular endurance and muscular strength and endurance. Students will take full advantage of the weight room and engage in activities such as power walking and jogging for good heart health. They will be educated in the basic concepts of physical training. A significant amount of time will also be spent playing games designed to achieve physical fitness while having fun, thus encouraging them to engage in lifelong activities that lead to good health.

**10<sup>th</sup> GRADE HEALTH**  
**COURSE # 785**  
**CREDITS: ½ credit**

The Waterford High School Health Education Program encompasses all relevant areas of health; mental, social, emotional, and physical. This course is designed to assist students in obtaining accurate information, developing lifelong positive attitudes and behaviors, and making wise decisions related to their personal health. Students will focus on personal health, alcohol and other drug use prevention, tobacco, mental and emotional health, sexual health, and violence prevention as it aligns with the National Health Education Standards.



## TEAM SPORTS

This course will combine skills and strategies that will lead to a competitive team environment. Football, speedball, volleyball, basketball, and pickle-ball are some of the activities offered in this class. Tournament play will be featured. This is a physically demanding, highly competitive class and is recommended only for students with previous skill and knowledge of the aforementioned activities and who enjoy a high level of physical activity. This course may not be used to fulfill a physical education requirement. Only juniors and seniors may sign up for this course. Students may repeat this class – see instructions below.

**Students may not take more than one Team Sports class in each semester.**

## TEAM SPORTS SEMESTER I

**COURSE # 767**  
**PREREQUISITE: Junior or senior standing**  
**CREDITS: ½ credit**

Sign up for this course number if you wish to take Team Sports **during first semester**.

## TEAM SPORTS SEMESTER II

**COURSE # 765**  
**PREREQUISITE: Junior or senior standing**  
**CREDITS: ½ credit**

Sign up for this course number if you wish to take Team Sports **during second semester**.



## **FIRST AID, CPR, AND ATHLETIC TRAINING COURSE # 769**

**PREREQUISITE:** Junior or senior standing  
**CREDITS:**  $\frac{1}{2}$  credit

This course will lead to CPR and standard first aid certification. A section of this course will focus on the cause, care, prevention, and anatomy of common athletic injuries. The student will learn and practice taping techniques related to these injuries. A certification card may be obtained for a fee of \$27 (Price subject to change). Please let instructor know if there is a financial hardship. This course **may not** be used to fulfill the physical education graduation requirement.

## **BOOT CAMP COURSE # WPN033**

**PREREQUISITE:** Sophomore, junior or senior standing

**CREDITS:**  $\frac{1}{2}$  credit

Students will learn the concepts for proper techniques and strategies of exercise programs, (circuit and weight training). Each student will develop his or her own weight training program to meet his or her own needs for body building or sports performance. This course **may not** be used to fulfill the physical education graduation requirement. Successful completion of this course will lead to college credit.

## **RECREATIONAL SPORTS AND ACTIVITIES**

**COURSE # 791**

**PREREQUISITE:** Sophomore, junior or senior standing

**CREDITS:**  $\frac{1}{2}$  credit

This course will focus on activities that a student can pursue in his or her adult life in order to maintain a level of physical fitness. Swimming, tennis, pickleball, badminton, volleyball and ping pong are activities included in this course. This course **may not** be used to fulfill the physical education graduation requirement.

## **UNIFIED PE COURSE # WPN038 CREDIT: 1/2 credits**

This course is designed to unite regular education students with special education classmates that have a variety of different learning challenges that may be physical, social or intellectual. The course

is designed for students to experience a variety of activities in physical education, especially those which require teamwork and cooperation. Warm-up, stretches, and cardio (walking/jogging) exercises are part of the routine. Activities consist of group games, pillow hockey, climbing, soccer, kickball, badminton, basketball, etc. The curriculum is modified to meet the skills sets of the students with disabilities. Students without disabilities will participate as mentors for the students with disabilities and these experiences will give them skills and techniques for working with different populations and help them develop leadership skills. The Unified PE class is often a step towards joining the Unified Sports team that competes inter-scholastically. **This course may fulfill the graduation requirements for PE 9 and PE 10. It may be repeated for credit.**



## **ATHLETIC EXPERIENCE**

**COURSE # WPN035**

**PREREQUISITE:** Successful completion of Physical Education Graduation requirements and approval from PE staff member. Senior Standing

**CREDITS:**  $\frac{1}{2}$  credit

This practicum experience will educate the student in the fields of physical education, athletic coaching, sport administration and classroom management. Students will learn through engaging themselves in a 9<sup>th</sup> or 10<sup>th</sup> grade physical education class. They will assist the physical education staff in instruction, class design, demonstration, class management, administration of fitness testing and class evaluation. Students will be actively engaged in the principles and methods of teaching. The practicum experience will include volunteer after school hours. Students will be required to complete four hours of an athletic experience outside of the classroom which must be pre-approved by the instructor. All student assessment will be under the supervision of a specific physical education teacher. Selection in this course is limited and a lottery system may be used to select enrollment.

This course **may not** be used to fulfill the physical education graduation requirement.

## **LIFEGUARDING**

**COURSE # WPN036**

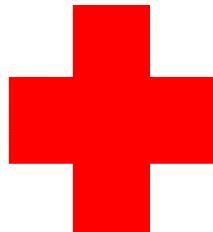
**PREREQUISITE:** Sophomore, junior, or senior standing

**CREDITS:**  $\frac{1}{2}$  credit

This course will lead to lifesaving, CPR and standard first aid certification and re-certification. A certification card may be obtained for a fee of 27.00 (Price subject to change). Student must be 15 years old to acquire a certification card. Please let instructor know if there is a financial hardship. This class will prepare students in skills used in the fields of Sports Medicine/Athletic Training. The content includes, but is not limited to, roles and responsibilities of team members, emergency and non-emergency procedures, anatomy and physiol-

ogy, injury evaluation, equipment and modalities of rehabilitation, injury and disease prevention, and protective equipment. This course **may not** be used to fulfill the physical education graduation requirement.

## **LIFEGUARD**



## **PROJECT ADVENTURE**

**COURSE # WPN037**

**PREREQUISITE:** Sophomore, junior or senior standing

**CREDITS:**  $\frac{1}{2}$  credit

This course will challenge students through the use of both indoor and outdoor low and high challenge course elements leading to growth in leadership, creativity, risk-taking, problem solving as well as self-esteem. Students will learn to work as group to complete a variety of challenging tasks. Students will also increase their physical fitness through completion of these tasks. Activities include, but not limited to, rock wall climbing, dangling duo, zip line, vertical playpen, Mohawk walk, and whale watch. This course **may not** be used to fulfill the physical education graduation requirement.



# SCIENCE

**THREE CREDITS REQUIRED FOR GRADUATION**

**SATISFACTORY COMPLETION OF THE PRECEDING YEAR'S COURSE IS RECOMMENDED FOR EACH APPROPRIATE LEVEL, EXCEPT WHERE APPROVAL IS GIVEN BY THE SCIENCE AND SCHOOL COUNSELING DEPARTMENTS.**

**ALL STUDENTS ARE REQUIRED TO TAKE INTEGRATED SCIENCE IN GRADE 9 AND BIOLOGY BY COMPLETION OF GRADE 10. IT IS RECOMMENDED THAT THE MAJORITY OF STUDENTS TAKE THEM IN THEIR NORMAL SEQUENCE: INTEGRATED SCIENCE IN 9<sup>th</sup> GRADE AND BIOLOGY IN 10<sup>th</sup>.**

**INTEGRATED SCIENCE – S**

**COURSE # WNS010**

**CREDIT: 1 credit**

Students in this Next Generation Science Standards based introductory course will develop an understanding of a wide range of topics in Earth and Space Science that build upon science concepts from middle school through more advanced content, practice, and cross-cutting themes in order to argue and explain scientific phenomena. The course will address: Space Systems, History of Earth, Earth's Systems, Weather and Climate, and Human Sustainability. A three dimensional approach will be utilized where students will develop understanding of scientific and engineering practices, crosscutting concepts, and disciplinary core ideas. It is tailored to serve the needs of serious students who do not plan on going to college as well as college bound students who do not feel sufficiently prepared to deal with the more rigorous Advanced Integrated Science.

**INTEGRATED SCIENCE – A**

**COURSE # WNA010**

**CREDIT: 1 credit**

Students in this Next Generation Science Standards based introductory course will develop an understanding of a wide range of topics in Earth and Space Science that build upon science concepts from middle school through more advanced content, practice, and cross-cutting themes in order to argue and explain scientific phenomena. The course will address: Space Systems, History of Earth, Earth's Systems, Weather and Climate, and Human Sustainability. A three dimensional approach will be utilized where students will develop understanding of scientific and engineering practices, crosscutting concepts, and disciplinary core ideas. This course places a stronger emphasis on mathematical applications and writing than Standard Integrated Science.



## **INTEGRATED SCIENCE - H**

**COURSE # WNH010**

**CREDIT: 1 credit**

Students in this Next Generation Science Standards based introductory course will develop an understanding of a wide range of topics in Earth and Space Science that build upon science concepts from middle school through more advanced content, practice, and cross-cutting themes in order to argue and explain scientific phenomena. The course will address: Space Systems, History of Earth, Earth's Systems, Weather and Climate, and Human Sustainability.

A three dimensional approach will be utilized where students will develop understanding of scientific and engineering practices, crosscutting concepts, and disciplinary core ideas. This course places emphasis on mathematical applications and writing and students will be required to complete a long term research project. Students who wish to take AP Science classes as upperclassmen should consider taking this course.



## **BIOLOGY – S**

**COURSE # WNS020**

**CREDIT: 1 credit**

This course is aligned with the Next Generation Science Standards. This course is an activity-focused, inquiry-based, multidisciplinary approach to studying biology. The course relates biological concepts to real-world phenomena, such as genetic disorders, cancer, and the spread of diseases. Students will learn to ask scientific questions, construct explanations and de-

sign solutions in regard to biological phenomena. This course requires students to work collaboratively with peers and use a variety of resources in order to understand the way the human body works and how we interact with our environment.

## **BIOLOGY – A**

**COURSE # WNA020**

**CREDIT: 1 credit**

**GRADE 9 STUDENTS MAY TAKE BIOLOGY CONCURRENTLY WITH ADVANCED OR HONORS INTEGRATED SCIENCE WITH TEACHER RECOMMENDATION.**

This course is aligned with the Next Generation Science Standards. The course relates biological concepts to real-world phenomena, such as genetic disorders, cancer, and the spread of diseases. Students will learn to ask scientific questions, construct explanations and design solutions in regard to biological phenomena. This course requires students to work collaboratively with peers and use a variety of resources—such as laboratory investigations, case studies, and scientific jour-

nals—in order to understand the way the human body works and how we interact with our environment. This course places a stronger emphasis on chemistry concepts, mathematical applications, and reading and writing than Standard Biology. Reading comprehension must be at or above grade level.



**BIOLOGY – H**  
**COURSE # WNH020**

**PREREQUISITE:** Teacher recommendation

**CREDIT:** 1 credit

**GRADE 9 STUDENTS MAY TAKE BIOLOGY CONCURRENTLY WITH ADVANCED OR HONORS INTEGRATED SCIENCE WITH TEACHER RECOMMENDATION.**

This course is aligned with the Next Generation Science Standards and is an in-depth study of the processes and principles of biology, the science of life. The rigorous curriculum is taught at the introductory college course level and serves to prepare students who intend to take AP or ECE Science classes and/or pursue a science major in college. The focus of this course is at the molecular level. Emphasis will be placed on cellular structure and function, gene structure and function, genetics, evolution and interdependence of organisms. The concepts and practices of biotechnology will be explored and students will participate in advanced labs. Reading level must be above grade level. Students must be able to learn independently and use critical thinking skills to solve real-world problems. It is urged that the recommendation of the previous science teacher be followed.

**RECOMMENDATION:** Grade B or above in Honors Integrated Science or A in Advanced Integrated Science.



**THE CHEMISTRY AND PHYSICS OF FORENSICS -S**

**COURSE # WNS030**

**PREREQUISITE:** Completion of Integrated Science and Biology at any level.

Teacher recommendation.

**CREDIT: ½ credit- offered fall and spring**

This course is aligned with the Next Generation Science Standards and is a study of basic chemistry and physic principles using forensics as a backdrop. The course will use a crime investigation scenario as the basis for student learning. Students will engage in laboratory experiments that highlight forensic techniques and demonstrate chemistry and physics topics such as matter and chemical reactions, Newton's laws, and energy. The course focuses on the student's ability to learn chemical and physical concepts through hands-on and group activities.

**This course cannot be taken if credit was earned in Chemistry for Future Presidents -A or Physics for Future Presidents - A**

**CHEMISTRY FOR FUTURE PRESIDENTS – A**

**COURSE # WNA030**

**PREREQUISITE:** Concurrent enrollment or successful completion of Algebra II S or equivalent

**CREDIT: ½ credit – offered fall and spring**

This course is aligned with the Next Generation Science Standards and is an exploratory study of the nature of matter and its reactions that involves problem solving, deductive reasoning and experimentation. Topics included are states of matter; stoichiometry of chemical reactions; electronic structure of atoms and the connection of matter to the periodic chart; energy and equilibrium. This course will explore the relevance of chemistry in everyday life. Students will complete the class with an understanding of how chemical concepts influence decisions made on a daily basis.

**This course cannot be taken if credit was earned in The Chemistry and Physics of Forensics-S**

## **CHEMISTRY - H**

**COURSE # WNH031**

**PREREQUISITE:** Concurrent enrollment or successful completion of Algebra II-H, Pre-calculus H or Calculus A

**CREDIT: 1 credit**

This course is aligned with the Next Generation Science Standards and is an in depth study of the nature of matter and its reactions. Students will be asked to problem solve and use deductive reasoning and experimentation in real world applications. Topics included are states of matter; stoichiometry of chemical reactions; equilibrium; electronic structure of atoms and the connection of matter to the periodic chart; thermodynamics; gas laws, solution chemistry and organic chemistry. Students will be asked to problem solve and use deductive reasoning and experimentation in real world applications. Scientific experimentation, research, and discussion are integral parts of this course. The honors section places a strong emphasis on mathematical applications, writing, and independent work. Students, who wish to take AP/ECE Chemistry or any other AP science and/or pursue science in college should consider taking this course.

## **ENVIRONMENTAL SCIENCE – S**

**COURSE # WNH032**

**PREREQUISITE:** Completion of Integrated Science and Biology

**CREDIT: ½ credit- offered both fall and spring**

This course focuses on environmental issues and how they impact students and the community.



Students will study biospheres and examine how ecosystems work and how humans are affecting these ecosystems. Topics include water quality, pollution, waste management and recycling, alternative energy sources, endangered species and habitats, local flora and fauna, and current environmental issues at the state, national and global level.

## **ENVIRONMENTAL SCIENCE – ECE/H //**

**UCONN ECE NRE 1000**

**COURSE # WNP062**

**PREREQUISITE:** Successful completion of Integrated Science Advanced or Honors and Advanced or Honors Biology

**CREDIT: 1 credit**

Environmental science is a course that incorporates various scientific disciplines in the context of practical real-world issues. This course asks students to use scientific principles, concepts, and methodologies to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. This is a college level class carrying honors credit and expectations. Students taking this class will have the opportunity to get UCONN credit and use UCONN Avery Point

library facilities for the class. This class requires occasional field trips during the school day and has a project component. Some students choose to compete in the Connecticut Envirothon, an environmental science competition where students meet and learn from experts in the field.



**PHYSICS FOR FUTURE PRESIDENTS– A**  
**COURSE # WNA040**  
**PREREQUISITE: Concurrent enrollment or successful completion of Algebra II or equivalent**  
**CREDIT: 1/2 credit- offered fall and spring semesters**

This course is aligned with the Next Generation Science Standards and will cover classical and modern physics. It is designed to enable students to appreciate the role of physics in today's society and technology. Emphasis is placed on the fundamental laws of nature on which all science is based. Students will explore the topics of Newton's Laws, wave interactions, the photoelectric effect, and energy.

**This course cannot be taken if credit was earned in The Chemistry and Physics of Forensics – S.**

#### **AP/ECE PHYSICS 1 - H**

**ECE1201Q**

**COURSE # WNP041**

**PREREQUISITE: Concurrent enrollment or successful completion of Algebra II-H,**

**Pre-calculus H or Calculus A**

**CREDIT: 1 credit (4 ECE credits from UNCONN that are transferable to most schools)**

In this course the focus is on the big ideas typically included in the first semester of algebra-based, college level physics. Students will cultivate a deeper understanding of physics as they explore Kinematics, dynamics, circular motion, simple harmonic motion, conservation of momentum/angular momentum, torque, electrostatics, and DC circuits. Students enrolled in this course will have the opportunity to take the Physics 1 AP exam in May.

#### **AP/ECE PHYSICS 2 – H**

**ECE1202Q**

**COURSE # WNP043**

**PREREQUISITE: Concurrent enrollment or successful completion in either Pre-Calculus-H or Calculus and successful completion of AP Physics 1/H/ECE1201Q**

**CREDIT: 1 credit (4 ECE credits from UNCONN that are transferable to most schools)**

This is a yearlong course the focus on the big ideas typically included in the first semester of algebra-based, college level physics. Students will cultivate their understanding of physics as they explore Thermodynamics, ideal gases, kinetic theory, fluid statics and dynamics, electrostatics, DC and RC circuits, electromagnetic inductions, optics, quantum physics,

nuclear physics. This course is recommended for students intending to pursue a post high school degree in engineering or related fields. Students will have the opportunity to take the Physics 2 AP exam in May.

#### **MARINE BIOLOGY – S**

**COURSE # WNS070**

**CREDIT: 1/2 credit – offered fall and spring**

This is an introduction to the study of the oceans and coastal environments and the organisms that live there. There will be field trips to ocean-related facilities and use of the Project Oceanology resources at Avery Point. This course is designed for those students who do not intend on pursuing a degree in science. Emphasis will be placed on ecological concepts and human connections to the sea.



## **MARINE BIOLOGY 1 – A – Marine Ecosystems**

**COURSE # WNA070**

**PREREQUISITE:** Concurrent enrollment in or successful completion of Biology.

**CREDIT: 1/2 credit**

This is a survey course of the living ecosystems in the ocean. Subjects will include a survey of the major marine ecosystems, ecological relationships and adaptations. The course will take a ecosystems approach to looking at life in the sea. We will start with a look at marine ecosystems around the world including coral reefs, deep sea and kelp forests and then focus on our local estuarine ecosystem.

## **MARINE BIOLOGY 2 – A – Marine Organisms**

**COURSE # WNA071**

**PREREQUISITE:** Concurrent enrollment in or successful completion of Biology. Students coming from a standard level science class must earn a B or higher in Marine Biology – S prior to signing up for Marine 2A.

**CREDIT: 1/2 credit**

This is a survey course of the life in the ocean. Subjects will include anatomy and physiology of marine organisms, evolutionary relationships and adaptations. The course will take a phylogenetic approach to looking at life in the sea. We will start with simple groups and move to more complex.

## **MARINE SCIENCE – ECE/H**

**UCONN ECE MARN 1002**

**COURSE# WNH072**

**PREREQUISITE:** Successful completion of Honors Biology or an A in Advanced Biology. The prerequisites may be waived only with prior approval of the course instructor.

**CREDIT: 1 credit (4 ECE Credits from UCONN – transferable to most schools)**

This is a college level class carrying honors credit and expectations. Students taking this class will

have the opportunity to get UCONN credit for the class. This class will focus on the biological, chemical, and geophysical aspects of the ocean. Students taking the class will have access to the UCONN Avery Point campus library and lab facilities and



online resources. Field programs will include trips to the Avery Point Marine Science Building for lab work as well as Project O for boat trips. Due to limited room and the rigor of a college-level course, enrollment will take into consideration previous grades in science courses, teacher recommendation, and student interest.

## **ANATOMY & PHYSIOLOGY – A**

**COURSE # WNA052**

**PREREQUISITE:** Successful completion of Biology and either Chemistry or Physics at the advanced or honors level; Students may take Chemistry or Physics concurrently

**CREDIT: 1 credit**

This full year course is designed for students who have an interest in the human body and how it works. Students interested in pursuing a career in healthcare will particularly benefit from the course. The major emphasis is on the anatomy and function of the various body systems, with a minimal focus on the biochemistry. The course begins with an introduction to anatomical language, directional terms and a look at the organizational hierarchy of the body, followed by a study of the human body from cells to tissues to organ systems; recognizing how the systems behave in both health and disease. Labs involve a comparative study of tissues and organs, as well as some forensic and clinical analyses of some of the components of each system. Students are expected to take part in actual dissections.



## **ANATOMY & PHYSIOLOGY – H COURSE # WNH052**

**PREREQUISITE:** Successful completion of Honors or Advanced Biology and either Honors Chemistry or Honors Physics. Honors Chemistry or Honors Physics may be taken concurrently.

**CREDIT: 1 credit**

This full year course is designed for students who have a strong interest in the human body and how it works. Students interested in pursuing a career in medicine or some other health-related field will find this class particularly beneficial. This is a college level course with an extensive curriculum, including in depth studies of the structure, function and biochemistry of each system of the body. This course is vocabulary intensive and taught at greater depth than the Advanced level. It is strongly recommended that students who take this course earn a B or above in both Biology and Chemistry or Physics. The class begins with an introduction to anatomical language, directional terms and a look at the organizational hierarchy of the body, followed by a study of the human body from cells to tissues to organ systems; recognizing how the systems behave in both health and disease. There is a continued emphasis throughout the year on learning, recognizing, and understanding the language/terminologies used in the field of medicine. Labs involve a comparative study of tissues and organs, as well as some forensic and clinical analyses of some of the components of each system. Students are expected to take part in actual dissections.

## **BIOLOGY – ECE/H // UCONN ECE BIO 1107 + BIO 1108**

### **COURSE # WNH022**

**CREDIT: 1 credit (8 ECE credits from UCONN-transferable to most schools)**

The UCONN ECE biology course covers both the UCONN Biology 1107 and 1108 curriculum. This course integrates the major themes of biological science to give students a deep understanding of



the major concepts which run through the discipline. Topics covered include science as process, evolution, energy transfer, continuity and change, regulation, biochemical principals, cell biology and science, technology, and society. Students will have the option to take the biology AP exam in May, although not all of the AP curriculum is covered in this course. Due to limited room and the rigor of a college-level course, enrollment will take into consideration previous grades in science courses, teacher recommendation, and student interest.

**RECOMMENDATION:** Grade of B or better in Honors or Advanced Biology and Honors Chemistry.

## **CHEMISTRY – ECE/H // UCONN ECE CHEM**

### **1127Q + CHEM 1128Q**

**PREREQUISITES:** Completion of Honors Chemistry with a Grade of B or better; Concurrent enrollment in or successful completion of either Pre-Calculus Honors or Calculus; Teacher Recommendation

**CREDIT: 1 ½ credits)**

This course is designed to provide a foundation for more advanced courses in chemistry. Students will learn about atomic theory, laws and theories concerning the physical and chemical behavior of gases, liquids, solids, and solutions as well as some of the more familiar elements and their compounds. Lab work will include quantitative measurements illustrating the laws of chemical combination and equilibrium in solutions and qualitative reactions of the common cations and anions.



# SOCIAL STUDIES

## THREE AND HALF CREDITS REQUIRED FOR GRADUATION

All students must pass 1.5 credits of World History, 1.0 credit of US History, and Civics (.5)

### WORLD HISTORY OFFERINGS

**NOTE:** All freshmen must take either Rise of Civilization or Ancient Eastern Civilization

#### RISE OF CIVILIZATION – S

COURSE # WSS001

CREDIT:  $\frac{1}{2}$  credit

This course offers an introduction to archaeology and anthropology. It traces the development of early humans, the discovery of agriculture, and the rise of cities. The study of the civilizations of the river valleys of Mesopotamia and Egypt form the core of the course. Students will be required to work independently, to utilize outside resources and readings that complement the course textbook, and to complete several academic centered writing assignments.

#### RISE OF CIVILIZATION – A

COURSE # WSA001

CREDIT:  $\frac{1}{2}$  credit

This course offers an introduction to archaeology and anthropology. It traces the development of early humans, the discovery of agriculture, and the rise of cities. The study of the civilizations of the river valleys of Mesopotamia and Egypt form the core of the course. Students will be required to work independently, to utilize outside resources and readings that complement the course textbook, and to complete several academic centered writing assignments.

#### RISE OF CIVILIZATION – H

COURSE # WSH001

CREDIT:  $\frac{1}{2}$  credit

This course offers an introduction to archaeology and anthropology. It traces the development of early humans, the discovery of agriculture, and the rise of cities. The study of the civilizations of the river valleys of Mesopotamia and Egypt form the core of the course. In addition, the study of the civilization of the river valley of India or China will be studied. Students will be required to work independently, to

utilize outside resources and readings that complement the course textbook, and to complete several academic centered writing assignments.

**All 9<sup>th</sup> grade Honors level students must take Rise of Civilization fall semester.**

### ANCIENT EASTERN CIVILIZATION – S

COURSE # WSS021

CREDIT:  $\frac{1}{2}$  credit

This course offers an introduction to archaeology and anthropology. It introduces/reviews the characteristics of a civilization. The study of the civilizations of the river valleys of India and China form the core of the course. Students will be required to work independently, to utilize outside resources and readings that complement the course textbook, and to complete several academic centered writing assignments.

### ANCIENT EASTERN CIVILIZATION – A

COURSE # WSA021

CREDIT:  $\frac{1}{2}$  credit

This course offers an introduction to archaeology and anthropology. It introduces/reviews the characteristics of a civilization. The study of the civilizations of the river valleys of India and China form the core of the course. Students will be required to work independently, to utilize outside resources and readings that complement the course textbook, and to complete several academic centered writing assignments.

**NOTE: Ancient Western Civilization and The Middle Ages are open to grades 9 – 12**



## **ANCIENT WESTERN CIVILIZATION – S**

**COURSE # WSS002**

**CREDIT: ½ credit**

This course introduces/reviews the characteristics of a civilization. The study of the civilizations of ancient Greece, Rome as well as the Byzantine Empire forms the core of the course. In addition, the study of the ancient world religions will be included in the course. Students will be required to work independently, to utilize outside resources and readings that complement the course textbook, and to complete several academic centered writing assignments.

## **ANCIENT WESTERN CIVILIZATION – A**

**COURSE # WSA002**

**CREDIT: ½ credit**

This course introduces/reviews the characteristics of a civilization. The study of the civilizations of ancient Greece, Rome as well as the Byzantine Empire forms the core of the course. In addition, the study of the ancient world religions will be included in the course. Students will be required to work independently, to utilize outside resources and readings that complement the course textbook, and to complete several academic centered writing assignments.

## **ANCIENT WESTERN CIVILIZATION – H**

**COURSE # WSH002**

**CREDIT: ½ credit**

This course introduces/reviews the characteristics of a civilization. The study of the civilizations of ancient Greece, Rome as well as the Byzantine Empire forms the core of the course. In addition, the study of the ancient world religions will be included in the course. Students will be required to work independently, to utilize outside resources and readings that complement the course textbook, and to complete several academic centered writing assignments. **All 9<sup>th</sup> grade Honors level students must take Ancient Western Civilization spring semester.**

## **THE MIDDLE AGES – S**

**COURSE # WSS003**

**CREDIT: ½ credit**

The Middle Ages covers the major developments in Europe from the fall of the Western Roman Empire to the start of the Renaissance. The core of the course will focus on the Middle Ages as a transition period between ancient and early modern Europe. The course explores political, economic, religious, intellectual, artistic, and social developments of the continent between the years 400 and 1500. Some

topics that will be investigated include how Europe changed when Rome fell, Charlemagne and the Carolingian Renaissance, the rise and fall of the Roman

Catholic Church as the dominant medieval organization, the role of feudalism, the attempt of Christians to recapture the Holy Land, the rise of the modern nation-state, England's unique role in the evolution of modern political thought, the struggle between Church and State, and the transition from feudalism to a market economy.

## **THE MIDDLE AGES – A**

**COURSE # WSA003**

**CREDIT: ½ credit**

The Middle Ages covers the major developments in Europe from the fall of the Western Roman Empire to the start of the Renaissance. The core of the course will focus on the Middle Ages as a transition period between ancient and early modern Europe. The course explores political, economic, religious, intellectual, artistic, and social developments of the continent between the years 400 and 1500. Some topics that will be investigated include how Europe changed when Rome fell, Charlemagne and the Carolingian Renaissance, the rise and fall of the Roman

Catholic Church as the dominant medieval organization, the role of feudalism, the attempt of Christians to recapture the Holy Land, the rise of the modern nation-state, England's unique role in the evolution of modern political thought, the struggle between Church and State, and the transition from feudalism to a market economy.

**NOTE: Early Modern History is required of all grade 10 students**

## **EARLY MODERN HISTORY– S**

**COURSE # WSS004**

**CREDIT: ½ credit**

Early Modern History covers the developments in Western history from the end of the Middle Ages until industrialism. The course explores political, economic, religious, intellectual, artistic, and social developments of the West, including its impact on the rest of the world, from the years 1400 to about 1800. Some topics that will be investigated include the rise of humanism, the Renaissance, the Protestant and Catholic Reformation, the Scientific Revolution, the Age of Exploration, the Enlightenment, and the American and French Revolutions.

## **EARLY MODERN HISTORY– A**

**COURSE # WSA004**

**CREDIT: ½ credit**

Early Modern History covers the developments in Western history from the end of the Middle Ages until industrialism. The course explores political, economic, religious, intellectual, artistic, and social developments of the West, including its impact on the rest of the world, from the years 1400 to about 1800. Some topics that will be investigated include the rise of humanism, the Renaissance, the Protestant and Catholic Reformation, the Scientific Revolution, the Age of Exploration, the Enlightenment, and the American and French Revolutions.

## **EARLY MODERN HISTORY– H**

**COURSE # WSH004**

**PREREQUISITE: Successful completion (Grade of C or better) of 1 credit of Honors level social studies and/or teacher recommendation.**

**CREDIT: ½ credit**

Early Modern History covers the developments in Western history from the Middle Ages until industrialism. The course explores political, economic, religious, intellectual, artistic, and social developments of the West, including its impact on the rest of the world, from the years 1400 to about 1800. Some topics that will be investigated include the rise of humanism, the Renaissance, the Protestant and Catholic Reformation, the Scientific Revolution, and the Age of Exploration.

**NOTE: The Modern World is open to grade 10 - 11 students. Students taking Advanced and Standard offerings can elect to take either The Modern World or Early U.S. History. Students**

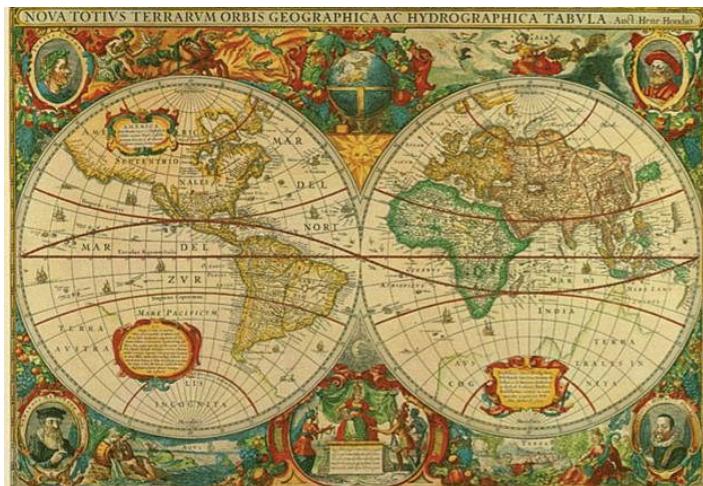
**in the honors level must take AP Early U.S. History**

## **THE MODERN WORLD– A**

**COURSE # WSA005**

**CREDIT: ½ credit**

The Modern World covers the developments in world history from industrialism until the Cold War. The course explores political, economic, religious, intellectual, artistic, and social developments that modernized the world since approximately 1700 CE. Some topics that will be investigated include the Industrial Revolution, imperialism, nationalism, militarism, capitalism, socialism, communism, the World Wars, the U.S.-Soviet rivalry of the Cold War, and the United States' rise as a world power.



## UNITED STATES HISTORY OFFERINGS

The three U.S. History offerings survey developments in the United States beginning with colonial life in America and concluding with present day. An emphasis will be placed on 20<sup>th</sup> and 21<sup>st</sup> century events. There will be a focus on the emergence of the United States as a world power and the changing role of government within American society.

Themes to be covered include: America's colonial past, the development of American domestic and foreign policy, the significance of the American presidency, the Civil War, and the United States involvement in the World Wars, major events of the Cold War, and the increased role of national government in domestic affairs. Students will use primary sources, secondary sources, digital media, audio speeches, music, and art in the course. Students will be required to complete a research paper and give formal presentations.

- Students must take 1 credit of U.S. History (**Post-Reconstruction through WWII & AP Post-Reconstruction through WWII**) during their junior year. Students have the option to take Early U.S. History their sophomore year.

**NOTE: AP Early U.S. American History will be offered second semester and is required of all grade 10 Honors students**

### **U.S. HISTORY I– S COURSE # WSS006 CREDIT: ½ credit**

Early U.S. History will cover Colonial America through Reconstruction.

### **U.S. HISTORY I– A COURSE # WSA006 CREDIT: ½ credit**

Early U.S. History will cover Colonial America through Reconstruction.

### **AP U.S. HISTORY I– H COURSE # WSP006**

**PREREQUISITE: Successful completion (Grade of C or better) of Early Modern World History at the Honors level. CREDIT: ½ credit**

Early U.S. History will cover Colonial America through Reconstruction.

**Recommendation:** Students should select this course only if they have passed Early Modern World History. Students should be taking Honors English concurrently with Advanced Placement U.S. History. Students are prepared to take the AP Exam in May of the following year.



**NOTE: U.S. History II: Post-Reconstruction through WWII is required of all grade 11 students**

**U.S. HISTORY II—S**

**COURSE # WSS007**

**CREDIT: ½ credit**

The course will cover American history from Post – Reconstruction through Word War II.

**U.S. HISTORY II—A**

**COURSE # WSA007**

**CREDIT: ½ credit**

The course will cover American history from Post – Reconstruction through Word War II.

**AP U.S. HISTORY II– H**

**COURSE # WSP007**

**PREREQUISITE: Successful completion  
(Grade of C or better) of Early U.S. History at  
the**

**AP/Honors Level**

**CREDIT: ½ credit**

The course will cover American history from Post – Reconstruction through Word War II.

**\*\*NOTE: The Cold War to the Present is required for all grade 11 students\*\***

**U.S. HISTORY III— S**

**COURSE # WSS008**

**CREDIT: ½ credit**

The course will cover American history from the Cold War to present day.



**U.S. HISTORY III—A**

**COURSE # WSA008**

**CREDIT: ½ credit**

The course will cover American history from the Cold War to present day.

**AP U.S. HISTORY III—THE COLD WAR TO THE PRESENT – H**

**COURSE # WSP008**

**PREREQUISITE: Successful completion  
(Grade C or better) of Post Reconstruction to  
World War II. CREDIT: ½ credit**

The course will cover American history from the Cold War to present day.



## CIVICS - A

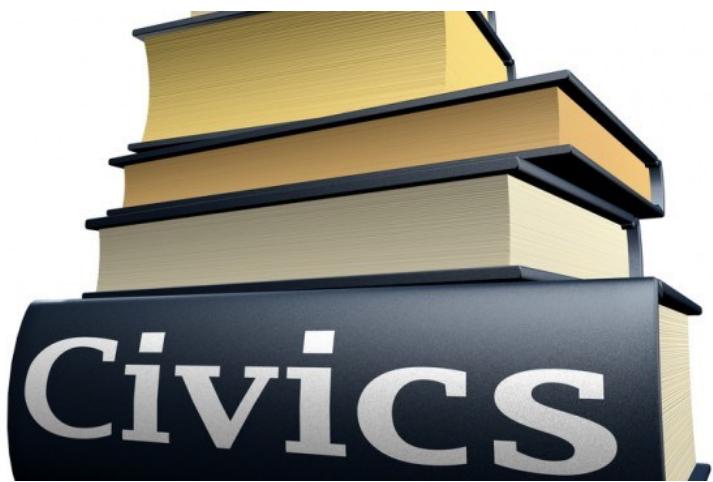
COURSE # WSA009

PREREQUISITE: Junior or Senior Standing—

Civics is required for graduation

CREDIT: ½ credit

This course is a state mandated requirement for graduation. The class will introduce students to the principles of American citizenship. The emphasis of this course is to teach students the rights and responsibilities of citizenship. Utilizing all types of media and technology they will learn how to contact an elected leader, follow a bill through the legislative process (both the State of CT and National legislature), and will be taught how to fill in their Voter Registration Card. The semester will begin with an introduction to the events that occurred on September 11, 2001, and how citizenship has changed in our country. Primary literature, documentaries, and pictures will require students to respond to a variety of ideas about how citizenship has changed since 9/11/01. This course will also discuss how local, state, and national level politics are organized, and practiced in the United States. Students will be expected to conduct independent research as well as work collaboratively with peers about national/world issues. Writing assignments and collaborative group presentations will be done during this course. Students will be required to attend field trips to see American democracy in action, and learn/reflect how taxpayer dollars are spent. There will also be guest speakers that will align to the unit we are learning about (veterans & jury duty service). Multiple Learning Through Service project opportunities may be available through the course.



## CONTEMPORARY AFFAIRS – A

COURSE # WSA016 (Fall), WSA017 (Spring)

PREREQUISITE: Junior or Senior Standing

CREDIT: 1/2 credit

This course introduces students to contemporary issues in global and national affairs from post-World War II until today. The course examines problems facing the global and national community, as well as the prospects for governments, individuals, and international groups to address those problems. Issues include population and demographics, natural resources and the environment, the globalization of the economy, terrorism and threats to security, development and technology, global security, ethics, human rights, and the role of the United States and other regional powers in world affairs. The course prompts students to examine their views and their own activism as responsible members of society.

## UPPERCLASSMEN ELECTIVES

### CRIMINAL JUSTICE IN AMERICA – A

COURSE # WSA012

PREREQUISITE: Senior Standing

CREDIT: ½ credit

The course will begin with the study of the Bill of Rights. This will enable students to examine their rights as U.S. citizens. The course will then take an in depth look at the American criminal justice system. The three components of the justice system (police, courts, and corrections) will form the core of the class. Members of the Waterford Police Department will visit the class to guest lecture on various topics associated with law enforcement.



AP EUROPEAN HISTORY //UCONN ECE

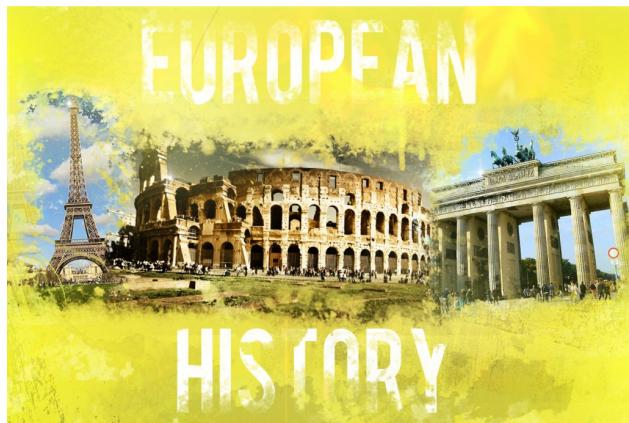
HIST1400

**COURSE # WSP015**

**PREREQUISITE:** Junior or Senior Standing

**CREDIT: 1 credit**

In the Advanced Placement European History course, students acquire a knowledge of the basic events and movements that occurred in Europe during the time period from approximately 1450 to the present. These events and movements are explored through three themes: intellectual and cultural history, political and diplomatic history, and social and economic history. In addition, students learn how to analyze historical documents and how to express their historical understanding in writing. Students can also earn UCONN ECE credit for Modern Western Traditions 1400. **Due to limited room and the rigor of a college-level course, enrollment will take into consideration previous grades in social studies courses, teacher recommendation, and student interest. Students are prepared to take the AP Exam in May.**



## **ABNORMAL PSYCHOLOGY – A**

## **COURSE # WSA018**

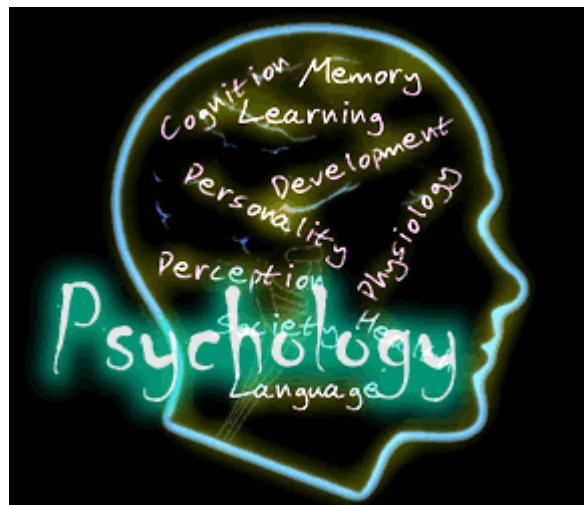
**PREREQUISITE:** Junior or Senior Standing

**Seniors will be given preference in enrollment.**

**CREDIT:**  $\frac{1}{2}$  credit

This course will provide students with an examination of the various psychological disorders as well as theoretical, clinical, and experimental perspectives of the study of psychopathology. Emphasis is on terminology, classification, assessment, and treatment of the major disorders. Upon completion, students should be able to dis-

tinguish between normal and abnormal behavior patterns as well as demonstrate knowledge of etiology, symptoms, and therapeutic techniques.



AP PSYCHOLOGY -- H

COURSE # WSP015

**PREREQUISITE:** Successful completion of three social studies credits at the advanced or honors level and/or teacher recommendation.

**CREDIT: 1 credit**

This course provides students with a learning experience equivalent to that obtained in most college introductory psychology courses. Topics include research methods approaches, biological bases of behavior, sensation and perception, state of consciousness, learning, cognition, motivation and emotion, developmental psychology, personality, testing, abnormal psychology, treatment of psychological disorders, and social psychology.

**Students are prepared to take the AP Exam in May.**



# **SPECIAL EDUCATION**

**Students at Waterford High School are enrolled in general education courses. If parents and professionals agree that additional support will be needed to increase the student's chance of success in the general education setting, students will be encouraged to take selected courses which will be modified to meet the needs of the individual. Enrollment in special education classes must be specified by the Planning and Placement Team (PPT).**

Waterford High School offers cooperative teaching in English and the early math class (Pre-Algebra). Our co-op teaching model offers a two-teacher presentation. Each class covers the same material as other standard level classes but offers the expertise of two teachers in the classroom. One general education and one special education teacher work as a team to provide students with this unique opportunity. Students benefit from the individualized support as well as participating in whole class instruction.

The following is a potential list of courses that will be offered by the Special Education Department:

## **BASIC COOPERATIVE ENGLISH**

**COURSE # 061 English 10S**

**COURSE # 071 English 11S**

**CREDIT: 1 credit**

One or more of these courses may be offered. A team of one general education teacher and one special education teacher cooperatively teaches standard level English. The class is made up of a balanced, heterogeneous group of general and special education students and is held in a general education classroom. Due to grading modifications, special education students receive basic level credit for these courses.

## **BASIC READING – G COURSE # 021 -**

**Functional Reading Skills - G**

**COURSE # 062 - IEP Reading Class**

**CREDIT: 1 credit**

One or more of these courses may be offered. Instructional objectives and goals for individualized Reading courses are determined by the PPT. Instruction takes place in a small group setting.

The instructor has Wilson and Orton-Gillingham certification.

## **BASIC COOPERATIVE MATHEMATICS**

**COURSE # 321 - Coop Pre-Algebra**

**CREDIT: 1 credit**

One or more of these courses may be offered. A team of one general education teacher and one special education teacher cooperatively teaches a standard level math class. The class is made up of a balanced, heterogeneous group of general and special education students and is held in a general education classroom. Due to grading modifications, special education students receive basic level credit for this course.

## **BASIC MATHEMATICS - G COURSE # 350 –**

**Functional Math Skills**

**CREDIT: 1 credit**

Instructional objectives and goals for this individualized Math course are determined by the PPT. Instruction takes place in a small group setting.

## **BASIC STUDY SKILLS 9**

**COURSE # 831 – 1<sup>st</sup> semester**

**COURSE # 837 – 2<sup>nd</sup> semester**

**CREDIT: ½ credit each semester**

Placement into this one semester course is based upon the student's IEP. This course is taken either one or both semesters and is designed for students in the 9<sup>th</sup> grade. Students are instructed in developing proper study habits and self-advocacy skills. Students will explore their own learning style as well as their personal strengths and areas of need. They will receive instruction in various disabilities and in understanding the PPT process as well as targeted instruction focused on their IEP goals and objectives. Teachers will share information regarding various high school procedures and practices that students will need to know during their four years at Waterford High School. SAT strategies and skills will be reinforced.

## **LIVING SKILLS – G**

**COURSE # 619**

**CREDIT: 1 credit**

This program develops appropriate living skills, which people utilize in everyday life. Some of the skills include grooming, communication, social, behavioral and teen issues. A PPT recommendation is required for placement into this class.

**APPLIED STUDY SKILLS 10**  
**COURSE # 833 – 1<sup>st</sup> Semester**  
**COURSE # 848 – 2<sup>nd</sup> Semester**  
**PREREQUISITE: Sophomore standing**  
**CREDIT: ½ credit each semester**

Placement into this one semester course is based upon the student's IEP. This course is taken either one or both semesters and is designed for students who have completed 831 or 837. Students are instructed in proper study habits and test taking strategies. Instruction in time management and organizational skills is also provided. Students learn about self-advocacy skills and are expected to begin utilizing these skills in a variety of settings. They receive targeted instruction focused on their IEP goals and objectives. Students are introduced to various tools that are available to them in exploring their post-secondary options. Students will have SAT strategies and skills reinforced.

**APPLIED STUDY SKILLS 11**  
**COURSE # 839 – 1<sup>st</sup> Semester**  
**COURSE # 834 – 2<sup>nd</sup> Semester**  
**PREREQUISITE: Junior standing**  
**CREDIT: ½ credit each semester**

Placement into this one semester course is based upon the student's IEP. This course is taken either one or both semesters and is designed for students who have completed 831 or 837. The ultimate goal of the class is to assist students with career exploration, post-secondary planning, and reinforces strategies for organization and academic success. Interest surveys are completed, a career/post-secondary plan is developed, and employment expectations are discussed. SAT reinforcement is available as needed. Students receive targeted instruction focused on their IEP goals and objectives.

**APPLIED STUDY SKILLS 12**  
**COURSE # 841 – 1<sup>st</sup> Semester**  
**COURSE # 836 – 2<sup>nd</sup> Semester**  
**PREREQUISITE: Senior standing**  
**CREDIT: ½ credit each semester**

Placement into this one semester course is based upon the student's IEP. This course is taken either one or both semesters and is designed for students who have completed 831 or 837. Students will demonstrate the application of the organizational and study skills needed to be successful in high school and post secondary work. They will develop their own personal plan which includes financial planning for the future. Students receive instruction in writing a college essay, writing a cover letter, writing thank you letters, filling out applications, as well as writing a resume. They will explore various employment opportunities including instruction in

interviewing for employment, transitional steps for post-secondary employment or education and financial aid opportunities. Students receive targeted instruction focused on their IEP goals and objectives, and SAT reinforcement as needed.

**VOCATIONAL/TRANSITIONAL PROGRAM**

**COURSE # 851**

**CREDIT: 1 credit**

**PPT recommendation required**

Students are placed in supportive employment opportunities to enhance vocational skills developed in the school community. Students are placed in the program through the PPT process. This placement is implemented in the last few years of a student's educational career.

**VOCATIONAL EXPERIENCE**

**COURSE # 896**

**CREDIT: ½ credit**

**PPT recommendation required**

Students will receive course credit to work in at job placement in order to gain vocational skills and employment experience. A PPT decision is required for this course.



# TECHNOLOGY EDUCATION

Introductory courses that are one semester may be taken at any time, as they have no prerequisites. They may be elected separately or taken in any combination. Students must take the introduction course as a prerequisite for the advanced course, which is a full year in length and carries one credit. Advanced courses in the same area may be retaken during sophomore, junior and senior years, as each advanced level builds upon prior course content.

## WOODWORKING

**COURSE # 550**

**CREDIT: ½ credit**

This course is designed to teach students the safe and proper use of woodworking machines and tools while processing rough lumber from a raw material into a finished project/product. Students will learn about project design and draw basic plans for their projects. This laboratory class will be taught with a hands-on approach while emphasizing shop safety at all times. This is a semester course offered to students in grades 9 – 12.

## ADVANCED WOODWORKING

**COURSE # 554**

**PREREQUISITE: Woodworking**

**CREDIT: 1 credit**

This course is designed to further the student's abilities and techniques in using wood as an artistic and functional medium. Major emphasis will be placed on design & wood layout, proper use of woodworking tools and machinery and shop safety. With each year of advanced woodworking, students will be given the opportunity to further develop their skills on an individual basis. Students will be taught from a laboratory, hands-on approach with the freedom to create custom projects. Students will be expected to demonstrate logical thinking and problem-solving skills. This course is open to students in grades 10, 11 and 12.

## AUTOMOTIVE ENGINEERING

**COURSE # 558**

**CREDIT: ½ credit**

This course is designed to develop knowledge of automotive design, construction and operation. Students are lead, component by component, through basic auto systems, building a sound understanding of each system and its function in the automobile. The course will be taught from a hands-on, problem solving approach through the use of demonstration models and "live" automobiles.



## **ADVANCED AUTOMOTIVE ENGINEERING**

**COURSE # 560**

**CREDIT: 1 credit**

Students with the basic knowledge of the various automotive systems will learn how to service, troubleshoot and repair modern automobiles. It teaches essential skills, encourages the development of good work habits and stresses safety. With each year of Advanced Auto Mechanics, the students will be able to expand their knowledge on an individual basis. This course is open to students in grades 10, 11 and 12.

**Recommendation: Completion of Automotive Mechanics Fundamentals with a B or better or instructor's approval.**



## **DRAFTING/CAD I**

**COURSE # 571**

**CREDIT: ½ credit**

This course is designed to introduce the student to drafting as a graphic and engineering language. Emphasis will be placed upon the elements within the language such as proper line work, lettering, dimensioning and measurement. Students will be exposed to two-dimensional drawing, Orthographic Projection, Isometric Projection, and will explore drafting techniques on a CAD system. The class will be taught from a hands-on, problem solving approach utilizing both the drafting machine and the computer as a communication tool.

## **DRAFTING/CAD II**

**COURSE # 575**

**CREDIT: 1 credit**

This course was developed for the student who has shown an interest in the drafting field. Instruction will be given in creating different types of two- and three-dimensional drawings, geometric constructions, auxiliary drawings, sectional drawings, developments, and marine drafting both on the CAD system and drafting machine. Students will be taught from a hands- on, problem solving approach. This class is open to students in grades 10, 11 and 12. **Recommendation: Completion of Drafting I with a C or better**

## **ARCHITECTURAL DRAFTING/CAD**

**COURSE # 579**

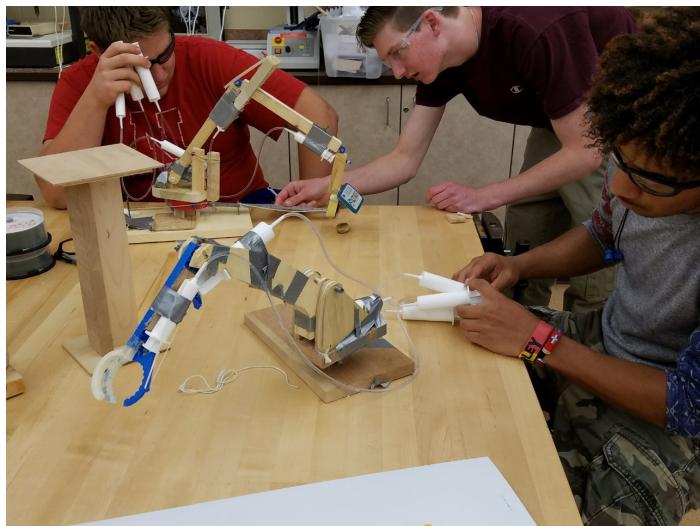
**CREDIT: 1 credit**

This course is for the student who has shown an interest in drafting and CAD, and would like to further his/her knowledge in that area. The student in this course will be introduced to construction theories, architectural sectional drawings, architectural floor and site planning /design, and architectural CAD. In addition, the student may be instructed in the use of the builder's level and transit. Students will be taught from a hands-on, problem solving approach. This class is open to students in grades 11 and 12.

**Recommendation:**

**A) Completion of Drafting/CAD II with a C or better, OR**

**B) Any senior who has completed Drafting I with a C or better**



## **ADVANCED DRAFTING/CAD**

**COURSE # 577**

**CREDIT: 1 credit**

This course is for the student who has demonstrated both interest and skill in the Drafting and CAD area. This class provides the student with the opportunity to apply acquired drafting skills to real-world problems in our community. Students should expect to work on an independent project which should both provide challenges and practical experience. Students will be taught from a hands-on, problem solving approach. This class is open only to seniors.

**Recommendation: Successful completion of Drafting/CAD II and Architectural Drafting**

## **PHOTOGRAPHY**

**COURSE # 580**

**CREDIT: ½ credit**

This course will serve as an introduction to the beginning photographer. Students will learn how to properly use a digital camera and enhance images through the use of Photoshop.

## **ADVANCED PHOTOGRAPHY**

**COURSE # 581**

**CREDIT: ½ credit**

This course is designed for students who have a serious interest in pursuing photography as a lifelong hobby or as a career. Students will learn the finer points in using digital cameras in order to capture professional quality images and to enhance the images using advanced Photoshop techniques. Students will take their photography skills to a whole new level by means of challenging photo assignments. This course is open to students in grades 10, 11 and 12.

## **GRAPHIC COMMUNICATIONS**

**COURSE # 582**

**CREDIT: ½ credit**

In this course students will be exposed to the various elements of graphic communication.

Students will learn silk screen printing, which is a very popular and fun method of printing on such products like tee shirts and greeting cards. They will also learn various methods of desktop publishing, including the design and layout of various types of advertisements, business cards, and greeting cards culminating in a unit on graphic animation.

## **CONSTRUCTION ENGINEERING**

**COURSE # 587**

**CREDIT: 1/2 credit**

This will cover basic construction and engineering principles and practices. Emphasis will be placed on design, geometric theories, construction and evaluation/testing. Some projects may include bridges, roof trusses, cantilever beams, geodesic domes, residential wall framing, towers, pneumatic structures and concrete work. This class will be taught from a hands-on, problem solving approach.

## **INNOVATION IN ENGINEERING**

**COURSE: # WTN007**

**PREREQUISITE: Construction Engineering # 587**

**CREDIT: 1 credit**

This full-year course will cover advanced

Engineering and problem solving strategies. Based upon that infamous scene from Apollo 13, "Houston, we have a problem," students will be given a box of items at the start of the course which will be the only materials they will have to solve a variety of problems. These problems may include, but not be limited to: moving an object, building vehicles, designing and plumbing hydraulic systems, purifying water, generating and storing electrical energy, and exploring "green" engineering systems. This class will be taught from a hands-on, problem solving approach, and is open to any student who has already taken Construction Engineering.

## **RESIDENTIAL CONSTRUCTION**

**COURSE # 589**

**CREDIT: ½ credit**

This course is designed to introduce the student to the highly technical and profitable world of residential construction. Major emphasis will be placed on design, layout of lumber, construction principles and practices, the importance of simple geometry & mathematics and hands-on lab work. Students will be instructed from a hands-on, problem solving approach. It is the aim of this course to complete a storage shed as a class project.

## **TRANSPORTATION ENGINEERING**

**COURSE #555**

**CREDIT: ½ credit**

This course is designed for the student who wants to explore the four realms of transportation: terrestrial, marine, air, and space. Students will learn transportation concepts through class work and hands-on activities. Projects may include a working robot, air powered model car, boat hull, submarine, ROVs, electric motor, and rockets. The class will be taught from a hands-on, problem solving approach.



## **INTRODUCTION TO WEB SITE DEVELOPMENT**

**COURSE: # WTN035**

**CREDIT: ½ credit**

This is a project-based course designed to teach students skills in web design, construction, deployment, and maintenance. Students will learn to use a variety of software packages to create and maintain web pages. This will include the use of web-authoring software, and graphic design software. Students will work in collaboration with one another to explore solutions to problems, share their skills, and discover new and innovative approaches to unique challenges. Projects will focus on the ability to produce a website appropriate for the intended audience.

## **ADVANCED WEB SITE DESIGN**

**COURSE # 592**

**PREREQUISITE: Introduction to Web Site Development # WTN035**

**CREDIT: 1 credit**

The first semester develops skills that lay the foundations for producing Web-ready communications: graphic design principles, storyboards, development, peer review, and redesign. Project activities focus on developing effective personal communications. Students develop a variety of graphical images, an electronic portfolio, a Web photo album, and interactive graphics. There is a great deal of flexibility implied in the curriculum.

The second semester builds upon student design and development skills by shifting perspective from the personal to the local. Students now work in teams and produce Web communications for clients. The focus is on effective teamwork and shared project management skills such as interviewing and project scheduling. They produce design documents and visual comps that clients review. They develop Web site designs that solve



specific communication challenges. They build technical skills to address client needs for their Web sites. This course is open to students in grades 10, 11 and 12.

## **FUNDAMENTALS OF LAND SURVEYING**

**COURSE # 588**

**CREDIT: ½ credit**

This semester course, geared toward any student with interests in engineering or construction, will introduce students to the technical and profitable career of the land surveyor. Students will learn basic land surveying principles, the use and care of instruments and tools, and finally how to use collected fieldwork to solve basic problems and/or generate maps. Emphasis will be placed on performing horizontal, vertical, and angular measurement, setting up and running a basic traverse, and solving practical, real-world surveying problems such as laying out a **baseball diamond**, staking out a **foundation**, or transferring an **elevation**. This course is taught from a hands-on, problem solving approach and is open to all students, but basic geometry or algebra skills are helpful. All fieldwork used in this course will be collected by the student on school grounds, weather permitting.

## **ADVANCED TRANSPORTATION ENGINEERING**

**COURSE # 557**

**PREREQUISITE: Course #555 Transportation Technology**

**CREDIT: ½ credit**

This course is a continuation of the introductory level course. This course is designed for the student who wants to explore in depth some of the realms of transportation addressed in Course #555. The class will be a hands-on, problem solving experience for the students in land, sea, and aerospace transportation. In land transportation, the student will design a vehicle with safety restraints that will keep the occupants safe during a 35-mph car crash. Students will build and test a submersible vessel to propel and surface on demand. Aerospace will focus on rocketry with guidance and various load-carrying capabilities with some relation to the Shuttle Program. This class will participate in the FIRST Robotics Competition. This course is open to students in grades 10, 11 and 12.

**Recommendation: Completion of Transportation Technology with a B or better or instructor's approval**

## **VIDEO PRODUCTION**

**COURSE # 593**

**CREDIT: ½ credit**

This semester course will introduce the student to the many aspects of video production. Students will learn basic skills such as storyboarding/pre-production, taping, and editing/post production. Throughout, students will be exposed to proper technique not only in relation to filming, but also with regard to sound and light. Students will be evaluated based upon sample videos relating to such themes as documentaries, advertisements, entertainment, and video journalism.

## **ADVANCED VIDEO PRODUCTION**

**COURSE # 583**

**PREREQUISITE: Video Production #593**

**CREDIT: 1 credit**

The Advanced Video Production Course will continue project planning, filming and editing concepts that were learned and developed in the Video Production Course. This course takes an advanced look into news casting, field production and television studio production. The course teaches advanced technical and aesthetic concepts involved in successful news broadcasting, studio and field productions. Students will continue to develop their skills through a series of in-class exercises, news broadcasting, studio and field exercises, and critical evaluations of various production styles and video projects. Students will apply their video production skills towards two required “school and/or community-centered” assignments per semester, as part of the course requirements. This course is open to students in grades 10, 11 and 12.

## **COMPUTER SCIENCE**

**COURSE # WTN061**

**CREDIT: ½ credit**

In this course, students acquire a fundamental understanding of the operation of computers and computer networks, and how to use the

programming process to identify a problem, and recognize efficient ways to solve it. The development of useful computer programs and program modules is used as a context for introducing other important concepts in computer science, including the development and use of fundamental data structures, computer applications, and insight into the design of the human/computer interface. Exposure to career possibilities and discussion of ethical issues relating to computers will also be important threads in this course.

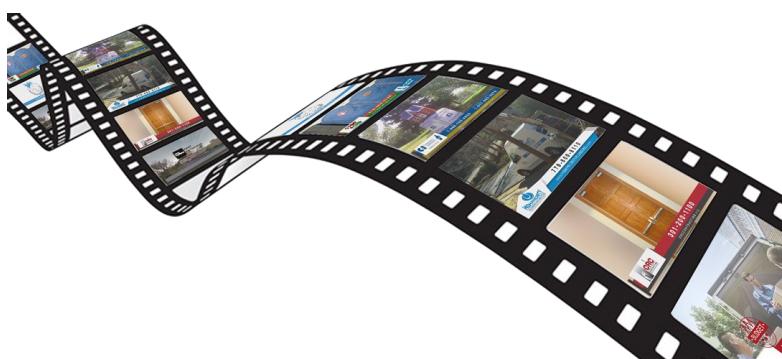


## **MOBILE COMPUTER SCIENCE**

**COURSE # WTN062**

**CREDIT: ½ credit**

In this course, students learn how to build socially useful mobile apps. In addition to programming and computer science principles, this project-based course emphasizes writing, collaboration, communication, and creativity. Students will also learn to analyze the target audience and user profile, so important when designing a new app. Exposure to the mobile app industry, career possibilities, and discussion of ethical issues relating to computers will also be important threads in this course.



# WORLD LANGUAGES

A MINIMUM OF THREE YEARS OF A WORLD LANGUAGE IN HIGH SCHOOL IS RECOMMENDED FOR ALL COLLEGE-BOUND STUDENTS

IF A STUDENT RECEIVES A GRADE OF D+ OR BELOW IN A WORLD LANGUAGE, IT IS STRONGLY RECOMMENDED THAT HE OR SHE REPEAT THE COURSE PRIOR TO CONTINUING WITH THAT LANGUAGE.

## FRENCH 1 – A COURSE # WWA301 CREDIT: 1 credit

In this course, students express and explore their own ideas, thoughts and experiences through this introduction to a second language. They engage in conversations about themselves and their immediate environment. They develop skill in pronunciation, intonation and vocal stress through interpersonal conversations in the classroom. They discover language structure and spelling patterns by reading a variety of authentic written material. They develop skill in interpreting written and spoken language by reading and listening to a variety of authentic material. Additionally, students apply their knowledge of language structure and spelling patterns by creating original texts. They apply skills and knowledge from the study of a second language to other content areas. They compare linguistic elements of English with those of another language and explore a wide variety of cultural practices and perspectives. Ultimately, students expand their understanding of themselves, their language and their culture by comparing another language and culture to their own.

**Recommendation:** For students who have never taken French or who earned an average of below 70 in their previous French 1 class.

## FRENCH 2 – A COURSE # WWA302 PREREQUISITE: French 1-A CREDIT: 1 credit

Students will use another language to exchange information with others about events in their

everyday lives and experiences from their past. They will make comparisons and exchange information in the target language regarding current events using authentic resources. They will listen to and read authentic materials in the target language, while participating in cultural activities. They will use oral and written language to relate to their own experiences, while making personal connections in the language being studied.

**Recommendation:** For students who earned an average of 70 or above in French 1 or its equivalent.



## FRENCH 3 - A COURSE # WWA303 PREREQUISITE: French 2-A CREDIT: 1 credit

Students will use another language to engage in conversations about their personal aspirations, as well as both current and past events involving themselves and others. They will make comparisons using authentic sources and they will share personal experiences and feelings, while considering alternative viewpoints of members of the target culture. They will listen to and read authentic materials in the target language, while participating in authentic interactions with members of the target culture. They will use oral and written language to relate to their own experiences, while making personal connections with native speakers.



**FRENCH 4 – H**  
**COURSE # WWH304**

**PREREQUISITE: French 3 CREDIT: 1 credit**

At the 4 Honors level, students will learn more advanced tenses, grammar, and more extensive vocabulary on a variety of subjects. Students will be expected to respond orally and in written form to longer, more comprehensive, authentic listening comprehension activities and reading selections from a variety of sources. More focus will be on using a variety of media sources to interact interpersonally with native speakers. They will write in greater detail in a variety of formats. This class is conducted in the target language.

Students will use the language to express feelings and opinions of personal experiences, as well as a variety of other topics. They will make comparisons using authentic sources and they will communicate in the target language describing and analyzing current events, and other relevant topics.

**AP FRENCH 5 – H**

**Course # WWH305**

**PREREQUISITE: FRENCH 4 CREDIT: 1 credit**

At the French 5 Advanced Placement/Honors level, students will be expected to master all tenses. There will be a review of all grammar and continued practice in composition leading to command of practical idioms and vocabulary. Students will be expected to master their ability to write compositions, letters, texts, e-mails, compare / contrast and synthesis essays. In depth development of speaking skills through cultural readings, group discussions, and oral presentations on selected topics concerning the French-speaking world are a major component of this class. Students will practice extensively the skills needed for the Advanced Placement test, including responding orally and in written form to longer, more comprehensive, authentic listening comprehension activities and reading selections from a variety of sources. This class is conducted in the target language.



## WHY STUDY LATIN

- ❖ Latin is a precise and beautiful language
- ❖ Latin is the source for over 60% of English vocabulary
- ❖ Latin improves your SAT scores
- ❖ Latin makes you smarter
- ❖ Latin introduces you to some of the finest literature ever written

### LATIN I – A

COURSE # 284

CREDIT: 1 credit

This introductory course is designed for students who have had no previous instruction in Latin. Students receive a thorough grounding in basic Latin grammar, syntax, and vocabulary. The value of Latin in enhancing students' understanding of English grammar and vocabulary is emphasized. Students are introduced to the Latin language and Roman life and culture through the study of the ancient Roman Empire. The course treats major figures in classical mythology, and traces the broad outlines of Roman history and its continuing influence on later periods.

### LATIN II – A

COURSE # 286

PREREQUISITE: Latin I CREDIT: 1 credit

This course continues the study of Latin grammar, syntax, and vocabulary begun in Latin I. The application of Latin to English grammar and vocabulary continues to be emphasized. Students learn strategies to read longer passages of Latin with comprehension and how to use Latin dictionaries and other reference tools in preparation for reading un-adapted literature. The course also continues the study of Roman history, culture and mythology begun in Latin I.

### LATIN III/IV – ECE/H // UCONN ECE CAMS 3102

COURSE # WWH203

PREREQUISITE: Latin II CREDIT: 1 credit

This Honors/UConn ECE course is designed for the student who has completed Latin I and Latin II and wishes to continue the study of Latin literature and Roman history through the reading

of authentic Latin poetry. The course oversees the completion and review of Latin grammar and syntax, and continues to expand student vocabulary while emphasizing its application to English. The course of study concentrates on the golden age in Roman literature under the Emperor Augustus. Students will read authentic Latin poetry by Catullus, Horace, Ovid, and Vergil. In accordance with UCONN policy, ECE credits are available only to students taking this course in their fourth year of high school Latin. This course will be offered every other year.

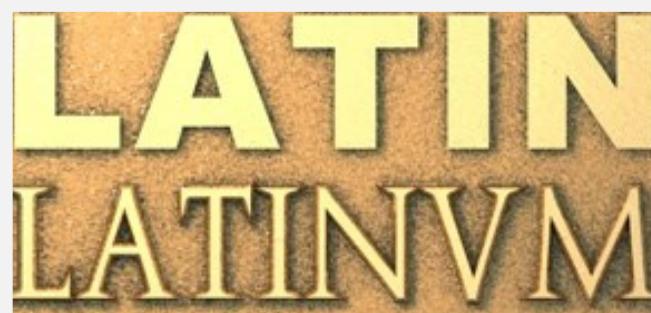
### LATIN III/IV – H – UCONN ECE CAMS 3102 --

**Latin Prose**

**COURSE # WWH204**

**PREREQUISITE: Latin II CREDIT: 1 credit**

This Honors/UConn ECE course focuses on Julius Caesar and the final days of the Roman Republic. Students will study the life of Julius Caesar and read selections from Caesar's account of the conquest of Gaul, *de Bello Gallico*. The course also oversees the completion of Latin grammar and syntax, and continues to expand student vocabulary while emphasizing its application to English. In accordance with UCONN policy, ECE credits are available only to students taking this course in their fourth year of high school Latin. This course will be offered every other year.



**SPANISH 1 – A**  
**COURSE # WWA101**  
**CREDIT: 1 credit**

In this course, students express and explore their own ideas, thoughts and experiences through this introduction to a second language. They engage in conversations about themselves and their immediate environment. They develop skill in pronunciation, intonation and vocal stress through interpersonal conversations in the classroom. They discover language structure and spelling patterns by reading a variety of authentic written material. They develop skill in interpreting written and spoken language by reading and listening to a variety of authentic material. Additionally, students apply their knowledge of language structure and spelling patterns by creating original texts. They apply skills and knowledge from the study of a second language to other content areas. They compare linguistic elements of English with those of another language and explore a wide variety of cultural practices and perspectives. Ultimately, students expand their understanding of themselves, their language and their culture by comparing another language and culture to their own.

**Recommendation:** For students who have never taken Spanish or who earned an average of below 70 in their previous Spanish 1 class.

**SPANISH 2 – A**  
**COURSE # WWA102**

**PREREQUISITE: Spanish 1-A CREDIT: 1 credit**

Students will use another language to exchange information with others about events in their everyday lives and experiences from their past. They will make comparisons and exchange information in the target language regarding current events using authentic resources. They will listen to and read authentic materials in the target language, while participating in cultural activities. They will use oral and written language to relate to their own experiences, while making personal connections in the language being studied.

**Recommendation:** For students who earned an average of 70 or above in Spanish 1

**SPANISH 2 - H**  
**COURSE # WWH102**  
**CREDIT: 1 credit**

At the Honors 2 level, students will learn more tenses, more advanced grammar and more extensive vocabulary on a variety of subjects. Students will be expected to respond orally and in written form to longer, more comprehensive, authentic listening comprehension activities and reading selections from a variety of sources. They will write in greater detail in a variety of formats. The

majority of the class is conducted in the target language.

**SPANISH 3 – A**  
**COURSE # WWA103**

**PREREQUISITE: Spanish 2-A CREDIT: 1 credit**

Students will use the target language to engage in conversations about their personal aspirations, as well as both current and past events involving themselves and others. They will make comparisons using authentic sources and they will share personal experiences and feelings, while considering alternative viewpoints of members of the target culture. They will listen to and read authentic materials in the target language. They will use oral and written language to relate to their own experiences.

**SPANISH 3 – H**  
**COURSE # WWH103**

**PREREQUISITE: Spanish 2-H CREDIT: 1 credit**

At the 3 Honors level, students will learn more tenses, more advanced grammar, and more extensive vocabulary on a variety of subjects. Students will be expected to respond orally and in written form to longer, more comprehensive, authentic listening comprehension activities and reading selections from a variety of sources using appropriate form of address. More focus will be on students being able to communicate with peers in the target language regarding personal experiences and perspectives. They will write in greater detail in a variety of formats. This class is conducted in the target language.

**SPANISH 4 – A**  
**COURSE # WWA104**

**PREREQUISITE: Spanish 3-A CREDIT: 1 credit**

Students will use target language to participate in culturally appropriate exchanges with peers in the target language to express feelings and opinions of personal experiences, as well as a variety of other topics. They will make comparisons using authentic sources and they will communicate in the target language describing and analyzing events of mutual interest. They will listen to and read a variety of authentic materials in the target language in order to make predictions regarding the differences between the target culture and their own. They will use oral and written language to maintain interpersonal relationships with native speakers, while using various media resources for entertainment. This class is conducted in the target language.

**SPANISH 4 – H****COURSE # WWH104****PREREQUISITE: Spanish 3-H CREDIT: 1 credit**

At the 4 Honors level, students will learn more advanced tenses, grammar, and more extensive vocabulary on a variety of subjects. Students will be expected to respond orally and in written form to longer, more comprehensive, authentic listening comprehension activities and reading selections from a variety of sources. More focus will be on using a variety of media sources to interact interpersonally with native speakers. They will write in greater detail in a variety of formats. This class is conducted in the target language.

**SPANISH 5 – A****COURSE # WWA105****PREREQUISITE: Spanish IV-A****CREDIT: 1 credit**

Students will use another language to participate in culturally appropriate exchanges in the target language to express feelings and opinions of personal experiences, as well as a variety of other topics. They will make comparisons using authentic sources and they will communicate in the target language describing and analyzing current events, social issues and personal views. They will listen to and read a variety of authentic materials in the target language in order to explore their effects on the larger community.

**SPANISH 5 -- AP/ECE/H // UCONN ECE SPAN****3178 + SPAN 3179****COURSE # WWH105****PREREQUISITE: Successful completion of Spanish IV Honors****CREDIT: 1 credit**

The AP Spanish/UCONN ECE covers both the UCONN Spanish 3178-3179 curriculum and AP Spanish Language curriculum. Students will be expected to master all tenses. There will be a review of all grammar and continued practice in composition leading to command of practical idioms and vocabulary. Students will be expected to master their ability to write compositions, letters, texts, e-mails, compare /contrast and persuasive essays. In depth development of speaking skills through cultural readings, group discussions, and oral presentations on selected topics concerning the Spanish-speaking world are a major component of this class. Students will practice extensively the skills needed for the Advanced Placement test, including responding orally and in

written form to longer, more comprehensive, authentic listening comprehension activities and reading selections from a variety of sources. This class is conducted in the target language.

**SPANISH FOR HERITAGE LEARNERS //****UCONN ECE SPAN 3177****COURSE # WWN103****CREDIT: 1 credit**

This year-long course is intended for students from homes where Spanish is used and who are able to communicate orally and understand the spoken language. These students would have had little or no formal training in grammatical structures of the language, reading or writing in Spanish. This course is designed to build upon the language base the students have. Students will be evaluated upon entrance to the course and the curriculum will be adapted to the needs of the students each year. Writing and reading skills will be developed through research, study of current events, use of authentic sources, such as literature, articles, podcasts, etc. Students will write journal entries, essays, e-mails, formal letters, etc. Oral skills will be developed through presentations and class discussions. The students' cultural knowledge, experience and perspective will be an integral part of the interpersonal environment of the classroom.



## **CLASSICAL MYTHOLOGY**

### **COURSE # WWN200**

#### **CREDIT: ½ credit**

From Narcissus's self-love to Arachne's dangerous boasting, the stories of the Greeks and Romans have had a pervasive and profound influence on all areas of our Western culture. This semester course introduces students to the origins and meanings of myths, and explores the ways that myth answers mankind's most basic questions about himself and his place in the universe. Primarily concentrating upon the classical Greek and Roman gods and goddesses, the course will focus on stories about transformations (from Ovid's Metamorphoses) and, the most famous of all myths, the Trojan War. Students will explore in multi-disciplinary fashion the many ways that these stories have affected and continue to affect modern culture, from movies to literature to sculpture and painting. The course will also provide valuable experience in the core skills of reading, writing and research.

## **INTRODUCTION to FRENCH CULTURE**

### **COURSE # WWN300**

#### **CREDIT: ½ credit**

Culture shapes our view of the world. In this semester course, students will get an inside look at the culture of the people of France and the Francophone world. Students will explore culture through food, art, music, literature, architecture and monuments, and holiday celebrations and traditions. This course is designed to build real-world skills for non-French speaking students to "get around" France or a French-speaking country by also teaching cultural customs and need-to-know vocabulary in order for the students to be able to order food, ask for help, travel and exchange pleasantries with French speakers, to name a few. Helping students to "get by" with the language they know or can recognize will be part of what this course offers. No previous study of French is needed.

## **INTRODUCTION to HISPANIC CULTURE**

### **COURSE # WWN100**

#### **CREDIT: ½ credit**

This semester-long course is intended to introduce Hispanic culture through the study of Spain and the Spanish-speaking world. Students will explore culture through food, art, music, literature, architecture, important landmarks, holidays, customs and traditions. This course is designed to build real-world skills for non-Spanish speaking students so that they may maneuver their way around a Spanish-speaking country. Basic vocabulary will be learned in Spanish in order for the student to be able to order food, ask for help

and exchange greetings with Spanish speakers. No previous study of Spanish is needed.

## **SPANISH for CAREER COMMUNICATIONS**

### **COURSE # WWN101**

#### **CREDIT: ½ credit**

This semester course is intended for students who have an interest in pursuing a career in one of the many public service fields (i.e., law enforcement, court official, firefighter, management, receptionist, banking etc.) These students may have had some formal training or this may be their first experience with the Spanish language. This course is designed to build the skills needed to interact with the Spanish-speaking community in a variety of situations. Students will work with necessary materials (documents, forms, etc.) and will be able to interact with current professionals in the different fields. Necessary and functional vocabulary, conversation and interpersonal exchange skills will be emphasized. The class will expand the students' cultural knowledge and ability to interact with those who speak Spanish in a variety of settings. Students will also practice how to communicate if one does not have the correct vocabulary needed to deal with a situation.

## **SPANISH for HEALTHCARE**

### **COURSE # WWN102**

#### **CREDIT: ½ credit**

This semester course is intended for students who have an interest in pursuing a career in the medical fields (i.e., doctor, nurse, technician, emergency medical technician, medical billing/coding, receptionist, office manager, etc.) These students may have had some formal training or this may be their first experience with the Spanish language. This course is designed to build the skills needed to interact with the Spanish-speaking community in situations dealing with the medical field. Students will work with medical documents and will be able to interact with current professionals in the medical field. Necessary vocabulary, conversation and interpersonal exchange skills will be emphasized. Students will work with formal medical documentation, compare and contrast policy and procedures dealing with Spanish-speaking patients, learn how to compose a formal email and leave a formal voice message. The class will expand the students' cultural knowledge and ability to interact with those who speak Spanish. Students will also practice how to communicate if one does not have the correct vocabulary needed to deal with a situation.

## WHS STUDY ACADEMY

WHS Academy is the centerpiece of Waterford High School's support network. Following the Scientific Research-Based Intervention (SRBI) model, students in WHS Academy receive individualized academics and/or social emotional help. When not receiving these individualized interventions, Academy classes serve as quiet study halls. With few exceptions, all freshmen and sophomores are assigned to WHS Academy. Juniors and seniors are enrolled on a case-by-case basis.

## WHS CARE

The WHS CARE Team oversees the academic and behavioral supports. If the team determines a student is in need of intervention, then support in math, literacy, or social/emotional health is assigned. Interventions appear on a student's schedule as WHS CARE.

**C:** Collaborative

**A:** Accountability &

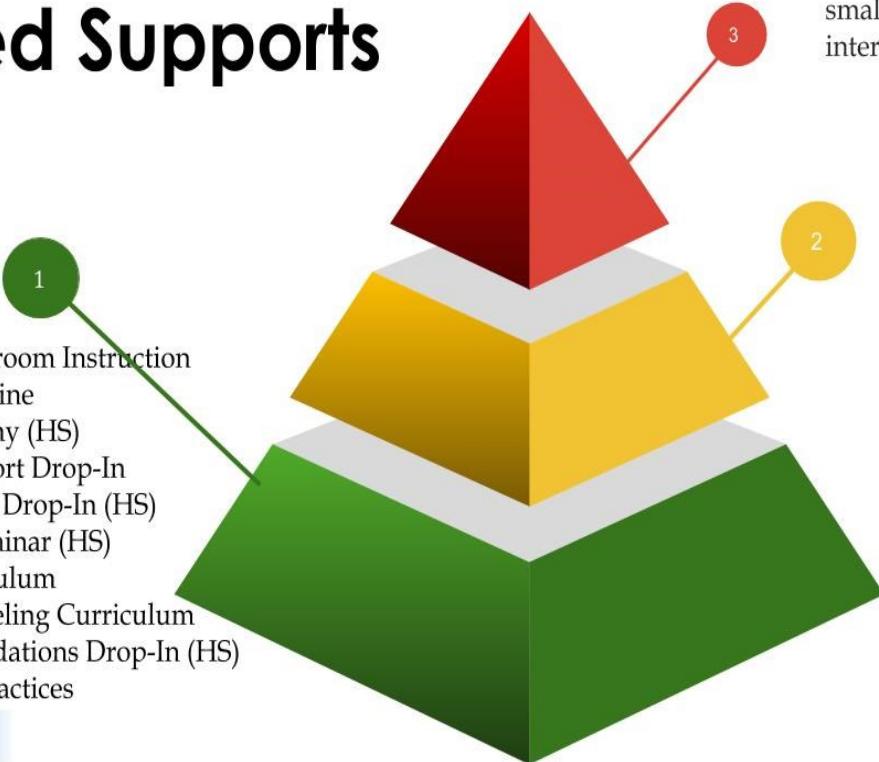
**R:** Restorative

**E:** Education

# Tiered Supports

## Tier One

- Regular Classroom Instruction
- School Discipline
- Study Academy (HS)
- Writing Support Drop-In
- Math Support Drop-In (HS)
- Freshman Seminar (HS)
- Health Curriculum
- School Counseling Curriculum
- Positive Foundations Drop-In (HS)
- Restorative Practices



## Tier Three

- Intensive, function based, small group or individual interventions/counseling

## Tier Two

- Reading, Writing, and Math Support
- Social/Emotional Support
- Check-in/out
- Special Advisory/Mentoring (MS, HS)
- Peer mediation (HS)
- Peer Tutoring
- Specialized Discipline /Restorative Practices
- Parent Meeting to Discuss Student Concerns

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