

**WALLINGFORD PUBLIC SCHOOLS**

**CURRICULUM  
PLANNING GUIDE**



**2019-2020**

**FOR STUDENTS AND PARENTS**



# **Wallingford Public Schools District Mission Statement and Vision**

Mission: To inspire through innovative and engaging experiences that lead all learners to pursue and discover their personal best.

Vision: Wallingford Public Schools, in partnership with our families and community, will provide a safe, healthy and supportive environment that ignites an enduring passion for excellence in every learner, so that each becomes a life-long contributor to the local, national and global communities

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Kenneth Daly, Assistant Principal  
Amy Holt, Assistant Principal  
Susan Lorenzo, School Counseling Department Chair  
Jill Hollis, School Counselor  
Heather Kloiber, School Counselor  
Kaitlyn Kopylec, School Counselor  
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Maura Distante, School Counselor  
Wendy Eaton-Soto, School Counselor

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Christine Melita, Assistant Principal

## **James H. Moran Middle School**

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Daniel Bologna, Assistant Principal

## **Grades K – 2 Schools**

### **Cook Hill Elementary School**

Kristine Friend, Principal

## **Grades 3 – 5 Schools**

### **Mary G. Fritz Elementary School**

Mary Poisson, Principal

### **E.C. Stevens Elementary School**

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### **Parker Farms Elementary School**

Christina Sagnella, Principal

### **Moses Y. Beach Elementary School**

Robert Arciero, Principal

### **Pond Hill Elementary School**

Kristin Vollero, Principal

### **Highland Elementary School**

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Lisa Carlson, Principal

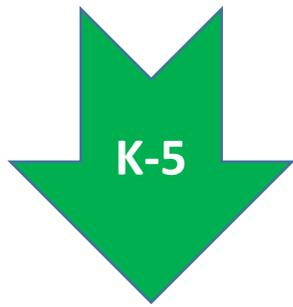
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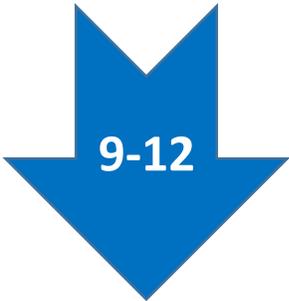


**CAREER AWARENESS**

**CAREER EXPLORATION**



PATHWAY CHOICE  
AGRICULTURAL SCIENCE  
BUSINESS AND FINANCE  
TECHNOLOGY AND ENGINEERING



FOLLOW PATHWAY FOR COURSE SELECTION  
BUSINESS, FINANCE, ENTREPRENEURISM  
SCIENCE AND HEALTH  
AG, ENGINEERING AND TECHNOLOGY  
HUMAN SERVICES  
ARTS AND COMMUNICATIONS

APPRENTICESHIP  
OR  
ON THE JOB  
TRAINING

COMMUNITY  
COLLEGE  
OR  
TECHNICAL  
SCHOOL

FOUR YEAR  
COLLEGE  
OR  
UNIVERSITY

MILITARY  
OR  
WORKFORCE

SUCCESSFUL CAREER AND LIFELONG REINVENTION

**SECTION I**

**PATHWAYS  
CONNECTIONS**

# College and Career Readiness

*“Everyone is career bound”*

## Is “*ready for college*” and “*ready for career*” the same thing?

With respect to the knowledge and skills of English language arts and mathematics expected by both employers and post-secondary faculty, the answer is a resounding yes! In the last decade, research shows a convergence in the expectations of employers and colleges in terms of the knowledge and skills high school graduates need to be successful. Economic reality also reflects these converging expectations. Education is more valued and more necessary than ever before. Today, ALL high school graduates need to be prepared for postsecondary education and/or training if they are to have options and opportunities in higher education and the job market.

## What is “*college ready*”?

College today means much more than just pursuing a four- year degree at a university. Being “college ready” means being prepared for any postsecondary education or training experience, including study at two- and four-year institutions leading to a postsecondary credential (i.e. a certificate, license, Associates or Bachelor’s degree). Being *ready* for college means that a high school graduate has the English and mathematics knowledge and skills necessary to qualify for and succeed in entry-level, credit-bearing college courses without the need for remedial coursework.

## What is “*career ready*”?

In today’s economy, a “career” is not just a job. A career provides a family-sustaining wage and pathways to advancement and requires postsecondary training and/or education. A job may be obtained with only a high school diploma, but offers no guarantee of advancement or mobility. Being *ready* for a career means that a high school graduate has the English language arts and mathematics knowledge and skills needed to qualify for and succeed in the postsecondary job training and/or education of their chosen career (i.e. technical/vocational program, community college, apprenticeship or significant on-the-job training).

## What are Career Pathways?

A pathway is a broad grouping of careers that share similar characteristics and whose employments requirements call for many common interest, strengths, and competencies. A chosen pathway focused a student’s elective course toward preparing for a specific pathway.

## Why should I choose a Career Pathway?

- To help focus on a career area that matches interests in high school.
- To help set goals and discover classes necessary to achieve those goals.
- To create career awareness and encourage planning for postsecondary education and opportunities.
- To provide knowledge that relates your high school education to the world after graduation.

## How do I choose a Career Pathway?

- Research various careers in middle school and in grade nine.
- Your counselors, parents, and teachers can assist you with this choice.
- Complete various self-assessments in Naviance Student.

## Will there be any change in my academic studies?

No, you will still take all required courses at the level appropriate for you. You will still follow the graduation requirements outlined on pages 34 and 35.

# WHAT ARE THE PATHWAYS?

Connecticut recognizes sixteen Career Clusters. They are:

Agriculture, Food & Natural Resources	Architecture & Construction	Arts, Audio Video Tech & Communications
Business, Management & Administration	Education & Training	Finance
Government & Public Administration	Health Science	Hospitality & Tourism
Human Services	Information Technology	Law, Public Safety, Corrections & Security
Manufacturing	Marketing, Sales & Service	Science, Technology, Engineering & Mathematics
Transportation, Distribution & Logistics	For Additional Information on Career Clusters visit: <a href="http://www.careerclusters.org">www.careerclusters.org</a>	

The Wallingford Public Schools have grouped these sixteen Career Clusters and the careers associated with them into five pathways. The Wallingford Public Schools Pathways are:

ARTS AND COMMUNICATIONS  
ENGINEERING AND TECHNOLOGY  
SCIENCE AND HEALTH

BUSINESS AND ENTREPRENEURISM  
GOVERNMENT AND HUMAN SERVICES

## HOW DO I CHOOSE A PATHWAY?

Throughout your educational career, you will be exploring various career fields. As you select a career field and then narrow it to occupations, you will need an academic program that gives you a solid foundation. You may select courses which meet graduation requirements and elective courses that support specific career goals.

1. Complete self-assessment tools with your school counselor to narrow down a primary and secondary pathway for possible exploration.
2. Reflect on the results of your self-assessments and discuss them with parents, teachers, and counselors.
3. Review the information given in this planning guide with a special focus on the areas that fit your interests.
4. Review the graduation requirements listed on pages 34 and 35.
5. Remember that most careers of the future will require some advanced training; be prepared to continue your education in a variety of ways. Refer to the different levels of training needed to access varying careers under each pathway.
  - a. Entry level positions are jobs that most likely to begin immediately after high school.
  - b. Skilled or technical occupations usually require advanced skills or technical training in a two-year program
  - c. Professional level occupations usually require four or more years of college/university experience



**R-Realistic** – These people are often good at mechanical or athletic jobs.

- Agriculture, food, and natural resources
- Architecture and construction
- Arts, A/V technology, and communications
- Health science
- Hospitality, and tourism
- Information technology
- Law, public safety, corrections, and security
- Manufacturing
- Science, technology, engineering, and mathematics
- Transportation, distribution, and logistics

**I-Investigative** – These people like to watch, learn, analyze, and solve problems.

- Health science
- Information technology
- Law, public safety, corrections, and security
- Science, technology, engineering, and mathematics

**A-Artistic** – These people like to work in unstructured situations where they can use their creativity.

- Arts, A/V technology, and communications
- Education and training
- Hospitality and tourism
- Human services
- Marketing, sales, and service

**S-Social** – These people like to work with other people, rather than things.

- Arts, A/V technology, and communications
- Education and training
- Government and public administration
- Health science
- Human services
- Law, public safety, corrections, and security
- Marketing, sales, and service

**E-Enterprising** – These people like to work with others and enjoy persuading and performing.

- Arts, A/V technology, and communications
- Business, management, and administration
- Finance
- Government and public administration
- Hospitality and tourism
- Law, public safety, corrections, and security
- Marketing, sales, and service

**C-Conventional** – These people are very detail oriented, organized, and like to work with data.

- Architecture and construction
- Business, management, and administration
- Finance
- Health science
- Manufacturing
- Marketing, sales, and service
- Transportation, distribution, and logistics

## **R and I - Realistic and Investigative**

- Health science
- Information technology
- Science, technology, engineering, and mathematics

## **R and A - Realistic and Artistic**

- Arts, A/V technology, and communications

## **R and S - Realistic and Social**

- Health science
- Human services
- Law, public safety, corrections, and security

## **R and E - Realistic and Enterprising**

- Arts, A/V technology, and communications
- Hospitality and tourism

## **R and C - Realistic and Conventional**

- Architecture and construction
- Manufacturing
- Transportation, distribution, and logistics

## **I and S - Investigative and Social**

- Health science

## **A and S - Artistic and Social**

- Education and training

## **A and E - Artistic and Enterprising**

- Arts, A/V technology, and communications

## **S and E - Social and Enterprising**

- Government and public administration
- Law, public safety, corrections, and security
- Marketing, sales, and service

## **E and C - Enterprising and Conventional**

- Finance
- Health science

# PATHWAY OPTIONS

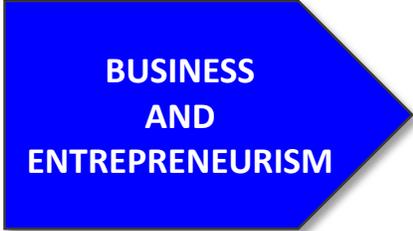
## ARTS AND COMMUNICATIONS

Designed to cultivate student's awareness, interpretation, application and production of visual, verbal and written work  
Cluster Areas

- Performing Arts(PA)
- Visual Artist(VA)
- Publishing Arts(PU)



**ART  
AND  
COMMUNICATION**



**BUSINESS  
AND  
ENTREPRENEURISM**

## BUSINESS, FINANCE, AND ENTREPRENEURISM

Designed to prepare students for careers in the world of business, finance, marketing, and entrepreneurship.

Cluster Areas:

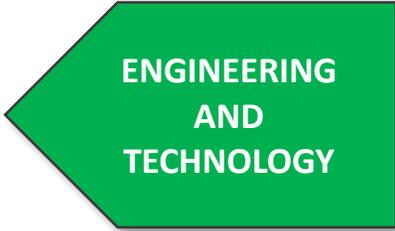
- Business Management and Administration(BM)
- Finance(F)
- Entrepreneurism(E)
- Marketing, Sales and Service(MS)
- Information Technology(IT)

## ENGINEERING AND TECHNOLOGY

Designed to cultivate students' interests, awareness and application to areas related to technologies necessary to design, develop, install or maintain physical systems.

Cluster Areas:

- Construction and Architecture(C)
- Manufacturing(M)
- Transportation, Distribution, and Logistics(TDL)
- Engineering and Engineering Technology(ET)



**ENGINEERING  
AND  
TECHNOLOGY**



**GOVERNMENT  
AND  
HUMAN  
SERVICES**

## GOVERNMENT AND HUMAN SERVICES

Designed to cultivate students' interests, skills and experience for employment in careers related to familiar human needs.

Cluster Areas:

- Education and Training(E)
- Law, Public Safety and Government(LPG))
- Hospitality and Tourism(HT)
- Counseling, Personal Care (CPC)

## SCIENCE AND HEALTH

Designed to cultivate student's interests in the agricultural, life, physical and behavioral sciences. In addition, the planning, managing, and providing of therapeutic services, diagnostic services, health information, and biochemistry research development.

Cluster areas:

- Agriculture, Food and Natural Resources(AFN)
- Science Technology and Math(STM)
- Health Sciences(HS)



**SCIENCE  
AND  
HEALTH**

# **SECTION II**

# **CAREER PATHWAYS COURSES**

# Transferable Skills – Graduation Standards

## Transferable Skills Graduation Standard 1: Effective Communicator

Use a variety of modes of communication to clearly articulate and exchange information.

### Performance Indicators

TS.1.1: Orally communicates ideas clearly and effectively.

TS.1.2: Demonstrate organized communication using varied modes (oral, written, visual, performance and/or technology).

TS.1.3: Use evidence and logic purposely and effectively in communication.

TS.1.4: Listen actively to others and analyze and respond to the information or viewpoints presented.

TS.1.5: Use tone, style, and conventions that are appropriate to the audience, context, and purpose in written communication.

## Transferable Skills Graduation Standard 2: Resourceful Problem-Solver - Develop and employ strategies for understanding and solving problems.

### Performance Indicators

TS.2.1: Observe and evaluate situations and frame questions to define problems or guide research.

TS.2.2: Use evidence to generate options and design solutions.

TS.2.3: Evaluate the available tools and select one to solve the problem at hand.

TS.2.4: Persevere in solving challenging problems, adapting strategies and approaches as needed.

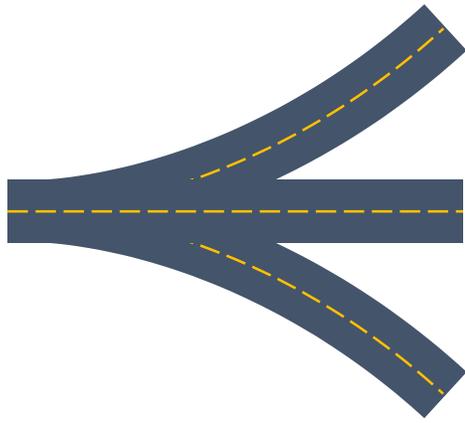
## Transferable Skills Graduation Standard 3: Informed Thinker - Critically process information to transfer and construct meaning, knowledge and understanding.

### Performance Indicators

TS.3.1: Investigate information from a variety of relevant and credible sources.

TS.3.2: Analyze, evaluate, and synthesize evidence from multiple sources to support research, integrating information selectively.

TS.3.3: Develop and use a model to represent or explain a system, process or complex concept.



# What's your path? Career Pathways and Student Success Planning

All Wallingford middle and high schools utilize a success planning software system called Naviance Student to assist students and parents/guardians and ensure that our graduates are college and career ready. Naviance Family Connection, an Internet based tool, allows students and families to access online resources and collaborate on college and career readiness activities.

Using Family Connection, students can research colleges, scholarships, careers, enrichment programs, and courses in one web-based location. They can also create individual success plans that can be linked to college and career readiness. Students can also use Family Connection to request transcripts and teacher recommendations. In addition, students can complete career and personality assessments, create and track academic and personal goals, and perform tasks related to post-secondary planning.

We hope that our students make regular use of the Family Connection. During the course selection process, students can use the program to develop long range high school and post-graduation plans of study that are based on the individual student's anticipated career aspirations. Research tells us that students who have clearly defined, long term plans of study during high school are far better prepared to meet the demands of college and career in the future.

The Wallingford Public Schools provides a comprehensive educational program that offers a wide variety of learning opportunities for all students.

Career Pathways are opportunities for students to design an educational program aligned with possible post-secondary college and career interests. Elective course clusters are sequenced for students to follow a career path. Students can select their rigorous required courses and electives to create a "mini major" or concentration of course that will be helpful as they pursue post-secondary opportunities. Please note that students may opt to choose a variety of elective courses to explore potential opportunities. There are no fixed or required pathways.

The term College and Career Pathways (CCP) also refers to credit opportunities for students to earn advanced college credit. This opportunity is currently available for Hospitality and Culinary Arts and Baking and Pastry Arts courses.

Pathways provide:

- Authentic career-related skills
- Increased value of high school experience
- Meaningful preparation for college and career
- Alignment to national key industry clusters
- Students the ability to find their passion and learn in a hands-on way
- Insight from community and industry partners
- Leadership and confidence

Please note that the career pathways are suggested courses based on career interest. Students are not locked into one pathway and may select any course as long as they have met all requirements and prerequisites.

# Planning Your Program of Study and Counseling Assistance

The material outlined below is intended to be an aid to you and your parents in making decisions about selecting courses and study programs that are aligned to career goals. It is recognized, however, that printed material alone may be insufficient for you and your parents/guardians to make such important decisions. Therefore, both high schools provide many opportunities for small group and individual assistance to you and your parents/guardians before and during the course selection process. Some of those special efforts take the following form:

School counselors assist students in planning four- year programs of study.

School counselors meet with students individually each year to help them select courses and parents/guardians are invited to attend these meetings with their student. Course selection workshops are offered for incoming grade nine students and their parents/guardians.

If scheduling conflicts arise and a student cannot be assigned to all of his/her course choices, the counselor will consult with the student about alternate selections. In addition, parents/guardians are invited to consult personally with their children's school counselors. Students are assigned to counselors alphabetically.

## **Lyman Hall High School - 203-294-5360**

Susan Lorenzo, *School Counseling Department Chair*  
Jill Hollis, Heather Kloiber, Patrick Kozloski  
Kaitlyn Kopylec

## **Mark T. Sheehan High School - 203-294-5915**

Lana Pekoske, *School Counseling Department Chair*  
Maura Distante, Wendy Eaton-Soto, Erica Cerny

Students will be allowed to change their schedule prior to the beginning of the school year provided they maintain the minimum credit requirement. Students will be allowed to change their second semester schedules during the first semester provided they maintain the minimum credit requirement and as long as the change does not require a change in a full year course placement.

Students may drop a course once the course begins only if it is the principal's judgment that the student was misplaced.

## **To access the Naviance Family Connection:**

**Step 1:** Go to <http://succeed.naviance.com/> followed by your child's *current* school code name

- For Sheehan use **marktshs**
- For Lyman Hall use **lymanhall**
- For Dag Hammarskjold use **daghms**
- For Moran use **jameshmms**
- Example: <http://student.naviance.com/marktshs>

**Step 2:** Enter your son/daughter's username and password, which are the same as those he/she uses to utilize the school's computer network.

# Selecting Your Courses

With the help of your counselor and parents, you should develop a plan of courses that you will take during your high school years. This plan should focus both on meeting all the requirements for graduation as well as preparing for your future.

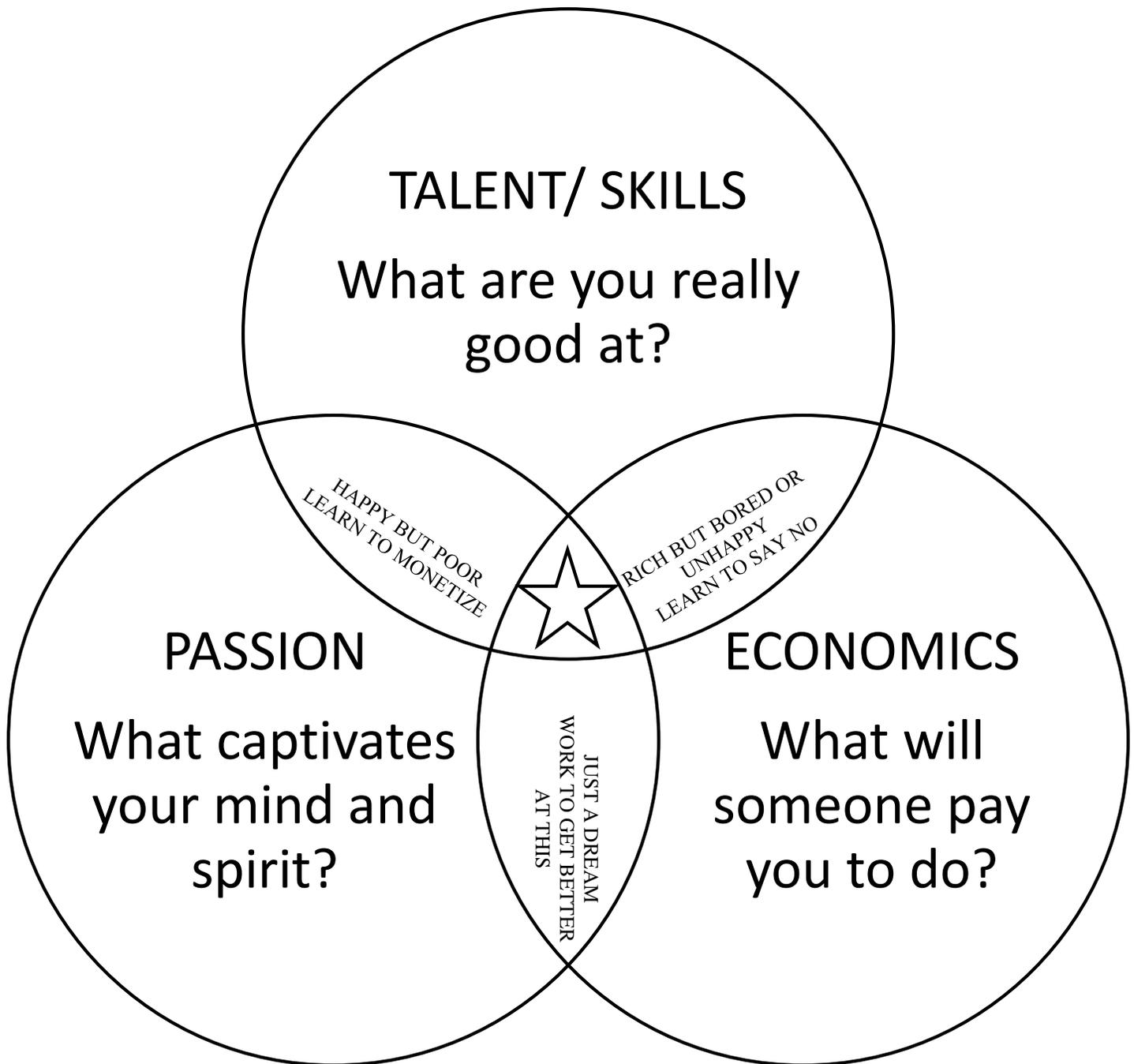
Each year, you will have the responsibility of selecting your courses. Your ability, interests, and future plans should serve as the guide in the selection of those courses. The school counselors, faculty, and administration will assist and guide you in your selections; however, before you begin to select your courses, give some thought to the following questions:

1. How well have you done in school so far?
2. In what subjects have you been particularly successful?
3. What subjects would you like to explore?
4. What are your post-high school plans? Have you looked into the college selection process? Have you looked into the possibility of beginning a career right after graduation? Have you discussed these plans with your parents/guardians and your counselor?
5. What role do extracurricular activities play in your school program and future plans?

Some of these questions may be difficult to answer on your own. Make certain that you have talked to people, who may be able to help: your parents/guardians, teachers, counselor, and/or representatives from colleges, business, and industry

# Choosing a Career Path

The following graphic is meant to aid you choosing your best career path. The best situation is to find yourself in a career where you love what you do, are really good at it, and are getting paid to do it. An old adage is, “Do what you love and you will never work a day in your life.” This best situation is represented by the star at the center of the graphic. If you are off balance, the goal is to move towards the center. If you are good at something and someone will pay you to do it, but you’re not passionate about it you will find yourself an unhappy rich person. You need to learn to say no to these opportunities. If you do what you love and are really good at it, but no one will pay you to do it you will be happy but poor. You need to find a way to make money at what you love. If you are passionate about something and you can make money at it, but are not very good at it you have to improve yours skills.



# ARTS, A-V TECHNOLOGY, AND COMMUNICATIONS

Are you interested in?	Can you?	Do you enjoy?
<ul style="list-style-type: none"> <li>· News Reporting and Writing</li> <li>· Interviewing and Reviewing</li> <li>· Multimedia productions</li> <li>· Acting</li> <li>· Radio, TV, Film, Video</li> <li>· Performing in a Band, Chorus</li> <li>· Attending Concerts</li> <li>· Drawing Painting/ Creative</li> <li>· Artwork</li> </ul>	<ul style="list-style-type: none"> <li>· Sing</li> <li>· Play and Instrument</li> <li>· Be Creative</li> <li>· Act</li> <li>· Articulate Clearly</li> <li>· Write and Conduct Interviews</li> <li>· Meet Deadlines</li> <li>· Sell</li> <li>· Draw</li> <li>· Sculpture</li> </ul>	<ul style="list-style-type: none"> <li>· Writing</li> <li>· Making Videos</li> <li>· Working with Film Props</li> <li>· Seeking Creative Ideas</li> <li>· Work with Sound Effects</li> <li>· Performing in front of a live audience</li> <li>· Work with computers</li> <li>· Taking pictures</li> </ul>

## RELATED CAREERS

Entry (OJT)	Technical/Skilled(1-3 years)	Professional (4 or + years)
Model(PA) Radio Operator(PA) Stage Hand(PA) Stunt Performer(PA) Announcers(PA) Dancer(Ps) Film loader(VA) Photographer(VA) Floral designer(VA) Sound Technician(VA) TV, Video & Motion Picture Operator(VA) Desktop Publisher(PU) Circulation(PU) Copy Person(PU) Newsroom Worker(PU) Data Entry Keyers(PU) Prepress Technicians & Workers (PU)	Actor(PA) Book Illustrator(PA) Choreographer(PA) Dancer(PA) Disc jockey(PA) Musician(PA) Talent Agent(PA) Animator(VA) Artist(VA) Broadcast Technician(VA) Fashion Designer(VA) Jeweler(VA) Make-up artist(VA, PA) Recording Engineer(VA) Video Manager(VA) Computer Graphic Artist (VA,PA) Web Designer(PU) Desktop Publishing(PU) Radio & Television Announcers (PA) Photographers(VA)	Art or Music Teacher(VA, PA) Cinematographer(PA) Film Editor(PA) Multi-media Artist(PA) Music Critic(PA,PU) Music Director(PA) New Broadcaster(PA) Producer & Director (PA) Editor(VA, PA, PU) Technical Directors/ managers(PA) Public Relations Specialists (PU) Curators (VA) Advertising Creator(VA) Art Director(VA) Interior Designer(VA) Fashion Designer(VA) Industrial Designer(VA) Copy Writer(PU) News Writer(PU) Telecommunications(PU) Writer(PU)

## RELATED COLLEGE MAJORS

Communications, Dance, English, Fine Arts, History, Human Relations, International Relations, Journalism, Music Production & Engineering, Psychology, Sociology, Theater, World Language, Writing

# WPS COURSES AND RELATED ACTIVITIES

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
Theater 1, 2 (PA) Graphic Communications(VA, PU) Digital Photography(VA) Art Foundations(VA) Computer Programming (PU, VA) Web Design for Business(VA) Web Tools(VA, PU) Marketing(PU) Journalism(PU) Music (Band, Chorus, etc.)(PA)	Theater 1, 2(PA) Algebra 2(ALL) Creative Writing(PU) Graphic Communications(VA, PU) Photography(VA, PA) Art Foundations(VA) Art Studio1(VA) Web Design for Business(VA) Web Tools(VA, PU) Music (Band, Chorus, etc.)(PA) A/V Communications(VA, PU, PA)	Theater 1, 2(PA) Algebra 2 (ALL) Creative Writing(PU) Graphic Communications(VA, PU) Photography(VA, PA) Interior Design(VA) Art Foundations(VA) Art Studio 1,2(VA) Web Design for Business(PA) Web Tools(PA) Music (Band, Chorus, etc.) Psychology(ALL) Statistics(ALL) A/V Communications (VA, PU, PA)	Theater 1, 2(PA) Algebra 2(ALL) Creative Writing(PU) Graphic Communications(PU) Photography(VA, PA) Interior Design(VA) Art Foundations(VA) Art Studio 1,2(VA) Web Design for Business(PA) Web Tools(PA) Music (Band, Chorus, etc.) (PA) Psychology(ALL) Statistics(ALL) Yearbook(VA, PU) A/V Communications (VA, PU, PA)
<b>RELATED CLUBS &amp; ACTIVITIES</b>			
<b>High School:</b> Art Club, Positive Impact Club/Human Relations Student Government Interact Club Media Club Gaming Club Anime Club Unified Theater Choral Club Dramatic Art Society Drama Club Spanish Club French Club Italian Club German Club Titan Times Newspaper Debate Club Mock Trial Visions Literary Magazine Literary Magazine (PATH) Photography Club		<b>Middle School:</b> Drama Club Student Government Anime Club (TC) Creative Writing Club (TC) Yearbook Minecraft (TC) Kid Lit (TC) MVP News/PNN News Jazz Band Varsity Choir Invention Convention Chess Club Panther's Pride (School Newspaper) Multicultural Club (TC)	
<b>RELATED JOB SHADOWS &amp; INTERNSHIPS</b>			
Job shadow with a photographer See your College and Career Specialist or School Counselor <b>CAPSTONE</b>			

# BUSINESS, FINANCE, AND ENTREPRENEURISM

Are you interested in?	Can you?	Do you enjoy?
<ul style="list-style-type: none"> <li>· A business environment</li> <li>· Office Management</li> <li>· Sales</li> <li>· Presentations to Groups</li> <li>· Telecommunications</li> <li>· Advertising</li> <li>· Different Work Sites</li> <li>· Insurance</li> <li>· Record Keeping</li> <li>· Owning your own business</li> </ul>	<ul style="list-style-type: none"> <li>· Work easily with others</li> <li>· Organize your time efficiently</li> <li>· Work with statistics</li> <li>· Pay attention to details</li> <li>· Solve Problems</li> <li>· Work Independently</li> <li>· Show initiative</li> <li>· Work on a team</li> <li>· Work with computers and technology</li> <li>· Be creative</li> </ul>	<ul style="list-style-type: none"> <li>· Meeting with groups</li> <li>· Making budgets</li> <li>· Organizing a project</li> <li>· Planning an event</li> <li>· Working with technology</li> <li>· Selling products and services</li> <li>· Processing numbers and figures</li> <li>· Preparing financial reports</li> <li>· Following directions</li> <li>· Learning new software programs</li> </ul>

## RELATED CAREERS

Entry (OJT)	Technical/Skilled(1-3 years)	Professional (4 or + years)
<ul style="list-style-type: none"> <li>· Customer Service Representatives(MS)</li> <li>· Cashiers(F)</li> <li>· File Clerks(BM)</li> <li>· Customer Service Representative(MS)</li> <li>· Shipping and Receiving Clerk(MS)</li> <li>· Telemarketer(MS)</li> <li>· Advertising Sales Agent(MS)</li> <li>· Tellers(F)</li> <li>· Payroll Clerk(F)</li> <li>· Title Searcher(F)</li> <li>· Computer Operator(IT)</li> <li>· Accounts Payable Office Mngr.</li> <li>· Administrative Assistant(BM)</li> <li>· Data Entry(BM)</li> <li>· Retail Sales Clerk(BM)</li> <li>· School Secretary(BM)</li> <li>· Account Executive(BM)</li> <li>· Budget Analysts(F)</li> <li>· Sales Representatives: Wholesale &amp; Customer Service Rep(MS)</li> <li>· Hotel, Motel, Resort Clerk (MS)</li> <li>· Promotions Managers(MS)</li> <li>· Retail Merchandisers</li> <li>· Sales Manager(BM)</li> <li>· Stock Clerk</li> <li>· Trade Show Manager</li> <li>· Payroll &amp; Timekeeping Clerks (F)</li> <li>· Brand Manager</li> <li>· Insurance Adjusters, Examiners, Investigators (F)</li> </ul>	<ul style="list-style-type: none"> <li>· Graphic Designer(MS)</li> <li>· Retail Tech(MS)</li> <li>· Bank Collections Officer(F)</li> <li>· Legal Secretary(F)</li> <li>· Tax Preparer(F)</li> <li>· Paralegal(F)</li> <li>· Computer Support Specialist(IT)</li> <li>· Software Engineer(IT)</li> <li>· Accountants (2/4 years)(F)</li> <li>· Bookkeeping, Accounting, &amp; Auditing Clerks (2/Cert)(F)</li> <li>· Computer Programmers (2/4+ years)</li> <li>· Court Clerks (Cert)(IT)</li> <li>· Secretaries &amp; Administrative Assistants (2/4 years)(BM)</li> <li>· Sales Managers (2/4 years)(BM)</li> <li>· Claims Adjusters, Examiners and Investigators (OJT/2/4 years)(F)</li> <li>· Credit Counselors (2/4 years)(F)</li> <li>· Financial Analysts (2/4 years)(F)</li> <li>· Advertising Specialist (2-4 years)(MS)</li> <li>· Arts/Graphics Director (2-4 years)(MS)</li> <li>· Consumer Behavior Analysts (2-4 years)</li> <li>· Interactive Media Specialist (2-4 years)</li> <li>· Social Media Coordinator (2-4 years)(MS)</li> <li>· Retail Marketing Coordinator (2-4 years)(MS)</li> <li>· Lodging Managers (2-4 years)(BM)</li> <li>· Public Relations Manager (2-4 years)(BM)</li> <li>· Sales Agents, Financial Services (BM, F)</li> <li>· Real Estate Agent (Cert)(BM, MS)</li> </ul>	<ul style="list-style-type: none"> <li>· Financial Analysts (4+ years)(F)</li> <li>· Human Resources Specialists (4+ years)(BM)</li> <li>· Market Research Analysts &amp; Marketing Specialists (4+ years)(MS)</li> <li>· Statisticians (4+years)(F)</li> <li>· Actuaries (4 years)(F)</li> <li>· Personal Finance Advisors (4 years)(F)</li> <li>· Loan Officers (4 years)9F)</li> <li>· Account Executive (4 years)(BM, F)</li> <li>· Database Analyst (4 years)(BM, F)</li> <li>· Research Assistant (4 years/4+ years)(BM)</li> </ul>

## RELATED COLLEGE MAJORS

Accounting, Actuarial Science, Advertising, Behavioral Economics, Business Administration, Communication, Consumer Behavior, Economics, Entrepreneurship, Fashion Merchandising, Finance, Hospitality Management, Human Resource Management, Insurance & Risk Management, International Business, Management, Marketing, Marketing Research, Operations Management, Psychology, Public Policy Analysis, Public Relations, Real Estate, Retail, Statistics, Sales & Distribution, Supply Chain Management

# WPS COURSES AND RELATED ACTIVITIES

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
<ul style="list-style-type: none"> <li>· Business 101 (F, BM, MS)</li> <li>· Web Design for Business (E, MS, IT)</li> <li>· Web Tools</li> <li>· Microsoft Office Professional (MS,IT)</li> <li>· International Business and Finance (F, BM)</li> <li>· Graphic Communications</li> </ul>	<ul style="list-style-type: none"> <li>· Business 101 (F, BM, MS)</li> <li>· Web Design for Business (E, MS, IT)</li> <li>· Web Tools</li> <li>· Microsoft Office Professional (MS,IT)</li> <li>· International Business and Finance (F, BM)</li> <li>· Accounting 1 (F, BM)</li> <li>· Entrepreneurship(E,BM,MS,F)</li> <li>· Investing for Financial Independence</li> <li>· Personal Finance(F,BM)</li> <li>· Marketing Education</li> <li>· Algebra 2</li> <li>· Journalism (MS)</li> <li>· Graphic Communications(MS, IT)</li> <li>· A/V Communications (LH)(MS, IT)</li> </ul>	<ul style="list-style-type: none"> <li>· Business 101 (F, BM, MS)</li> <li>· Web Design for Business (E, MS, IT)</li> <li>· Web Tools</li> <li>· Microsoft Office Professional (MS,IT)</li> <li>· International Business and Finance (F, BM)</li> <li>· Accounting 1, 2 (F, BM)</li> <li>· Entrepreneurship(E,BM,MS,F)</li> <li>· Investing for Financial Independence(F,BM)</li> <li>· Personal Finance(F,BM)</li> <li>· Marketing Education 1, 2 (MS)</li> <li>· Intro to public speaking(MS)</li> <li>· Algebra 2 (F, BM)</li> <li>· Pre-Calculus(F)</li> <li>· Economics(F, BM)</li> <li>· Journalism (MS)</li> <li>· Graphic Communications (MS, IT)</li> <li>· Psychology (MS)</li> <li>· Probability and Statistics(F, BM)</li> <li>· A/V Communications(LH) (MS, IT)</li> </ul>	<ul style="list-style-type: none"> <li>· Accounting 1, 2 (F, BM)</li> <li>· Algebra 2 (F, BM)</li> <li>· A/V Communications(LH) (MS, IT)</li> <li>· Business 101</li> <li>· Web Design for Business (MS)</li> <li>· Web Tools(MS)</li> <li>· Microsoft Office Professional (MS,IT)</li> <li>· International Business and Finance (F,BM)</li> <li>· Graphic Communications (MS, IT)</li> <li>· Journalism (MS)</li> <li>· Entrepreneurship(E,BM,MS,F)</li> <li>· Investing for Financial Independence (F, BM)</li> <li>· Personal Finance(F,BM)</li> <li>· Marketing Education 1,2 (MS)</li> <li>· Marketing 2 Work Experience (MS)</li> <li>· Intro to public speaking(MS)</li> <li>· Pre-Calculus(F)</li> <li>· Probability and Statistics (F, BM)</li> <li>· Psychology (MS)</li> <li>· Economics (F, BM)</li> <li>· Yearbook(PU,MS,IT)</li> </ul>

## RELATED CLUBS & ACTIVITIES

High School	Middle School
<p><b>High School:</b>                      DECA                      FBLA                      Debate Club                      Student Government                      Interact                      Math Team                      Media Club                      Titan Times (SHS)                      Student Government                      Art Club                      FCCLA                      DECA</p>	<p><b>Middle School:</b>                      STEP-Mock Trial                      STEP “Shark Tank”                      Math Club (TC)  <b>MS:</b> Student Government                      Creative Writing (TC)                      Moran Stang                      Panther’s Pride (TC)-(Student Newspaper)                      Yearbook</p>

## RELATED JOB SHADOWS & INTERNSHIPS

See your College and Career Specialist or School Counselor  
 Internship at town records office, small business, financial firm, small business  
 Internship with financial advisor  
 Internship with a small business  
 Job shadow with local newspaper, marketing department, logistics firm or graphic designer

# ENGINEERING AND TECHNOLOGY

Are you interested in?	Can you?	Do you enjoy?
<ul style="list-style-type: none"> <li>· Building and Construction</li> <li>· Tools, Equipment, and Materials</li> <li>· Woodworking</li> <li>· Math and Science Classes</li> <li>· Fitness and Sports</li> <li>· Precision Work</li> <li>· Design and Architecture</li> <li>· Engineering</li> <li>· Computer Technology</li> <li>· Production Management</li> <li>· How Things work</li> </ul>	<ul style="list-style-type: none"> <li>· Applying science and math to real world</li> <li>· Read and Understand directions</li> <li>· Solve problems of a complex nature</li> <li>· Understand directives and read maps or blueprints</li> <li>· Organize reports and people</li> <li>· Analyze data</li> <li>· See a task through to completion</li> <li>· Use computers and technology</li> <li>· Work safely and with coordination</li> <li>· Deductive/ Inductive Reasoning</li> <li>· Equipment Maintenance</li> </ul>	<ul style="list-style-type: none"> <li>· Travel</li> <li>· Working with your hands</li> <li>· Designing/working with projects, models, and prototypes</li> <li>· Working in a lab setting</li> <li>· Working on a team</li> <li>· Building with your hands</li> <li>· Operating tools and equipment</li> <li>· Paying close attention to details</li> </ul>

## RELATED CAREERS

Entry (OJT)	Technical/Skilled(1-3 years)	Professional (4 or + years)
<ul style="list-style-type: none"> <li>· Maintenance(C)</li> <li>· Surveyors(Cert)(C)</li> <li>· Civil Engineering Technician(C)</li> <li>· Construction and Related Workers(C)</li> <li>· Drywall and Ceiling Tile Installers(C)</li> <li>· Glaziers(Cert)(C)</li> <li>· Painters, Constructions and</li> <li>· Computer Programmers 2-4 years)</li> <li>· Boiler Maker (2 years)</li> <li>· Milling &amp; Planning Matching Setters</li> <li>· Sheet Metal Workers</li> <li>· Aircraft Structure, surfaces, rigging, and systems assemblers</li> <li>· Bus Drivers, School and Special Client Transport</li> <li>· Bus Drivers Transit &amp; intercity(TDL)</li> <li>· Cargo &amp; Freight agents(TDL)</li> <li>· Cleaners &amp; Vehicle (TDL)</li> <li>· Maintenance Equipment</li> <li>· Dispatchers</li> <li>· Laborers &amp; Freight Stock and Material movers-Hand</li> <li>· Mobile Heavy Equipment Mechanic, except engines</li> <li>· Railroad Conductors &amp; Yardmasters</li> <li>· Taxi Drivers</li> <li>· Transportation, Storage, and Distribution</li> </ul>	<ul style="list-style-type: none"> <li>· Brick masons and Block masons(Cert)(C)</li> <li>· Heating, Air Conditioning Mechanics Installers(Cert)(C)</li> <li>· Automotive Specialty Techs (Cert)(TDL)</li> <li>· Production Planning and Expediting(2 years/Cert)(M, TDL)</li> <li>· Heavy &amp; Tractor Trailer Drivers (Cert)(TDL)</li> <li>· Automotive body and Related Repairers (Cert)(TDL)</li> <li>· Plumbers(Cert/apprentice)(C)</li> <li>· Stonemasons(OJT/ apprentice)(C)</li> <li>· Construction Carpenters(Cert)(C)</li> <li>· Crane and Tower Operators(Cert)(TDL)</li> <li>· Tool &amp; Die Makers Cert)(M)</li> <li>· Bus and Truck Mechanics and Diesel Specialists (Cert)(TDL)</li> <li>· Welders, Cutters, Solderers, Brazers (Cert)(M)</li> <li>· Operators, Tenders, Metal &amp; Plastic (Cert)(M)</li> <li>· Nuclear techs (Cert/ 2 years)(M)</li> <li>· Electrical &amp; Electronic Equipment Assemblers (Cert)(M)</li> <li>· Machinists (Cert/ 2 years)(M)</li> <li>· Electricians(Cert// apprentice)(C,M)</li> <li>· Carpenters(Cert/ apprentice)(C)</li> <li>· Robotics Tech (2 years)(M)</li> </ul>	<ul style="list-style-type: none"> <li>· Engineering Managers(4++ years)(C,M,ET)</li> <li>· Architectural Drafters(4 years)</li> <li>· Engineers(4+years)(C)</li> <li>· Computer &amp; Information Systems Managers(4 years)(M, ET)</li> <li>· Database Administrators (4 years)</li> <li>· Software Developers, Applications (4 years)</li> <li>· Software developers, systems software (4 years)</li> <li>· Environmental Engineering Tech (4 years)(ET)</li> <li>· Occupational Health &amp; Safety Specialist (4 years)</li> <li>· Logistician(4 years)</li> <li>· Computer Hardware Engineers (4 years)</li> </ul>

## RELATED COLLEGE MAJORS

Architectural Engineering- City, Community Planning - Civil Engineering - Construction Management - Construction Technology - - Design & Applied Arts – Engineering - Engineering Technology - Environmental Design - Historic Preservation - Industrial & Product Design - Industrial Engineering - Interior Architecture - Landscape Architecture - Mechanical Engineering - Studio Arts – Surveying Information Support and Services, Interactive Media, Network Systems, Programming and Software, Apparel & Textiles, Architectural Engineer - Civil Engineering - Computer Engineering Tech - Construction Engineering - Electrical Engineering HVAC - Industrial Engineering - Manufacturing Engineering - Operations Management - Operations Research Motor fleet safety - Vehicle systems - Aircraft power technologies - Urban planning and design - Transportation technologies - Transportation engineering - Marine science - Transportation logistics - Logistics Engineering

# WPS COURSES AND RELATED ACTIVITIES

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
<ul style="list-style-type: none"> <li>· CADD</li> <li>· Design &amp; Production of Wood Products</li> <li>· Residential Construction</li> <li>· Robotics</li> <li>· Graphic Communication</li> <li>· Intro. to Computer Science</li> <li>· Computer Programming (Python)</li> <li>· Transportation Systems LH</li> </ul>	<ul style="list-style-type: none"> <li>· CADD</li> <li>· Design &amp; Production of Wood Products</li> <li>· Adv. D&amp; P of Custom Wood Products</li> <li>· Residential Construction</li> <li>· Robotics</li> <li>· Graphic Communication</li> <li>· Intro. to Computer Science</li> <li>· Computer Programming (Python)</li> <li>· Audio/Visual Communication</li> <li>· Computer Repair</li> <li>· Architectural Drafting &amp; Design</li> <li>· Adv. Architectural Drafting &amp; Design</li> <li>· Automotive Engine Fund.</li> <li>· Transportation</li> <li>· Algebra 2</li> <li>· Geometry</li> <li>· Art Foundations</li> <li>· Accounting</li> </ul>	<ul style="list-style-type: none"> <li>· CADD</li> <li>· Design &amp; Production of Wood Products</li> <li>· Adv. D&amp; P of Custom Wood Products</li> <li>· Residential Construction</li> <li>· Robotics</li> <li>· Graphic Communication</li> <li>· Pre-Engineering and Manufacturing</li> <li>· A/V Communication</li> <li>· Computer Repair</li> <li>· Home Repair and Maintenance</li> <li>· Architectural Drafting &amp; Design</li> <li>· Adv. Architectural Drafting &amp; Design</li> <li>· Automotive Engine Fund LH</li> <li>· Algebra 2</li> <li>· Geometry</li> <li>· Pre-Calculus</li> <li>· Economics</li> <li>· Psychology</li> <li>· Probability and Statistics</li> <li>· Public Speaking</li> <li>· Chemistry</li> <li>· Art Foundations</li> <li>· Accounting</li> </ul>	<ul style="list-style-type: none"> <li>· CADD</li> <li>· Design &amp; Production of Wood Products</li> <li>· Adv. D&amp; P of Custom Wood Products</li> <li>· Residential Construction</li> <li>· Robotics</li> <li>· Graphic Communication</li> <li>· Pre-Engineering and Manufacturing</li> <li>· Audio/Visual Communication</li> <li>· Computer Repair</li> <li>· Home Repair and Maintenance</li> <li>· Architectural Drafting &amp; Design</li> <li>· Adv. Architectural Drafting &amp; Design</li> <li>· Automotive Engine Fund LH</li> <li>· Algebra 2</li> <li>· Geometry</li> <li>· Calculus</li> <li>· Economics</li> <li>· Psychology</li> <li>· Physics</li> <li>· Probability and Statistics</li> <li>· Public Speaking</li> <li>· Art Foundations</li> <li>· Accounting</li> </ul>

## RELATED CLUBS & ACTIVITIES

High School	Middle School
<ul style="list-style-type: none"> <li>● Musical (Tech)</li> <li>● Stagecraft and Design Club (LH)</li> <li>● TSA (LHHS)</li> <li>● CREW</li> <li>● Art Club</li> <li>● Math Team</li> </ul> <p>Art Club Media Club Gaming Club Computer Club CREW</p>	<ul style="list-style-type: none"> <li>● Fixer Uppers (teacher created)</li> <li>● Invention Convention</li> </ul> <p>STEP "Shark Tank" PNN/MVP News Minecraft (TC) <b>MS:</b> Invention Convention STEP "Shark Tank" Invention Convention STEP "Shark Tank" Walking Club (TC)</p>

## RELATED JOB SHADOWS & INTERNSHIPS

See your College and Career Specialist or School Counselor  
 Internship with town recreation or housing agency  
 Internship with local IT department HS: CREW  
 Musical (Tech)  
 Job shadow to local manufacturing business  
 Internship (Age 18+) in manufacturing Job shadow with local auto repair business, or logistics firm

# GOVERNMENT AND HUMAN SERVICES

Are you interested in?	Can you?	Do you enjoy?
<ul style="list-style-type: none"> <li>Working with people</li> <li>Aging Adults</li> <li>Child Development</li> <li>Family and Social Services</li> <li>Health and Wellness</li> <li>Food Preparation</li> <li>Teaching</li> <li>Counseling</li> <li>Government and law</li> <li>Social Awareness &amp; Understanding</li> </ul>	<ul style="list-style-type: none"> <li>Organize Well</li> <li>Communicate Well</li> <li>Plan and Direct Programs</li> <li>Be creative</li> <li>Assume leadership</li> <li>Make decisions</li> <li>Work with a team</li> <li>Use interpersonal skills</li> <li>Be conscientious and dependable</li> <li>Plan budgets</li> <li>Collect and Analyze Data</li> </ul>	<ul style="list-style-type: none"> <li>Communication Services</li> <li>Helping others</li> <li>Working with people</li> <li>Teaching or training others</li> <li>Counseling and advising people</li> <li>Serving other's needs</li> <li>Interviewing people</li> <li>Selling products or services</li> <li>Handling customer complaints</li> <li>Searching for answers to human problems</li> </ul>

## RELATED CAREERS

Entry (OJT)	Technical/Skilled(1-3 years)	Professional (4 or + years)
<ul style="list-style-type: none"> <li>Coaches and Scouts (2/4 years)</li> <li>Teacher Assistants</li> <li>Combined Food Preparation, Serving Workers, Including Fast Food</li> <li>Dishwashers</li> <li>Food Preparation Workers</li> <li>Hosts &amp; Hostesses, Restaurant, Lounge, Coffee Shop, Lodging Managers (2/4 years)</li> <li>Childcare workers (CPC)</li> <li>Recreation Workers</li> <li>Correctional Officers &amp; Jailers (2 years)</li> <li>Municipal Firefighters (Cert)</li> <li>Paralegals &amp; Legal Assistants (Cert)</li> <li>Security guards</li> <li>Transportation Managers (2/4 years)</li> </ul>	<ul style="list-style-type: none"> <li>Fitness Trainers and Aerobics Instructors(certifications)</li> <li>Interpreters and Translator (certification/2/4 years)</li> <li>Bakers (Cert/2 years)</li> <li>Butchers &amp; Meat Cutters (Cert/2 years)</li> <li>Chefs &amp; Head Cooks (2 years)</li> <li>Barbers (Cert)</li> <li>Hairdressers, Hairstylists, and Cosmetologists (Cert)</li> <li>Interpreters and Translators (Cert/2/4 years)</li> <li>Police Patrol Officers (2-4 years)</li> <li>Accountants and Auditors (2/4 years)</li> <li>Social and Community Service Managers (2-4 years)</li> <li>Tax Preparers (2-4 years)</li> <li>Surveying Technicians (Cert)</li> </ul>	<ul style="list-style-type: none"> <li>Career/Technical Education Teachers (4+ years)</li> <li>Dieticians and Nutritionists (4 years)</li> <li>Education Administrators (4+ years)</li> <li>Special Education Teachers: All levels (4++ years)</li> <li>School Counselors</li> <li>Teachers: All levels (4+ Years)</li> <li>Child, Family and School Social Workers (4++ years)</li> <li>Clinical, Counseling and School Psychologists</li> <li>Marriage and Family Therapists (4+ years)</li> <li>Mental Health Counselors (4++ years)</li> <li>Physicians and Surgeons (4++ years)</li> <li>Detectives &amp; Criminal Investigators (4+ years)</li> <li>Firefighters (Cert/4 years)</li> <li>Lawyers (4+ years)</li> <li>Emergency Management Directors (4 years)</li> <li>General and Operations Managers (4 years)</li> <li>Political Scientists (4+years)</li> <li>Public Relations Specialists (4 years)</li> <li>Reporters and Correspondents (4 years)</li> </ul>

## RELATED COLLEGE MAJORS

Agricultural Public Service - Baking & Pastry Arts - Behavioral Sciences - Communication Disorders or Services - Computer and Information Systems - Counseling - Criminology - Criminal Justice - Culinary Arts - Cultural Studies - Economics - Education, General - Entrepreneurship - Event Planning - Food & Beverage - Food Science - Forensic Science - Geography - Health and Physical Education - History -Historic Preservation and Conservation - Human Development and Family Studies - Homeland Security - Hospitality Law - Hospitality Management - Hotel & Motel Management - International Relations - International Studies - Languages or Literature - Liberal Arts - Library Science - Law - Management - Mental and Social Health - Mental and History - National Security Studies - Nutrition Science - Paralegal Studies - Parks and Recreation - Political Science - Pre-law - Psychology - Public Health - Public History - Public Relations - Religious Studies - Rhetoric and Writing - Security - Social Health - Sociology - Special Education - Sustainability Studies - Travel & Tourism - Urban Studies - Urban Planning - World Language

## RELATED JOB SHADOWS & INTERNSHIPS

See your College and Career Specialist or School Counselor  
 Internship at WPS elementary school  
 Internship with food-related business or recreation-related business  
 Internship with local nursing home, local elementary school, or hospital.  
 Internship with a lawyer, mentorship with a police officer.  
 Internship with town offices

# WPS COURSES AND RELATED ACTIVITIES

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
<ul style="list-style-type: none"> <li>· Business 101</li> <li>· Environmental Science</li> <li>· Speech</li> <li>· Statistics</li> <li>· Peers Supporting Peers Internship</li> <li>· PE Internship</li> <li>· Photography</li> <li>· Digital Photography</li> <li>· Statistics</li> <li>· Consumer Street Law</li> <li>· Library Intern</li> <li>· PE Intern</li> <li>· Peer Supporting Peer Internship</li> <li>· Environmental Science</li> <li>· Law</li> <li>· Environmental Science</li> <li>· Forensics</li> <li>· Law</li> </ul>	<ul style="list-style-type: none"> <li>· World History A, H</li> <li>· Algebra 2</li> <li>· Child Development</li> <li>· Consumer Street Law</li> <li>· Marketing</li> <li>· Entrepreneurship</li> <li>· Baking and Pastry Arts</li> <li>· Hospitality and Culinary Arts 1,2,3</li> <li>· Personal Finance</li> <li>· Investing</li> <li>· Accounting</li> <li>· Business 101</li> </ul>	<ul style="list-style-type: none"> <li>· Economics</li> <li>· AP Economics</li> <li>· Controversies in Today's Society</li> <li>· AP Comparative Politics</li> <li>· Sociology</li> <li>· Psychology</li> <li>· AP Psychology</li> <li>· Africa</li> <li>· China and Japan</li> <li>· The Middle East</li> <li>· AP European History</li> <li>· Pre-Calculus</li> <li>· Psychology</li> <li>· Child Development</li> <li>· Marketing</li> <li>· Entrepreneurship</li> <li>· Chemistry</li> <li>· Hospitality and Culinary Arts 1,2,3</li> <li>· Personal Finance</li> <li>· Investing</li> <li>· Accounting</li> <li>· Introduction to Public Speaking</li> <li>· Business 101</li> <li>· Probability and Statistics</li> <li>· Forensics</li> </ul>	<ul style="list-style-type: none"> <li>· Economics</li> <li>· AP Economics</li> <li>· Controversies in Today's Society</li> <li>· AP Comparative Politics</li> <li>· Sociology</li> <li>· Psychology</li> <li>· AP Psychology</li> <li>· Africa</li> <li>· China and Japan</li> <li>· The Middle East</li> <li>· AP European History</li> <li>· Calculus</li> <li>· Psychology</li> <li>· Child Development</li> <li>· Marketing</li> <li>· Entrepreneurship</li> <li>· Physics</li> <li>· Hospitality and Culinary Arts 1,2,3</li> <li>· Personal Finance</li> <li>· Investing</li> <li>· Accounting</li> <li>· Introduction to Public Speaking</li> <li>· Business 101</li> <li>· Probability and Statistics</li> <li>· Forensics</li> </ul>

## RELATED CLUBS & ACTIVITIES

High School	Middle School
Interact Club Student Government Future Educators' Club Book Club Unified Theater Unified Sports FBLA FCCLA DECA Italian Club French Club Spanish Club German Club Debate Club Student Government Mock Trial Debate Club Student Government FBLA CREW	<b>MS:</b> Dance Club After school sports Mindfulness Club (TC) Peer Tutoring (TC) Multicultural Club (TC) Cook's Table (MS/HS) Tasty Treats (TC) Cooking & Crafts (TC) Positive Impact Club/Human Relations Key Club Unified Theater Unified Sports SADD Gay Straight Alliance Interact Student Government Mock Trial Builders Club Kindness Squad Peer Tutoring (TC) GSA Club (TC) Multicultural Club (TC) Student Government Mock Trial (STEP)

# SCIENCE AND HEALTH

Are you interested in?	Can you?	Do you enjoy?
<ul style="list-style-type: none"> <li>· Healthcare environment</li> <li>· Science and Medicine</li> <li>· Medical Research</li> <li>· Food Production</li> <li>· Environment and Conservation</li> <li>· Pharmacy</li> <li>· Physical Therapy</li> <li>· Sports/ fitness</li> <li>· Information Systems</li> <li>· Conservation</li> <li>· Radiology</li> </ul>	<ul style="list-style-type: none"> <li>· Pay attention to detail</li> <li>· Use computers and technology</li> <li>· Work in a lab setting or medical facility</li> <li>· Apply scientific theory to real life problems</li> <li>· Work outdoors around animals and plants</li> <li>· Collect and analyze data from experiments</li> <li>· Work with people in need</li> <li>· Work with science and math theories</li> <li>· Gathering Process &amp; Research Information</li> </ul>	<ul style="list-style-type: none"> <li>· Diagnosing and caring for sick animals</li> <li>· Work outdoors with wildlife</li> <li>· Solving problems</li> <li>· Working on cutting edge scientific research</li> <li>· Working on a team</li> <li>· Medical lab research</li> <li>· Making a contribution to society</li> <li>· Working with people</li> <li>· Working with numbers</li> <li>· Developing conclusions from a database</li> </ul>

## RELATED CAREERS

Entry (OJT)	Technical/Skilled(1-3 years)	Professional (4 or + years)
<ul style="list-style-type: none"> <li>· Farm Equipment Mechanics &amp; Service Technicians(Cert)</li> <li>· Fish &amp; Game Wardens</li> <li>· Food Batchmakers(Cert)</li> <li>· Landscaping &amp; Groundskeeping Workers</li> <li>· Retail Salespersons</li> <li>· Computer User Support Specialists</li> <li>· Dietetic Technicians</li> <li>· Home Health Aides (Cert)</li> </ul>	<ul style="list-style-type: none"> <li>· Animal Trainers (2/4 years)</li> <li>· Mechanical Engineering Technicians(2 years)</li> <li>· Computer Programmers (2/4 years)</li> <li>· Nuclear Technicians (Cert)</li> <li>· Dental Hygienists (2 years)</li> <li>· Emergency Medical Technicians &amp; Paramedics (Cert)</li> <li>· Radiological Tech (2/4 years)</li> <li>· Respiratory Therapist (2 years)</li> <li>· Vet. Techs (Certs)</li> <li>· Pharmacy Aides/Techs (Certs)</li> <li>· Massage Therapists (Certs)</li> <li>· Medical Assistants (Cert)</li> <li>· Nursing Assistants (Cert)</li> </ul>	<ul style="list-style-type: none"> <li>· Animal Scientists(4 years)</li> <li>· Biochemists &amp; Biophysicists(4++years)</li> <li>· Biological Science Teacher(4+ years)</li> <li>· Zoologists &amp; Wildlife Biologist(4+years)</li> <li>· Aerospace Engineers (4+ years)</li> <li>· Agricultural Engineers (4+years)</li> <li>· Biochemists and Biophysicists( 4+ years)</li> <li>· Biomedical Engineers (4+years)</li> <li>· Chemical Engineers (4+ years)</li> <li>· Civil Engineers (4+ years)</li> <li>· Dieticians and Nutritionists (4+years)</li> <li>· Electrical Engineers (4+ years)</li> <li>· Environmental Engineers (4+ years)</li> <li>· Marine Engineers (4+ years)</li> <li>· Mechanical Engineers (4+ years)</li> <li>· Nuclear Engineers (2/4 years)</li> <li>· Family and General Practitioners (4++years)</li> <li>· Dental Assistants (4 years)</li> <li>· Dentists (4+ years)</li> <li>· Family &amp; General Practitioners (4+ years)</li> <li>· Athletic Trainers (4 years)</li> <li>· Audiologists (4+ years)</li> <li>· Pharmacists (4+ years)</li> <li>· Physical Therapists (4+ years)</li> <li>· Physician Assistants (4+ years)</li> <li>· Surgeons (4+ years)</li> <li>· Veterinarians (4+years) Nursing (4)</li> <li>· Advanced Practice Registered Nurse(4+)</li> <li>· Orthodontists (4+ years)</li> </ul>

## RELATED COLLEGE MAJORS

Agriculture - Biology - Dietician/Nutrition - Environmental Science - Astronomy - Chemistry - Computer Science - Engineering - Environmental Science - Geosciences - Life Sciences - Mathematics - Physics - Animal Science - Biotechnology - Biology - Chemistry - Computer Science - Kinesiology - Microbiology - Nutrition - Pharmacy - Physical Therapy - Pre-Dental - Pre-medical - Psychology - Social Work

# WPS COURSES AND RELATED ACTIVITIES

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
<ul style="list-style-type: none"> <li>· Biology H</li> <li>· Earth Science G,A</li> <li>· Business 101</li> <li>· Statistics</li> <li>· Animal Science</li> <li>· Earth Science</li> <li>· Marine Science</li> <li>· Ag Mechanics/Landscape Management</li> <li>· Algebra 2</li> <li>· Aquaculture</li> <li>· Anatomy and Physiology</li> <li>· Chemistry</li> <li>· Graphic Communication</li> <li>· Pre-Engineering and Advanced Manufacturing</li> <li>· Peers Supporting Peers</li> </ul>	<ul style="list-style-type: none"> <li>· Chemistry A, H</li> <li>· Biology G,A, H</li> <li>· Accounting</li> <li>· Marketing</li> <li>· Ag Mechanics/Landscape Management</li> <li>· CADD</li> <li>· Design/Production of Wood Products</li> <li>· Entrepreneurship</li> <li>· Food Science</li> <li>· Aquaculture</li> <li>· Algebra 2</li> <li>· Graphic Communication</li> <li>· Geometry</li> <li>· Medical Careers</li> </ul>	<ul style="list-style-type: none"> <li>· Physics A, H</li> <li>· AP Physics/Lab</li> <li>· AP Chemistry/Lab</li> <li>· AP Biology/Lab</li> <li>· Applied Chemistry G</li> <li>· Chemistry A, H</li> <li>· Physical Science G,A</li> <li>· Astronomy 1, 2</li> <li>· Earth Science H</li> <li>· Topics in Biology</li> <li>· Marine Science G</li> <li>· Forensics G</li> <li>· Anatomy and Physiology</li> <li>· Accounting</li> <li>· Marketing</li> <li>· Pre-Calculus</li> <li>· Ag Mechanics/Landscape Management</li> <li>· CADD</li> <li>· Design/Production of Wood Products</li> <li>· Entrepreneurship</li> <li>· Food Science</li> <li>· Aquaculture</li> <li>· Graphic Communication</li> <li>· Probability and Statistics</li> <li>· Psychology</li> <li>· Sociology</li> <li>· CNA</li> </ul>	<ul style="list-style-type: none"> <li>· AP Chemistry/Lab</li> <li>· AP Biology/Lab</li> <li>· AP Physics/Lab</li> <li>· Physics A,H</li> <li>· Applied Chemistry G</li> <li>· Chemistry A,H</li> <li>· Physical Science GA</li> <li>· Astronomy 1, 2</li> <li>· Earth Science H</li> <li>· Topics in Biology</li> <li>· Marine Science G</li> <li>· Forensics G</li> <li>· Anatomy and Physiology</li> <li>· Marketing</li> <li>· Accounting</li> <li>· Ag Mechanics/Landscape Management</li> <li>· CADD</li> <li>· Design/Production of Wood Products</li> <li>· Entrepreneurship</li> <li>· Food Science</li> <li>· Aquaculture</li> <li>· Calculus</li> <li>· Graphic Communication</li> <li>· Probability and Statistics</li> <li>· Psychology</li> <li>· Sociology</li> <li>· CNA</li> </ul>

## RELATED CLUBS & ACTIVITIES

High School	Middle School
<ul style="list-style-type: none"> <li>· Environmental Club (MTS)</li> <li>· Outdoors Club(MTS)</li> <li>· Future Farmers of America(LH)</li> <li>· CREW</li> <li>· DECA(LH)</li> <li>· FCCLA (LH)</li> <li>· Middle school Culinary visits (LH)</li> <li>· Debate Club</li> <li>· Student Government</li> <li>· Math Team</li> <li>· CREW</li> <li>· Media Club</li> <li>· Interact</li> <li>· Positive Impact Club/Human Relations</li> <li>· HOSA</li> <li>· Mindful Mondays (LHHS)</li> </ul>	<ul style="list-style-type: none"> <li>· Cooking Club (teacher created)</li> <li>· Tasty Treats (TC)</li> <li>· Cooking &amp; Crafts (TC)</li> <li>· Student Government</li> <li>· Invention Convention</li> <li>· STEP “Shark Tank”</li> <li>· Cooking &amp; Crafts (TC)</li> <li>· Tasty Treats &amp; Sweets (TC)</li> <li>· Builders Club</li> <li>· Kindness Squad</li> <li>· Walking Club (TC)</li> <li>· Mindfulness Club (TC)</li> </ul>

## RELATED JOB SHADOWS & INTERNSHIPS

- See your College and Career Specialist or School Counselor
- Job shadow in animal science
  - Internship with local IT department
  - Internship at local doctors office or hospital
  - Job Shadow to a local manufacturing business, environmental firm

**CAPSTONE**  
Ag Science SAE

# **SECTION III**

# **HIGH SCHOOL COURSE SELECTION GUIDE**

# **Lyman Hall High School & Mark T. Sheehan High School 2019-2020**

## **Lyman Hall High School Core Values and Beliefs Statement**

At Lyman Hall High School, students enter a diverse community that encourages academic growth and challenges them to develop the personal integrity and creative thinking skills necessary for success in the 21st century.

## **Mark T. Sheehan High School Core Values and Beliefs Statement**

Mark T. Sheehan High School provides a challenging and supportive environment that inspires students to be critical thinkers, effective communicators, and responsible, contributing members of a dynamic global society.

We Value Titan PRIDE  
Personal Responsibility - Respect - Integrity - Dedication - Engagement

Lyman Hall High School  
70 Pond Hill Road  
Wallingford, Connecticut 06492  
203.294.5350

Mark T. Sheehan High School  
142 Hope Hill Road  
Wallingford, Connecticut 06492  
203.294.5350

# Program Description

## The Curriculum

Wallingford high schools are comprehensive high schools with a responsibility to all the youth of the community. Consequently, educational programs are available for students of varying abilities, interests, and goals. The program of studies consists of a core of required courses designed to provide students with the basic skills, knowledge, and attitudes that are the foundation of our social, civic, and economic life. In addition, the program offers many electives which provide students with the opportunity for exploration and development of new interests as well as for the further development of identified interests and abilities. Students elect their courses with parental consent. Students are encouraged to consult with classroom teachers and counselors to help determine cooperatively the course level(s) a student will be taking.

## Academic Levels

All students have equal access to the curriculum to meet their learning needs, interests, and goals. Some courses are leveled to better serve students' individual needs. Placement is based on the student's academic performance, teacher and school counselor recommendations and parental consent.

1. **Advanced Placement** level courses provide an opportunity for students who are ready for a more rigorous college level experience. The Advanced Placement program, sponsored by the College Board, audits course curricula and approves courses for AP designation. Advanced Placement syllabi, officially certified by the College Board, emphasize content depth, critical analysis, and synthesis. AP coursework is offered in art, English, mathematics, music, science, social studies, and world language. These rigorous courses are intended for students who have demonstrated a willingness to commit considerable time to studying and completing assignments outside of the classroom.

The College Board offers a series of examinations in May of each year. Students electing to take the examinations are required to pay an examination fee. (The 2018 AP College Board fee is \$94.00 per exam. A fee reduction per exam is available for students with demonstrated financial need). Students who have a documented disability may be eligible for accommodations on these exams.

Colleges may award credit or waive a requirement for students who successfully complete the AP program and who score well on the Advanced Placement examinations. Check with the institution directly or use the AP Credit Policy Info search at: [collegeboard.org/apcreditpolicy](http://collegeboard.org/apcreditpolicy) for details.

2. **Honors** level courses provide students with challenging high school curriculum, instruction, and assessment. Honors courses proceed at a vigorous pace and require students to demonstrate critical thinking, analysis, and synthesis skills. Well-developed reading, numeracy, and writing skills are essential. Students are expected to be highly motivated to meet demanding homework requirements.
3. **Academic (College and Career Prep 1 – CCP1)** level courses provide students with meaningful high school curriculum, instruction, and assessment. Academic courses proceed at a pace that enables students to develop and demonstrate critical thinking, analysis, and synthesis skills. Developing critical thinking and analysis skills are essential to success in today's advanced workforce that requires higher order thinking skills and specialized training as part of post-secondary education. Instruction and assessment of grade level reading, numeracy, and writing skills are emphasized. Students are expected to be motivated to meet regular homework requirements.
1. **General (College and Career Prep 2 – CCP2)** level courses provide students with grade level high school curriculum, instruction, and assessment, often individualized to meet student learning needs or styles. General courses proceed at a pace that enables students to develop critical thinking, analysis, or synthesis skills that are grade appropriate. Developing critical thinking and analysis skills are essential to success in today's advanced workforce that requires higher order thinking skills and specialized training as part of post-secondary education. Instruction and assessment emphasize developing and strengthening students' skills in reading, numeracy, and writing. Students are expected to meet regular homework requirements.

# Graduation Requirements

## Credit Requirements Graduating Classes of 2020-2022

English	<b>4.00 credits</b>	Literary Themes & Genres, World Literature, American Literature <u>or</u> AP Language & Composition, Senior English Seminar <u>or</u> AP Literature & Composition
Mathematics	<b>3.00 credits</b>	One math course must cover algebraic concepts.
Social Studies	<b>3.00 credits</b>	.50 credit in United States Government & Politics and 1.00 credit in United States History
Science	<b>3.00 credits</b>	
Physical Education	<b>2.00 credits</b>	
Fine Arts Career Technology Education (CTE)	<b>1.00 credit</b>	Agricultural Science, art, business, dramatic arts, family and consumer sciences, introduction to theater, marketing, and technology education
Health	<b>.50 credit</b>	
Electives	<b>8.50 credits</b>	
<b>TOTAL CREDITS</b>	<b>25 minimum</b>	
Community Service Hours	<b>30 Hours</b>	Community service hours and forms must be completed by the end of the student's senior year. Forms can be obtained in the School Counseling Department or on the school website and should be approved by an administrator or counselor prior to beginning the service. Students transferring to high school after grade nine will have the amount of community service hours pro-rated.

## Promotion Requirements Graduating Classes of 2020-2022

The minimum requirements for promotion are as follows:

- Grade 10 status, five (5.0) credits must be earned
- Grade 11 status, twelve (12) credits must be earned
- Grade 12 status, seventeen (17) credits must be earned

## Credit Requirements Beginning with the Graduating Class of 2023

<b>Humanities</b> (Including Civics and the Arts)	<b>9.0 credits</b>	1.0: Literary Themes and Genres 1.0: World Literature 1.0: American Literature 1.0: Senior English Seminar/AP Literature & Comp
		1.0: US History .50 Civics/US Government & Politics 1.5: Additional Social Studies Courses
		2.0: Additional Humanities Courses (Fine Arts, English, Business, Social Studies, Family Consumer Science, World Language)
<b>STEM</b> (Science, Technology, Engineering and Mathematics)	<b>9.0 credits</b>	1.0: Algebra I 3.0: Additional Math Courses 3.0: Science Courses (1.0 life science, 1.0 physical science, 1.0 additional life, physical, or earth)

## Credit Requirements - Continued Beginning with the Graduating Class of 2023

Physical Education and Wellness	<b>2.0 credits</b>	
Health and Safety	<b>1.0 credit</b>	
World Language	<b>1.0 credit</b>	
Mastery Based Diploma Assessment	<b>1.0 credit</b>	
Additional Electives	<b>3.0 credits</b>	Additional courses of student choice to complete both State of CT requirements as well as Wallingford Public Schools course load requirements.
Minimum Required Credits	<b>26</b>	
Community Service Hours	<b>30 Hours</b>	Community service hours and forms must be completed by the end of the student's senior year. Forms can be obtained in the School Counseling Department or on the school website and should be approved by and administrator or counselor prior to beginning the service. Students transferring to high school after grade nine will have the amount of community service hours pro-rated.

## Promotion Requirements Beginning with the Graduating Class of 2023

The minimum requirements for promotion are as follows:

- Grade 10 status, six and one-half (6.5) credits must be earned
- Grade 11 status, thirteen (13) credits must be earned
- Grade 12 status, nineteen and one-half (19.5) credits must be earned

## Course Load Requirements

1. Students must carry a minimum of 6½ credits per year of classroom courses. Independent study, work experience courses and external credit programs do not count toward the course load requirements.
2. Students are allowed to earn a maximum of eight credits of actual course work in any given academic year. In addition, a student may earn one additional credit through a work experience program (e.g., CWE/BOE, Ag-Ed) or one additional credit in an independent study. Students may not earn work experience credit and independent study credit in the same year.

## Entrance Requirements For Institutions of Higher Learning

Your school counselor and the school counseling department are primary sources of information on the requirements for school and college admissions. Admission varies by college and program, and each must be checked carefully.

Ask to see catalogs or guides for specific details, visit the college admissions website or check the details available in Naviance Student. Always alert your counselor to your long-range goals as they definitely will affect your high school course selections.

## College-Bound Student Athletes

Students interested in participating in athletics at a Division I or II institution are reminded to review the National Collegiate Athletic Association (NCAA) eligibility requirements outlined on the NCAA Eligibility Center website

[www.eligibilitycenter.org](http://www.eligibilitycenter.org).

# NCAA STUDENT ATHLETE ELIGIBILITY REQUIREMENTS

A student entering the 9<sup>th</sup> grade becomes a prospective student-athlete and should be aware of, and adhere to, the National Collegiate Athletic Association's (NCAA) regulations and guidelines. Students and parents should contact the appropriate school counselor if they need assistance with the NCAA requirements described below.

The following are the basic requirements for those student-athletes first entering collegiate institutions:

## Core Courses

- Starting August 1, 2015, sixteen core courses will be required for NCAA Division I only. This rule applies to any student first entering any Division I college or university on or after August 1, 2016.
- 14 Core courses are required in NCAA Division II.

## Test Scores

- **Division I** has a sliding scale for test score and grade-point average.
- **Division II** has a minimum SAT score requirement of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a sum of the four sections on the ACT: English, math, reading and science.
- **All SAT and ACT scores must be reported directly to the NCAA Initial-Eligibility Clearinghouse by the testing agency. Test scores that appear on transcripts will no longer be used. When registering for the SAT or ACT, use the clearinghouse code of 9999 to make sure the score is reported to the clearinghouse.**

## Grade-Point Average

- Only core courses are used in the calculation of the grade-point average.
- **Be sure** to look at your high school's list of NCAA-approved core courses on the clearinghouse website to make certain that the courses being taken have been approved as core courses. The website is [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net).
- The **Division I** grade-point-average requirements is a minimum 2.300.
- The **Division II** grade-point-average requirement is a minimum 2.000.

**\* PLEASE NOTE:** For students entering any NCAA college or university on or after August 1, 2016, computer science courses may only be used for initial eligibility purposes if the course receives graduation credit in mathematics or natural/physical science, and is listed as such on the high school's list of NCAA-approved courses.

## **Other important information:**

- In Division II, there is no sliding scale. The minimum core grade point average is 2.000. The minimum SAT score is 820 (verbal and math sections only) and the minimum ACT sum score is 68.
- 14 Core courses are required for Division II.
- 16 Core courses are required for Division I.
- The SAT combined score is based on the verbal and math sections only. The writing section will not be used.
- SAT and ACT scores must be reported directly to the clearinghouse from the testing agency. Scores on transcripts will not be used.

For more information regarding the new rule, please go to [www.ncaa.org](http://www.ncaa.org). Or click on "Academics and Athletes" then "Eligibility and Recruiting". Or you may visit the clearinghouse website at [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net).

Please call the NCAA Eligibility Center if you have questions: Toll-Free number is: 877-622-2321.

## WALLINGFORD PUBLIC SCHOOLS – PROGRAM OF STUDIES 2019-2020

Grade	English	Social Studies	Mathematics	Science and Medical	World Languages	Health, Physical Education
<b>9</b>	Literary Themes and Genres Theater 1,2	US Government & Politics AP US Gov. & Politics Contemporary Global Issues	Algebra 1G/Lab Algebra 1 Geometry	Biology Earth Science	French 1 German 1 Italian 1 Latin 1 <sup>LH</sup> Spanish 1,2,3	Physical Education 9-10
<b>10</b>	World Literature Theater 1,2 Creative Writing Journalism 1	World History AP World History	Algebra 1G/Lab Algebra 1 Algebra 2 Geometry	Chemistry Biology Medical Careers	French 1, 2,3,4 German 1,2 Italian 1, 2 Latin 1,2 LH Spanish 1,2,3,4	Physical Education 9-10 Health Unified Physical Education 10-12
<b>11</b>	American Literature AP Language and Composition Theater 1,2 Creative Writing Journalism 1,2 Film Appreciation Introduction to Public Speaking	US History AP US History Economics AP Economics Controversies in Today's Society AP Comparative Politics Sociology Psychology AP Psychology Africa China and Japan The Middle East AP European History	Algebra 2 Algebra 2 With Financial Applications Geometry PreCalculus AP Calculus 1,2 ECE Probability and Statistics AP Statistics ECE	Physics AP Physics/Lab AP Chemistry/Lab AP Biology/Lab Applied Chemistry Chemistry Physical Science Astronomy 1, 2 Earth Science Topics in Biology Marine Science Forensics Anatomy and Physiology Medical Careers CNA	French 1, 2,3,4,5 German 1,2,3 Italian 1, 2, 3 Latin 1,2,3 <sup>LH</sup> Spanish 1,2,3,4,5	Physical Education 11-12 Unified Physical Education 10-12
<b>12</b>	Senior Seminar – Mythology and Monsters Senior Seminar – Life, Love, Death and immortality AP Literature and Composition Humanities Theater 1,2 Creative Writing Journalism 1, 2 Film Appreciation Introduction to Public Speaking	Economics AP Economics Controversies in Today's Society AP Comparative Politics Sociology Psychology AP Psychology Humanities Africa China and Japan The Middle East AP European History	Algebra 2 Algebra 2 With Financial Applications Geometry PreCalculus AP Calculus 1,2 ECE Probability and Statistics AP Statistics ECE Topics in Mathematics Advanced Topics in Mathematics	AP Chemistry/Lab AP Biology/Lab AP Physics/Lab Physics A,H Applied Chemistry Chemistry Physical Science Astronomy 1, 2 Earth Science Topics in Biology Marine Science Forensics Anatomy and Physiology Medical Careers CNA	French 1,2,3,4,5 German 1,2,3,4 Italian 1,2,3,4 Latin 1,2,3 <sup>LH</sup> Spanish 1,2,3,4,5 AP Latin <sup>LH</sup> AP French AP Spanish	Physical Education 11-12 Unified Physical Education 10-12 Physical Education Internship

# WALLINGFORD PUBLIC SCHOOLS – PROGRAM OF STUDIES 2019-2020

Grade	Business & Finance Education	Family and Consumer Sciences	Music	Technology and Engineering	Agricultural Science and Technology	Art
<b>9</b>	Business 101 Web Design for Business Web Tools Microsoft Office Professional International Business and Finance	Intro. to Foods and Culinary Arts Food for Fitness Culinary Arts and Hospitality Management	Band String Ensemble Jazz Ensemble Mixed Chorus Music Appreciation Music Theory Advanced Music Theory Soprano/Soprano/Alto Chorus Color Guard	CADD D & P of Wood Products Residential Construction Robotics Graphic Communication Intro. to Computer Science Computer Programming(Python) Transportation Systems <sup>LH</sup>	Agricultural Mechanics/Landscape Management 1 Animal science/Equine Science 1 Animal Technology 1 Aqaaculture 1 Food Science 1 Plant Science 1 Wildlife Biology 1 Occupation Experience 1	Art Foundations Contemporary Crafts
<b>10</b>	Business 101 Web Design for Business Web Tools Microsoft Office Professional International Business and Finance Accounting 1 Entrepreneurship Investing for Financial Independence Personal Finance Marketing Education	Intro. to Foods and Culinary Arts Food for Fitness Baking and Pastry Arts <sup>LH</sup> The Developing Child 1,2 Culinary Arts and Hospitality Management 1	Band String Ensemble Jazz Ensemble Mixed Chorus Music Appreciation Music Theory Advanced Music Theory AP Music Theory Soprano/Soprano/Alto Chorus Color Guard	CADD D & P of Wood Products Adv. D& P of Custom Wood Products Residential Construction Robotics Graphic Communication Intro. to Computer Science Computer Programming(Python) Audio/Visual Communication Computer Repair Architectural Drafting & Design Adv. Architectural Drafting & Design Automotive Engine Fund <sup>LH</sup> Transportation Systems <sup>LH</sup>	Agricultural Mechanics/Landscape Management 2 Animal science/Equine Science 2 Animal Technology 2 Aqaaculture 2 Food Science 2 Plant Science 2 Wildlife Biology 2 Occupation Experience 2	Art Foundations Contemporary Crafts Art Photography Art Studio 1 Digital Art Photography Jewelry, Ceramics, & Fiber Arts Three-dimensional Art & Design
<b>11</b>	Business 101 Web Design for Business Web Tools Microsoft Office Professional International Business and Finance Accounting 1, 2 Entrepreneurship Investing for Financial Independence Personal Finance Marketing Education 1, 2	Intro. to Foods and Culinary Arts Food for Fitness Multicultural Foods The Developing Child 1,2 Child Development Internship Individual and Family Development H ECE Culinary Arts and Hospitality Management 1,2,3 Housing and Interior Design	Band String Ensemble Jazz Ensemble Mixed Chorus Music Appreciation Music Theory Advanced Music Theory AP Music Theory Soprano/Soprano/Alto Chorus Color Guard	CADD D& P of Wood Products Adv. D& P of Custom Wood Products Residential Construction Robotics Graphic Communication Pre-Engineering and Manufacturing+ A/V Communication Computer Repair Home Repair and Maintenance Architectural Drafting & Design Adv. Architectural Drafting & Design Automotive Engine Fund <sup>LH</sup> Transportation Systems <sup>LH</sup> Automotive Systems Diagnostics <sup>LH</sup>	Agricultural Mechanics/Landscape Management 3 Animal science/Equine Science 3 Animal Technology 3 Aqaaculture 3 Food Science 3 Plant Science 3 Wildlife Biology 3 Occupation Experience 3	Art Foundations Contemporary Crafts Art Photography Advanced Art Photography Art Studio 1,2 AP Art Studio Digital Art Photography Jewelry, Ceramics, & Fiber Arts 1, 2 Three-dimensional Art & Design
<b>12</b>	Business 101 Web Design for Business Web Tools Microsoft Office Professional International Business and Finance Accounting 1,2 Entrepreneurship Investing for Financial Independence Personal Finance Marketing Education 1,2 Marketing 2 Work Experience	Intro. to Foods and Culinary Arts Food for Fitness Multicultural Foods The Developing Child 1,2 Child Development Internship Individual and Family Development H ECE Life on Your Own Culinary Arts and Hospitality Management 2,3 Food Service Work Experience Housing and Interior Design	Band String Ensemble Jazz Ensemble Mixed Chorus Music Appreciation Music Theory Advanced Music Theory AP Music Theory Soprano/Soprano/Alto Chorus Color Guard	CADD D & P of Wood Products Adv. D& P of Custom Wood Products Residential Construction Robotics Graphic Communication Pre-Engineering and Manufacturing+ Audio/Visual Communication Computer Repair Home Repair and Maintenance Architectural Drafting & Design Adv. Architectural Drafting & Design Automotive Engine Fund* Transportation Systems* Automotive Systems Diagnostics* Advanced Automotive Systems Diagnostics* Advanced Automotive Systems Diagnostics*	Agricultural Mechanics/Landscape Management 4 Animal science/Equine Science 4 Animal Technology 4 Aqaaculture 4 Food Science 4 Plant Science 4 Wildlife Biology 4 Occupation Experience 4	Art Foundations Contemporary Crafts Art Photography Advanced Art Photography Art Studio 1,2,3 AP Art Studio Digital Art Photography Jewelry, Ceramics, & Fiber Arts 1,2,3 Three-dimensional Art & Design Yearbook

# Personal Educational Planning Worksheet

<b>GRADE 9</b>	
<b>COURSE/SUBJECT</b>	<b>CREDIT</b>
<b>English</b> - Literary Themes and Genres	1
<b>Mathematics</b> - Geometry or Algebra 1	1
<b>Social Studies</b> - United States Government & Politics (Fall) <u>and</u> Contemporary Global Issues (Spring) <u>or</u> Advanced Placement United States Government & Politics	1
<b>Science</b> – Earth Science <u>or</u> Biology	1
<b>PE 9</b>	.5
<b>Health</b>	.5
<i>Electives:</i> (Give special consideration to a World Language and career cluster electives)	
_____	_____
_____	_____
<b>Minimum Credits</b>	<b>6.5</b>

<b>GRADE 10</b>	
<b>COURSE/SUBJECT</b>	<b>CREDIT</b>
<b>World Literature</b>	1
<b>Mathematics</b>	1
<b>Science</b>	1
<b>Social Studies</b>	1
<b>PE 10</b>	.5
<i>Electives:</i> (Give special consideration to a World Language and career cluster electives)	
_____	_____
_____	_____
<b>Minimum Credits</b>	<b>6.5</b>

<b>GRADE 11</b>	
<b>COURSE/SUBJECT</b>	<b>CREDIT</b>
<b>American Literature or AP Language &amp; Composition</b>	1
<b>Mathematics</b>	1
<b>Science</b>	1
<b>United States History</b>	1
<b>PE 11</b>	.5
<b>Health</b>	.5
<i>Electives:</i> (Give special consideration to a World Language and career cluster electives)	
_____	_____
_____	_____
<b>Minimum Credits</b>	<b>6.5</b>

<b>GRADE 12</b>	
<b>COURSE/SUBJECT</b>	<b>CREDIT</b>
<b>AP Literature &amp; Composition <u>or</u> Senior Seminar in English</b>	1
<b>Mathematics</b>	1
<b>PE 12</b>	.5
<i>Electives:</i> (Give special consideration to a World Language and career cluster electives)	
_____	_____
_____	_____
<b>Minimum Credits</b>	<b>6.5</b>

# Graduation Requirements

## Performance Standards Requirements

Wallingford's graduation requirements, outlined in Policy & Regulation 6146/6146a, indicate that students must have a passing score on the state assessments which is given in the spring of 11th grade (SAT/NGSS). Your child will need to meet the state passing score on the SAT, 480 in English Language Arts, 530 in Mathematics and Level 3 in Science, in order to fulfill district graduation requirements. If your child does not meet the passing score on the state assessment in English Language Arts, Mathematics, and/or Science, he/she will need to demonstrate mastery in an alternative way.

## The Capstone Experience

The Capstone Experience is an opportunity for a junior in high school to focus on an area of interest and take his or her learning beyond the classroom. Capstone allows students to demonstrate the knowledge and skills they have gained through a personalized project focused on an interest, career plan, or academic pursuit. Capstone students will capitalize on their interests as a way of developing skills that will enable them to thrive beyond high school.

While each student's Capstone Experience will be personalized, all projects will include research, skill development and refinement, writing, and the successful completion of a final project.

Students may enroll in the traditional Capstone program, which consists of a semester course and a semester of independent work. Students opting for this will complete a project as outlined below (examples of past projects have been included):

- Creating or building something: Restoration of an antique tractor
- Improving a system: Improvement to the security system at Master's Manna
- Planning an event: Hosting a silent auction at HUBCAP to raise money for a charity

Students may also apply to complete their Capstone as an extension of current coursework. While students may not be enrolled in the Capstone Experience course, they will be required to complete all benchmark requirements, including a final project. The subject areas that will be offering this opportunity are:

- Agricultural Science
- Certified Nursing Assistant
- Culinary
- World Language - Global Competency Certificate
- Unified Physical Education
- Internships/Off-Campus Externships

Capstone Experience 9603 – ½ credit

Capstone Project 9613 – ½ credit

## University of Connecticut Early College Experience

The University of Connecticut Early College Experience (ECE) provides academically motivated students the opportunity to take university level courses at their high school and receive both high school credit and college credit from UCONN. 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 and other postsecondary opportunities. These rigorous courses are intended for students who have demonstrated a willingness to commit considerable time to studying and completing assignments outside of the classroom.

The UCONN ECE instructors are Lyman Hall and Sheehan High School teachers who are certified as adjunct professors by UCONN and they create a classroom environment that fosters independent learning, creativity, and critical thinking - all pivotal for success in college. Mark T. Sheehan High School and Lyman Hall High School offer UCONN ECE courses in several disciplines. To support this rigorous learning opportunity, UCONN academic resources, including library and online classroom access, are available to all ECE students.

### Some important notes about UCONN ECE courses:

- Students may only take Early College Experience (ECE) courses if they meet all the prerequisites of the department at both the high schools and at UCONN.
- Students must register at the University of Connecticut: Early College Experience (ECE) prior to the start of the course and are financially responsible for all fees associated with the course. (see “Important Registration Information” below).
- Students must maintain a grade of C or better to be awarded university credits.
- Upon successful completion of an UCONN/ECE course, students may request a transcript from the University of Connecticut after graduation from Lyman Hall High School or Sheehan High School.

### **IMPORTANT REGISTRATION INFORMATION**

- Please carefully read all UCONN ECE registration materials, fill out the materials completely, and note all registration deadlines, add/drop dates, and fees.
- UCONN ECE requires registration in advance; Registration for students who would like to enroll in ECE for the next school year begins in May of the current school year and is coordinated through the School Counseling Office.
- There are two parts to the application – on paper and online.
- A \$35.00 per credit fee\* and \$20 resource fee\* are charged by UCONN.
- You will be billed directly by UCONN in the Fall and you are financially responsible to UCONN
- An additional, non-refundable, processing fee\* of \$25.00 is charged for changes made during the add/drop period.
- All fees for courses dropped after the UCONN add/drop period deadline are non-refundable.
- **All communication from UCONN is done through the email address provided at the time of registration, so please be sure to use an email account you check regularly.**

(\*Fees may be subject to change)

# University of Connecticut

## Early College Experience Program (ECE) at Mark T. Sheehan High School & Lyman Hall High School

The following courses from the high school Program of Studies are approved UCONN ECE courses. In a given year, some courses may not run due to low enrollment or faculty availability. Please note that students can elect to take these courses without registering to receive college credit through the ECE program.

<u>High School Course Listing</u>	<u>University of Connecticut ECE Course Listing</u>
AP English 4 – Literature and Composition (0512)	FULL YEAR ENGL 1011 Seminar Writing Through Literature
AP Statistics (1552)	FULL YEAR STAT 1100 Elementary Concepts of Statistics
AP Calculus 1 (1562)	FALL MATH 1131 Q Calculus 1
AP Calculus 2 (1572)	SPRING MATH 1132 Q Calculus 2
AP Physics (2552)	FALL PHYS 1201 Q General Physics 1 SPRING PHYS 1202 Q General Physics 2
AP US History (3162)	FALL HIST 1501 United States History to 1877 SPRING HIST 1502 United States History since 1877
AP European History (3452)	FALL HIST 1300 Western Traditions before 1500 SPRING HIST 1400 Modern Western Traditions
AP French 6 (4162)	FREN 3268 Grammar and Composition FREN 3250 Global Culture in French 1
AP Spanish 6 (4552)	FALL SPAN 3178 Intermediate Spanish Composition SPRING SPAN 3179 Spanish Conversation: Cultural Topics
Wildlife Biology 4 (8303) (Offered only at Lyman Hall H.S.)	FALL 1000 Environmental Science SPRING 1000 Environmental Science
Animal Technology 3 (8293) (Offered only at Lyman Hall H.S.)	FALL 1676 Introduction to Companion Animals
<p><b>ECE credits through the University of Connecticut will be granted to students who complete Environmental Science (3 credits) and Introduction to Companion Animals (4 credits). These credits are awarded to students who complete the class and receive a minimum of a “C” average.</b></p>	

# System of Marks and Grade Points

Mark	A.P.	Honors	Academic/College and Career Prep 1	General/College and Career Prep 2
A+	4.8	4.4	4.0	3.6
A	4.6	4.2	3.8	3.4
A-	4.4	4.0	3.6	3.2
B+	4.2	3.8	3.4	3.0
B	4.0	3.6	3.2	2.8
B-	3.8	3.4	3.0	2.6
C+	3.6	3.2	2.8	2.4
C	3.4	3.0	2.6	2.2
C-	3.2	2.8	2.4	2.0
D+	3.0	2.6	2.2	1.8
D	2.8	2.4	2.0	1.6
D-	2.6	2.2	1.8	1.4
F	0.0	0.0	0.0	0.0

## Rank in Class

The ranking of students is the process of determining the relative academic standing of students within a class. Beginning with the Class of 2019 and subsequent classes, final class rank will be based on the cumulative GPA of six semesters (calculated at the conclusion of junior year). Class rank is recorded on the student's transcript, which is part of the permanent record. Grades earned through online coursework and independent studies are not used in the calculation of class rank. Pass/fail grades are also not included in this determination. Students who enter a Wallingford high school as members of the Class of 2019 or subsequent classes *after the completion of the first semester of sophomore year* are co-ranked. For students who transfer to a Wallingford high school from a school within the United States or Department of Defense school, their transferred grades are included in the calculation of the student's cumulative GPA in the same manner as calculated for Wallingford students. For students who transfer from a school outside of the United States (foreign school system), their transferred grades are *not* included in the calculation of the student's cumulative GPA.

## Varsity Scholar

Nomination as a varsity scholar is based on a cumulative GPA of 3.9 or higher based on completed coursework through the end of the first semester of the senior year. Additional scholars will be acknowledged at graduation if they meet the cumulative GPA requirement at the end of eight semesters.

## Cancellation of Courses or Programs

Courses or programs listed and/or described in this document are subject to change at any time due to budgetary limitations, insufficient enrollments, and for other reasons as determined by the Board of Education.

## Authority of the Principal

The building principal shall have the final authority on issues regarding course selection and granting of credits. This shall include, but not be limited to, determination of credits for transfer students, exceptions to prerequisites, level changes, and diploma eligibility.

## Grade Point Averages

Grade points are granted according to the level of the course and the mark earned in it, except for those courses designated as PASS-FAIL or unlevleved courses.

# Program Considerations

## 1. Prerequisite Courses:

When a prerequisite course is listed, the student must have passed the prerequisite. A student may repeat a course to meet a grade requirement for a prerequisite but not for credit towards graduation.

## 2. Repeating Required Courses Failed:

Students must repeat, in the subsequent summer or in the subsequent year, courses required for graduation which they fail.

## 3. Repeating English Courses Failed:

Two grades of English may be taken concurrently upon the successful completion of Literary Themes and Genres and World Literature.

## 4. Programs Offered At Only One High School:

If a program is offered at only one high school and students at the other high school wish to enroll in that program, the students may transfer to the other school so that they can participate in the program. Such transfers can take place only in the year that the student will actually begin the program, and the students must transfer back to their original school at the completion of the program or if they drop out of the program or if they drop out of the program in any year other than the senior year.

## 5. Course Selection Requests that Cannot Be Accommodated:

Every effort will be made to fulfill students' requests. However, in instances where original selections cannot be accommodated, every effort will be made to arrange for placement in other classes suited to student interest and need.

## 6. Pass/Fail Option:

A student taking the minimum class load requirement (i.e., 6½ credits) may take one additional half or full credit elective course that is traditionally graded per year on a pass/fail basis. Elective courses are those not required for graduation. Students must select this pass/fail option prior to the beginning of the course and may not drop the pass/fail option once the course has begun. Also, students may not use the pass/fail option in any year in which they undertake an independent study for credit. A course taken on a pass/fail basis receives credit towards graduation, if the student passes, but the course is not counted in the calculation of the rank-in-class.

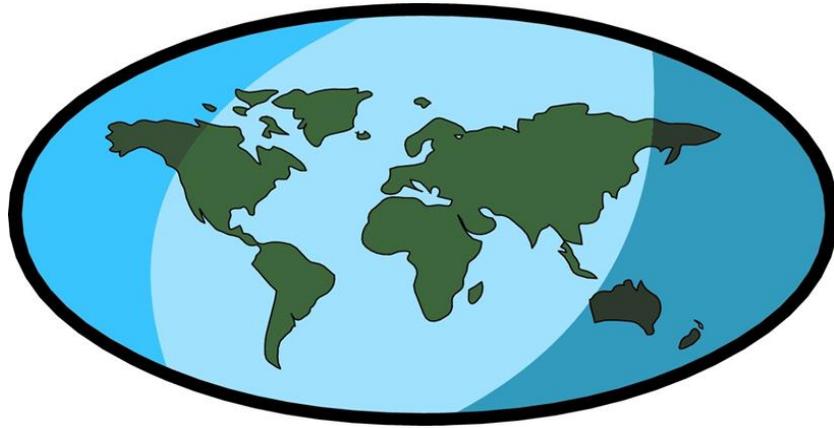
## 7. Finality of Course Selections:

Students will be allowed to change their schedules prior to the beginning of the school year as long as by doing so they do not drop below the minimum credit requirement. Students will be allowed to change their second semester schedules during the first semester as long as they do not drop below the minimum credit requirement and as long as the change does not require a change in a full year course placement. Students may drop a course once the course begins only if it is the principal's judgement that the student was misplaced.

# The Connecticut Certificate of Global Engagement (CTCGE)

Educating for Global Competency

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## Did You Know . . .

1 in 5 jobs in the U.S. is tied to international trade?

Most future business growth will be in overseas markets?

American Companies lose an estimated \$2 billion annually due to inadequate cross cultural guidance for their employees in multicultural situations?

Our citizens need to be educated about the world in order to face the challenges and promise of the future.

There are global competency certificate programs active in Pennsylvania, Kentucky, North Carolina, Indiana, Washington D.C., Wisconsin, Illinois and Georgia.

**What is the Connecticut Certificate of Global Engagement?** A designation that districts may award students who demonstrate achievement toward global competency, as defined by an ability to:

- Investigate the world beyond their immediate environment
- Recognize their own and others' perspectives
- Communicate ideas effectively with diverse audiences
- Translate their ideas into appropriate actions to address a contemporary global issue

## How Does a Student Achieve the Connecticut Certificate of Global Engagement?

- Globally focused coursework
- Globally focused extracurricular activities
- Globally focused service learning or action project

**What is the Purpose of the Connecticut Certificate of Global Engagement?** The Connecticut Certificate of Global Engagement validates a student's deliberate pursuit of global education and awareness. This designation will be listed on the student's transcripts and aims to:

- Educate a globally competent citizenry by encouraging students to pursue the global aspects of their education
- Prepare a globally competent workforce for Connecticut
- Recognize the value of global learning and its essential place in a well-rounded contemporary education

# Components of The Connecticut Certificate of Global Engagement to be completed in Grades 9 – 12

## 1. Academic Courses - Successful Completion of the following (demonstration of mastery or average grade of B or better):

Embedded in the course work should be Connecticut's Common Core State Standards (CCSS), 21<sup>st</sup> Century Skills, Student Learning Objectives (SLOs), and the criteria of globally competent students as developed by CCSSO.

- Students must complete 3 years of high school equivalent study in one or more world language(s) (or demonstration of mastery)
- Students must complete 4 credits of coursework (or demonstration of mastery) in Social Studies, English Language Arts and other coursework with a global focus that are already a part of the school's course of study. For example:
  - International Economics, Business or Marketing
  - International or Foreign Affairs
  - World/non-U.S. History
  - World Geography
  - Comparative Cultures and/or religions
  - Science and/or Technology courses with global application/perspective
  - Literature of another country, region or culture
  - Music, Drama, and Visual Arts with international perspective
  - Other courses with an international focus

**Eligible Courses are identified throughout the Program of Studies with the following denotation:**

**This course is eligible for the CTCGE**

## 2. Globally Focused Student Activities:

Active participation in at least one or more co-curricular or extracurricular activities over at least 3 years of high school experience. These may include participating in:

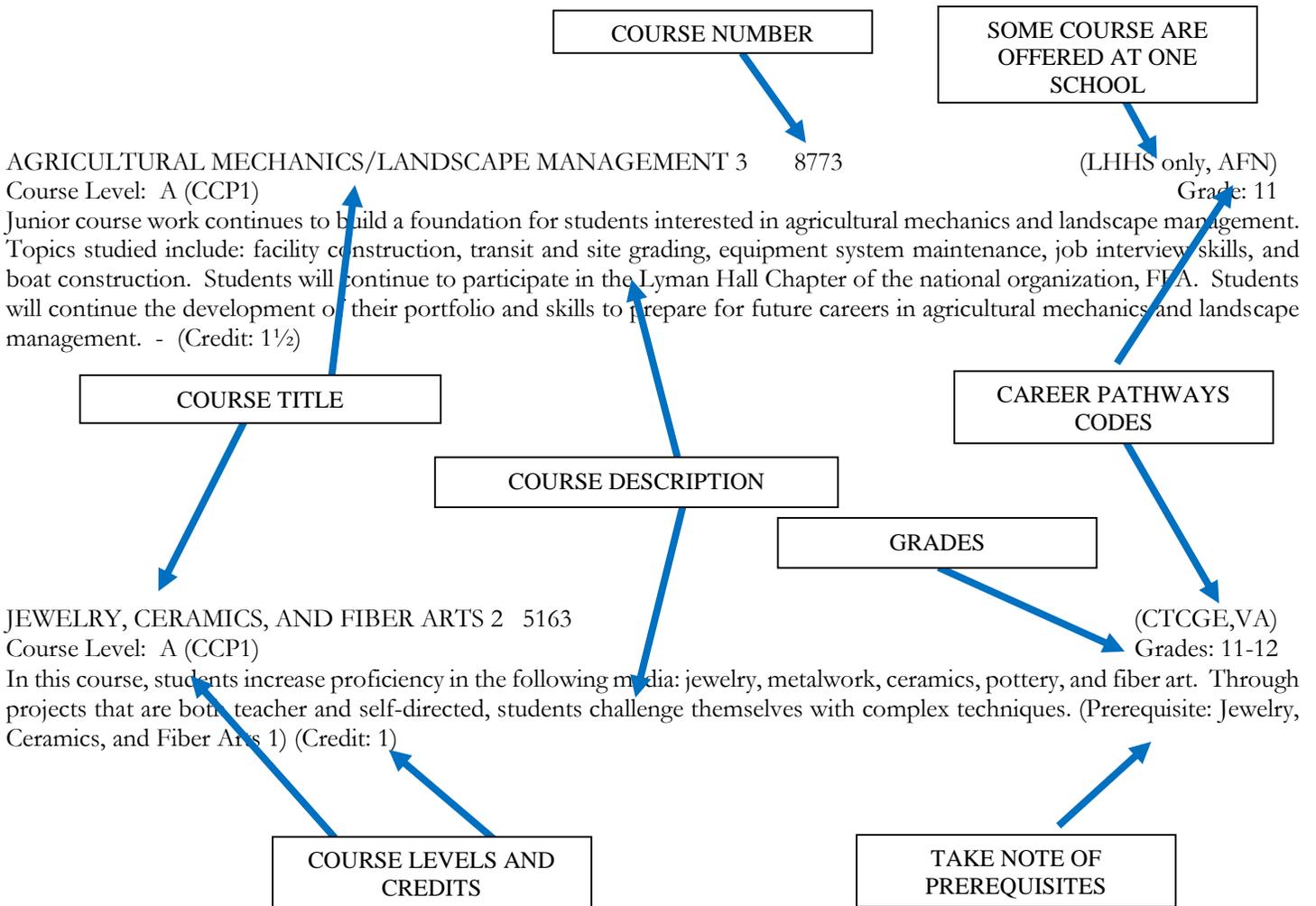
- Regular, direct engagement with individuals from other countries/cultures (e.g., pen pals, Skype)
- Language clubs and/or honor societies
- Internationally focused clubs
- Internationally themed programs/competitions for high school students (e.g., Model UN or DEA International competitions)
- Language immersion programs
- Attendance at a series of lectures on international topics and/or speakers in the community or at a college/university
- Activities comparable to those listed above in collaboration with other individuals or organizations with the student's school and/or from other schools
- International exchange program as exchange student and/or host
- Travel abroad program/educational tour

## 3. Global Service Learning or Action Plan:

A global/cross cultural public service involving at least twenty (20) hours of work connected to a global community (different from his/her own) or to a contemporary global issue. In some districts, the culminating activity may be a Capstone (or similarly cumulative) action based project on an understanding and deep learning of a contemporary issue. Examples may include:

- Raising awareness about a global issue
- Fundraising for an international nonprofit service agency/organization
- Working on an international project with the Returned Peace Corps Volunteers, Rotary or other service club
- Tutoring a child who is an English language learner
- Volunteering with a cultural/linguistic group in the community

# HOW TO READ YOUR COURSE INFORMATION



# Agricultural Science and Technology Education - Lyman Hall High School

Agricultural Science is a hands-on program that supplements a regular academic curriculum. Students choose one agricultural field to specialize in for their four years. They learn through classroom and laboratory instruction while developing skills to apply this knowledge in real world settings. To have students fulfill their agricultural goals; a planned, supervised, agriculture-related occupational experience program shall supplement classroom training. The program shall be in addition to regularly scheduled class activities. Completion of a four year curriculum will allow students to receive training to enter a school of higher learning or to enter directly into a chosen agricultural career.

ECE (Early College Experience) credits through the University of Connecticut will be granted to students who complete Environmental Science (3 credits), Floral Art (2 credits), Advanced Floral Art (2 credits), and Introduction to Horticulture (3 credits). These credits are awarded to students who complete the class and receive a minimum of a “C” average.

Agricultural Science and Technology Education also has College Career Pathways agreements with SUNY Cobleskill and Unity College. Students who complete studies in plant science, animal science, aquaculture, and wildlife biology and receive a “C” average or better in those agriculture classes have the opportunity to receive college credit from the participating institutions.

**Enrollment:** Agriculture, as offered at the Regional Agricultural Science and Technology Education Center in Wallingford, is an elective within the framework of Lyman Hall High School. Agriculture is a four year sequential program. High school students in the towns of Branford, Cheshire, East Haven, Hamden, Meriden, North Branford, North Haven, Wallingford, and West Haven may enroll. The sending towns are responsible, by law, to pay the costs of tuition and transportation.

**Enrollment Procedures:** Students must have a definite interest in agriculture and must submit an application form and accompanying materials by the second Friday in January. The application and accompanying materials should be returned to the Agricultural Science and Technology Education Center. All candidates will be notified in writing as to their status of acceptance.

**Program:** The Agricultural Science and Technology program is divided into four components:

- **Classroom and Laboratory:** Activities in the classroom and laboratory provide opportunities for the study and discussion of topics related to agriculture. An intensive study of diverse subjects integrates classroom activities with field trips, laboratory work, research, assigned readings, and hands-on activities.

- **Supervised Agricultural Experience (SAE)**

Program: Students enrolled in agriculture must initiate and conduct an occupational experience program with their agriculture teacher. Supervision of the program by the teachers of agriculture will occur at regular intervals throughout the year, so that students will benefit from this experience. The SAE requirement at Lyman Hall High School is:

- Grade Nine Students - Planning and Preparation
- Grade Ten Students - 150 hours
- Grade Eleven Students - 150 hours
- Grade Twelve Students - 200 hours

- **FFA:** FFA is an intracurricular educational, nonprofit, nonpolitical youth organization. An integral part of the agricultural experience, FFA encourages premier leadership, personal growth, and career success. Meetings throughout the year offer members the opportunity to participate in local, state, regional, and national activities. The local chapter provides opportunities for practicing parliamentary procedure, group discussions, and public speaking. The FFA chapter awards scholarships to students who excel in this program.

- **Portfolio:** The Agricultural Science and Technology Education portfolio is a collection of student work including but not limited to SAE practices and photographs, classroom skill evaluation, writing samples, samples of hands-on-work, a collection of employability skills, academic work and a record of leadership skills developed through various levels of participation.

- **Courses of Study:** The Agricultural Science and Technology program offers a four year student study in one of the following areas:

- Agricultural Mechanics/Landscape Management
- Animal Technology
- Food Science
- Wildlife Biology
- Animal Science/Equine Science
- Aquaculture Science
- Plant Science

# Agricultural Science and Technology Education Course Offerings

**AGRICULTURAL MECHANICS/LANDSCAPE MANAGEMENT 1 8753 (Offered only at LHHS)**

**Course Level: A (CCP1)**

**Grade: 9**

Freshman course work introduces students to tractor driving, plumbing, welding and cold metal work, safe use of tools, and athletic field layout. Students will be introduced to and participate in the Lyman Hall Chapter of the national organization, FFA. Students will start to develop a portfolio and skills to prepare for future careers in agricultural mechanics and landscape management. - (Credit: 1)

**AGRICULTURAL MECHANICS/LANDSCAPE MANAGEMENT 2 8763 (Offered only at LHHS)**

**Course Level: A (CCP1)**

**Grade: 10**

Sophomore course work continues to build a foundation for students interested in agricultural mechanics and landscape management. Topics studied include: athletic field maintenance, principles of electricity, welding, small gasoline engines and operation and maintenance of landscape equipment. Students will continue to participate in the Lyman Hall Chapter of the national organization, FFA. Students will continue the development of their portfolio and skills to prepare for future careers in agricultural mechanics and landscape management. - (Credit: 1½)

**AGRICULTURAL MECHANICS/LANDSCAPE MANAGEMENT 3 8773 (Offered only at LHHS)**

**Course Level: A (CCP1)**

**Grade: 11**

Junior course work continues to build a foundation for students interested in agricultural mechanics and landscape management. Topics studied include: facility construction, transit and site grading, equipment system maintenance, job interview skills, and boat construction. Students will continue to participate in the Lyman Hall Chapter of the national organization, FFA. Students will continue the development of their portfolio and skills to prepare for future careers in agricultural mechanics and landscape management. - (Credit: 1½)

**AGRICULTURAL MECHANICS/LANDSCAPE MANAGEMENT 4 8783 (Offered only at LHHS)**

**Course Level: A (CCP1)**

**Grade: 12**

Senior course work continues to build a foundation for students interested in agricultural mechanics and landscape management. Topics studied include: surveying, landscape construction, equipment overhaul, and an independent project. Students will also continue to participate in the Lyman Hall Chapter of the national organization, FFA. Students will also complete their portfolio and document skills for future careers in agricultural mechanics and landscape management. - (Credit: 2)

**ANIMAL SCIENCE/EQUINE SCIENCE 1 8433 (Offered only at LHHS)**

**Course Level: A (CCP1)**

**Grade: 9**

Freshmen course work introduces students to equine science, small animal science, and an introduction to livestock. Students will be introduced to and participate in the Lyman Hall chapter of a national organization, FFA. Students will start to develop a portfolio and the skills necessary to prepare for future careers in the animal science and equine industries. - (Credit: 1)

**ANIMAL SCIENCE/EQUINE SCIENCE 2 8443 (Offered only at LHHS)**

**Course Level: A (CCP1)**

**Grade: 10**

Sophomore course work introduces students to light horse production, equine anatomy and physiology, animal behavior, animal handling and restraint, and equine conformation and horse judging. Students will be introduced to and participate in the Lyman Hall Chapter of the National FFA organization. Students will continue to develop their portfolio and identify skills to prepare them for future careers in the animal science and equine industries. - (Credit: 1½)

**ANIMAL SCIENCE/EQUINE SCIENCE 3 8453 (Offered only at LHHS)**

**Course Level: A (CCP1)**

**Grade: 11**

Junior course work continues to build a foundation for students interested in animal science and equine science. Topics studied include: equine nutrition, forage crops, equine breeding and genetics, equine health and disease, job interview skills, and horseshow preparation. Students will continue to participate in the Lyman Hall Chapter of the national organization, FFA. Students will continue the development of their portfolio and further develop skills to prepare for future careers in the animal science and equine industries. - (Credit: 1½)

**ANIMAL SCIENCE/EQUINE SCIENCE 4 8463****(Offered only at LHHS)****Course Level: A (CCP1)****Grade: 12**

Senior course work continues to build a foundation for students interested in animal science and equine science. Topics studied include: horse farm management, equine housing, equine studies, first aid, and driving horses. Students will continue to participate in the Lyman Hall Chapter of the national organization, FFA. Students will complete the development of their portfolio and further develop skills to prepare for future careers in the animal science and equine industries. - **(Credit: 2)**

**ANIMAL TECHNOLOGY 1 8273****(Offered only at LHHS)****Course Level: A (CCP1)****Grade: 9**

Freshman course work introduces students to dogs and cats, animal behavior and handling, vital signs, common diseases of pocket pets, and introduction to grooming. Students will be introduced to and participate in the Lyman Hall Chapter of the national organization, FFA. Students will start to develop a portfolio and skills to prepare them for future careers in agricultural technology, veterinary technology, and companion animal sales and services. - **(Credit: 1)**

**ANIMAL TECHNOLOGY 2 8283****(Offered only at LHHS)****Course Level: A (CCP1)****Grade: 10**

Sophomore course work introduces students to veterinary clinical 1 and 2; including anatomy and physiology, first aid, lab animals and companion animal management. Students will continue to participate in the Lyman Hall Chapter of the national organization, FFA. Students will continue the development of their portfolio and skills to prepare for future careers in animal technology. - **(Credit: 1½)**

**ANIMAL TECHNOLOGY 3 8293****(Offered only at LHHS)****Course Level: A (CCP1)****Grade: 11****UCONN Early College Experience (ECE)**

Junior course work introduces students to veterinary clinical skills 3; including animal nutrition and diseases. Students also study advanced grooming, job interview skills, and an introduction to domestic animal training. Students will continue to participate in the Lyman Hall Chapter of the national organization, FFA. Students will continue the development of their portfolio and skills to prepare for future careers in animal technology. - **(Credit: 1½)**

**ANIMAL TECHNOLOGY 4 8203****(Offered only at LHHS)****Course Level: A (CCP1)****Grade: 12**

Senior course work includes animal advocacy, clinical skills 4 and 5; including physical exams, wound assessment and management, posology, and reproduction and genetics. Students will continue to participate in the Lyman Hall Chapter of the national organization, FFA. Students will complete the development of their portfolio and further develop skills to prepare for future careers in animal technology. - **(Credit: 2)**

**AQUACULTURE SCIENCE 1 8673****(Offered only at LHHS)****Course Level: A (CCP1)****Grade: 9**

Freshman course work introduces students to aquaculture on the global scale with domestic perspective, culture techniques, external finfish anatomy, species under culture and the fish production laboratory. Students will be introduced to and participate in the Lyman Hall Chapter of the national organization, FFA. Students will start to develop a portfolio and skills to prepare for future careers in aquaculture and the related aquatic sciences. - **(Credit: 1)**

**AQUACULTURE SCIENCE 2 8683****(Offered only at LHHS)****Course Level: A (CCP1)****Grade: 10**

Sophomore course work continues to build a foundation for students interested in aquaculture. Topics include small recirculating system design, finfish morphology, water chemistry, fresh water aquaculture, recirculating equipment as well as continued experience in the fish production laboratory. Students will continue to participate in the Lyman Hall Chapter of the national organization, FFA. Students will continue the development of their portfolio and skills to prepare for future careers in aquaculture and the related aquatic sciences. - **(Credit: 1½)**

- AQUACULTURE SCIENCE 3 8693** (Offered only at LHHS)  
**Course Level: A (CCP1)** **Grade: 11**  
 Junior course work continues to build a foundation for students interested in aquaculture. Topics include large recirculating system design, advanced water quality, applied husbandry, job interview skills, marine aquaculture, and pond culture techniques as well as rigorous experience in the fish production laboratory. Students will continue to participate in the Lyman Hall Chapter of the national organization, FFA. Students will continue the development of their portfolio and skills to prepare for future careers in aquaculture and the related aquatic sciences. - **(Credit: 1½)**
- AQUACULTURE SCIENCE 4 8603** (Offered only at LHHS)  
**Course Level: A (CCP1)** **Grade: 12**  
 Senior course work continues to build a foundation for students interested in aquaculture. Topics include genetics; (both Mendelian and applied), hatchery techniques, seafood marketing, HACCP (hazard analysis and critical control points), micro algal techniques and recirculating system maintenance as well as rigorous experience in the fish production laboratory. Students will continue to participate in the Lyman Hall Chapter of the national organization, FFA. Students will complete their portfolio and document skills for future careers in aquaculture and the related aquatic sciences. - **(Credit: 2)**
- FOOD SCIENCE 1 8473** (Offered only at LHHS)  
**Course Level: A (CCP1)** **Grade: 9**  
 Food Science, broadly defined, is the profession that deals with the scientific and technological aspects of foods and related products. Freshman course work includes: introduction to the food industry-fruits and vegetables, local food production, food and culture, careers, introduction to human nutrition, sensory evaluation of food, and introduction to food science. Students will be introduced to and participate in the Lyman Hall Chapter of the national organization, FFA. Students will start to develop a portfolio and build skills to prepare for future careers in the food science industry. - **(Credit: 1)**
- FOOD SCIENCE 2 8483** (Offered only at LHHS)  
**Course Level: A (CCP1)** **Grade: 10**  
 Food Science, broadly defined, is the profession that deals with the scientific and technological aspects of foods and related products. Sophomore course work includes: food industry II-grains, food as culture, food safety and sanitation, controversies and conversations in food science, and new product design. Students will continue to participate in the Lyman Hall chapter of the national organization, FFA. Students will continue to develop a portfolio and build skills to prepare for future careers in the food science industry. - **(Credit: 1½)**
- FOOD SCIENCE 3 8493** (Offered only at LHHS)  
**Course Level: A (CCP1)** **Grade: 11**  
 Food Science, broadly defined, is the profession that deals with the scientific and technological aspects of foods and related products. Junior course work introduces students to human nutrition II, job interview skills, food formulation, methods of food preservation, food additives, culture of food I, and food industry III-dairy. Students will continue to participate in the Lyman Hall chapter of the national organization, FFA. Students will continue to develop a portfolio and skills to prepare for future careers in food science. - **(Credit: 2)**
- FOOD SCIENCE 4 8403** (Offered only at LHHS)  
**Course Level: A (CCP1)** **Grade: 12**  
 Food Science, broadly defined, is the profession that deals with the scientific and technological aspects of foods and related products. Senior course work includes food chemistry, food microbiology, food quality control and HACCP (hazard analysis and critical control points), food industry IV-meat, the culture of food II, and new product design-senior project. Students will continue to participate in the Lyman Hall chapter of the national organization, FFA. Students will complete their portfolio and document skills to prepare for college and future careers in food science. - **(Credit: 2)**
- PLANT SCIENCE 1 8323** (Offered only at LHHS)  
**Course Level: A (CCP1)** **Grade: 9**  
 Freshman course work introduces students to concepts related to the introduction of botany and plant science, vegetable gardening, and soils. This class will assist with activities related to the annual holiday shop. Students will be introduced to and participate in the Lyman Hall Chapter of the national organization, FFA. An additional component includes the development of a portfolio and skills to prepare them for future careers in plant science. - **(Credit: 1)**

- PLANT SCIENCE 2 8343** (Offered only at LHHS)  
**Course Level: A (CCP1)** **Grade: 10**  
 Sophomore course work introduces students to greenhouse management, houseplant identification and care, plant propagation, growing annuals and vegetables and continues to build their understanding of the annual holiday shop. Students will continue to participate in the Lyman Hall chapter of the national organization, FFA. Students will continue to develop their portfolio and identify skills to prepare them for future careers in plant science. - **(Credit: 1½)**
- PLANT SCIENCE 3 8353** (Offered only at LHHS)  
**Course Level: A (CCP1)** **Grade: 11**  
 Junior course work builds on a foundation for students interested in plant science. Topics studied include: landscape design and maintenance, identification of woody and ornamental plants, job interview skills, and holiday shop. Students will continue to participate in the Lyman Hall Chapter of the national organization, FFA. Students will continue the development of their portfolio and skills to prepare for future careers in plant science. - **(Credit: 1½)**
- PLANT SCIENCE 4 8363** (Offered only at LHHS)  
**Course Level: A (CCP1)** **Grade: 12**  
 Senior course work builds on a foundation for students interested in plant science. Topics include: (in the first semester) *Introduction to Flower Design* - students learn the basic skills required for completing a variety of flower design styles; (in the second semester) *Advanced Flower Design* - a comprehensive course focused on creating flower design pieces for a wedding, including all phases of planning and pricing the flowers for the event. The senior class is also primarily responsible for organizing and running the daily activities of the annual holiday shop. Students will continue to participate in the Lyman Hall chapter of the national organization, FFA. Students will complete their portfolio and document skills to prepare for college and future careers in plant science. - **(Credit: 2)**
- WILDLIFE BIOLOGY 1 8373** (Offered only at LHHS)  
**Course Level: A (CCP1)** **Grade: 9**  
 Freshman course work introduces students to field ecology, natural resources, and zoology. Students will be introduced to and participate in the Lyman Hall Chapter of the National FFA Organization. Students will start to develop a portfolio and skills to prepare for future careers in wildlife biology. - **(Credit: 1)**
- WILDLIFE BIOLOGY 2 8383** (Offered only at LHHS)  
**Course Level: A (CCP1)** **Grade: 10**  
 Sophomore course work introduces students to freshwater ecology, natural resource careers, agriscience research and dendrology. Students will be introduced to and participate in the Lyman Hall Chapter of the National FFA Organization. Students will continue to develop their portfolio and identify skills to prepare them for future careers in wildlife biology. - **(Credit: 1½)**
- WILDLIFE BIOLOGY 3 8393** (Offered only at LHHS)  
**Course Level: A (CCP1)** **Grade: 11**  
 Junior year course work continues to build a foundation for students interested in wildlife biology. Course work includes forestry, mapping (GIS) and navigation and wildlife management. Students will continue to participate in the Lyman Hall Chapter of the National FFA Organization. Students will continue the development of their portfolio and further develop skills to prepare for future careers in wildlife biology. - **(Credit: 1½)**
- WILDLIFE BIOLOGY 4 8303** (Offered only at LHHS)  
**Course Level: A (CCP1)** **Grade: 12**  
**UCONN Early College Experience (ECE)**  
 Senior year course work continues to build a foundation for students interested in wildlife biology through the environmental science and outdoor recreation units. Students may choose to enroll in the Early College Experience credit for the environmental science course, but are not required. Students will continue to participate in the Lyman Hall Chapter of the National FFA Organization. Students will complete the development of their portfolio and further develop skills to prepare for future careers in wildlife biology. - **(Credit: 2)**
- OCCUPATIONAL EXPERIENCE 1 8814** (Offered only at LHHS)  
**Course Level: G (CCP2)** **Grade: 9**  
 Occupational Experience 1 must be related to agriculture. The student and the supervising teacher will develop the experience program that will best meet the needs of the student's Agricultural Science and Technology Education program objectives. A detailed record book must be maintained including daily experiences. - **(Credit: ½)**

**OCCUPATIONAL EXPERIENCE 2 8824**

**(Offered only at LHHS)**

**Course Level: G (CCP2)**

**Grade: 10**

Occupational Experience 2 must meet the standards of Occupational Experience 1, with the additional stipulation that the experience and responsibilities will need to be more comprehensive in scope. (Prerequisite: Occupational Experience 1) - **(Credit: ½)**

**OCCUPATIONAL EXPERIENCE 3 8834**

**(Offered only at LHHS)**

**Course Level: G (CCP2)**

**Grade: 11**

Occupational Experience 3 must meet all the requirements of Occupational Experience 2, with the additional stipulation that the experience and responsibilities will need to be more comprehensive in scope. (Prerequisite: Occupational Experience 2) - **(Credit: ½)**

**OCCUPATIONAL EXPERIENCE 4 8844**

**(Offered only at LHHS)**

**Course Level: G (CCP2)**

**Grade: 12**

Occupational Experience 4 must meet all the requirements of Occupational Experience 3, with the additional stipulation that the experience and responsibilities will need to be more comprehensive in scope. (Prerequisite: Occupational Experience 3) - **(Credit: ½)**

# Art

## **ART FOUNDATIONS 5213**

**Course Level: A (CCP1)**

**Grades: 9-12**

In this course, students will study and apply the art elements and design principles. Students will work under the direction of their teacher to create two and three-dimensional projects. Students will be required to create and respond to works of art that express concepts, ideas and feelings. They will work with a variety of art media that explore techniques used in professional art. Students will measure their degree of success in their own art projects by stated objectives and will be introduced to career opportunities that utilize art skills. (Required for advancement to other art courses) - **(Credit: 1)**

## **ART PHOTOGRAPHY 5113**

**Course Level: A (CCP1)**

**Grades: 10-12**

In this one-semester course, Art Photography students will study and apply the design elements and principles of art. Students learn to use cameras and develop and print film using traditional processes. Major aspects of study include the development of photography as an art medium, the eye of the photographer, and the quality of the work. The history of photography is explored. Having your own camera would be helpful, but is not required. (Prerequisite: Art Foundations) - **(Credit: ½)**

## **ADVANCED ART PHOTOGRAPHY 5123**

**Course Level: A (CCP1)**

**Grades: 11-12**

This course is a continuation of Art Photography with an emphasis on advanced techniques and artistic expression through the photographic image. In this course, students are challenged by sophisticated assignments using traditional darkroom techniques. The necessity to employ art elements and design principles within assignments is a major factor as the course progresses. Major aspects of study include the continuation of the development of photography as an art medium and high quality work. The history of photography is further explored. Having your own camera would be helpful, but is not required. (Prerequisite: Art Photography) - **(Credit: 1)**

## **ART STUDIO 1 5313**

**Course Level: A (CCP1)**

**Grades: 10-12**

In this course, students will expand their skills developed in Art Foundations. Students will explore a wider range of techniques and materials in both two and three-dimensional media. Art Studio 1 students will create, plan, evaluate, refine, present, and exhibit works of art. They will research and analyze historic meaning and purpose in varied works of art and will investigate career opportunities that utilize art skills. (Prerequisite: Art Foundations) - **(Credit: 1)**

## **ART STUDIO 2 5323**

**Course Level: A (CCP1)**

**Grades: 11-12**

This course is based directly on the studies addressed in Art Foundations and Art Studio 1. Students begin to master various techniques and materials in two and three-dimensional art forms and will begin to develop an individualized body of work. They will explore and become familiar with a variety of art movements and experiment with the styles and techniques used by artists in movements. Students will study art methods, terminology and careers. (Prerequisite: Art Studio 1) - **(Credit: 1)**

## **ART STUDIO 3 5333**

**Course Level: A (CCP1)**

**Grade: 12**

This course further explores the techniques, media, and styles of two and three-dimensional art forms, developed and introduced in previous Art Studio courses. The on-going study of the art elements and design principles will be incorporated in a more sophisticated study. Students will be encouraged to develop a portfolio and will study and investigate art careers, methods, and interests such as painting, sculpture, and graphic design. (Prerequisite: Art Studio 2) - **(Credit: 1)**

## **ADVANCED PLACEMENT ART STUDIO 5342 (Drawing Portfolio), 5343 (2-D Design Portfolio)**

**Course Level: AP**

**Grades: 11-12**

This course is designed for students who are seriously interested in pursuing a career in art. Course work will be based on various projects suggested for portfolio review by the College Board. Students will be required to complete a portfolio and exhibit artwork at the end of the school year. Students will also be required to work outside of class in addition to completing required class assignments. Students will be required to produce a minimum of twenty-four works-of-art for portfolio deadline of April. Students who opt to take AP Art Studio for a second year, must develop a portfolio in a different area. They will also have the opportunity to submit their portfolio to the College Board, in accordance with their requirements and may be awarded college credit. Prerequisites: Art Studio 1, Art Studio 2, or recommendation of teacher, and a portfolio accepted by the art department chairperson.) - **(Credit: 1)**

**CONTEMPORARY CRAFTS 6313****Course Level: A (CCP1)****Grades: 9-12**

This course is a hands-on course designed to give students opportunities to develop skills in a variety of craft techniques. The course delves into the history of each craft and its application to today's society. There are numerous connections to the core academic areas. Each student will create an individual information based portfolio. The class will design a business based on a craft and market their product. Examples of the skills that may be developed include macramé, decoupage, charted designs, basketry, weaving, quilting, knitting, crocheting, paper craft, bookbinding, and stamping. - **(Credit: ½)**

**DIGITAL ART PHOTOGRAPHY 5103****Course Level: A (CCP1)****Grades: 10-12**

Digital Art Photography students will develop both technical and creative skills through the use of digital cameras, scanners, printers, and digital imaging software. Students will study and apply the arts elements and principles of design. Major aspects of study include the development of photography as an art medium, the eye of the photographer, and the quality of work. Contemporary digital photography is explored. Having your own digital camera is recommended, but not required. (Prerequisite: Art Photography) - **(Credit: ½)**

**JEWELRY, CERAMICS, AND FIBER ARTS 1 5153****Course Level: A (CCP1)****Grades: 10-12**

This course explores the ways in which crafts have played a part in man's cultural development. An emphasis is also placed on contemporary crafts as an art form. Media explored include jewelry, metalwork, ceramics, pottery, and fiber art. Assignments stress originality and meaning, careful planning and design, exploration of materials, and quality craftsmanship. **This course is eligible for the CTCGE** (Prerequisite: Art Foundations) - **(Credit: 1)**

**JEWELRY, CERAMICS, AND FIBER ARTS 2 5163****Course Level: A (CCP1)****Grades: 11-12**

In this course, students increase proficiency in the following media: jewelry, metalwork, ceramics, pottery, and fiber art. Through projects that are both teacher and self-directed, students challenge themselves with complex techniques. This course is eligible for the CTCGE (Prerequisite: Jewelry, Ceramics, and Fiber Arts 1) - **(Credit: 1)**

**JEWELRY, CERAMICS, AND FIBER ARTS 3 5173****Course Level: A (CCP1)****Grade: 12**

Students increase proficiency in the following media: jewelry/metalwork, ceramics/pottery, or fiber arts. An emphasis is placed on creating a collective body of work using advanced techniques and projects. This course is eligible for the CTCGE (Prerequisite: Jewelry, Ceramics, and Fiber Arts 2) - **(Credit: 1)**

**THREE-DIMENSIONAL ART & DESIGN 5303****Course Level: A (CCP1)****Grades: 10-12**

Three-Dimensional Art & Design students will develop both technical and creative problem-solving skills through the use of various media. Students will study and apply the art elements and principles of design. Major aspects of study will include relief sculpture, sculpture in the round and sculpture relative to environment. Topics covering utilitarian objects through post-modern installations may be explored. (Prerequisite: Art Foundations) - **(Credit: ½)**

**YEARBOOK 9503****Course Level: A (CCP1)****Grade: 12**

Students will collaborate to produce, edit, and distribute the school yearbook and its end of the year supplement. The course involves a "hands-on" interdisciplinary approach aimed at developing skills in photography, journalism, layout and design, and the fundamentals of marketing. Interested students must apply for and be accepted into this course. - **(Credit: 1)**

# Business and Finance Education

- Accounting
- Business Communications
- Finance
- Information Technology
- Management & Entrepreneurship

The department's goal is to prepare students to succeed in a complex economic society. The courses offered enhance daily living skills and provide the background for post-high school education or immediate employment upon graduation. The course offerings focus on the five learning strands identified above.

## **ACCOUNTING 1 8013**

**Course Level: A (CCP1)**

**Grades: 10-12**

Accounting 1 is an essential course for those pursuing careers in any aspect of business. The course includes the study of the accounting cycle and its impact on a business. An accounting simulation is used to reinforce the accounting principles introduced in a relevant business situation. The topics presented follow Generally Accepted Accounting Procedures (GAAP) and include principles of debit and credit, journalizing, posting, and the creation and analysis of financial statements. This course is taught using accounting software to produce authentic accounting documents. Independent work habits, problem solving, and critical thinking skills are continually enforced. - **(Credit: 1)**

## **ACCOUNTING 2 8023**

**Course Level: A (CCP1)**

**Grades: 11-12**

The complete accounting cycle studied for service and merchandising businesses in Accounting 1 is reviewed with more advanced problems added. Corporate and partnership accounting are introduced, and students start to analyze and interpret records. Individual topics such as depreciation, delinquent debts, accrued and deferred incomes/expenses are presented and researched. Completion of a corporation business simulation as well as the stock market game are sample activities which may be pursued by each student. This course is highly recommended for those wishing to be entrepreneurs or managers of business enterprises, or who would like to start personal investment portfolios.

(Prerequisite: Accounting 1) - **(Credit: 1)**

## **BUSINESS 101 8093**

**Course Level: A (CCP1)**

**Grades: 9-12**

This introductory course explores the foundations of business and consumer decision making in a dynamic economy. Units of study will include organizing a business, understanding economic principles, recognizing the informed consumer and exploring business careers. This course will incorporate technology for research as well as applying authentic and relevant business skills in real world applications. - **(Credit: ½)**

## **WEB DESIGN FOR BUSINESS 8913**

**Course Level: A (CCP1)**

**Grades: 9-12**

This course offers web design from a business perspective within the Expression Studio Suite. Students learn how to critically evaluate website quality as well as learn about web design standards. Students will design their own web page and will have a culminating project demonstrating the knowledge and skills required for proper web design and coding. (Credit: ½)

## **WEB TOOLS 8923**

**Course Level: A (CCP1)**

**Grades: 9-12**

This course builds knowledge and skills in the use of current web tools used in academic and business settings. Students will focus on effective writing, design, and communication principals using current web tools found in academic and business settings. Students will learn the principles of message design that include unity, balance, and proportion. Students will collaboratively develop projects incorporating these concepts. - **(Credit: ½)**

## **CONSUMER/STREET LAW 8143**

**Course Level: A (CCP1)**

**Grades: 11-12**

This course is designed to inform students of their legal rights and responsibilities in 21st Century America. The course begins with an examination of our Constitutional rights and continues through a study of the court system. Criminal and civil law is examined along with rights and remedies that exist to protect those rights. Contract law is essential to the course and students learn to write a contract using legal components of contract law. (continued on page 57)

Current events are critical to reinforce teaching points. Career opportunities are explored along with corresponding personal and education requirements for employment. Videos, case studies and court visits are used to complement and reinforce legal issues and topics. Critical thinking and comprehension skills are essential to successfully complete this course. - **(Credit: ½)**

### **ENTREPRENEURSHIP 8183**

**Course Level: A (CCP1)**

**Grades: 10-12**

Students will identify the fundamentals of business creation, the personal attributes needed to be a successful entrepreneur, and will research various business opportunities. Topics covered include the characteristics of an entrepreneur, discovering entrepreneurial opportunities, and researching and analyzing domestic, global and market trends. The course culminates with the student developing a hypothetical business plan to implement their unique venture that conforms to all applicable governmental laws and regulations. - **(Credit: ½)**

### **INVESTING FOR FINANCIAL INDEPENDENCE 8103**

**Course Level: A (CCP1)**

**Grades: 10-12**

Students will evaluate opportunities to build wealth and establish lifestyles based on education and career choices. Students will learn that financial decisions made at an early age help to insure adequate income in the retirement years. Various wealth building strategies will be discussed including the stock market, real estate, mutual funds and career-based benefits packages. **(Credit: ½)**

### **MICROSOFT OFFICE PROFESSIONAL 8003**

**Course Level: A (CCP1)**

**Grades: 9-12**

Students will apply fundamental computer skills in a business setting using the Microsoft Office suite in a Windows environment. The course builds upon the applications and integration of word processing, spread sheets, data base management, and multi-media presentations. Upon completion of this course, students will have developed the skills necessary to pursue entry-level employment as well as the background necessary for college course applications. - **(Credit: ½)**

### **INTERNATIONAL BUSINESS AND FINANCE 8063**

**Course Level: A (CCP1)**

**Grades: 9-12**

This course will provide students with an understanding of international business where national borders are bridges and not barriers. Students will develop beginning knowledge of international and cultural business contexts and be better prepared to work in organizations with global connections. **This course is eligible for the CTCGE - (Credit: ½)**

### **PERSONAL FINANCE 8043**

**Course Level: A (CCP1)**

**Grades: 10-12**

This course will inform students how individual choices directly influence occupational goals and future earnings potential. Real world topics covered will include income, money management, spending and credit, as well as saving and investing. Students will design personal and household budgets utilizing checking and savings accounts, gain knowledge in finance, debt and credit management, and evaluate and understand insurance and taxes. This course will provide a foundational understanding for making informed personal financial decisions leading to financial independence. - **(Credit: ½)**

### **MARKETING EDUCATION 8513**

**Course Level: A (CCP1)**

**Grades: 10-12**

This course is a business course aimed at assessing changing consumer needs and wants and profitably developing products and services that satisfy these needs and wants while adhering to environmental and ethical standards. - **(Credit: 1)**

### **MARKETING EDUCATION 2 8523**

**Course Level: A (CCP1)**

**Grades: 11-12**

Marketing Education 2 is a sequential course in the marketing strand. The focus of this course is to permit students to explore and choose a specialty marketing industry based on their individual interests. Further, students will be required to develop a marketing plan based on their selected specialty marketing industry. Marketing education is critical for any student considering a career in business. (Prerequisite: Marketing Education 1) - **(Credit: 1)**

### **MARKETING EDUCATION 2 - WORK**

**EXPERIENCE 8540 (1), 8530 (½)**

**Course Level: Pass/Fail**

**Grade: 12**

Students enrolled in this course may register for a work experience component in an approved business. The .5 credit option will require 250 hours of work, and the 1.0 credit option will require 400 hours of work. The work experience will be monitored by the instructor and will involve ongoing communication between the Marketing Education 2 instructor, the student, and the employer. Students must pass Marketing Education 2 to be eligible for the work experience credit. - **(Credit: ½ or 1)**

# English and Language Arts

The English and Language Arts curriculum enables students to develop critical thinking skills in reading, writing, listening, speaking, and communication. Students strengthen their ability to construct meaning, respond thoughtfully, communicate ideas effectively, and appreciate a wide range of both literary and informational texts from antiquity to the present representing diverse cultures. The goal of the English and Language Arts curriculum is to provide students with knowledge and skills for lifelong learning, academic and professional success, and enjoyment.

## **LITERARY THEMES AND GENRES 0014 (G), 0013 (A), 0012 (H)**

**Course Levels: G (CCP2), A (CCP1) and H**

**Grade: 9**

**Required for graduation.**

Grade 9 English provides foundational skills in high school level reading and writing through the study of literary genres and themes. Students will read increasingly complex literature, literary nonfiction, and informational texts with comprehension and independence. They will understand the development of multiple ideas by analyzing details and structure, as well as trace the development of themes over the course of a text. Students will develop communication skills in writing, speaking, and listening by analyzing texts, making inferences, and citing strong textual evidence. Students will write in a variety of forms including argument to support claims, informative texts to examine complex ideas, and narrative to develop creative thinking. Students will continue to build vocabulary and employ conventions of Standard English. - **(Credit: 1)**

## **WORLD LITERATURE 0054 (G), 0053 (A), 0052 (H)**

**Course Levels: G (CCP2), A (CCP1) and H**

**Grade: 10**

**Required for graduation.**

Grade 10 English reinforces the skills gained in reading and writing through the study of world literature. Students will read increasingly complex literature, literary nonfiction, and informational texts focused on a variety of themes from around the world to understand how diverse cultures interpret similar ideas. Students will develop communication skills in writing, speaking, and listening by analyzing texts, making inferences, and citing strong textual evidence. Students will write in a variety of forms including argument to support claims, informative to examine complex ideas, and narrative to develop creative thinking. Students will continue to build vocabulary and employ conventions of Standard English. **This course is eligible for the CTCGE** (Prerequisite: Literary Themes and Genres) - **(Credit: 1)**

## **AMERICAN LITERATURE 0064 (G), 0063 (A), 0062 (H)**

**Course Levels: G (CCP2), A (CCP1) and H**

**Grade: 11**

**Required for graduation.**

Grounded in the historical context of American literature, culture, and history, this course explores key themes in the American experience. Students will experience an array of American writings ranging from the birth of the nation to the modern era. In the process, students will develop the skills to read closely, to write for a variety of purposes, to communicate effectively both orally and in writing, and to think about complex issues in a sophisticated manner. (Prerequisite: World Literature) – **(Credit: 1)**

## **ADVANCED PLACEMENT LANGUAGE AND COMPOSITION 0031**

**Course Level: AP**

**Grade: 11**

In this college-level course, students will strengthen their writing through close reading of predominantly nonfiction works, including expository, argumentative, analytical, and personal texts from various American authors and time periods. Through in-depth analysis of these texts and frequent practice applying varied rhetorical strategies and writing arguments, students will develop the skills to read closely, to write for a variety of purposes, to communicate effectively both orally and in writing, and to think about complex issues in a sophisticated manner.

(Prerequisite: World Literature) - **(Credit: 1)**

**SENIOR SEMINAR IN ENGLISH LANGUAGE ARTS/MYTHOLOGY AND MONSTERS 0084 (G)****Course Level: G (CCP2)****Grade: 12**

The first half of this course will focus on reading skills and strategies, vocational exploration, as well as presentation and writing skills. In addition to composing a personal narrative, students will be engaged in research and informational writing. All seniors will be enrolled in one of the Senior Seminar courses in the fall semester of their senior year. Major topics to be covered include an activity resume, personal narrative, reading skills and strategies (fiction or non-fiction), and a vocational exploration unit (resume development, cover letter, interviewing skills, career research, career research project and presentation, and a career research paper). The second half of this course will explore mythology from a variety of cultures. From ancient mythology to contemporary texts, monsters have been romping in our midst with relentless stamina and strength. Students will explore which constitutes monstrous and why do monsters persist among cultures and over time. In addition, students will examine themes and narrative that emphasize the importance of mythical elements to the modern world. Major topics to be covered include thematic readings to explore course themes, key vocabulary development, research using both literary and informative texts in a variety of formats, literary critique and analysis, development of a variety of written expressions, critical analysis of key themes being explored and effective presentation skills. **This course is eligible for the CTCGE** (Prerequisite: American Literature) **(Credit: 1)**

**SENIOR SEMINAR IN ENGLISH LANGUAGE ARTS/MYTHOLOGY AND MONSTERS 0083 (A), 0082 (H)****Course Levels: A (CCP1) and H****Grade: 12**

The first half of this course will focus on a wide variety of both literary and informational texts. In addition to composing a personal narrative, students will be engaged in research and presentation, as well as argumentative and analytical writing. All seniors must be enrolled in one of the Senior Seminar courses in the fall semester of their senior year. Major topics to be covered include an activity resume, personal narrative (college essay), research presentations (literature-based or current events), and literary analysis.

The second half of this course will explore mythology from a variety of cultures. From ancient mythology to contemporary texts, monsters have been romping in our midst with relentless stamina and strength. Students will explore what constitutes monstrous and why do monsters persist among cultures and over time. In addition, students will examine themes and narratives that emphasize the importance of mythical elements to the modern world. Major topics to be covered include thematic readings to explore course themes, key vocabulary development, research using both literary and informative texts in a variety of formats, literary critique and analysis, development of a variety of written expressions, critical analysis of key themes being explored and effective presentation skills. **This course is eligible for the CTCGE** (Prerequisite: American Literature) - **(Credit: 1)**

**SENIOR SEMINAR IN ENGLISH LANGUAGE ARTS/LIFE, LOVE, DEATH AND IMMORTALITY****0094 (G)****Course Level: G (CCP2)****Grade: 12**

The first half of this course will focus on reading skills and strategies, vocational exploration, as well as presentation and writing skills. In addition to composing a personal narrative, students will be engaged in research and informational writing. All seniors must be enrolled in one of the Senior Seminar courses in the fall semester of their senior year. Major topics to be covered include an activity resume, personal narrative, reading skills and strategies (fiction or non-fiction), and a vocational exploration unit (resume development, cover letter, interviewing skills, career research project and presentation, and a career research paper).

The second half of this course will explore the transient nature of life and love and the possibilities of rebirth, remembrance, renewal, and the philosophical ideology of immortality. Major topics to be covered include thematic readings to explore course themes, key vocabulary development, research using both literary and informative texts in a variety of formats, literary critique and analysis, development of a variety of written expressions, critical analysis of key themes being explored and effective presentation skills. **This course is eligible for the CTCGE** (Prerequisite: American Literature) - **(Credit: 1)**

**SENIOR SEMINAR IN ENGLISH LANGUAGE ARTS/LIFE, LOVE, DEATH AND IMMORTALITY****0093 (A), 0092 (H)****Course Levels: A (CCP1) and H****Grade: 12**

The first half of this course will focus on a wide variety of both literary and informational texts. In addition to composing a personal narrative, students will be engaged in research and presentation, as well as argumentative and analytical writing. All seniors must be enrolled in one of the Senior Seminar courses in the fall semester of their senior year. Major topics to be covered include an activity resume, personal narrative (college essay), research presentations (literature-based or current events), and literary analysis. The second half of this course will explore the transient nature of life and love and the possibilities of rebirth, remembrance, renewal, and the philosophical ideology of immortality. Major topics to be covered include thematic readings to explore course themes, key vocabulary development, research using both literary and informative texts in a variety of formats, literary critique and analysis, development of a variety of written expressions, critical analysis of key themes being explored and effective presentation skills. **This course is eligible for the CTCGE** (Prerequisite: American Literature) - **(Credit: 1)**

## ADVANCED PLACEMENT LITERATURE AND COMPOSITION 0512

**Course Level: AP**

**Grade: 12**

### UCONN Early College Experience (ECE)

This course is designed to engage students in the careful reading and critical analysis of literature. Through the close reading of selected texts, students can deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work's structure, style, and themes, as well as the use of figurative language, imagery, symbolism, and tone. Writing assignments focus on critical analysis of literature and include expository, analytical, and persuasive essays. This course provides college level curriculum, instruction, and assessment. (Prerequisite: American Literature) - **(Credit: 1)**

# English Courses Offered for Elective Credit

## CREATIVE WRITING 0143

**Course Level: A (CCP1)**

**Grades: 10-12**

This course provides students with opportunities to develop their literary talents. This course includes a study of varied forms of prose and poetry and gives students the experience to write creatively in different genres. In addition, students will contribute to publications. - **(Credit: 1)**

## FILM APPRECIATION 0173

**Course Level: A (CCP1)**

**Grades: 11-12**

Students will develop the ability to analyze, evaluate, and critique film as an art form. This course consists of in-class viewing of films from a variety of genres taking into consideration historical, artistic, and technical value. Viewing of each film will be followed by an in-class discussion and analysis. Assessment will be based on participation in the class discussions as well as student writing, oral presentations, and projects. - **(Credit: ½)**

## JOURNALISM 1 0153

**Course Level: A (CCP1)**

**Grades: 9-12**

In this course students will develop authentic skills, values, and understandings needed in the field of journalism. They will explore the range of different media types used by journalists from music to advertising, newspapers to feature films, mobile apps to social media. Students will be introduced and practice the values of ethical, professional journalism as well as the specialized language used by practitioners in the field. This course will help students produce continuous streams of content with clarity, brevity, and precision. - **(Credit: 1)**

## JOURNALISM 2 0157

**Course Level: A (CCP1)**

**Grades: 10-12**

In Journalism 2, students will continue to develop authentic skills, values, and understandings needed in the field of journalism, while taking on a leadership role within the Journalism classroom. This course will give students an intensive, hands-on introduction to multimedia reporting. Multimedia reporting is defined as the effective and ethical use of text, still photographs, video clips, audio, graphics and interactivity for the web. Students will look closely at the process of writing feature articles for newspapers, magazines or other media and will become familiar with the specialized reporting and writing techniques needed. This class will explore the role and purpose of editorial and opinion writing and their process of writing opinion pieces about international issues and events. Students will examine media coverage of contemporary political, economic and social issues at the state, national, and international levels, which may include legal and ethical content analysis. An extended exploration of a journalistic topic will lead to a culminating project that can take on many forms including a research paper, investigative news stories, photo essay, broadcast documentary or online report. (Prerequisite: Journalism 1) - **(Credit: 1)**

## INTRODUCTION TO PUBLIC SPEAKING 0183

**Course Level: A (CCP1)**

**Grades: 11-12**

Rooted in the elements of effective communication, this course offers students practical skills to articulate their thoughts and organize their arguments of persuasion through the power of rhetoric, fluency, and organization. Also, it enables students to study the art of discourse through articulation, delivery, and a written/verbal communication. Students will study the theory and practice the skills of job/college interviewing, impromptu speaking, informing, instructing, and persuading. - **(Credit: ½)**

**THEATER 1 0213****Course Level: A (CCP1)****Grades: 9-12**

Theater 1 begins the exploration of the theatrical arts. Students will examine the basic elements of acting, directing, and technical theater. Core components of this course include: improvisation and pantomime, voice and movement, character development, motivation/behavior, script analysis, the audition process, theater layout, stage directions, blocking, elements of production design and stagecraft (set, props, lighting, sound, costume, and makeup). Students will begin to examine theater throughout history, applying theatrical concepts and ideas to our modern world. Students will have the opportunity to attend and review live theatrical productions and will define their acting skills in a culminating performance of various scenes and skits of their choosing. - **(Credit: 1)**

**THEATER 2 0223****Course Level: A (CCP1)****Grades: 10-12**

Theater 2 continues the exploration of the theatrical arts. Students will delve deeper into the elements of acting, directing, and technical theater. Core components of this course include: specialized voice and movement, stage combat, the rehearsal and production process, promoting a show, playwriting, screenplays, musical theater, film and TV, multimedia, advanced elements of production design and stagecraft (set, props, lighting, sound, costume, makeup). Students will continue to examine theater throughout history, applying theatrical concepts and ideas to our modern world. Students will have the opportunity to attend and review live theatrical productions and will refine their acting skills in a culminating performance of a one-act play of their choosing. In addition students will review live theatrical productions and define their acting skills in a culminating performance of various scenes and skits of their choosing. (Prerequisite: Theater 1) - **(Credit: 1)**

# Family and Consumer Science Courses

Thinking creatively, making decisions, relating to and communicating with others, and utilizing scientific technology are necessary for individuals and workers in an ever-changing global society. Family and Consumer Science Department offers courses which are intended to give all students life coping skills.

## Food and Nutrition

**INTRODUCTION TO FOODS & CULINARY ARTS 6113****Course Level: A (CCP1)****Grades: 9-12**

This course provides an opportunity for students to develop skills in food preparation through a variety of cooperative and independent learning activities. There is an emphasis on safety and sanitation from personal and food service perspectives. Fundamental culinary arts skills will be emphasized in addition to the following topics: quick breads, snack foods, yeast breads, pastry, fruits, vegetables, milk, eggs, and cheese. Each unit will address nutrition, selection, and healthy eating habits. (This course is a prerequisite to all other food and nutrition classes.) - **(Credit: ½)**

**FOOD FOR FITNESS 6123****Course Level: A (CCP1)****Grades: 9-12**

This course provides students with an opportunity to explore nutrition through food science activities. The importance of food safety and sanitation along with preparation skills will be stressed. Menu and project planning will occur based on the USDA Dietary Guidelines and the food pyramid. An emphasis will be placed on the prevention of disease through nutrition and lifestyle choices and developing attitudes of wellness. (Prerequisite: Introduction to Foods & Culinary Arts) - **(Credit: ½)**

**MULTICULTURAL FOODS 6133****Course Level: A (CCP1)****Grades: 11-12**

To help students develop a better understanding of the world around them, this course will investigate various cultural groups with an emphasis on the food they eat. Countries or regions to be studied will be determined by student interest. Cooperatively, students will prepare and serve full meals or meal components from each country or region studied.

**This course is eligible for the CTCGE** (Prerequisite: Introduction to Foods & Culinary Arts) - **(Credit: ½)**

**BAKING AND PASTRY ARTS 8973****(Offered only at LHHS)****Course Level: A (CCP1)****Grades: 10-12**

This course introduces baking and pastry with intensive, hands-on laboratory training in a quality food environment. It concentrates on the production and quality control of baked goods that are used in hotels, restaurants, resorts, and other institutions. Laboratory classes emphasize basic ingredients and production techniques for breads, rolls, folded doughs, batters, basic cakes, pies and creams. (Prerequisite: Introduction to Foods & Culinary Arts) - **(Credit: 1)**

# Human Development

**THE DEVELOPING CHILD 1 6243****Course Level: A (CCP1)****Grades: 10-12**

This course is a study of children from conception through the age of two. Areas addressed include planning for parenthood, parenting, human reproduction, prenatal development, childbirth, the newborn, infancy, and toddlerhood. Observations may take place at local daycare centers, nursery schools or in the classroom setting. This course is recommended for future parents and those interested in careers in medical fields, childcare, early childhood and elementary education. - **(Credit: ½)**

**THE DEVELOPING CHILD 2 6253****Course Level: A (CCP1)****Grades: 10-12**

This course is an extension of The Developing Child -1. The physical, intellectual, social, and emotional growth patterns of children ages 3 to 12 will be addressed. Students will plan and implement a school-based nursery school. Other topics to be covered include children with special needs and children's literature, art, and music. This course is recommended for future parents and those interested in careers in teaching, social services, medical field, child care, early childhood and elementary education. - **(Credit: ½)**

**CHILD DEVELOPMENT INTERNSHIP 6263 (1), 6273 (½)****Course Level: A (CCP1)****Grades: 11-12**

This course provides practical experience for students interested in pursuing a career in early childhood or elementary education or who plan to enter the workplace upon graduation in the field of childcare. Internships are available in preschools, licensed childcare centers, primary level classrooms, YMCA programs, and hospitals. The .5 credit option will require 250 hours of work; the 1.0 credit option will require 400 hours of work. The work experience will be monitored by the instructor and will involve on-going communication between the instructor, the employer, and the student. (Prerequisite: C or better in The Developing Child - 6243 or 6253) - **(Credit: ½ or 1)**

**INDIVIDUAL AND FAMILY DEVELOPMENT 6201****Course Level: H****Grades: 11-12****UCONN Early College Experience (ECE)**

This course addresses the development of the individual and the family throughout the life span. In particular, the course will focus on the developing individual within the context of the family system and changes that occur in the family systems over time. Guest speakers, shadowing, and internship opportunities will occur throughout the year in places such as local preschools, daycares, elementary and middle schools, hospitals, and the Wallingford Senior Center. - **(Credit: 1)**

Students enrolled in this course can receive three college credits through the University of Connecticut Early College Experience (ECE) program. To receive University of Connecticut credit, students must earn a minimum of a C. Individual and Family Development is a required course of all Education, Nursing, Family and Consumer Science Education and Family Studies majors at the University of Connecticut.

**LIFE ON YOUR OWN 6203****Course Level: A (CCP1)****Grade: 12**

Seniors in high school are facing huge transitions. This course will assist in preparing for the coming years by helping them create a five-year plan which includes: financial literacy, consumer and employability skills, reducing stress, surviving roommates and living away from home. The class will also address time management and interpersonal skills. Students will face adult life with confidence! - **(Credit: ½)**

# Occupational Courses

**CULINARY ARTS AND HOSPITALITY MANAGEMENT 1 8933** (Offered only at LHHS)

**Course Level: A (CCP1)**

**Grades: 10-11**

This course explores the competencies, characteristics and expectations of careers in foodservice and hospitality management. This course includes topics on sanitation and safety, nutrition, fundamentals of cooking and baking, and investigation of leadership competencies essential to success in the world of work. This class will emphasize 21st century employability competencies and will develop the professional skills for future employment in foodservice and hospitality operations.

**(Credit: 1)**

**CULINARY ARTS AND HOSPITALITY MANAGEMENT 2 8943** (Offered only at LHHS)

**Course Level: A (CCP1)**

**Grades: 11-12**

This course provides the student continuing instruction of the competencies, characteristics, and expectations of careers in foodservice and hospitality management. Topics include units on the preparation of sauces-stocks-soups, appetizers, meats, poultry, seafood, fruits and vegetables, salads and dressings, starches, herbs and spices, baking, desserts, hot/cold and alcoholic beverage service, and the various table service skills and styles utilized in the foodservice industry. Instruction also includes units on marketing, employment law, accounting, human resources, purchasing, inventory controls, pricing and profitability, and assessment of the leadership skills essential to a successful hospitality management career. An application process is required for entry into this class. Applications may be obtained from your school counselor or your food service instructor. (Prerequisite: Culinary Arts and Hospitality Management 1) - **(Credit: 2)**

**CULINARY ARTS AND HOSPITALITY MANAGEMENT 3 8953** (Offered only at LHHS)

**Course Level: A (CCP1)**

**Grades: 11-12**

This course is the third course within our Culinary Arts and Hospitality Management program. The course is a business oriented class that focuses on skills that align to post-secondary business management. Students explore competencies that encourage independent and self-directed learners as they prepare for the world of work. Culinary Arts and Hospitality Management 3 is designed to empower students to manage and operate the following school-based businesses: The Healthy Drive, the district's food truck, The Cook's Café, A Grab and Go Café and the Cook's Catering.

(Prerequisite: Culinary Arts and Hospitality Management 2) - **(Credit: 1)**

**FOOD SERVICE 2 - WORK EXPERIENCE 8440 (1), 8430 (½)** (Offered only at LHHS)

**Course Level: Pass/Fail**

**Grade: 12**

Students enrolled in this course have the opportunity to earn credit for work experience if employed in a food service operation. The .5 credit option will require 250 hours of work; the 1.0 credit option will require 400 hours of work, each to be completed from September 1 to June 1 of the calendar year. The work experience will be monitored by the instructor and will involve ongoing communication between the instructor and the student and the employer. Students must pass Food Service 2 to be eligible to earn the work experience credit. - **(Credit: ½ or 1)**

**HOUSING AND INTERIOR DESIGN 6103**

**Course Level: A (CCP1)**

**Grades: 11-12**

Students will develop skills in housing decisions, architectural styles, and elements and principles of design, as well as to explore multiple career possibilities. Topics covered will include: architectural design, furniture styles & selection, floor plans, and room arrangements. Computer-aided floor planning and design opportunities may be utilized. Classroom experiences will emphasize classroom projects and cooperative activities. - **(Credit: ½)**

# Health and Physical Education

Education today concerns itself with the total growth and development of the student. Health and physical education are integral parts of that education. The goal of the Health and Physical Education Program is to develop in each student good health habits as a part of life and to develop skills that will be useful to students now and in their future leisure activities.

The program includes learning and engaging in physical and mentally challenging activities which encourage the student in growing socially, emotionally, and physically. In addition to the regular program, students are offered the opportunity to participate in intramural and interscholastic sports.

The school recognizes that students enrolled in physical education often vary considerably in their physical abilities and development, just as they vary in academic abilities. Thus, assessment in physical education is based upon the individual's progress and achievement towards meaningful and research-based national and state standards.

Substance abuse prevention education is required by state law and is taught in the health course and in the physical education courses in those years when the student is not taking a health course.

## EXEMPTION FROM PHYSICAL EDUCATION

Each student must be enrolled and must participate in physical education unless excused in writing by a doctor. Medical excuses must be reaffirmed in writing annually. A student who has a doctor's excuse from physical education for more than one marking period will be assigned another course or a study hall. A student excused for less than one marking period will be required to write a term paper in order to receive full credit for the time missed. Guidelines for the term paper will be given to the students by their instructors. Note, students excluded from physical education are still required to earn 25 credits for graduation and to meet the class load requirements.

### HEALTH 6534

**Course Level: A (CCP1)**

**Required for graduation**

**Grade: 10**

This course equips students with the health literacy skills and knowledge to transition successfully from adolescence to adulthood. Students will learn how to evaluate and use information from various sources to achieve overall health and well-being. The major learning strands are Substance Abuse Prevention, Mental and Emotional Health, and Human Development and Relationships. - **(Credit: ½)**

### PHYSICAL EDUCATION 6615 - (Grades 9 & 10)

**Course Level: None**

**Required for graduation**

**Grades: 9-10**

Students' participation in the physical education program leads to the development of their physical, social, and emotional well-being. Activities include fitness, team sports, individual and dual sports. Physical education courses include instruction that strives to improve students' self-esteem, interpersonal relationships, and responsible behavior. - **(Credit ½)**

### PHYSICAL EDUCATION 6635 - (Grades 11 & 12)

**Course Level: None**

**Required for graduation**

**Grades: 11-12**

Students' participation in the physical education program leads to the development of their physical, social, and emotional well-being. Activities include fitness, team sports, individual and dual sports. Physical education courses include instruction that strives to improve students' self-esteem, interpersonal relationships, and responsible behavior. - **(Credit ½)**

### PHYSICAL EDUCATION INTERNSHIP 6700

**Course Level: Pass/Fail**

**Grade: 12**

This course is designed for students who have an interest in physical education, teaching, and/or coaching. Students will have an opportunity to shadow the instructor and plan and implement lessons. The intern will be expected to model leadership skills, develop effective communication skills, and respect differences in the classroom. Interested students must apply for and be accepted into the program. Contact the Physical Education department chair at your high school for more information. **(Credit: ½)**

### UNIFIED PHYSICAL EDUCATION 6636

**Course Level: A (CCP1)**

**(Offered only at LHHS)**

**Grades: 10-12**

This course pairs general education students with special education students in a physical activity setting. The course work will focus on addressing development of all students' physical, emotional, and social well-being. Activities will include games, sports, and life skills. This course will fulfill the Capstone graduation requirement. This course is designed to build positive relationships between general and special education students. - **(Credit: ½)**

# Humanities

## **HUMANITIES 9303 (A), 9302 (H)**

**Course Levels: A (CCP1) and H**

**Grade: 12**

The purpose of the course is to explore the interdisciplinary nature of the arts, literature, history, philosophy, science and technology. Study in the humanities develops an understanding of what it means to be human—the struggles and aspirations, achievements and failures, values and visions that help us make sense of our lives and our world. The humanities enable people to reflect upon their lives and ask fundamental questions of value, purpose, and meaning. Through class participation and critical thinking, this class provides students an opportunity to understand and appreciate human accomplishments as manifested in the arts, literature, history, philosophy, science and technology. - **(Credit: 1)**

# Library Media

## **LIBRARY-MEDIA INTERNSHIP 9020**

**Course Level: Unleveled**

**Grades: 9-12**

This course provides the students with an “on-the-job training” opportunity to explore various aspects of a career in information resource management. Students will learn and practice a variety of clerical and technology skills transferable to jobs in a variety of fields. This course is offered on a pass/fail basis. Interested students must apply for and be accepted into the program. Contact the library-media specialist for more information. - **(Credit: ½)**

## **LIBRARY-MEDIA INTERNSHIP: ADVANCED PRACTICES 9030**

**Course Level: Unleveled**

**Grades: 9-12**

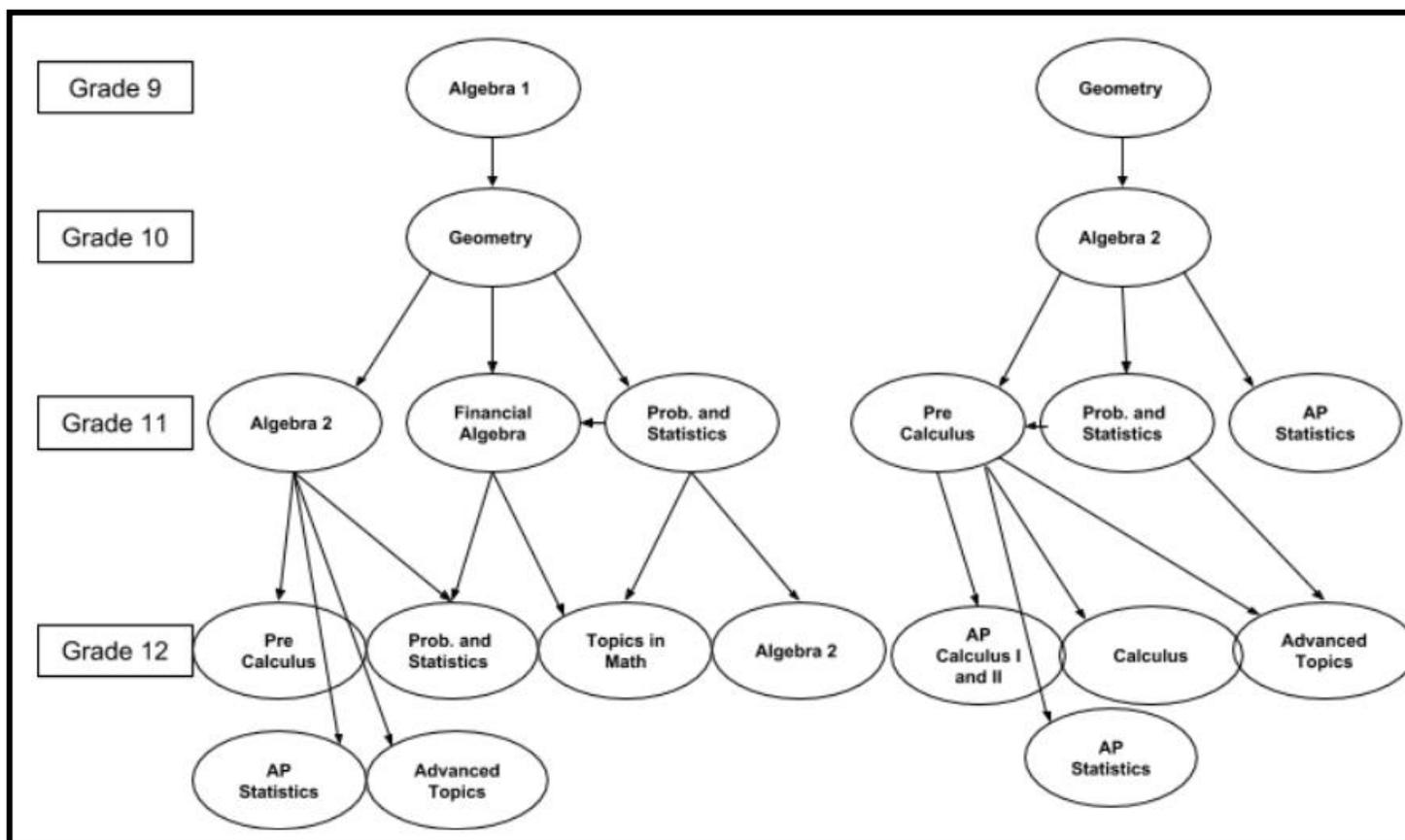
This course provides the students with "on-the-job" opportunity to build on the skills learned in the basic internship, to apply those skills to a variety of information management systems, and to practice customer relation skills that will be transferable to a variety of jobs. This course is offered on a pass/fail basis. Interested students must apply for and be accepted into the program. Contact the library-media specialist for more information. (Prerequisite: Library-Media Internship) - **(Credit: ½)**

# Mathematics

The goal of the mathematics curriculum is to develop students' ability to learn and use mathematics as lifelong problem solvers. Students develop the facility to reason and communicate mathematically while learning to explore, investigate, conjecture, and reason logically. Emphasis is placed on helping students to understand how mathematics relates to other disciplines.

Students should note that they must satisfactorily demonstrate the district's performance standard in mathematics. This can be accomplished by either meeting the state proficiency level on the Scholastic Aptitude Test (SAT) or satisfactorily completing the district performance task during the junior or senior year.

The mathematics curriculum provides a variety of courses designed to meet the needs for mathematical competency in both academic and vocational careers. A minimum of 4 credits in math must be earned in order to graduate. It is strongly recommended that college bound students take four years of mathematics in a sequence that includes at least Algebra, Geometry, and Algebra 2.



**ALGEBRA 1 1254****ALGEBRA 1 LAB L254****Course Level: G (CCP2)****Grades: 9-10**

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. There will be five critical areas of study; fluency with linear equations and inequalities, function notation and exploration of many types of functions, using linear models to analyze data, working with exponents and exponential expressions, and analyzing and comparing the characteristics of exponential functions with linear. Throughout the course students will use the content above to make sense of problem situations and model real life phenomena. Many topics will be investigated through the use of a graphing calculator and other technologies. Students in this course will be given double the amount of instructional time to investigate the curricula and activities discussed above. The additional time will focus on student's mathematical reasoning and justification by writing, discussing, and applying to show their mathematical thinking. - **(Credit: 2)**

**ALGEBRA 1 1253****Course Level: A (CCP1)****Grades: 9-10**

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. There will be five critical areas of study; fluency with linear equations and inequalities, function notation and exploration of many types of functions, using linear models to analyze data, working with exponents and exponential expressions, and analyzing and comparing the characteristics of exponential functions with linear. Throughout the course students will use the content above to make sense of problem situations and model real life phenomena. Many topics will be investigated through the use of a graphing calculator and other technologies. (A student who passes Algebra 1 at the middle school level with a grade of 80% or better may not repeat the course for credit at the high school level. A middle school student with a grade less than 80% may repeat the course for credit at the high school level if the student's eighth grade teacher recommends that the course be repeated.) **(Credit: 1)**

**ALGEBRA 2 1324 (G), 1323 (A), 1322 (H)****Course Levels: G (CCP2), A (CCP1) and H****Grades: 10-12**

In this course students will expand their work with algebraic functions and their ability to model and solve situations using equations. There will be three critical areas of study: building an understanding of the arithmetic of rational expressions, work with a variety of function families, extending to polynomial, rational, and logarithmic functions, in order to model situations, and identify different ways of collecting and analyzing data in order to make conclusions. Throughout the course students should experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Many topics will be investigated through the use of a graphing calculator and other technologies. (Prerequisite: Geometry) - **(Credit: 1)**

**ALGEBRA 2 WITH FINANCIAL APPLICATIONS 1004****Course Level: G (CCP2)****Grades: 11-12**

Algebra 2 with Financial Applications is an algebra-based, applications-oriented, technology dependent course that requires Algebra 1 and Geometry as a prerequisite. The course addresses college preparatory mathematics topics from Algebra 2 with Financial Applications, Statistics, Probability, Precalculus, and Calculus under seven financial umbrellas: Banking, Investing and Modeling a Business, Employment and Income Taxes, Automobile Ownership, Independent Living, and Retirement Planning and Household Budgeting. Students use a variety of problem skills and strategies in real-world contexts. The mathematics topics contained in this course are introduced, developed, and applied in an as-needed format in the financial settings covered. Algebra 2 with Financial Applications adheres to the following basic assumptions regarding mathematics education: All classroom activities will be student-centered, all units will have increased emphasis on algebraic representations, graphical representations, verbal representations and the interrelationships of these three approaches. There is an emphasis on estimation, number sense, problem solving, and the role that reading comprehension plays in problem solving. This course is an alternative to taking Algebra 2. - (Prerequisite: Algebra 1) - **(Credit: 1)**

**GEOMETRY 1224 (G), 1223 (A), 1222 (H)****Course Levels: G (CCP2), A (CCP1), and H****Grades: 9-12**

In this course students will explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. There will be six critical areas of study; development of formal proof and using geometric constructions to solve problems about polygons, building a formal understanding of similarity and applying that to right triangle trigonometry, extending work with two-dimensional and three-dimensional figures to consider cross-sections and rotations, continue their study of quadratics by connecting the geometric and algebraic definitions, proving and studying relationships within circles, and building on probability concepts to make use of geometric probability models.

Throughout the course students will use the content above to make sense of problem situations and model real life phenomena. Many topics will be investigated through the use of a graphing calculator and other technologies. (Prerequisite: Algebra 1) - **(Credit: 1)**

### **PRECALCULUS 1523 (A), 1522 (H)**

**Course Level: A (CCP1) and H**

**Grades: 11-12**

In this course students will develop proficiency in advanced algebraic topics including trigonometry, coordinate geometry, conic, parametric and polar equations, and sequences and series. Mathematical models are developed using functions, equations, and graphs to help improve a communication of mathematical ideas. Reasoning skills are developed by solving problems that connect mathematical ideas to each other, other disciplines and applications to contextual situations.

(Prerequisite: Algebra 2) - **(Credit: 1)**

### **CALCULUS 1532**

**Course Level: H**

**Grade: 12**

This course introduces the basics of calculus emphasizing techniques such as functions and models, limits, differentiation of algebraic, trigonometric, exponential, logarithmic functions, elementary integrations, Riemann sums, and their applications. The objective of the course is to provide the student with a firm foundation in the theory and applications of introductory calculus, thus preparing them for rigors of college level calculus. This course will prove useful to students continuing study in Business and both Physical and Social Sciences. (Prerequisite: Pre-Calculus) - **(Credit: 1)**

### **ADVANCED PLACEMENT CALCULUS 1 1562**

**Course Level: AP**

**Grades: 11-12**

#### **UCONN Early College Experience (ECE)**

Differential Calculus - Students develop the skills to think divergently to solve problems, apply mathematics in the area of prediction and analysis and learn to develop multi-stage solutions in problem solving, focusing on rates of change and maximums-minimums applications. Students are exposed to the graphic interpretations of complex systems of equations, functions, limits, differentiation of algebraic and trigonometric, exponential, and logarithmic functions with applications to the physical and engineering sciences, indeterminate forms, anti-differentiations, definite integrals, Riemann sums. The objective of this course is to prepare highly motivated students to earn college credit through the UCONN Early College Experience or earn Advanced Placement credit through achievement on the Advanced Placement examination. (Prerequisite: Pre-Calculus, H) **(Credit: 1) - This course will only be offered during the fall semester and students will meet every day.**

### **ADVANCED PLACEMENT CALCULUS 2 1572**

**Course Level: AP**

**Grades: 11-12**

#### **UCONN Early College Experience (ECE)**

Integral Calculus— This course is a continuation of Calculus 1 and students develop the skills to think divergently to solve problems, apply mathematics in the areas of prediction and analysis and learn to develop multi-stage solutions in problem solving. They learn to find area, volume, arc length, and surface areas by means of the definite integral. Students also learn the calculus of inverse trigonometric functions, techniques, and applications of integration, numerical integration, improper integrals, and integration with polar coordinates, parametric curves, infinite sequences and series, power series, Taylor's formula. The objective of this course is to prepare highly motivated students to earn college credit through the UCONN Early College Experience or earn Advanced Placement credit through achievement on the Advanced Placement examination. (Prerequisite: AP Calculus 1) - **(Credit: 1) – This course will only be offered during the spring semester and students will meet every day.**

### **PROBABILITY AND STATISTICS 1593**

**Course Level: A (CCP1)**

**Grades: 11-12**

This course will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes:

- Exploring Data: Describing patterns and departures from patterns.
- Sampling and Experimentation: Planning and conducting a study.
- Anticipating Patterns: Exploring random phenomena using probability and simulation.
- Introduction to Statistical Inference: Estimate population parameters and testing hypotheses.

(Prerequisite: Algebra 1) - **(Credit: 1)**

## **ADVANCED PLACEMENT STATISTICS 1552**

**Course Level: AP**

**Grades: 11-12**

### **UCONN Early College Experience (ECE)**

This course will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes:

- Exploring Data: Describing patterns and departures from patterns.
- Sampling and Experimentation: Planning and conducting a study.
- Anticipating Patterns: Exploring random phenomena using probability and simulation.
- Statistical Inference: Estimate population parameters and testing hypotheses.

(Prerequisite: Algebra 2A or Algebra 2H) - **(Credit: 1)**

## **TOPICS IN MATHEMATICS 1014**

**Course Level: G (CCP2)**

**Grade: 12**

The objective of this course is to further prepare students for post high school mathematical challenges while enlightening students to mathematical applications through interdisciplinary exploration. Topics covered may include College Algebra concepts, Math for Food Service, Physical Education, the Sciences, and Technology Education, post-high school test preparation, and Math for Software Implementation. - **(Credit: 1)**

## **ADVANCED TOPICS IN MATHEMATICS 1583**

**Course Level: A (CCP1)**

**Grade: 12**

The objective of this course is to further prepare students for post high school mathematical challenges while enlightening students to mathematical applications through interdisciplinary exploration. Students will improve their problem solving skills as they explore advanced topics in geometry and algebra that they may well encounter in college. The first half of the course also emphasizes SAT preparation. - (Prerequisite: Algebra 2) - **(Credit: 1)**

# **Medical Careers**

## **CERTIFIED NURSING ASSISTANT 6343**

**Course Level: A (CCP1)**

**Grades: 11-12**

The Certified Nursing Assistant program prepares high school students for employment both in hospitals and long-term care settings. Students will develop career entry skills that will enable them to be employed as state certified nursing assistants. This learning environment provides the student with the attitudes, competencies, skills, and exposure to the extensive career pathways available in Allied Health. This course integrates science, mathematics, and language arts with nursing theory and practice. This course will require one hundred and twenty-five hours of classroom and sixty hours of clinical experience and certification. (Prerequisite: Biology) - **(Credit: 2)**

## **MEDICAL CAREERS: FUNDAMENTALS 6353**

**Course Level: A (CCP1)**

**Grades: 10-12**

Students will explore topics including medical ethics, terminology, and measurement of vital signs, structure and function of the human organism, infection control, and standard precautions. Students also explore all five health career pathways: Therapeutic Services, Diagnostic Services, Health Informatics, Support Services and Biotechnology Research and Development. Students will demonstrate their learning an inpatient care simulations in the lab, by analyzing a variety of ethical dilemmas and by working with models of human body systems. This course is strongly recommended for those students who are interested in exploring career opportunities in the allied health fields. - **(Credit: 1)**

**Students enrolled in this course will be given preference for acceptance into the Certified Nursing Assistant Program.**

**An application process is mandatory for entry into the CNA program. Applications can be obtained from your school counselor in the School Counseling Department.**

**The Certified Nursing Assistant program and the Medical Careers Fundamentals course is located only at Mark T. Sheehan High School. Lyman Hall High School students enrolled in the CNA Program and in the Medical Careers Fundamentals course will be bused to Mark T. Sheehan High School and returned to Lyman Hall High School.**

# Music

The primary aim of the high school music program is to offer a variety of musical experiences to all students in the light of their interests and abilities. The music program is composed of two divisions: subject matter and performance. The subject offerings promote a broader knowledge and understanding of music through the study of music and musicians, while the applied music phase of the program is concerned with the development of individual and cooperative performance skills, both choral and instrumental.

## **BAND 5613 (A), 5612 (H)**

**Course Levels: A (CCP1) and H**

**Grades: 9-12**

The band is a multi-faceted performing ensemble that includes wind and percussion instruments. Emphasis is placed on the study of band literature. In the fall, students learn to combine the skills of performance and movement using marching band repertoire. In addition, students gain a deeper appreciation of music through a variety of performances, including marching band competitions, football games, school assemblies, pep rallies, concerts, parades, music festivals, and exchange concerts. Students will be required to attend after school rehearsals and scheduled performances. Participation in Marching Band is a requirement of this course. - **(Credit: 1)**

**Note: Students may have the opportunity to select this performance ensemble for an honors credit. To qualify for the honors credit, students must apply and obtain the music director's permission. Applications may be obtained from the student's school counselor or music director.**

## **STRING ENSEMBLE 5783 (A), 5782 (H)**

**Course Levels: A (CCP1) and H**

**Grades: 9-12**

This course is designed for students who are interested in furthering their knowledge of and skills in performing string music. Various styles of music are studied and performed. Students are also introduced to sight-reading, musical notation, and will explore the historical and cultural contexts of the music. The string ensemble performs in concerts, in assorted community events, and may participate in music festivals and exchange concerts. Students will be required to attend after school rehearsals and scheduled performances. - **(Credit: 1)**

**Note: Students may have the opportunity to select this performance ensemble for an honors credit. To qualify for the honors credit, students must apply and obtain the music director's permission. Applications may be obtained from the student's school counselor or music director.**

## **JAZZ ENSEMBLE 5793 (A), 5792 (H)**

**Course Levels: A (CCP1) and H**

**Grades: 9-12**

Jazz Ensemble is an advanced performing organization which includes saxophones, trombones, trumpets, and a rhythm section. The focus of Jazz Ensemble is the study of music fundamentals, improvisation, and the performance of standard jazz literature. Interested students must audition and be accepted into the course. Preference may be given to members of the concert band. List of topics covered are: Performance of Standard Jazz Literature, Jazz Theory, Jazz History, Jazz Terminology, and individual and group instruction. - **(Credit: 1)**

**Note: Students may have the opportunity to select this performance ensemble for an honors credit. To qualify for the honors credit, students must apply and obtain the music director's permission. Applications may be obtained from the student's school counselor or music director.**

## **MIXED CHORUS 5723 (A) (1), 5722 (H) (1), 5623 (A) (½)**

**Course Levels: A (CCP1) and H**

**Grades: 9-12**

This course is designed for students who are interested in furthering their knowledge of and skills in performing choral music for mixed voices. Various styles of music are studied and performed. Students are also introduced to sight-reading, musical notation, and will explore the historical and cultural contexts of the music. The mixed chorus performs in concerts, in assorted community events and may participate in music festivals and exchange concerts. Students will be required to attend after school rehearsals and scheduled performances. - **(Credit: ½ or 1)** (continued on page 70)

**Note: Students may have the opportunity to select this performance ensemble for an honors credit. To qualify for the honors credit, students must apply and obtain the music director's permission. Applications may be obtained from the student's school counselor or music director.**

**MUSIC APPRECIATION 5603**

**Course Level: A (CCP1)**

**Grades: 9-12**

This music course is designed to increase awareness of and develop skills in listening, responding, and analyzing a variety of music. Students will trace the development of Western music genres from their beginnings to present day through the exploration of composers' lives, and the historical and social contexts of the times. - **(Credit: ½)**

**MUSIC THEORY 5643**

**Course Level: A (CCP1)**

**Grades: 9-12**

This course is an introductory course in the basic fundamentals of music. Students will study music reading, part writing, ear training, critical listening, and beginning composition. This course is open to all students. - **(Credit: ½)**

**ADVANCED MUSIC THEORY 5703**

**Course Level: A (CCP1)**

**Grades: 9-12**

This course is a continuation of Music Theory with an emphasis on modal scales, transposition, triad structure, harmonization, ear training, sight-reading, and keyboard skills. It is highly recommended for students intending to pursue a career in music. (Prerequisite: Music Theory) - **(Credit: ½)**

**ADVANCED PLACEMENT MUSIC THEORY 5702**

**Course Level: AP**

**Grades: 10-12**

This course is a continuation of Advanced Music Theory. This course is designed for students who have a solid background in the fundamentals of music theory. Important concepts will include ear training, sight singing, major/minor scales, composition, modes, and harmony. Students will further develop skills using the keyboard. Work requirements in this class are designed to prepare students for the AP Music Theory Exam. (Prerequisite: Music Theory and Advanced Music Theory) - **(Credit: 1)**

**SOPRANO/SOPRANO/ALTO CHORUS 5693**

**Course Level: A (CCP1)**

**Grades: 9-12**

This course is designed for students who are interested in furthering their knowledge of and skills in performing choral music for treble voices. Various styles of music are studied and performed. Students are also introduced to sight-reading, musical notation, and will explore the historical and cultural contexts of the music. The SSA performs in concerts, in the community and may also participate in music festivals. Students will be required to attend after school rehearsals and scheduled performances. - **(Credit: ½)**

**COLOR GUARD 5713**

**Course Level: A (CCP1)**

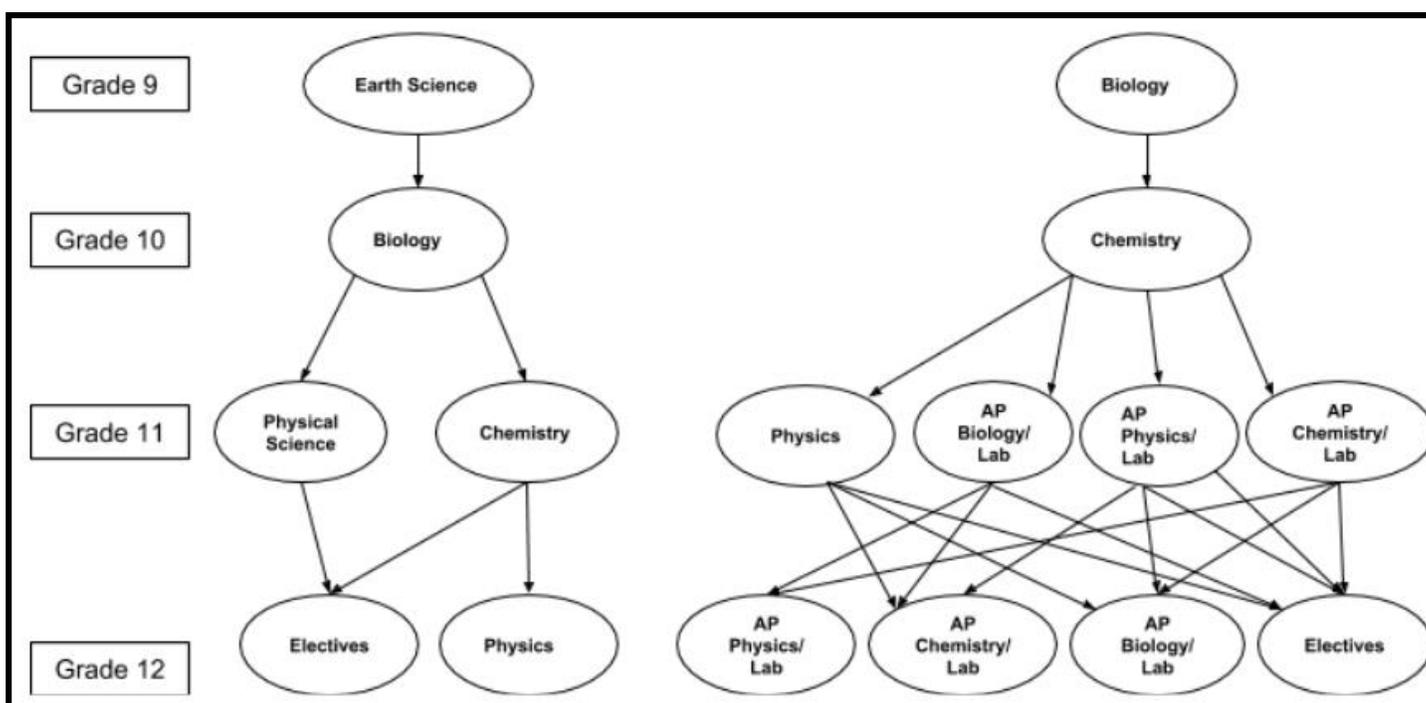
**Grades: 9-12**

The color guard performs in all marching band performances. Students must audition to be accepted into the color guard. Acceptance is based on rhythmic skills and physical coordination. - **(Credit: ½)**

# Science

Science helps to determine the nature of our lives and our society, so science education is central to all of our lives. It is a contributing factor to all governmental policies through vast technical developments and scientific research. Our world is complex and science knowledge is critical to making sense of it all. Whether making sense of current events, choosing and using technology or making decisions about one's health care, an understanding of science is key. Science is also critical as the United States continues to innovate, lead and create the jobs of the future. All students must have a solid science education.

Through a collaborative, state-led process, new K-12 science standards have been developed that are rich in content and practice and arranged in a coherent manner across disciplines and grades to provide all students an internationally benchmarked science education. The Next Generation Science Standards (NGSS) are based on the Framework for K-12 Science Education developed by the National Research Council. The State of Connecticut and Wallingford Public Schools have adopted and embraced the NGSS in our curriculum development, integrating the three dimensions of learning in science: disciplinary core ideas, crosscutting concepts and science and engineering practices that are essential in a 21st century science education.



- Electives and/or additional science courses may be taken in grade 10 as long as they are taken in addition to the recommended course.
- Dissection is one effective method of instruction in the biological sciences to demonstrate the relationship between structure and function. Any student who may have an objection to participation in an activity involving dissection will be provided with an alternative lesson.
- All students must pass one life science course, one physical science course and a third year of science (life science, physical science, or earth and space science) for a total of 3 credits. Students in the Agricultural Science program must take three science courses. Agricultural Science courses will be considered complete once students have completed standards in 2, 3, and 4.

## Life Science Courses

### **BIOLOGY 2214 (G), 2213 (A), 2212 (H)**

**Course Levels: G (CCP2), A (CCP1)**

**Course Level: H**

**Grade: 10**

**Grades: 9-10**

This course deals with basic concepts and phenomena central to the biological sciences. Students will be expected to express these principles of biology verbally, in writing, and mathematically. Topics explored include ecosystems, heredity, inheritance and variation of traits, molecules to organisms: structure and processes, and biological evolution: unity and diversity.

**(Credit: 1)**

### **ADVANCED PLACEMENT BIOLOGY 2222**

#### **AP BIOLOGY LAB L222**

**Course Level: AP**

**Grades: 11-12**

This course is equivalent to a college introductory biology course and is designed to be taken after the successful completion of a first course in high school biology. It is also recommended that students take a course in chemistry. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science. The major units of study will be: molecules and cells, heredity and evolution, and organisms and populations.

This rigorous course is intended for students who have demonstrated a willingness to commit considerable time to studying and completing assignments outside of the classroom. Students registering for this course must also register for the associated lab. (Required Prerequisite: Biology) (Recommended Prerequisite: Chemistry) - **(Credit: 1½)**

### **TOPICS IN BIOLOGY 2643**

**Course Level: A (CCP1)**

**Grades: 11-12**

This course is intended for students who have a genuine interest in the field of biology and wish to explore topics not covered in biology. Topics may include: ecology, genetics, forensics, disease, nutrition, and human biology and behavior. (Prerequisite: Biology) - **(Credit: 1)**

### **ANATOMY & PHYSIOLOGY 2243**

**Course Level: A (CCP1)**

**Grades: 11-12**

This course will relate structure and function to provide an integrated view of how the human body works. Numerous applications and everyday examples will show how the human responds to disease, injuries, as well as what conditions help to optimize health. Computer simulations and/or optional dissections of various body parts (using mammalian animal specimens) will be used to show how anatomy (structure) relates to physiology (function). The course reviews biochemistry, cell biology, tissues, and various organ systems. This course is recommended for science majors, especially health science majors. This rigorous course is intended for students who have demonstrated a willingness to commit considerable time to studying and completing assignments outside of the classroom. - **(Credit: 1)**

### **MARINE SCIENCE 2714**

**Course Level: G (CCP2)**

**Grades: 11-12**

This course focuses on different marine environments such as estuaries, tide pools, reefs, vents and the oceanic zone. Topics covered in this course include chemical, physical, and biological parameters of these marine environments. Emphasis will also be placed on the ecological relationships between marine organisms and their particular habitats. - **(Credit: ½)**

### **FORENSICS 2724**

**Course Level: G (CCP2)**

**Grades: 11-12**

This course focuses on the collection, identification and analysis of crime scene evidence. Emphasis will be placed on the methods that link suspect, victim, and crime scene. Laboratory exercises will include finger printing, hand writing analysis, ballistics, blood typing, hair and fiber examination, and DNA analysis. Case studies and current events will be explored. -

**(Credit: ½)**

## Earth and Space Science Courses

**EARTH SCIENCE 2414 (G), 2413 (A), 2412 (H)**

**Course Levels: G (CCP2) and A (CCP1)**

**Course Level: H**

**Grade: 9**

**Grades: 11-12**

This course stresses the major disciplines of Earth Science and integrates the necessary physical science concepts. Units studied include astronomy, meteorology, geology, and oceanography. Students will explore concepts related to the solar system, the Earth-moon system, Earth's weather and climate, severe storm formations, plate tectonics, erosion, and the movement of ocean water. - **(Credit: 1)**

**ASTRONOMY 1 2113**

**Course Level: A (CCP1)**

**Grades: 11-12**

This course emphasizes the seasonal changes observed in the night sky including constellations, galaxies, stars, planets, and the sun and the moon. Instrumentations such as satellites, telescopes and spectrometers will be studied along with the techniques used to measure the size and distance of astronomical objects. Historical developments in astronomy will be explored.

**(Credit: ½)**

**ASTRONOMY 2 2123**

**Course Level: A (CCP1)**

**Grades: 11-12**

This course is a comparative study of stars and the solar system. Topics include the evolution of stars and conditions necessary for life in the universe. - **(Credit: ½)**

## Physical Science Courses

**CHEMISTRY 2313 (A), 2322 (H)**

**Course Levels: A (CCP1) and H**

**Grades: 10-12**

This course deals with the fundamental concepts and phenomena central to chemistry. Students will be expected to express these principles of chemistry verbally, in writing, and mathematically. Topics explored include atomic structure and properties of matter, intermolecular and intramolecular forces and bonding, kinetics, chemical equilibrium, and thermochemistry, as well as chemical reactions. (Prerequisite: Algebra 1) - **(Credit: 1)**

**ADVANCED PLACEMENT CHEMISTRY 2352**

**AP CHEMISTRY LAB L352**

**Course Level: AP**

**Grades: 11-12**

This course is the equivalent of the general chemistry course usually taken during the first years of college and is designed to follow the successful completion of a high school chemistry course, such as Academic or Honors Chemistry. Topics covered include the structure of matter, kinetic theory of gases, chemical equilibria, chemical kinetics, and the basic concepts of thermodynamics. Strong emphasis is placed on chemical calculations and the mathematical formulation of principles. The course should contribute to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. This rigorous course is intended for students who have demonstrated a willingness to commit considerable time to studying and completing assignments outside of the classroom. Students registering for this course must also register for the associated lab. (Prerequisite: Chemistry A or H) - **(Credit: 1½)**

**PHYSICAL SCIENCE 2744 (G) 2743 (A)**

**Course Levels: G (CCP2), A (CCP1)**

**Grades: 11-12**

This course deals with the basic aspects and general behavior of matter. Students will be expected to express these principles of physical science verbally, in writing, and mathematically. Topics explored include energy, waves and electromagnetic radiation, structure and properties of matter, chemical reactions, and forces and interactions. - **(Credit: 1)**

**PHYSICS 2513 (A), 2522 (H)****Course Levels: A (CCP1) and H****Grades: 11-12**

This course deals with the fundamental concepts and phenomena central to physics. Students will be expected to express these principles of physical science verbally, in writing, and mathematically. Topics explored include motion and forces, energy, linear momentum and collisions, rotational motion, gravity, and orbits, oscillation and waves, electricity and magnetism, electromagnetic waves. (Prerequisite for Academic Level: Algebra 1 & Geometry and Prerequisite for Honors Level: Algebra 2) **(Credit: 1)**

**ADVANCED PLACEMENT PHYSICS 2552****AP PHYSICS LAB L552****Course Level: AP****Grades: 11-12****UCONN Early College Experience (ECE)**

This course includes topics in both classical and modern physics. A knowledge of algebra and trigonometry is required for the course. The basic ideas of calculus may be introduced in connection with physical concepts, such as acceleration and work. Understanding of the basic principles involved and the ability to apply these principles in the solution of problems are the major goals of the course. This rigorous course is intended for students who have demonstrated a willingness to commit considerable time to studying and completing assignments outside of the classroom.

**Students registering for this course must also register for the associated lab.** (Prerequisite: Algebra 2) - **(Credit: 1)**

**APPLIED CHEMISTRY 2614****Course Level: G (CCP2)****Grades: 11-12**

This is a general survey course focusing on the practical application of chemical concepts and theories to industry, technology, and everyday life. Numerous lab exercises and experiments enhance the classroom materials while providing "hands-on" experiences for the students. - **(Credit: 1)**

**Agricultural Science Core Courses**

Agricultural Mechanics/Landscape Management – 2, 3, and 4 Physical Science

Aquaculture Science – 2, 3, and 4 Life Science

Food Science – 2, 3, and 4 Life Science

Plant Science – 2, 3, and 4 Life Science

Large Animal Science – 2, 3, and 4 Life Science

Small Animal Science – 2, 3, and 4 Life Science

Wildlife Biology – 2, 3, and 4 Life Science

# Social Studies

The purpose of social studies is to prepare students to meet the ongoing needs they face in a highly complex and rapidly changing society. The program aims to develop independent lifelong learners who are interested in studying human activities in meaningful ways. The curriculum guides students to become contributing members of society who actively and intelligently address the social problems in their community. The essential skills focus are on developing questions and planning inquiry, evaluating sources, using evidence, communicating conclusions, and taking informed action.

**UNITED STATES GOVERNMENT AND POLITICS 3493 (A)****Course Level: A (CCP1)****Grade: 9****This course is required for graduation and is only offered in the fall.**

This course is designed to provide students with practical knowledge and analytical perspective on government and politics in the United States and its direct connection to them. Relevance to life is imperative to students to connect with the democratic process as citizens of the United States. Students will be able to apply knowledge of the U.S. Constitution and demonstrate their understanding of how the American system of government functions on the local, state, and national levels as well as the impact on individual citizens. Students will also be able to demonstrate their understanding that U.S. citizens have both rights and responsibilities in order for our government to maintain order in our society and that as citizens they should consider alternatives

to the traditional ways things have always been done. A student-centered and inquiry based approach will be taken to help students question and develop perspective on how America's government functions. **This course will satisfy the Civics credit required for graduation. - (Credit: ½)**

### **ADVANCED PLACEMENT UNITED STATES GOVERNMENT AND POLITICS 3492**

**Course Level: AP**

**Grade: 9**

**Students may opt to take this course in place of United States Government and Politics.**

Advanced Placement United States Government and Politics is a college-level introduction to key political concepts, ideas, institutions, policies, interactions, roles and behaviors that characterize the constitutional system and political culture of the United States. Students will read and analyze U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions between political institutions and behavior. They will read and interpret data, develop evidence-based arguments, and engage in an applied civics or politics research-based project. **This course will satisfy the state Civics credit requirement for graduation. - (Credit: 1)**

### **CONTEMPORARY GLOBAL ISSUES 3153**

**Course Level: A (CCP1)**

**Grade: 9**

**This course is only offered in the spring.**

This course will be an examination of thought provoking topics which are current in the world today. The emphasis will be on close reading and viewing, summary, discussion, and analysis. Students will focus on media literacy and the way media and media messages can influence beliefs, attitudes, values, behaviors, and the democratic process. Topics covered will include those such as globalization, the influence of American culture in the world, emerging cultures, wealth and poverty, refugees, technology and many other ethical and world related issues. Reading will be from diverse areas including history, politics, philosophy, science, and sociology, as well as relevant literature, music and film. Students will develop argumentation and informative style writing pieces on a variety of topics and compose well-researched papers which synthesize their thoughts in an engaging and accurate manner. **This course is eligible for the CTCGE - (Credit: ½)**

### **WORLD HISTORY 3593 (A), 3592 (H)**

**Course Levels: A (CCP1) and H**

**Grade: 10**

This adventure into the past traces human development from the dawn of man to modern society. Students will discover historical patterns and concepts that have led to an interconnected world. This course will focus on historical inquiry, analyzing historical data, formulating hypotheses, and writing to argue and inform.

**This course is eligible for the CTCGE - (Credit: 1)**

### **ADVANCED PLACEMENT WORLD HISTORY 3591**

**Course Level: AP**

**Grade: 10**

In this course, students will develop a greater understanding of the evolution of global processes and contacts and how they interact with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. This course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge used in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Students will discuss periodization, which forms an organizing principle for dealing with change and continuity throughout the course. Six specific themes provide further organization and consistent attention to contacts among societies that form the core of World History as a field of study. **(Credit: 1)**

### **UNITED STATES HISTORY 3123 (A), 3122 (H)**

**Course Levels: A (CCP1) and H**

**Grade: 11**

**A United States history course is required for graduation.**

In this course, students will explore major events in United States history focusing on the rise of Industrial America to the present. The content explores forces and factors which have shaped 20<sup>th</sup> century American history. Emphasis is placed on recurring historical themes, ideas and trends. The use of historical skills such as interpretation of historical documents and persuasive writing are emphasized. Students are given the opportunity to acquire an understanding of our country's past and see themselves as part of American society today. **- (Credit: 1)**

**ADVANCED PLACEMENT UNITED STATES HISTORY 3162****Course Level: AP****UCONN Early College Experience (ECE) only at Sheehan H.S.****Grade: 11****A United States History course is required for graduation.**

The Advanced Placement program in United States History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and issues in United States history. Students learn to assess historical materials on their relevance to a given interpretive problem, for reliability and importance, and to weigh the evidence and interpretations presented. This course will help students develop the skills necessary to arrive at conclusions based on an informed judgment and to present reasons and evidence clearly and persuasively in essay format. - **(Credit: 1)**

**ECONOMICS 3533****Course Level: A (CCP1)****Grades: 11-12**

This course explains how and why people and societies make economic choices. Students will examine macroeconomic and microeconomic principles in order to understand the fundamentals of the American and global economic systems. Real world application and examples of economic concepts such as supply and demand, gross domestic product, business functions, inflation, and trade will be explored. - **(Credit: ½)**

**ADVANCED PLACEMENT ECONOMICS 3552****Course Level: AP****Grades: 11-12**

This course is a full year course that is designed to prepare students to take the Advanced Placement Microeconomics and/or the Advanced Placement Macroeconomics exam(s). One portion of this course will focus on macroeconomics and will provide students with a thorough understanding of the principles of economics that apply to an economic system as a whole. A primary emphasis will be placed on the study of national income and price determination as well as develop familiarity with economic performance measures, economic growth, and international economics.

Another section of this course will include the study of microeconomics and will provide students with a thorough understanding of the principles of economics that microeconomics and will provide students with a thorough understanding of the principles of economics that apply to individual decision makers (i.e., consumers and producers). This portion of the course will emphasize the nature and functions of markets and include the study of the role of government in economics. - **(Credit: 1)**

**CONTROVERSIES IN TODAY'S SOCIETY 3103****Course Level: A (CCP1)****Grades: 11-12**

This course introduces students to complex and controversial issues faced by the United States today. Students will utilize a range of sources providing historical context and multiple perspectives on each issue as they develop fundamental research, argument writing, and debate skills. Topics for this course might include: environmental protection, civil liberties and rights, sports, health care, U.S. policy, human rights, national security, and social media.

**This course is eligible for the CTCGE - (Credit: ½)****ADVANCED PLACEMENT COMPARATIVE POLITICS 3152****Course Level: AP****Grades: 11-12**

This course encompasses the study of government and politics in specific countries, as well as the general concepts used to interpret the political relationships and institutions found in all politics. The following six countries will be studied in this course: Great Britain, China, Russia, Iran, Mexico, and Nigeria.

**This course is eligible for the CTCGE - (Credit: ½)****SOCIOLOGY 3563****Course Level: A (CCP1)****Grades: 11-12**

Sociology is the study of human social behavior. It assumes a group, rather than an individual, perspective. Sociologists look for patterns in social relationships. Individuals can benefit by using their sociological knowledge to evaluate events in their personal lives. In this course, students will explore such essential questions as *Why should we study society and what does it teach us?* and *What are the benefits and challenges of a diverse society?* - **(Credit: ½)**

**PSYCHOLOGY 9403****Course Level: A (CCP1)****Grades: 11-12**

This course provides students with a systematic and scientific approach to the study of human behavior and mental processes. Students will explore various aspects of human behavior including theories of personality, aspects of thought processes, states of consciousness, motivation and emotion, and the basic areas of mental illness. Due to the similar nature of the course content, students enrolled in Psychology cannot enroll in AP Psychology as part of their graduation requirements. - **(Credit: 1)**

**ADVANCED PLACEMENT PSYCHOLOGY 9452****Course Level: AP****Grades: 11-12**

This course is equivalent to a college introductory Psychology course. It is designed to introduce students to the systematic and scientific study of human behavior and mental processes. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They will also learn about the ethics and methods psychologists use in their science and practice. The development of critical thinking skills and research methods will be emphasized. - **(Credit: 1)**

**Due to the similar nature of the course content, students enrolled in AP Psychology cannot enroll in Psychology as part of their graduation requirements.**

**AFRICA 3513****Course Level: A (CCP1)****Grades: 11-12**

It is the goal of this course to dispel many of the myths that are associated with the African continent. As a result, students will explore African culture by studying African values and traditions through folktales, arts and literature, and proverbs. Students will also examine major historical events such as the slave trade, European colonialism, and Apartheid. This course will address significant problems facing modern African nations including human rights abuses, environmental issues, and the African AIDS crisis, as well as other diseases. Finally, students will examine the struggle to build democratic nations and Africa's future on the world stage. **This course is eligible for the CTCGE - (Credit: ½)**

**CHINA AND JAPAN 3353****Course Level: A (CCP1)****Grades: 11-12**

This course will examine China and Japan, two countries in one of the most dynamic regions of the world today. Topics to be studied include geography, history, and the political, economic, social, and religious institutions that define these two fascinating societies. Emphasis will be on modern Japanese and Chinese cultures. The relationships of these countries with the United States will also be explored. **This course is eligible for the CTCGE - (Credit: ½)**

**THE MIDDLE EAST 3453****Course Level: A (CCP1)****Grades: 11-12**

The culture, religions, and history of the Middle East are fundamental to understanding current world events and U.S. national security. Considering a variety of perspectives, students will use an inquiry approach to examine issues affecting the Middle East and the world today such as oil and economic power, terrorism and jihad, the Israel-Palestine conflict, the Iranian Revolution and recent "Arab Spring" movements, U.S. foreign policy and military involvement, and the role of women in Middle Eastern countries. Students will analyze the viewpoints of key players, develop well-informed conclusions, and present arguments regarding this prominent region in today's world. **This course is eligible for the CTCGE - (Credit: ½)**

**ADVANCED PLACEMENT EUROPEAN HISTORY 3452****Course Level: AP****Grades: 11-12****UCONN Early College Experience (ECE)**

Including the study of European history since 1450, this course introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live today. This knowledge provides students with the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse.

**This course is eligible for the CTCGE - (Credit: 1)**

# Technology Education

Technology Education, an important part of the district's Career and Technology Education initiative, offers students, both male and female, the opportunity to develop essential skills to live and work in our technological world. Through the study of one or more of the following areas: communication, construction, manufacturing, and transportation systems, students will develop an understanding of the use and control of technology, its effect on individuals, the environment and society. The students will as a result of experiencing technology demonstrate transferable skills, knowledge for successful life management, employment, and successful career development. Technology Education classes help students to:

- Know and appreciate the importance of technology.
- Adjust to the ever-changing technological environment.
- Apply tools, materials, processes, and technical concepts safely and efficiently.
- Identify and develop individual talents and creative ability.
- Work in teams and use problem solving techniques.
- Apply what they have learned in other school subjects.
- Become wise consumers.
- Make informed career choices.

## Pre-Engineering and Advanced Manufacturing

The Pre-Engineering and Advanced Manufacturing course has been developed to meet the demands of local employers and to engage all students as individuals while providing a flexible pathway for all students. Whether students plan to pursue an engineering degree program or employment at a local manufacturer, the Pre-Engineering and Advanced Manufacturing Pathway enables students to build a foundation upon which they can succeed.

The program is developed using a nationally recognized certificate program developed by the Manufacturing Skills Standards Council. Students may earn certificates that may lead to employment opportunities and/or state and local college or university credit.



**PRE-ENGINEERING AND ADVANCED MANUFACTURING 8103**

**(Offered only at Sheehan HS)**

**Course Level: A (CCP1)**

**Grades: 11-12**

This course focuses on 21st century employability skills and career explorations in engineering and manufacturing. The emphasis is to provide students an introduction to concepts relevant in a modern manufacturing and engineering environment. These concepts include workplace Safety, Quality Practices & Measurement; Lean Principles, Manufacturing Processes & Production, and Soft Skills. Students may investigate, through the college and career counseling office, a supervised job shadowing/internship experience where they may work up to 120 hours and gain firsthand knowledge of the work environment and the opportunities available to them. Students may be eligible for nationally accredited certifications that may lead to employment opportunities and/or credit at state and local colleges and universities. - **(Credit: 1)**

## Drafting and Design

**COMPUTER AIDED DRAFTING & DESIGN 7163**

**Course Level: A (CCP1)**

**Grades: 9-12**

During the first half of the year students will explore traditional drafting techniques such as how to sketch and draw different objects/products accurately. The second half of the year focuses on computer aided drafting and the reinforcement of traditional drafting skills using the computer. Students interested in drafting, computer aided drafting, design, construction, and manufacturing & engineering are encouraged to take this course. Through individual or group problem solving activities, students will learn to read, interpret and draw technical plans that fit a variety of applications. - **(Credit: 1)**

**ADVANCED COMPUTER AIDED DRAFTING & DESIGN 7193**

**Course Level: A (CCP1)**

**Grades: 10-12**

This course focuses on the use of computer aided technical drafting systems to solve a variety of design and engineering problems. Emphasis will be placed on using different projects to create solid models, develop assembly drawings, design solutions to engineering problems, and design products based on function and form utilizing math and science concepts. (Prerequisite: Computer Aided Drafting & Design) - **(Credit: 1)**

**ARCHITECTURAL DRAFTING & DESIGN 7113**

**Course Level: A (CCP1)**

**Grades: 9-12**

In this course students will design and develop a complete set of plans for a residential structure. Assignments will be pursued in much the same way an architect relates to a client. Technical skills will be emphasized along with the ability to communicate one's ideas. Students will be introduced to architectural computer aided drafting. - **(Credit: 1)**

**ADVANCED ARCHITECTURAL DRAFTING & DESIGN 7123**

**Course Level: A (CCP1)**

**Grades: 10-12**

In this course students will design a building for a given site with an emphasis on architectural computer aided drawing. Compliance with state and local codes and regulations will be stressed. Sketches, cost estimates, and specifications will be worked out along with a complete set of working drawings and models. In addition to residential design and constructions, commercial building and small land development projects will be covered. (Prerequisite: Architectural Drafting & Design) – **(Credit: 1)**

# Construction Technologies

**DESIGN & PRODUCTION OF WOOD PRODUCTS 7233**

**Course Level: A (CCP1)**

**Grades: 9-12**

This course will provide students with an opportunity to experience activities using materials, tools and processes within this production area. Students will use a variety of hand and machine tools; planning, layout, processing in assembly, and finishing techniques related to wood products. - **(Credit: ½)**

**DESIGN & PRODUCTION OF CUSTOM WOOD PRODUCTS 7243**

**Course Level: A (CCP1)**

**Grades: 10-12**

Students will learn to design and produce a useful custom wood product with an emphasis on complex wood joints, and in-depth instruction on the operation of machines. (Prerequisite: Design & Production of Wood Products) - **(Credit: 1)**

**RESIDENTIAL CONSTRUCTION 7273**

**Course Level: A (CCP1)**

**Grades: 9-12**

Students will construct models and/or actual buildings to demonstrate knowledge of site planning, the ability to read and interpret blue prints, foundation, framing, sheathing, siding, roofing, and finishing techniques in the construction of residential structures. Learning strands include safety practices, local, state and federal construction regulations, qualitative analysis of materials on a cost value vs. budget basis. Students will explore multiple career opportunities and the impact of environmental and technological advances on lifelong learning. - **(Credit: ½)**

**HOME REPAIR & MAINTENANCE 7223**

**Course Level: A (CCP1)**

**Grades: 11-12**

Through exposure, demonstration, and hands-on experiences, the student will become a better educated consumer, will become more self-sufficient and less dependent on the use of costly outside service providers, and will gain the knowledge of the structure and various systems that need repair and maintenance as opposed to the commonly referred practice of a “throwaway society”. This course will cover repair of roofs, gutters, walls, floors, furniture, water and waste systems, electrical systems, heating and cooling systems, insulation, and mechanical applications that relate to interior and exterior home maintenance. These experiences will expose the student to the trades, professions, and career opportunities related to the maintenance and repair of all structures and systems that are common to daily living. - **(Credit: 1)**

# Information Technologies

## **ROBOTICS 7313**

**Course Level: A (CCP1)**

**Grades: 9-12**

We live in a world that is increasingly dependent on automation and robotics to meet the demands of manufacturing, experimentation, and research and development, amongst many other fields. In a robotics course, students will be exposed to the emerging technologies, principles, and problem solving found in the field of robotics. Students will use software to program custom-built robots to perform specific tasks. Using science, technology, engineering, and mathematics (STEM), students will build complex electro-mechanical systems that move independently and perform pre-programmed tasks. - **(Credit: ½)**

## **AUDIO/VISUAL COMMUNICATION 7133**

**(Offered only at LHHS)**

**Course Level: A (CCP1)**

**Grades: 10-12**

This course will provide students with hands-on, problem solving experiences using sound and video recording and editing devices. Students will learn the processes involved in designing and producing a variety of video communications. Students will use camcorders and linear or digital editing equipment to produce, record, arrange, and edit images and sound into a final project. Students will be made aware of career options within this area and gain production experiences as they complete a variety of video assignments, including work designed for commercial broadcast. - **(Credit: ½)**

## **GRAPHIC COMMUNICATION 7173**

**Course Level: A (CCP1)**

**Grades: 9-12**

Utilizing multiple software applications, scanners, digital cameras, and laser and color printers, students will learn how ideas are communicated through words and illustrations to create a graphic message. A variety of input devices will be used to design and produce graphic messages such as posters, letterheads, business cards, and brochures. Students will be exposed to areas of web page design including HTML coding and other web designs software. - **(Credit: ½)**

## **INTRODUCTION TO COMPUTER SCIENCE 7303**

**Course Level: A (CCP1)**

**Grades: 9-10**

Introduction to Computer Science is a yearlong course. While the topic of programming is addressed, this is not a course in computer programming. The course utilizes a variety of tools/platforms and culminates with final projects around the following topics: Human Computer Interaction, Problem Solving, Web Design, Programming, Computing and Data Analysis, and Robotics. Ethical and social issues in computing, and careers in computing, are woven throughout the course. This course addresses how computing enables innovation in a variety of fields and the impacts that those innovations have on society. Technology has had both positive and negative impacts on human culture. The proliferation of computers and networks raises a number of ethical issues. Students will be able to identify ethical behavior and articulate both sides of ethical topics. They study the responsibilities of software users and software developers with respect to intellectual property rights, software failures, and the piracy of software and other digital media. Students are also introduced to the concept of open-source software development and explore its implications along with identifying and describing careers in computing and careers that employ computing. - **(Credit: 1)**

## **COMPUTER REPAIR 7385**

**Course Level: A (CCP1)**

**Grades: 10-12**

Students will learn to install and maintain computer hardware and software systems. They will learn to diagnose and repair components and functions and learn how to solve failures when they occur. Students will have the opportunity to practice these skills in a series of hands-on lab activities. - **(Credit: ½)**

## **COMPUTER PROGRAMMING (PYTHON) 7391**

**Course Level: A (CCP1)**

**Grades: 10-12**

Students will develop a working knowledge of programming in the Python language in order to solve complex problems. The goals are to develop logical thought processes and problem solving skills through computer programming and to foster computer literacy. - **(Credit: 1)**

**(This course is an elective and does not count toward the three math credits required for graduation.)**

# Transportation

## **TRANSPORTATION SYSTEMS 7753**

**(Offered only at LHHS)**

**Course Levels: A (CCP1)**

**Grades: 9-12**

This course is an introduction and an overview of transportation systems including land, air, marine, and space. Students will work in a lab environment and apply math and science concepts such as flight systems, boat hull design and model rockets. Special emphasis will be placed on power systems and maintenance of small two cycle and four stroke engines found on mowing equipment, lawn/garden equipment, generators, dirt bikes and motorcycles. - **(Credit: 1)**

## **AUTOMOTIVE ENGINE FUNDAMENTALS 7413**

**(Offered only at LHHS)**

**Course Level: A (CCP1)**

**Grades: 10-12**

Through hands-on learning experiences students will explore several aspects of the automobile including engine components, drive trains, and braking systems. Special emphasis will be placed on active hands-on learning activities where students disassemble and assemble the components of engines, drive trains, and braking systems while replacing parts where needed. (Prerequisite: Instructor's permission) - **(Credit: 1)**

## **AUTOMOTIVE SYSTEMS DIAGNOSTICS 7423**

**(Offered only at LHHS)**

**Course Level: A (CCP1)**

**Grades: 11-12**

Through hands-on learning activities, students will use advanced automotive diagnostic equipment and computers to diagnose and resolve a wide assortment of auto-motive repair and maintenance issues. Actual service and repairs will be performed on a variety of vehicles. Students may bring in their own vehicles for service. This course also provides students with opportunities to develop entrepreneurial skills by servicing vehicles for family members and school personnel. (Prerequisite: Automotive Engine Fundamentals) - **(Credit: 1)**

## **ADVANCED AUTOMOTIVE SYSTEMS DIAGNOSTICS 7433**

**(Offered only at LHHS)**

**Course Level: A (CCP1)**

**Grade: 12**

Through hands-on learning activities, students will continue to use advanced automotive diagnostic equipment and computers to diagnose and resolve a wide assortment of automotive repair and maintenance issues. Students will explore the concepts underlying all electrical control systems. They will learn how control systems make vehicles operate efficiently, improve safety, and enhance comfort. Students will use electronic diagnostic equipment to analyze system malfunctions in a variety of vehicles and apply problem solving skills to make the necessary repairs. Students successfully completing this course will be capable of maintaining their own vehicles or to pursue an automotive career through a certification or degree program. (Prerequisite: Automotive Systems Diagnostics) - **(Credit: 1)**

## **ADVANCED AUTOMOTIVE WORK EXPERIENCE 8620 (1), 8610 (½)**

**(Offered only at LHHS)**

**Course Level: Pass/Fail**

**Grade: 12**

Students enrolled in this course may register for a work experience in the automotive areas. The .5 credit option will require 250 hours of work and the 1.0 credit option will require 400 hours of work. The work experience will be monitored by the instructor and will involve ongoing communication between the automotive instructors, the students, and the employers. Students must pass Advanced Automotive Systems Diagnostics to be eligible for work experience credit. - **(Credit: ½ or 1)**

# World Languages

The world languages program develops the mastery of the four basic language skills: listening, speaking, reading, and writing. This program presupposes an intellectual maturity on the part of the student and a willingness to devote intensive study to the oral, written, and cultural aspects of the language. The number of units of world language required for college admission varies among institutions. Students are asked to check frequently with the school counseling department to make certain they are taking the necessary requirements. Students who do not yet have a career goal in mind or who wish to allow for the possibility of a change in goal will find that four years of a world language will be of value in preparing them for any career, including one in business.

## **FRENCH 1 4113**

**Course Level: A (CCP1)**

**Grades: 9-12**

This course is designed to teach the basic elements of the French language and culture. Through short dialogs using everyday vocabulary, students will begin to speak, read, write and understand spoken French. Students will be engaged in a variety of activities to foster a better understanding of the language and the culture. **This course is eligible for the CTCGE – (Credit: 1)**

## **FRENCH 2 4123**

**Course Level: A (CCP1)**

**Grades: 9-12**

This course begins with a detailed review of French 1 grammar. There is an emphasis on increasing opportunities to use the language through speaking, writing, reading and listening. Students will learn new vocabulary and grammar necessary for more sophisticated readings and more complex dialogs. Students will be engaged in a variety of activities to foster a better understanding of the language and culture. **This course is eligible for the CTCGE (Prerequisite: French 1) - (Credit: 1)**

## **FRENCH 3 4132**

**Course Level: H**

**Grades: 9-12**

This course continues and builds upon listening comprehension and speaking skills. More advanced grammar study is conducted and students are expected to communicate in French. Reading selections provide opportunities for class discussions in the language. Students will be engaged in a variety of activities to foster a better understanding of the language and culture. **This course is eligible for the CTCGE (Prerequisite: French 2) - (Credit: 1)**

## **FRENCH 4 4142**

**Course Level: H**

**Grades: 10-12**

This course focuses on the study of complex French grammar and the reading of authentic French literature. Emphasis is placed on discussing and writing about the literature in French. Students are expected to use the target language extensively in class. Students will be engaged in a variety of activities to foster a better understanding of the language and culture. **This course is eligible for the CTCGE (Prerequisite: French 3) - (Credit: 1)**

## **FRENCH 5 4102**

**Course Level: H**

**Grades: 11-12**

This course provides opportunities for students to develop their proficiency in all four language skills: listening, speaking, reading and writing. French is used almost exclusively by both teachers and students resulting in an increased opportunity for oral and written expression in the language. This course includes conversation, review of selected points of grammar, reading and analysis of literary and non-literary texts and discussion regarding culture, media and current events. This course will engage students in a variety of activities to foster a better understanding of the language and culture. **This course is eligible for the CTCGE (Prerequisite: French 4) - (Credit: 1)**

**ADVANCED PLACEMENT FRENCH 6 4112****Course Level: AP****Grade: 12****UCONN Early College Experience (ECE)**

This course provides opportunities for students to develop their proficiency in all four language skills: listening, speaking, reading and writing. French is used exclusively by both teachers and students resulting in an increased opportunity for oral and written expression in the language. This course includes conversation, review of selected points of grammar, reading and analysis of literary and non-literary texts and discussion regarding culture, media and current events. This course will engage students in a variety of activities to foster a better understanding of the language and culture. Students will study global challenges, science and technology, contemporary life, personal and public identities, families and communities, and beauty and aesthetics.

**This course is eligible for the CTCGE (Prerequisite: French 5) - (Credit: 1)****GERMAN 1 4213****(Offered only at SHS)****Course Level: A (CCP1)****Grades: 9-12**

This course is designed to teach the basic elements of the German language and culture. Basic speaking, reading, and writing skills are taught, with an emphasis on structure and communication skills. Students will be engaged in a variety of activities to foster a better understanding of the language and culture of the peoples of Germany, Switzerland, and Austria. **This course is eligible for the CTCGE - (Credit: 1)**

**GERMAN 2 4223****(Offered only at SHS)****Course Level: A (CCP1)****Grades: 10-12**

This course has an emphasis on increasing opportunities to use the language through speaking, writing, reading and listening. Students will learn new vocabulary and the necessary grammar for more sophisticated readings and more complex dialogues. Students will be engaged in a variety of activities to foster a better understanding of the language and culture. **This course is eligible for the CTCGE (Prerequisite: German 1) - (Credit: 1)**

**GERMAN 3 4232****(Offered only at SHS)****Course Level: H****Grades: 11-12**

This course continues and builds upon listening comprehension and speaking to a much greater degree than German 2. More advanced grammar study is conducted and students are expected to communicate in German. Reading selections provide opportunities for class discussions in the language. Students will be engaged in a variety of activities to foster a better understanding of the language and culture. **This course is eligible for the CTCGE (Prerequisite: German 2) - (Credit: 1)**

**GERMAN 4 4242****(Offered only at SHS)****Course Level: H****Grade: 12**

This course focuses on the study of complex German grammar and the reading of authentic German literature. Emphasis is placed on discussing and writing about the literature in German. Students are expected to use the target language extensively in class. They will be engaged in a variety of activities to foster a better understanding of the language and culture. **This course is eligible for the CTCGE (Prerequisite: German 3) - (Credit: 1)**

**ITALIAN 1 4313****Course Level: A (CCP1)****Grades: 9-12**

This course will teach students the basic elements of the Italian language and culture. Through interactive lessons using everyday vocabulary, students will speak, read, write, and understand spoken Italian. Students will engage in a variety of activities to foster a better understanding of the language and the culture. **This course is eligible for the CTCGE - (Credit: 1)**

**ITALIAN 2 4323****Course Level: A (CCP1)****Grades: 10-12**

This course begins with a detailed review of Italian 1 grammar. There is an emphasis on increasing opportunities to use the language in speaking, reading, writing and listening. Students will learn new vocabulary and grammar necessary for more sophisticated reading and more complex dialogues in class. Students will be engaged in a variety of activities to foster a better understanding of the language and culture. **This course is eligible for the CTCGE (Prerequisite: Italian 1) - (Credit: 1)**

**ITALIAN 3 4332****Course Level: H****Grades: 11-12**

This course continues grammar study, expands vocabulary, and provides increased opportunities for students to listen to, speak, read, and write Italian. Intermediate level stories with both content-based and evaluative discussions and questions supplement grammar study. **This course is eligible for the CTCGE** (Prerequisite: Italian 2) - **(Credit: 1)**

**ITALIAN 4 4342****Course Level: H****Grade: 12**

In this course, students continue to develop a wider vocabulary and increase their fluency in all four language skills. Students are expected to use the target language extensively in class. The cultural study includes Italian history, art and literature. Students will be engaged in a variety of activities to foster a better understanding of the language and culture. **This course is eligible for the CTCGE** (Prerequisite: Italian 3) - **(Credit: 1)**

**LATIN 1 4413****Course Level: A (CCP1)****(Offered only at LHHS)****Grades: 9-12**

This course will acquaint students with our cultural debts to Rome. Students will master skills necessary for the reading and study of Latin literature. They will increase their English vocabulary through the study of word formation while also learning key Latin vocabulary. Through this course of study, students will be introduced to classical mythology, Roman history, and culture. Students will attain a working knowledge of English vocabulary derived from Latin words related to the field of law, medicine, science, and business. **This course is eligible for the CTCGE** - **(Credit: 1)**

**LATIN 2 4433****Course Level: H****(Offered only at LHHS)****Grades: 10-12**

Latin 2 is the second of only four courses within the scope and sequence of Wallingford's Latin program. The aim of this course is to engage students in the majority of Latin's grammatical content so they have the tools they need to proficiently read authentic Latin texts which range from epigrams to historical reports. In addition to learning essential grammatical content, students will analyze the culture, society, and politics of the Roman Empire's interaction with Egypt and Britain in the first century C.E. **This course is eligible for the CTCGE** (Prerequisite: Latin 1) - **(Credit: 1)**

**LATIN 3 4432****Course Level: H****(Offered only at LHHS)****Grades: 11-12**

In this course, students will read and comprehend passages by Roman authors and master more detailed grammar and vocabulary. Through this experience, students will learn to appreciate Rome's history as well as its civilization, not only for its impact on our own society, but also for its inherent worth as one of the most important cultures of all time. Students will attain a working knowledge of English vocabulary derived from Latin words related to the field of law, medicine, science, and business. **This course is eligible for the CTCGE** (Prerequisite: Latin 2) - **(Credit: 1)**

**ADVANCED PLACEMENT LATIN 4 4442****Course Level: AP****(Offered only at LHHS)****Grade: 12**

This course offers students the opportunity to apply and deepen their knowledge of Latin grammar and Roman culture by analyzing Vergil's *Aeneid* and *Caesar's Gallic Wars*. Students are expected to understand not only the broad strokes of a piece of literature but also the finer details. Students will contextualize that literature in light of genre, ancient history, and culture. These steps enable them to analyze a text carefully, create a critical argument that is rooted in the piece, and genuinely understand the circumstances of its composition. They become careful and critical evaluators of information, and they learn to connect their new understandings to their own lives and to the world. **This course is eligible for the CTCGE** (Prerequisite: Latin 3) **(Credit: 1)**

**SPANISH 1 4513****Course Level: A (CCP1)****Grades: 9-12**

This course is designed to teach the basic elements of the Spanish language and culture. Through short dialogues using everyday vocabulary, students will be able to speak, read, write, and understand spoken Spanish. Students will be engaged in a variety of different activities to foster a better understanding of the language and the culture.

**This course is eligible for the CTCGE** - **(Credit: 1)**

**SPANISH 2 4523****Course Level: A (CCP1)****Grades: 9-12**

This course begins with a detailed review of Spanish 1 grammar. There is an emphasis on increasing opportunities to use the language through speaking, writing, reading and listening. Students will learn new vocabulary and grammar necessary for more sophisticated readings and more complex dialogues. Students will be engaged in a variety of activities to foster a better understanding of the language and culture. **This course is eligible for the CTCGE** (Prerequisite: Spanish 1) - **(Credit: 1)**

**SPANISH 3 4532****Course Level: H****Grades: 9-12**

This course continues to build upon listening comprehension and speaking skills. More advanced grammar study is conducted and students are expected to communicate in Spanish. Reading selections provide opportunities for class discussions in the language. Students will be engaged in a variety of activities to foster a better understanding of the language and the culture.

**This course is eligible for the CTCGE** (Prerequisite: Spanish 2) - **(Credit: 1)**

**SPANISH 4 4542****Course Level: H****Grades: 10-12**

This course focuses on the study of complex Spanish grammar and the reading of authentic Spanish literature. Emphasis is placed on discussing and writing about the literature in Spanish. Students are expected to use the target language extensively in class. Students will be engaged in a variety of activities to foster a better understanding of the language and culture. **This course is eligible for the CTCGE** (Prerequisite: Spanish 3) - **(Credit: 1)**

**SPANISH 5 4502****Course Level: H****Grades: 11-12**

This course provides opportunities for students to develop their proficiency in all four language skills: listening, speaking, reading and writing. Spanish is used almost exclusively by both teachers and students, resulting in an increased opportunity for oral and written expression in the language. This course includes conversation, review of selected points of grammar, reading and analysis of literary and non-literary texts and discussion regarding culture, media and current events. This course will engage students in a variety of activities to foster a better understanding of the language and culture. **This course is eligible for the CTCGE** (Prerequisite: Spanish 4) - **(Credit: 1)**

**ADVANCED PLACEMENT SPANISH 6 4562****Course Level: AP****Grade: 12****UCONN Early College Experience (ECE)**

This course provides opportunities for students to develop their proficiency in all four language skills: listening, speaking, reading and writing. Spanish is used exclusively by both teachers and students, resulting in an increased opportunity for oral and written expression in the language. This course includes conversation, review of selected points of grammar, reading and analysis of literary and non-literary texts and discussion regarding culture, media and current events. This course will engage students in a variety of activities to foster a better understanding of the language and culture. Students will study global challenges, science and technology, contemporary life, personal and public identities, families and communities, and beauty and aesthetics.

**This course is eligible for the CTCGE** (Prerequisite: Spanish 5) - **(Credit: 1)**

# Student Support Services

## ENGLISH AS A SECOND LANGUAGE

Credits earned in ESL do not satisfy graduation requirements in English.

ESL – 1 credit 9730

ESL – ½ credit 9710

## SPECIALIZED INSTRUCTION IN CORE ACADEMICS

Specialized instruction in core academic areas including English, mathematics, science and social studies is available as an option for students who qualify for special education services. Such instruction may be provided in a special section of that course taught by a special education teacher. Placement in core academic courses is determined by a Planning and Placement Team (PPT) and is identified in the student's Individualized Education Plan (IEP).

### LEARNING STRATEGIES LAB 9804 (1), 9844 (½)

**Course Level: G (CCP2)**

**Grade: 9**

This course is for special education students whose Planning and Placement Teams (PPT) have identified a need for special assistance in making the transition to the high school level. Special attention is given to helping the students improve study skills and address their educational needs through the development of learning strategies. - **(Credit: ½ or 1)**

### LEARNING STRATEGIES LAB 9814 (1), 9874 (½)

**Course Level: G (CCP2)**

**Grade: 10**

This course is for special education students whose Planning and Placement Teams (PPT) have identified a need for special assistance in achieving success at the high school level. The focus of the tenth grade course is on helping the students to become more involved in the overall school community and to address their individual learning needs through the continuing development of learning strategies. In addition, special attention is given to study skills that help students meet the increasing demands of academic course work and prepare for the Connecticut Academic Performance Test (C.A.P.T.) - **(Credit: ½ or 1)**

### LEARNING STRATEGIES LAB 9824

**Course Level: G (CCP2)**

**Grade: 11**

This course is for special education students whose Planning and Placement Teams (PPT) have identified a need for special assistance in achieving success at the high school level. The focus of the eleventh grade course is on helping the students to begin looking at their future beyond high school and to continue addressing their identified learning needs through the application of learning strategies. In addition, special attention is given to preparing students for the district performance standards for graduation. - **(Credit: ½)**

### LEARNING STRATEGIES LAB 9834

**Course Level: G (CCP2)**

**Grade: 12**

This course is for special education students whose Planning and Placement Teams (PPT) have identified a need for special assistance in achieving success at the high school level. The focus of the twelfth grade course is on preparing students to make the transition into the world of independent living beyond school and to continue to address their learning needs through the application of learning strategies. In addition, special attention is given to helping students to meet the district performance standards for graduation. - **(Credit: ½)**

## INDEPENDENT COMMUNITY AND EMPLOYMENT TRAINING PROGRAM (ICE-T) 9T58

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

**LIFE SKILLS 9854**

This course is recommended for students who require specialized instruction and ongoing supervision in order to acquire, maintain and generalize social communication skills that will allow them to maximize their level of social competence and independence. Students enrolled in Life Skills will participate in activities related to personal safety, self-awareness, self-advocacy, establishing and maintaining relationships, reading social cues, recognizing and responding to social “rules” and boundaries, coping with stress, conflict resolution, bullying, developing leisure interests and negotiating public environments. - **(Credit: 1)**

**VOCATIONAL EDUCATION PROGRAM 8120**

This course offers students receiving special education services opportunities to develop work, personal, and independent skills. Curricular content is individualized to meet the diverse needs of students. The skills taught are functional in nature and support the development of appropriate work abilities and habits. Areas of instruction include such topics as career awareness, social skills, and job training. - **(Credit: 1)**

**PEERS SUPPORTING PEERS INTERNSHIP 9013**

**Course Level: Unleveled**

**Grades: 11-12**

This course provides students with an interest in the education field an opportunity to learn about teaching as they assist special education students in classroom settings. Students will model appropriate social behavior and assist with group and research work. Students will be assigned to a specific classroom based on interest and need. This course is offered on a pass/fail basis. Interested students must apply for and be accepted into the program. Contact the special education department chairperson at the high school for more information. - **(Credit: ½)**

## Earning Credits in Programs Outside the District

A student may earn up to three credits toward the Wallingford graduation requirements in programs that are affiliated with accredited schools or colleges outside the district, within the limitations below. Some such programs are described in the next section of this catalog.

1. A student may earn a maximum of one-half of the graduation credit distribution requirement in any subject area in such programs.
2. Credit shall be granted only if a student earns a "C" or better in the course.
3. Grades earned shall not be counted in the calculation of rank in class.
4. Students may not receive stipends for their participation in such programs.
5. A three-credit semester course at a college or university shall equate to one-half credit in the district. In all other circumstances, a credit shall require minimum of 120 hours of work.
6. Students must receive permission from the building principal in advance to earn credit for such programs.

A staff member certified to teach in the study's subject area must supervise an independent study; such supervision is voluntary. Proposals for independent study must be approved in advance by the building principal.

Independent studies may not be substituted for a core graduation requirement, and a student may undertake only one independent study in any one school year. Independent study may not count toward the course load requirement. Independent studies are graded on a pass/fail basis.

# Protocol for Online Courses

Students may take online coursework as long as it is completed through an *accredited* institution and adheres to the following requirements:

- New Courses (not due to academic failure or loss of credit) - To receive credit for online courses to be used toward high school graduation requirements, students must, prior to registering for the course, receive prior approval from the building principal or his/her designee to earn credit for such programs. Credit is granted only if a student earns a "C" or better. Grades earned are not counted in the calculation of class rank. The student/parent is responsible for any costs. It is not permitted for students to take physical education online.
- Remediation - Placement in a credit recovery program is permitted to make up academic failure or loss of credit provided that the final course average is a 55 or higher. Cost will be incurred by the student/parent. Credit is granted only if a student earns a "C" or better. Grades earned through recovery programs are *not* counted in the calculation of class rank. If a student failed a course with a grade lower than 55, the student must enroll in the full online course.

## Additional Educational Programs and Opportunities

### Extracurricular Programs

Extracurricular activities are not a part of the regular program of study, but are a part of the life of the student. Schools today consider them "essential," not "extra." They play an important role in the training for group life, social cooperation, and for leadership development for the individuals participating. The "carry over" values of accepting responsibility for one's self and the group, for sharing achievements and problems, and for appreciating the team concept help give real meaning to the words "competition" and "cooperation." Whether on the football field, in student government deliberations, at the speech podium, or amid club problems, leadership and responsibility traits are being fostered. Therefore, our high schools offer opportunities to meet the interests and needs of each student. There is a large variety of scholastic organizations, service groups, interest groups and clubs, and athletics (both interscholastic and intramural) to meet the needs of all students.

### ARTS Program (Alternative Route to Success)

The ARTS program offers identified special education students' middle and high school programs at an in-district alternative school. The goal is to provide a small, structured environment which addresses the needs of students who have difficulty in traditional education settings. The program is designed to contribute to students' development as healthy, productive individuals and to prepare them for a successful transition.

# Independent Study

**INDEPENDENT STUDY 9050 (1), 9010 (½)**

**Course Level: Unleveled**

A student may earn ½ credit or 1 credit in a supervised independent study if:

1. The topic of the study is not an integral component of an existing course.
2. The student wishes to study in more depth a topic that was introduced in a course.
3. The student is a senior who has been unable to study a topic of interest because of scheduling conflicts.

A staff member certified to teach in the study's subject area must supervise an independent study; such supervision is voluntary. Proposals for independent study must be approved in advance by the building principal.

Independent studies may not be substituted for a core graduation requirement, and a student may undertake only one independent study in any one school year. Independent study may not count toward the course load requirement. Independent studies are graded on a pass/fail basis.

## Summer School

The Wallingford Board of Education offers a tuition-based summer school program of review and enrichment courses. A brochure describing the summer school offerings is made available to interested students and parents at the end of the school year. Courses are offered only if there is sufficient enrollment.

Students should confer with their school counselors regarding the requirements for taking a summer school course to make up a failure. Students will not receive credit for courses taken for enrichment purposes or to improve their background in a course they have already passed.

Students who wish to attend a summer school outside of the district must obtain permission from the principal in advance. Credit for summer work and/or the awarding of diplomas based on credit earned in summer school will be awarded not sooner than the September which follows the school year in which the failure occurred or the credit was withheld.

## Early College Admission

The Wallingford Board of Education, after due recommendation of the principal, shall permit an eligible student to enroll in an early admission program in a college offering such program and to become a candidate for a Wallingford high school diploma upon completion of the freshman college year or the thirteenth grade provided the following regulations are fulfilled:

1. The student approved for an early admissions program by the college of choice has completed the freshman college year or thirteenth grade;
2. The credits remaining for candidacy of a Wallingford high school diploma are reasonable for completion and commensurate with the student's ability and past achievement record in addition to those required in the freshman college year;
3. To complete high school graduation requirements (as currently regulated and including English 4), the student shall have sent an official college transcript to the principal recommending candidacy for graduation; and
4. The candidate shall then become eligible for all the privileges of his/her graduating class.

# Community Connection Program

The Wallingford School District is pleased to offer Mentorships, Job Shadows and Off-Campus Internships opportunities for interested students. Career Exploration is vital for all students regardless of their individual interests, aspirations and capabilities. These experiences are offered to provide students the opportunity to explore possible career interests. Students who simply want a glimpse into a particular profession may opt to explore a mentorship or job shadow opportunity. Those who wish to gain a more in depth understanding of a particular field may choose to pursue an internship. None of these opportunities are graded or offered for credit, but a wonderful way to assist students as they make decisions about their post-high school lives.

The College and Career Center's Community Connection Program offers students the opportunity to explore possible careers outside of the classroom. This program has 3 different options:

- Mentorship
- Job Shadow Experience
- Internship Experience

## Mentorship

Students may be connected with a professional within the student's career area of interest for the purpose of gathering information and asking questions. Students may communicate with mentors via email, phone or in person for informational interviews. These communications take place during a student's own time.

## Job Shadow Experience

Job Shadows are offered as 1-3 day opportunities. Job Shadows can be anywhere from one hour to a full day in length. Job Shadows that are one day or less in length are permitted during the school day with parental permission. Job Shadows that take place over multiple days must be completed after school hours. Students are required to make up any missed class work. Students participating in a Job Shadow may not be given tasks to perform. These students are strictly observing the job functions performed by the professional they shadow.

Eligibility for Mentorship or Job Shadow:

- Open to all grade levels.

Process to obtain a Mentorship or Job Shadow:

- Students will go to the College and Career Center to obtain a Career Connection Interest Form. This form needs to be completed to include parent/guardian signature.
- Students will be notified by the College and Career Specialist when a job shadow or Mentorship has been identified.
- If the Job Shadow is to take place during school hours, students will be given a permission form that must be completed and returned to the College and Career Center prior to participation. Students are responsible for their own transportation to and from the job shadow site. Parents must indicate by their initials the mode of transportation the student will use.
- The Career Connection Agreement Form will be given to the student and must be signed by all parties to include: student, parent/guardian, career specialist, site supervisor.

Every effort will be made to accommodate all requests for Job Shadows or Mentorships. However, in the event that this is not possible the student will be notified and offered the opportunity to explore a different career.

## Off Campus Internship Programs

Internships are an experiential opportunity for students who wish to gain an in depth understanding of a particular career field. These internships are unpaid and must provide an educational experience with a specific learning focus. Internships are very helpful in providing insight to a student as they plan for their post-high school lives and make the necessary plans needed to pursue higher education or the world of work. Internship experiences are offered two times a year with start dates in October and February. Each set of Internships will be eight to ten weeks in length with a 4-5 hour commitment each week.

The total length of the Internship experience will be 32-50 hours. Internships must take place during after school hours. Seniors who have a study hall last period may take advantage of this time for the purpose of the internship

Eligibility for Off Campus Internships:

- Student must be a junior or senior, age 16 year or older.
- Student must have a minimum overall average of 70 based on the previous semester final grades. Student must be passing all courses in which currently enrolled.
- Habits of Work score must be 2 or above.
- Student must be demonstrating appropriate school behavior and attendance.
- Student must successfully meeting graduation requirements.
- The internship must be approved by the College and Career Specialist and the student's parent/guardian.

## **Internship Guidelines**

1. The internship must be sponsored and directly supervised by a responsible adult who possesses expertise in the student's area of interest and a willingness to work with the student. This person may not be the student's parent, guardian, relative, or a Wallingford High School faculty member. Independent/Unsupervised Internship will not be approved.
2. Students are required to keep a journal during the duration of the Internship. Students will be required to reflect upon the internship experience, their personal learning as well as their observations.
3. Students are required to keep a log documenting their hours at the internship site. This log must be signed by the site supervisor. The student with their log must meet with the College and Career Specialist after every ten hours of work to twice a month.
4. The College and Career Specialist, student and site supervisors will meet midway through the internship experience for the purpose of ensuring that the learning goals are being met.
5. Site supervisors will provide a final evaluation of the student upon completion of the internship.

Every effort will be made to accommodate all requests for Internships. However, in the event that this is not possible the student will be notified and be offered the opportunity to explore a different career.

## **Process to Obtain Internship**

- Student visits the College and Career Center and completes a Community Connection Interest Form to include parent/guardian signature. Internship requests must be made no later than the first week in September for the fall session and no later than the first week in January for the spring session. Students are encouraged to submit requests as early as possible in the previous semester.
- Submit a professional resume. Student may be required to attend a resume workshop with the Career Specialist if it is deemed necessary.
- Completion of State of Connecticut Health and Safety Course facilitated by the Career specialist prior to placement.
- Students must meet any eligibility requirements for the specific internship site. For example some internship sites require an interview, orientation or job shadow prior to starting.
- Students must work with the Career Specialist to complete all required paperwork as well as outline goals and objectives prior to the start date.

**\*Wallingford Public Schools does not discriminate on the basis of race, color, national origin, sexual orientation, disability or age in its programs and activities.**

# The Educational Enhancement Program

The Educational Enhancement Program offers students at risk of dropping out of school the opportunity to complete their diploma preparation in an off-site, small school environment. The goals of the program include helping students to build a positive self-image, to improve academic performance, and to transition back to high school and/or to higher education. Referral to the program is made through the high school principal.

## **HEALTH II ADVANCED TOPICS IN HEALTH 6535**

**Course Level: G (CCP2)**

**Grades: 11-12**

In this course students will examine contemporary trends in health related topics, products and services. Students will use nonfiction reading, writing, discussion and analysis to gain insight as to the importance of understanding how to evaluate information to assist them in living a healthy and balanced life.

(Prerequisite: Health) - **(Credit: ½)**

## **HEALTH III 6536**

**Course Level: G (CCP2)**

**Grade: 12**

This course will assist students in learning concepts and skills necessary to transition to a healthy and productive adulthood. Students will develop an understanding of holistic measures that promote health, access to health care systems and evaluate health related decisions. - **(Credit: ½)**

## **COMMUNICATIONS 1-2 0103**

**Course Level: A (CCP1)**

**Grades: 9-10**

### **EEP - EDUCATIONAL ENHANCEMENTS PROGRAM**

Available only as part of the Educational Enhancements Program, Communications 1-2 is designed to ensure essential literacy in a setting allowing greater flexibility for both instructors and students to exercise choice and customize learning to meet individual needs. Students will read and study typical literary fiction and literary quality non-fiction writing in a workshop setting focused on ensuring mastery of key English language arts standards. This reading will be closely examined both for what it tells us about human experience and for what it teaches us about the nature of good writing and clear communication. Students will write frequently, with a focus on clarity, conventional correctness and the ability to develop and support a line of reasoning or narrative with ample, persuasive or fulfilling support. Students may take this course to meet requirement for either Grades 9, 10, or both but should expect to complete different readings and work assignments in either grade. - **(Credit: 1)**

## **COMMUNICATIONS 3-4 0203**

**Course Level: A (CCP1)**

**Grades: 11-12**

### **EEP - EDUCATIONAL ENHANCEMENTS PROGRAM**

Available only as part of the Educational Enhancements Program, Communication 3-4 is designed to ensure essential literacy in a setting allowing greater flexibility for both instructors and students to exercise choice and customize learning to meet individual needs. Students will read and study typical literary fiction and literary quality non-fiction writing in a workshop setting focused on ensuring mastery of key English language arts standards. This reading will be closely examined both for what it tells us about human experience and for what it teaches us about the nature of good writing and clear communication. Students will write frequently, with a focus on clarity, conventional correctness and the ability to develop and support a line of reasoning or narrative with ample, persuasive or fulfilling support. Students may take this course to meet requirement for either Grades 11, 12, or both but should expect to complete different readings and work assignments in either grade. Note that this course is designed as a continuation of skills mastered and knowledge acquired in grades 9 and 10. Two credits in English, either in grades nine and ten or through the EEP course Communication 1-2 is considered required prerequisites and may only be waived by through a joint decision of EEP and Curriculum office staff. - **(Credit: 1)**

# Educational Center for the Arts

The Educational Center for the Arts (ECA) offers programs for high school students who are gifted and talented in the performing and visual arts and have special needs that go beyond what is available in their high school. Talented students need opportunities to work with professional artists, resources, and special facilities to carry out their ideas, and an opportunity to work together with other talented students. The program is supported by school districts in the greater New Haven area and administered by Area Cooperative Educational Services (ACES). It is located in the Audubon Street Arts Center, at the corner of Orange and Audubon Streets in New Haven. A student who qualifies to attend ECA participates in one program: creative writing, dance, theatre, music, or visual arts. Within each program area students are placed in courses based on their needs, talents, existing skills, and the potential to develop new skills. Students may earn a maximum of two credits toward graduation per year of successful participation in ECA and may enroll in only six (6) credits of course work at their high school in any year of participation. Students enrolled in the ECA Program will be required to earn 2 physical education credits from Wallingford Public Schools unless they are accepted into the ECA physical education program. Quality points are assigned to credit earned for participation.

## Gateway Community College

Students in Hospitality and Culinary Arts Management II class will have the opportunity to apply and if accepted may earn college credit for Gateway's hospitality 101 (HSP101) course.

## Middlesex Community-Technical College/High School Partnership Program

This program provides an opportunity for high school juniors and seniors who have at least an 80 average and are ranked in the top 20% of their class to take, at no cost, one community-technical college general fund course per semester, upon the high school's recommendation and college acceptance. Interested students should see their school counselor.

## High School Coop Language Program at Yale University

Sponsored by The Whitney and Betty MacMillan Center for International & Area Studies at Yale and its Programs in International Educational Resources (PIER)

The Whitney and Betty MacMillan Center for International & Area Studies at Yale offers introductions to the following seldom-taught languages -Arabic, German, Italian, Japanese, Kiswahili, Polish, Portuguese, or Russian, Turkish and Zulu - to any high school student in the greater New Haven area.

Classes: HSCLP Classes begin early to mid-October and run till at least mid-May. They will meet once a week at Yale for an hour and a half, beginning sometime after 4 p.m., the exact time and place to be announced the week before the first session. Students are assigned homework. The classes are small "group tutorials," not for Yale credit, but are substantial enough to justify granting partial high school credit, as some schools have done in the past. Six students are required to start a class.

Cost and Payment: There is a fee for this program. In some classes, students or their schools also have to purchase the textbooks. Students or their schools must make payment by check and give it the teacher in class. Students may attend the first two class sessions at no cost. For students deciding to pursue a course, payment is due by the third class. Beyond the third week of classes, fees are not refundable. If you are interested, information is available through the school counseling department.

## NEASC ACCREDITATION STATEMENT

Lyman Hall High School and Mark T. Sheehan High School are accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction. Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and give reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

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

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

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES,  
3 BURLINGTON WOODS DRIVE, SUITE 100, BURLINGTON, MASSACHUSETTS 01803  
TOLL FREE (855) 886-3272, (781) 425-7700, FAX (781) 425-1001

Lyman Hall High School and Mark T. Sheehan High School are accredited by the Connecticut State Department of Education and are members of the New England Association of Colleges and Secondary Schools.

The Wallingford Public Schools does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity or expression, national origin, disability, marital status or age in establishing preliminary hiring and employment practices and establishing and providing school activities and programs.

The Board of Education Compliance Officer for TITLE VI is Anthony Loomis, Wellness Coordinator. His phone contact information is 203-949-6528 His mailing address is 100 South Turnpike Road, Wallingford, CT 06492.

The Board of Education Compliance Officer for TITLE IX is Danielle Bellizzi, Assistant Superintendent for Personnel. Her phone contact information is: 203-949-6508. Her mailing address is 100 South Turnpike Road, Wallingford, CT 06492

The Board of Education Compliance Officer for 504 is Anthony Loomis, Wellness Coordinator. His phone contact information is: 203-949-6528. His mailing address is 100 South Turnpike Road, Wallingford, CT 06492.