

Nonnewaug High School



Program of Studies

2026-2027

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Introduction to the Program of Studies

Dear Students:

As you plan your next year's courses, please take time to consider their plans for the future, knowing that these plans may change over time. Most importantly, reflect on your interests, passions, and talents. At Nonnewaug High School, we are committed to offering a variety of courses that meet the needs of all students. Please review this document carefully with their advisor, teachers, counselor, and family members.

Ask themselves the following questions:

- What courses will challenge me intellectually and help me to realize my goals?
- What courses will provide me opportunities to explore my interests and talents?

In terms of their overall schedule, it is best to take as many courses as possible. It is not about "having enough credits to graduate," it is about bettering yourselves and making themselves competitive in the college and career application process. One of the questions Common App asks counselors when you apply to college is, "How does their schedule compare to the schedules of their classmates in terms of how demanding it is?" Be sure to use the offerings available to you in our curriculum to their advantage.

We hope that their years at Nonnewaug High School provide both intellectual and social experiences that support their future plans.

The Faculty and Staff of Nonnewaug High School

Nonnewaug High School

About Our School

Nonnewaug High School is a regional public high school serving the towns of Woodbury and Bethlehem. It also includes an Agriscience and Technology program that serves many surrounding towns. Nonnewaug is a unique community of learners including students, faculty, staff, administrators, parents, and the extended community, all of whom share rights and responsibilities to our school. Nonnewaug's primary purpose is to provide all students with access to a high quality and challenging program of studies.

Mission Statement

The Nonnewaug High School community believes that all students have the right and responsibility to achieve their full potential. To that end, we strive to provide students with the knowledge, skills, and understandings needed to become lifelong learners and productive, compassionate citizens of the 21st century.

In support of our mission, we want the students in our Region 14 communities to be future ready. To ensure that all of our learners are prepared for the opportunities and challenges of the 21st century, we have developed a common understanding of the skills and qualities that will help them to thrive in life. Our vision represents the core values that guide the work of our educators and students and aligns with the characteristics our community deemed necessary for our students to be positive contributors to society. Region 14's Vision of a Learner will provide coherence across our schools from Pre-K through 12th grade and serve as a guide for instruction and decision making.

Region 14 Vision of the Learner

THINK CRITICALLY AND CREATIVELY - They evaluate an issue or problem and develop a solution or opinion using multi-disciplinary thinking, originality, and imagination.

COLLABORATE AND COMMUNICATE EFFECTIVELY - They find effective ways to work together and express, listen to, and exchange ideas and information in many forms.

DEMONSTRATE EMPATHY - They understand and respect the ideas, beliefs, and values of others to foster an inclusive environment.

TAKE INITIATIVE - They take ownership of learning by inquiring, setting goals, taking action, and consistently reflecting.

PERSEVERE - They persist through challenges to achieve goals and build resilience.

ADAPT AND ADJUST - They remain flexible and open to new ideas, and they adjust to new situations.

Course Registration Instructions

1. Review this *Program of Studies* for course selections.
2. Review the NHS graduation requirements and set personal goals for post-graduation plans.
3. Obtain Graduation Plan/Course Selection Worksheet during designated advisory period.
4. Meet with teachers to discuss course recommendations and selections.
5. Review Graduation Plan/Course Selection Worksheet with parents.
6. Register for courses online through PowerSchool within the designated time-frame.
7. Meet with their counselor between February and April for their individual planning session to review their Student Success Plan and Course Selections.
8. Address any course selection concerns with their counselor before June of the current year.

***See Graduation Plan/Course Selection Worksheet on the last page.**

Course Selection Process

The course selection process begins in February of the current year.

Students have from February through April of the current school year to make changes or adjustments to their course selections for the next school year. Requests to add courses after June will be honored only if there is an open period in the student's schedule and if there are open seats in the course.

All course offerings are contingent upon student interest and teacher availability.

Course Changes

Course changes are approved by administration on a case-by-case basis. Teacher requests or the changing of periods for the purpose of early arrival/dismissal will not be honored as they are not considered to be in the student's best educational interest. To initiate a schedule change, the student must meet with his/her school counselor and discuss the reason for the change. If the guidelines are met, the student will be given a Schedule Change Request Form to begin the process. **Reasons for a schedule change must meet one of the following qualifications:**

- Level change as recommended by the teacher, department chair, and parent.
- PPT mandated change.
- Administrative request.
- Completed summer school course/credit earned.

Course Additions After The School Year Begins

When a student changes courses and/or enters a new course after it has begun, he/she is required to complete missed work. It is optimal that any course changes be accomplished as early in the semester as possible. Course additions are generally disallowed beyond five (5) days into the academic year for year-long and semester-long courses.

Course Withdrawals After The School Year Begins

A student may withdraw from a course provided the withdrawal is within ten (10) days from the beginning of the course, and the outcome of the course withdrawal does not reduce the student's schedule to fewer than six credits for freshmen, sophomores and juniors, and five credits for seniors. After the ten (10) day limit, the student must obtain a withdrawal form, state the reason for the withdrawal, and obtain a parent signature. The student must submit the form to the classroom teacher for approval. The student then returns the form to his/her school counselor. Course withdrawals will not be allowed after the end of the first semester for a year-long course or after the end of the first or third quarter for a semester-long course for students in grades 9, 10, and 11.

If the student withdraws within the ten (10) day timeline, the course will not appear on the student's transcript. If the withdrawal occurs after this ten (10) day limit, the student will receive a W on his/her permanent academic transcript. The W indicates that no credit will be given for the course. During senior year, any withdrawals from courses may also be reported to schools or universities to which the student has submitted an application to attend after graduation.

Required Course Load

Minimum credit requirements per year are as follows:

Freshmen and Sophomores are strongly encouraged to take a full year study hall

Freshmen	7 credit minimum
Sophomores	6.5 credit minimum
Juniors	6 credit minimum
Seniors	5.5 credit minimum

Exceptions will be made under the following circumstances:

- Any student wishing to take 8 credits in a school year or semester must receive administrative approval prior to completing registration.
- Release for an Alternative Program that is supported by the Board of Education.
- Release for a reduced schedule as recommended by the School Counseling Department and approved by Administration.

Course Credit

Credit for each course is based upon the number of hours a class meets. Most courses at Nonnewaug award 1.00 credit for a full-year course and .50 credit for a semester-based course. Science and Agriscience courses may differ in hours required and credit awarded (indicated in this booklet). On occasion, a student may elect to take a course which has some curricular overlap with other courses for which the student has already received credit. In this case, the student must consult with his/her school counselor prior to enrollment to determine eligibility for credit. Credit determination is always contingent upon the student's passing the class and meeting attendance requirements.

Course Levels

Courses at NHS are offered at different levels of study: Advanced Placement/UConn ECE, honors, and college prep. Students should enroll in coursework commensurate with their ability and skills in the individual disciplines. Students may elect to move into a more rigorous level after discussing recommendations with their counselors.

Students are recommended for, and should choose, course levels independently of one another. For example, a junior student may take an Advanced Placement U.S. History course; an honors level English course; and college prep level Algebra II, Chemistry, and Spanish courses. Overall, students are encouraged to participate in the most challenging level of study possible.

Weighting of Courses

In determining class rank, Nonnewaug High School uses a weighting system that takes into account the level of course difficulty. This gives students attempting a more challenging curriculum a higher standing, and is particularly important in college applications.

- AP courses will have the grade earned multiplied by 1.25.
- UConn ECE courses will be weighted according to the level of rigor of the course curriculum. UConn ECE course weighting will be noted in the course description.
- Honors courses will have the grade earned multiplied by 1.17.
- College prep courses will have the grade earned multiplied by 1.09.
- General courses will have the grade earned multiplied by 1.00.
- Transfer credits will be weighted at the course level determined by the sending school.
- In the event that transfer course weight cannot be determined, college prep weighting will be used.

To determine rank, the final grade in each course is multiplied by its corresponding weighting factor. All of the resulting values are added together and then divided by the number of credits attempted. This numeric value is the basis for the class ranking. Class rank will be reported in decile format.

Class Rank

All members of the senior class will be given a decile rank (top 10%, 20%, etc.) based on their cumulative academic performance through the end of junior year (six semesters). This ranking is requested by some colleges during the application process. In addition, students who rank in the top 10% of their graduating class will be notified after the seventh semester closes and will be recognized at graduation. Physical Education grades will count towards the honor roll, but will not count in the GPA. Wellness courses will count towards both honor roll and GPA. Please note: Incompletes on the report card will impact our ability to rank students. In order to be ranked, a student must be enrolled at Nonnewaug High School from the first quarter of his/her junior year.

Grading

Nonnewaug uses a quarterless or rolling grading system. Students' grades are averaged throughout the academic year and capture reports are provided quarterly. Capture reports represent a snapshot in time of the student's grade. Viewing the Y1 grade in PowerSchool at any point in the year will provide the most up to date snapshot of the student's level of achievement in the course. The grades used are as follows:

90-100	Superior grasp of the material, showing outstanding application and interest.
80-89	Above average grasp of material, demonstrating a high level of application.
70-79	Basic grasp of material, attainment of fundamental requirements of the course.
60-69	Unsatisfactory grasp of material.
Below 60	No credit issued for graduation.
P	Pass, used only in pass/fail classes.
F	Fail, used only in pass/fail classes.

General Recommendations for College Preparation

A student preparing to enter a four year college should plan his/her high school program with college entrance requirements in mind. The School Counseling Office is able to provide specific information about admissions and programs for any selected college or university. The NHS School Counseling Department delivers a comprehensive college and career planning program for help in selecting a program that will best meet individual needs and interests.

English.....	4 credits
Mathematics (Algebra I, Algebra II, Geometry and other advanced mathematics)	4 credits
Social Studies	3-4 credits
Science (including Biology, Physics, and Chemistry).....	3-4 credits
World Language.....	3-4 credits

Students are strongly encouraged to seek coursework over and above the graduation requirements if seeking admission to college. To this end, three or four years of one world language is preferred by colleges. Additionally, those students seeking admission to competitive colleges are encouraged to take advantage of college articulated coursework which includes AP/UConn ECE course offerings. Fine Arts are also an important aspect of college preparation, providing students a distinguished and well-rounded education. Students should consult their counselors, who will help them prepare a personalized course of study that fits individual needs.

Career Exploration

Students are encouraged to take courses that align with their career aspirations. While some career investigation will be done through Advisory and work with counselors it is recommended that students explore career options independently through Naviance and/or [O*Net's Career Interest Profiler](#). Sophomore students will meet with the school counselors to participate in a career exploration unit.

Nonnewaug High School Graduation Requirements

Any students who do not meet ALL graduation requirements will not be allowed to participate in the graduation ceremony. A diploma will be retained by the school until all requirements are completed.

NHS may accept credit(s) granted for Algebra I and/or World Language courses taken and successfully completed at the middle school level that meet the high school criteria. Grades will be entered as Pass (P) on the student's transcript and credit will be granted. Pass (P) grades are not factored into GPA.

Students in the classes of 2028, 2027, and 2026 must complete 2.5 credits in Social Studies. One credit must be in World History, one in US History, and .5 must be in Civics. Students in the class of 2029 must complete 3 credits in Social Studies. One credit must be in World History, one in US History, and .5 must be in Civics.

Graduation Requirements by Class

	Class of 2027	
Humanities	<u>Humanities</u>	<u>9 Total Credits</u>
	English	4 credits
	Social Studies (Including 1 cr. World Civ., 1 cr. US History, & .5 cr. Civics)	2.5 credits
	World Language	1 credit
	Fine or Applied Arts	1 credit
	Humanities Elective	.5 credit
STEM	<u>Science, Technology, Engineering, and Math</u>	<u>9 Total Credits</u>
	Mathematics	3 credits
	Science (Including 1 cr. Biology, .5 cr. Chemistry)	3 credits
	Financial Literacy	.5 credit
	STEM Electives	2.5 credits
Other	<u>Other Requirements</u>	<u>7 Total Credits</u>
	PE/Health (Wellness)	2 credits
	NGSS/SAT Prep Course (required of students who do not meet proficiency benchmark on PSAT and/or a RIT score of 216 on NWEA Science)	.5 credit
	Open Electives (any courses beyond the required credits listed above)	4.5 or 5 credits
	<u>Total Credits for Graduation</u>	<u>25 Credits</u>
- Public Act 24-25 modified graduation requirements to eliminate the option for school boards to require students to complete a one-credit mastery-based diploma assessment as part of state graduation requirements. - Public Act 23-21 requires all students in the class of 2027 and beyond to earn at least .5 credits in financial literacy. This requirement can be met through a full year of Algebra 2 with Financial Applications or Financial Math or a semester of Personal Finance. - Beginning with the Class of 2027, agriscience classes may no longer count as a science course in meeting the 3-credit requirement. - .5 Chemistry requirement can be met through one semester of Conservation and Sustainability or a full year of Chemistry or AP Chemistry.		

	Class of 2028	
Humanities	<u>Humanities</u>	<u>9 Total Credits</u>
	English	4 credits
	Social Studies (Including 1 cr. World Civ., 1 cr. US History, & .5 cr. Civics)	2.5 credits
	World Language	1 credit
	Fine or Applied Arts	1 credit
	Humanities Elective	.5 credit
STEM	<u>Science, Technology, Engineering, and Math</u>	<u>9 Total Credits</u>
	Mathematics (Including 1 cr. Algebra 1, 1 cr. Algebra 2)	3 credits
	Science (Including 1 cr. Biology, .5 cr. Chemistry)	3 credits
	Financial Literacy	.5 credit
	STEM Electives	2.5 credits
Other	<u>Other Requirements</u>	<u>7 Total Credits</u>
	PE/Heath (Wellness)	2 credits
	NGSS/SAT Prep Course (required of students who do not meet proficiency benchmark on PSAT and/or a RIT score of 216 on NWEA Science)	.5 credit
	Open Electives (any courses beyond the required credits listed above)	4.5 or 5 credits
	<u>Total Credits for Graduation</u>	<u>25 Credits</u>
	- All students in the Class of 2028 and beyond will be required to pass an Algebra 2 content course in order to graduate.	

	Class of 2029 and Beyond	
Humanities	<u>Humanities</u>	<u>9 Total Credits</u>
	English	4 credits
	Social Studies (Including 1 cr. World Civ., 1 cr. US History, & .5 cr. Civics)	3 credits
	World Language	1 credit
	Fine Arts	1 credit
STEM	<u>Science, Technology, Engineering, and Math</u>	<u>9 Total Credits</u>
	Mathematics (Including 1 cr. Algebra 1, 1 cr. Algebra 2)	3 credits
	Science (Including 1cr. Integrated Science, 1 cr. Biology, .5 cr. Chemistry)	3 credits
	Financial Literacy	.5 credit
	STEM Electives	2.5 credits
Other	<u>Other Requirements</u>	<u>7 Total Credits</u>
	PE/Heath (Wellness)	2 credits
	NGSS/SAT Prep Course (required of students who do not meet proficiency benchmark on PSAT and/or a RIT score of 216 on NWEA Science)	.5 credit
	Open Electives (any courses beyond the required credits listed above)	4.5 or 5 credits
	<u>Total Credits for Graduation</u>	<u>25 Credits</u>
	- All students in the Class of 2029 and beyond will be required to earn 3 credits in history. - Fine Arts requirement can be met through a full year course or combination of two semester courses of any music, media arts, or visual art course. - Students may test-out of the Integrated Science requirement with an 825 or higher on their 8th grade NGSS assessment OR no less than 805 on their NGSS assessment AND scoring in the 80th percentile or above on two of the three NWEA assessments (math, reading, and science) on the mid-year or end-of-year assessments with no test below the 70th percentile.	

**** Please see the course below that fulfills the Financial Literacy requirement.

HUMANITIES		
ART Art I -Foundations-1 or .5 cr. Art II - Advanced Art Art III - Applied Art Art IV - Studio Art AP Art Digital Design I Digital Design II Digital Design III Ceramics 1 & 2- .5 cr. Sculpture 1 & 2 - .5 cr. Digital Photography - .5 cr. Yearbook BUSINESS and TECHNOLOGY Marketing Marketing II Business Leadership and Mang Video Game Design- .5 cr. Video Game Design II- .5cr. MOS Certification- .5 cr. Computer Animation - .5 cr. Video Production I- 1 cr or .5 cr. Video Production II- 1cr or .5 cr. Envir. Video Prod. (9-12) - .5 cr. Comp. Aided Drafting (10-12) - .5 cr. Entrepreneurship- .5 cr. *Personal Finance- .5 cr. **UCONN/ECE Financial Lit - .5 cr. ENGLISH English 9 (H/CP) English 10 (H/CP) AP Seminar AP/UConn Language AP Research AP/UConn Literature AP Seminar Surviving Journey (H/CP) Global Contexts (H/CP) Culture and Craft (H/CP) Creative Writing (H/CP) Journalism (CP) Leadership in Journalism (H) UCONN/ECE Writing Center Practicum	MUSIC Jazz Band- 1 cr. or .5 cr. Concert Choir - 1 cr. or .5 cr. Orchestra - 1 cr. or .5 Dramatic Music Theater (H/CP) Piano Class - 1 cr. or 5 cr. Song Writing - .5 cr. Sound Engineering- .5 cr. Guitar Class- .5 cr. SOCIAL STUDIES World History (H/CP) AP Psychology AP European History Civics - .5 cr. (Am. Gov't & Law or Cur. Topics in Civics) AP US History US History (H/CP) AP Gov't and Politics History Through. Film - .5 cr. Black & Latino Studies Psych. - .5 cr. Sports & Society (ECE/CP)- .5 cr AGRISCIENCE Equine Science (11/12)- 2 cr. Nursery/Landscaping (11/12)- 2 cr. Greenhouse/Plants (11/12)- 2 cr. Production (11/12)- 2 cr. Natural Resource (11/12)- 2 cr. Aquaculture (11/12)- 2 cr. Ag Business Management- .5 cr. Animal Assisted Therapy- .5 cr. UCONN/ECE Agriculture and Society- .5cr.	WORLD LANGUAGE French I (CP) French II (H/CP) French III (H/CP) French IV (H) AP French Spanish I (CP) Spanish II (H/CP) Spanish III (H/CP) Spanish UConn/ECE AP Spanish ASL I (CP) ASL II(CP) ASL UCONN/ECE CULINARY ARTS Culinary Arts I- .5 cr. Culinary Arts II - .5 cr. Farm to Table - .5 cr. Adv. Culinary Arts - 2 cr. Professional Chef - 2 cr. General Humanities Elective Future Educators- .5cr. Courses are 1 credit unless otherwise noted

STEM		
ART Digital Design I Digital Design II Digital Design III Digital Photography- .5 cr. Yearbook AGRISCIENCE Ag 9 Ag 10 - 1.5 cr. Ag 11 - 2 cr. Ag 12 - 2 cr. Animal Assisted Therapy Agribusiness Management - .5 cr. BUSINESS AND TECHNOLOGY Accounting I/II Financial Accounting Marketing I Marketing II Entrepreneurship- .5 cr. Bus. Leadership & Mgmt Computer-Aided Drafting- .5 cr. MOS Certification- .5 cr. *Personal Finance- .5 cr. *UConn/ECE Financial Lit - .5 cr. UConn/ECE Microecon. - .5 cr. UConn/ECE Macroecon. - .5 cr. Sound Engineering - .5 cr. Computer Animation - .5 cr. Video Production- 1 or .5 cr. Video Production II - 1 or .5cr. Envir. Video Prod.-.5 cr. Video Game Design- .5 cr.	MATH Algebra I Algebra IA Algebra IB Geometry (H/CP) Algebra II (H/CP) *Algebra II with Financial Applications Pre-Calculus (H/CP) Calculus (H) AP Calculus AB AP Calculus BC - 1.5 cr. AP/UConn Statistics Probability & Statistics *Financial Math Computer Programming- .5 cr. AP Computer Science A AP Computer Science Principles STEM ELECTIVES Journalism Leadership in Journalism Psychology - .5 cr. AP Psychology UCONN/ECE Agriculture and Society	SCIENCE Integrated Science Biology (H/CP) Chemistry (H/CP) Physics (H/CP) AP/UConn Physics I AP/UConn Physics II AP/UConn Enviro. Science AP Chemistry AP Biology Anatomy & Physiology (H) Catastrophic Events- .5 cr. Environmental Sustainability-.5cr. Engineering & Design - .5 cr. Biotechnology- .5 cr. Forensics- 5 cr. Medical Emergencies- .5 cr. Courses are 1 credit unless otherwise noted

FINE ARTS	ELECTIVES	
	Applied Arts	Technology/Engineering Offerings
Art I Foundations Art II Advanced Art III Applied Art IV Studio Ceramics I & II Sculpture I & II AP Studio Art 2D Portfolio AP Studio Art Drawing Portfolio Yearbook Digital Photography Digital Design I Digital Design II Digital Design III Jazz Band Concert Choir Orchestra Song Writing Piano Guitar Dramatic Musical Theater Digital Photography Introduction to Digital Design Sound Engineering - .5 cr. Computer Animation - .5 cr. Video Production- 1 or .5 cr. Video Production II - 1 or .5cr. Envir. Video Prod.-.5 cr. Video Game Design- .5 cr. Video Game Design II- .5cr Video Game Design III- .5cr	Nursery/Landscaping Greenhouse Culinary Arts I Culinary Arts II Advanced Culinary Arts The Professional Chef Farm to Table Marketing Marketing II Creative Writing Journalism Leadership in Journalism Agriscience 9 (includes landscaping, floriculture)	Natural Resources Ag Mechanics/Engineering Sound Engineering Engineering/Design Computer Aided Drafting Video Game Design MOS Certification Computer Animation Investigative Multimedia Journalism Video Production- 1 or .5 cr. Video Production II - 1 or .5cr. Digital Photography Introduction to Digital Design

Community Service Graduation Requirement

The school believes strongly in the value of community service; thus Nonnewaug High School will require students to perform a ***minimum of 18 hours*** of community service.

Community service is any volunteer activity that benefits an individual or group that works for the betterment of the community. Students will record their community service hours in the Community Service Log which can be found on the grade level Google Classroom.

Academic Competency Standards Requirement

Region 14 recognizes that a high school diploma should be an indication of a level of skill and achievement for its students. Students need to satisfy the following criteria in order to ensure that students are college and career ready:

Numeracy: (students must achieve one or more of the following)

- Score of 530 or above on Math SAT.
- Final grades of above 60 in 3 high school math courses.
- A score of 70% or higher on a cumulative departmental assessment that addresses key concepts in all four mathematical strands (Operations and Algebraic Thinking, Real and Complex Number Systems, Geometry, and Probability and Statistics).
- Successful completion of the Connecticut Alternate Assessment for students for whom this assessment is designated by a Planning and Placement Team (PPT)

Literacy: (students must achieve one or more of the following)

- Score of 480 or above on the Evidence Based Reading and Writing SAT
- Final grades of above 60 in 3 high school English courses.
- A 3 or “meets standard” rating on the four-point rubric developed for the school administered writing prompt that is based on the SAT Evidence Based Reading and Writing assessment.
- Successful completion of the Connecticut Alternate Assessment for students for whom this assessment is designated by a Planning and Placement Team (PPT).

Agriscience Requirements

Students participating in the Agriscience Program must do the following:

- Select Agriscience courses as their primary electives.
- Complete an approved 100-hour per year Supervised Agricultural Experience (SAE) in their sophomore year.
- Complete an approved 200-hour per year Supervised Agricultural Experience (SAE) in their junior and senior years.
- Students meet with their SAE teacher weekly to check in regarding their hour benchmark progress and online recordkeeping progress. SAE must be approved and in line with state mandated guidelines established by the CT Department of Labor and Department of Education.
- Participate in FFA co-curricular leadership activities.
- Understand that Agriscience courses are laboratory courses and extend more than one period for grades 10, 11 & 12. This schedule may impact a student’s ability to take other electives based on the time of each offering. Students who select the Agriscience program must make Agriscience electives their priority.

General Academic Program Information

NCAA Eligibility

Any student athlete who plans to participate in Division I or Division II athletics must file with the NCAA Eligibility Center. Students should check to make sure the courses they are taking are on the NCAA approved [course eligibility list](#). See their school counselor for more information.

Special Needs

Students with special needs may be exempt from district performance standards for graduation as described in this policy if so indicated in their Individual Education Plan (IEP).

Options for Students Who Do Not Meet The Graduation Requirements

Seniors who are not eligible for graduation with their class due to a failure to meet the district graduation requirements, as per policy, may select one of the following options:

- Attend summer school to raise a grade to meet coursework requirements.
- Return for a fifth year in a program to be determined by the appropriate department and the School Counseling Department.

Student Success and Post-Secondary Planning

Educational and career planning are important areas of focus at Nonnewaug High School. Students are encouraged to explore various career pathways that are embedded in class content. Each student will meet with their school counselor to discuss and to make a plan to realize their future goals. The school counselors support students in exploring post-secondary options and provide guidance with the college search, application and selection process. As part of the Student Success Plan, students are asked to reflect on their successes and challenges in high school and to consider action steps needed to advance toward their aspirations.

Rigorous Coursework

Annually, the Connecticut State Department of Education sends letters from the Commissioner directly to parents/guardians of students who have the potential to succeed in rigorous courses.

The letters are sent to the parents/guardians of students in Grades 9 and 10 so students have time to plan their course pathway in high school. These letters are sent in January, so students and families will have time to plan course selection in advance of initial registration deadlines for the following school year. Please email your child's school counselor if you have any questions regarding the letter or rigorous coursework.

Early College Experience and Advanced Placement Courses

Nonnewaug High School offers numerous dual enrollment courses through various state universities and 23 Advanced Placement (AP) courses through College Board. These courses allow students to experience college-level coursework with the possibility of earning college credit. Please see the chart on the next page comparing ECE and AP courses.

College Articulation ECE Courses:	Advanced Placement Courses:
• Veterinary Science • Equine Science • Elementary Concepts of Statistics • Environmental Science • Floral Art • Intermediate Spanish Composition • Macroeconomics • Microeconomics • Seminar and Studio in Writing and Multimodal Composition • Spanish Conversation: Cultural Topics • Intermediate Spanish Composition • Digital Design • Financial Literacy • Art III • Agriculture and Society • American Sign Language • Contemporary Issues in Sport • Video Production • Music Appreciation • Music Fundamentals • Political Science • Ag and Society	• Drawing 2-D Art, Design 3-D Art and Design • Biology • Calculus AB/BC • Capstone Research & Capstone Seminar • Chemistry • Computer Science A • Computer Science Principles • English Language & Composition • English Literature & Composition • European History • Environmental Science • French Language and Culture • Physics 1 • Physics 2 • Psychology • Spanish Language & Culture • Statistics • US Government and Politics • US History

Comparing UConn ECE and Advanced Placement (AP) Courses

(This information has been adapted from ece.uconn.edu. Note: Some dual enrollment courses are offered through other universities.)

	UConn ECE	AP
Institution/Course Type/Program	Courses offered are University of Connecticut courses.	College level coursework is offered through College Board.
Location	Courses taught in the High School Classroom.	Courses taught in the High School Classroom.
High School Credit	Students receive High School Credit.	Students receive High School Credit.
Advanced Standing in College	There is potential recognition of successful high school coursework/exams, which may be applied to your college plan of study (POS). This may be credited to your POS and could reduce the number of courses needed to complete your degree.	There is potential recognition of successful high school coursework/exams, which may be applied to your college plan of study (POS). This may be credited to your POS and could reduce the number of courses needed to complete your degree.
College Admissions	Rigorous coursework in high school supports a strong college application.	Rigorous coursework in high school supports a strong college application.
Do the credits/score earned appear on a College Transcript?	Yes.	If accepted by the college student will be attending.
How is the Grade/Score Earned?	Students are in a UConn Course and earn final letter grades based on work completed throughout the course.	Students complete a standardized test at the end of the course for an AP numeric score.
Grade Reporting	Students earn an A through F grade on an	Students receive a score of 5 through 1,

	official UConn transcript.	which universities interpret for potential credit.
Cost	*UConn ECE courses cost \$50/credit, and most courses are 3 or 4 credits. This is a 90% savings of a traditional on-campus UConn course.	*Tests cost \$96 per test (\$144 for the AP Seminar course test.)
Financial Assistance	UConn ECE waives all fees for Students who qualify for the <u>Federal Free & Reduced Lunch Program</u> .	For those who qualify, and depending on the high school, AP, State, and/or district subsidies are available for tests at reduced or no cost to the student.
College Affiliation	Yes.	No.
College Enrollment	Students are Enrolled as non-degree UConn students.	No.
Credit Transfer	UConn credits earned through UConn ECE transfer to other colleges and Universities 87% of the time.	AP does not report on transferability or acceptance rates of credit earned through the program.
Where do Credits/scores Transfer?	UConn ECE's Credit Transfer Database allows users to find the likelihood of credit transfer.	AP's Credit Policy Search allows users to find how colleges interpret an AP test score.
How can you Transfer credit/Score?	Students can request an official transcript from UConn.	Students can request an official score report from College Board.

*Based on the 2020 pricing, subject to change per UConn and College Board.

For additional information specific to each program please visit <https://ece.uconn.edu/> and <https://ap.collegeboard.org>

Delaware Valley University Articulation Agreement

Students enrolled in select junior/senior agriscience courses may have the opportunity to earn college credit via Delaware Valley University if they opt to matriculate to this institution.

Post University High School Academy

Nonnewaug High School is a member of Post University's High School Academy. This program offers the opportunity for high school students to take undergraduate courses and earn valuable college credit—while they are still in high school. In these university-level courses, students will enhance their academic accomplishments through the experience and rigor of a college course, interact with peers and Post University faculty, and get a head start exploring fields of interest. Any Nonnewaug student can enroll in the academy and complete courses on their own. In addition, students who enroll in Marketing, Accounting, Video Game Design, Art and other courses will have the opportunity to receive college credit in Post equivalent courses upon completion of the course. Students will have to pay a fee (~\$150) to obtain credit. Post credit can be transferred to many colleges/universities, including UCONN.

Independent Study

Independent Study is an arrangement between a student and the school in which the student agrees to accept increased responsibility for his/her learning, and the school consents to modifying its role of constant supervision. An Independent Study may be offered if a student has demonstrated an interest in a specialty area that is **not** currently in our *Program of Studies*. Independent Study is not offered as a solution to a scheduling conflict. The appropriate steps in this process are as follow:

Process

1. The student requests the independent study form from the School Counseling Department. The completed proposal form is returned to the School Counseling Department and the form is then forwarded to the appropriate Department Chair.
2. The Department Chair forwards the request to department members for discussion. Department members may volunteer to sponsor the student on their independent study.
3. The faculty member then confers with the student in order to determine the viability of the independent study.
4. If accepted, teacher and student will develop a contract that includes an outline of study, meeting times, independent study outcome and assessment procedures.
5. Finally, the Department Chair and a school administrator approve or disapprove the contract.

Criteria

1. Students may not carry more than one independent study credit per year.
2. A teacher should not accept more than two independent study options per year.
3. Independent study receives a Pass/Fail grade on the report card. Credit is awarded based on the length of the independent study (half-year .5, full year 1.0).
4. Independent study is not to be used to fulfill the minimum credit requirement per year nor to satisfy minimum requirements for graduation.

Any modifications involving either process or criteria must be approved by the Department Chairs. The Department Chair is responsible for presenting the request for independent study modifications. This is to ensure that any modifications to the independent study procedures or criteria have the consensus approval of the Department Chairs. PPT guidelines may require modifications to the above criteria.

Summer School/ Credit Recovery

Students who fail a course during the normal academic year are eligible to earn credit for that course through approved summer study, provided that the following criteria are met:

- The student must earn a final grade of at least 50% in the failed course.
- A student may earn no more than two summer school credits in any summer.
- A student may earn no more than 50% of the credit requirement of a specific subject area through summer study.
- A student must earn the summer study credit during the summer immediately following the academic year in which the student failed the Nonnewaug course.
- Students may take pre-approved virtual learning courses for credit recovery.
- Students must pay a fee for summer classes and virtual learning opportunities.
- Completed courses will the accompanying final grades will be noted on the students official transcript
- Completed courses grades will not replace grades from the academic year
- Course titles will contain a "Summer School" designation.
- In some situations, students may be able to recover credit through an online learning platform.

Agriscience and Technology Courses

The Ellis Clark Regional Agriscience program at Nonnewaug High School prepares students for employment in agriculturally related fields and/or further study in collegiate level agriculture programs. The curriculum combines practical training with academic preparation. Heavy emphasis is placed on helping students develop a sense of responsibility for themselves and their community. Students may apply to the program during any of their years at Nonnewaug High School. Notes: Junior/Senior (11-12) courses have an alternate year curriculum. Students should check with the instructor to see what units will be covered for each year. During the year, freshman students will plan for their Supervised Agricultural Experience (SAE) and utilize the AET online record keeping system to document their SAE and FFA-related activities and accomplishments. 10th grade students are required to maintain an approved Supervised Agricultural Experience (SAE) of at least 100 hours per year, 11th, and 12th grade students are required to maintain an approved Supervised Agricultural Experience (SAE) of at least 200 hours per year. All sophomore, junior and senior agriscience students will utilize the AET online recordkeeping system document their SAE and FFA-related activities and accomplishments. Students are expected to participate in the Woodbury FFA Chapter events by attending in-school meetings and attending events or activities run by the chapter which satisfies the co-curricular leadership development component of the Agriscience program.

AGRISCIENCE COURSE SEQUENCE IDEAS

Are you interested in becoming a(n)

Livestock Barn Manager, Herd Manager, Nutritionist, Food Scientist, Meat Production, Research and Development Try taking this pathway: Grade 9: Agriscience 9 Grade 10: Livestock Production, Equine Science, Veterinary Science Grade 11/12: Livestock Science	Veterinarian, Veterinary Technician, Animal Research, Genetics, Training Try taking this pathway: Grade 9: Agriscience 9 Grade 10: Veterinary Science, Livestock Production, Equine Science Grade 11/12: Veterinary Science Elective: Animal Assisted Therapy
Horse Farm Manager, Horse Trainer, Equine Therapy, Equine Lawyer, Farrier, Equine Massage Try taking this pathway: Grade 9: Agriscience 9 Grade 10: Equine Science, Livestock Production, Veterinary Science Grade 11/12: Equine Science	Landscaper, Plant Nursery Manager, Plant Stock Grower, Pest Management Specialist Try taking this pathway: Grade 9: Agriscience 9 Grade 10: Greenhouse Plant Production, Nursery/Landscaping, Agricultural Mechanics Grade 11/12: Nursery/Landscaping
Florist, Plant Research, Greenhouse Manager, Plant Grower, Retail Sales Try taking this pathway: Grade 9: Agriscience 9 Grade 10: Greenhouse Plant Production, Nursery/Landscaping, Aquaculture Grade 11/12: Greenhouse Plant Production	Equipment Operator, Welder, Equipment Development, Agricultural Construction Try taking this pathway: Grade 9: Agriscience 9 Grade 10: Agricultural Mechanics,

	Nursery/Landscaping, Natural Resources Grade 11/12: Agricultural Mechanics
Hatchery Manager, Fish Breeder, Marine or Freshwater Biologist, Fish Biologist, Wetland Biologist Try taking this pathway: Grade 9: Agriscience 9 Grade 10: Aquaculture, Natural Resources, Nursery/Landscaping Grade 11/12: Aquaculture	Environmental Conservation Officer, Forester, Woodlot Manager, Wildlife Management Try taking this pathway: Grade 9: Agriscience 9 Grade 10: Natural Resources, Aquaculture, Agricultural Mechanics Grade 11/12: Natural Resources
Interested in owning your own agricultural business? Take the following electives in addition to your pathway classes: Agribusiness Management, Entrepreneurship	

Agriscience 9

College Prep

Prerequisites: Must be an accepted agriscience student

Grade Level(s): 9/(First Year)

This course is designed to give the student an introduction to careers in agriculture. During quarter 1, students rotate between learning about FFA, SAE, and the Agriscience program for half of the quarter, and then learn and practice Safe Tractor Operation during the other half of the quarter. During quarters 2-4, the students rotate through the three main areas of agriculture: introductory plant science, animal science, and agricultural engineering. Plant science topics include greenhouse management, landscaping, floriculture, and botany. In animal science, students will be introduced to the American livestock industry, and will get experience in identification, handling and management of horses, poultry, swine, sheep, goats, and cattle. Ag Engineering prepares students for safe shop practices, fundamentals of engines and introduction to building construction. In all areas, students receive a combination of classroom theory and hands-on skills. During the year, students will plan for their Supervised Agricultural Experience (SAE) programs and utilize the AET online record keeping website, participate in FFA activities per, and attend FFA meetings during school.

Credit Type: STEM, 1 credit

Agricultural Production: Livestock Science and Food Science and Technology

College Prep

Prerequisites: Agriscience 9

Grade Level(s): 10

This course includes the study of 5 major production livestock species including dairy cattle, beef cattle, swine, sheep, and poultry. The course is designed to give students a broad base of knowledge concerning trends in the agricultural production industry; livestock health, nutrition, and reproduction; animal welfare and humane handling; meat, eggs, and food processing; and dairy products and processing. Students will also spend time working with the school's livestock and related outside projects. During the year, every student must maintain and document progress and skill development within an approved supervised agriculture experience (SAE) project and actively participate in the Woodbury FFA Chapter to develop premier leadership, personal growth, and career success through attending FFA meetings during school and planning and/or participating in chapter events.

Skills: Students will acquire skills in humane handling and restraint of livestock animals; management of livestock; dairy and poultry systems; disease identification; prevention and treatment; food safety; meat fabrication; dairy products and evaluation of desirable traits in dairy, livestock and poultry.

Credit Type: STEM, .5 credit

Equine Science

College Prep

Prerequisites: Agriscience 9

Grade Level(s): 10

This course introduces students to the care of horses, including: feeding, health and management practices. Students will also work to develop horsemanship skills while working hands-on with equipment for English and Western riding disciplines. In addition, students will learn about careers in the equine industry such as Equine Veterinarian, Feed Representative, Horse Trainer, Riding Instructor, Farm Manager, Farrier, and other support services. Students will spend time working with the school horses as well as off campus experiences related to content. During the year, every student must maintain and document progress and skill development within an approved supervised agriculture experience (SAE) project and actively participate in the Woodbury FFA Chapter to develop premier leadership, personal growth, and career success through attending FFA meetings during school and planning and/or participating in chapter events.

Skills: The students will acquire skills in taking vital signs; developing vaccine schedules for common diseases; recognizing colic and laminitis; evaluating and identifying feeds such as roughages, concentrates and supplements; identifying tack items; tack cleaning; basic grooming; hoof care; barn management procedures; equine breed identification; external anatomy of the horse and coat colors and markings. utilization of English and Western equipment, animal handling.

Credit Type: STEM, .5 credit

Agricultural Engineering and Mechanics

College Prep

Prerequisites: Agriscience 9

Grade Level(s): 10

This course provides students with an introduction to the fabrication and maintenance of common agricultural machines and buildings. Students are given a balance of theory and hands-on experience in the areas of precision measurement, tractor operation, small gas engines, electrical wiring, welding, and metal work. Skills learned are utilized in all other Ag areas including plant science, animal science, and conservation. During the year, every student must maintain and document progress and skill development within an approved supervised agriculture experience (SAE) project and actively participate in the Woodbury FFA Chapter to develop premier leadership, personal growth, and career success through attending FFA meetings during school and planning and/or participating in chapter events.

Skills: Students will operate tractors, construct small buildings, and perform site preparation. Students will repair and troubleshoot small gas engines, operate welding equipment, and perform basic A.C. wiring exercises.

Credit Type: STEM, .5 credit

Greenhouse Plant Production and Processing

College Prep

Prerequisites: Agriscience 9

Grade Level(s): 10

This course introduces students interested in plant science to the field of greenhouse plant production and management, plant processing and interior landscaping. Students will be given the opportunity to produce and manage crops while studying production structures, cultural requirements, and pest and disease management. Students will design with plants to construct several basic industry products. Evaluation is through tests,

quizzes, crop projects, reports, record keeping, work experience, and participation during various activities. During the year, every student must maintain and document progress and skill development within an approved supervised agriculture experience (SAE) project and actively participate in the Woodbury FFA Chapter to develop premier leadership, personal growth, and career success through attending FFA meetings during school and planning and/or participating in chapter events.

Skills: The students will make several basic floral arrangements, corsages, and boutonnieres. Prepare flowers for use by proper care and conditioning. Students will be able to identify and control plant pests and diseases, plus produce and maintain plants in the greenhouse and the interior of the school.

Credit Type: *STEM, .5 credit*

Companion Animal Husbandry and Veterinary Science

College Prep

Prerequisites: Agriscience 9

Grade Level(s) 10

The sophomore year focuses on introducing students to animal and veterinary terminology, animal grooming, physical examinations, companion animal handling and restraint, animal care and management, disease, and nutrition. The course explores career pathways and exposes students to best practices in managing small animal laboratory facilities. During the year, every student must maintain and document progress and skill development within an approved supervised agriculture experience (SAE) project and actively participate in the Woodbury FFA Chapter to develop premier leadership, personal growth, and career success through attending FFA meetings during school and planning and/or participating in chapter events.

Skills: Students will acquire skills in the SOAP method for physical exams, TPR, animal care, vaccination schedules, common diseases, restraints, surgical tool identification, species breed identification, basic training and safe handling of animals, and terminology used in the veterinary medical field.

Credit Type: *STEM, .5 credit*

Natural Resources

College Prep

Prerequisites: Agriscience 9

Grade Level(s) 10

This course introduces students to careers in natural resource management. The students will get experiences in forest products production, wildlife management, map use, and land navigation skills through the use of Global Positioning Systems, and forestry equipment use. The students are expected to work in the classroom, in the shop and outdoors regardless of weather conditions. Evaluation is based on quizzes, tests, projects and participation. During the year, every student must maintain and document progress and skill development within an approved supervised agriculture experience (SAE) project and actively participate in the Woodbury FFA Chapter to develop premier leadership, personal growth, and career success through attending FFA meetings during school and planning and/or participating in chapter events.

Skills: The students will acquire skills that include: tree identification, chainsaw safety, forest tool use, wood products production through the use of the school sawmill and wood splitter, orienteering and GPS skills. When time permits the students will participate in apple cider, honey and maple syrup production and processing.

Credit Type: *STEM, .5 credit*

Nursery/Landscaping

College Prep

Prerequisites: Agriscience 9

Grade Level(s) 10

This course is designed to introduce students who show an interest in plant science to landscape design, construction, and maintenance. The course acquaints the student with basic skills in plant identification, nursery crop production, landscape equipment safety and operation, plus an introduction to landscape design. Students will learn to identify landscape plants, how to maintain a property by doing seasonal maintenance to school grounds, as well as creating their own basic landscape drawing. Throughout the course students will also explore different careers related to the Nursery/Landscape industry. During the year, every student must maintain and document progress and skill development within an approved supervised agriculture experience (SAE) project and actively participate in the Woodbury FFA Chapter to develop premier leadership, personal growth, and career success through attending FFA meetings during school and planning and/or participating in chapter events.

Skills: Students will acquire skills in plant identification, turf and landscape plant maintenance, landscape design techniques, planting techniques, and equipment operation and maintenance.

Credit Type: STEM, .5 credit

Aquaculture and Fisheries Science

College Prep

Prerequisites: Agriscience 9

Grade Level(s) 10

This course is designed to introduce students to the basic concepts of aquaculture, aquatic ecosystems, water chemistry, and careers related to aquatic sciences. Evaluation is based on written assessments and performance based projects. Units include system components in recirculating aquaculture, finfish and shellfish anatomy, aquatic ecosystems, Connecticut fisheries, recreational fishing, water quality, and introduction to aquaponics. Job opportunities include aquaculture technician, hatchery manager, fish biologist, fish histologist, fish immunologist, wetlands conservationist, pond and stream manager, shellfish biologist, marine scientist, fish nutritionist, etc. During the year, every student must maintain and document progress and skill development within an approved supervised agriculture experience (SAE) project and actively participate in the Woodbury FFA Chapter to develop premier leadership, personal growth, and career success through attending FFA meetings during school and planning and/or participating in chapter events.

Skills: Finfish and shellfish identification, anatomy and physiology of aquatic animals, water quality analysis, recirculating aquaculture system maintenance and construction.

Credit Type: STEM, .5 credit

Agricultural Engineering and Mechanics

College Prep

Prerequisites: Agricultural Engineering and Mechanics 10

Grade Level(s) 11-12

YEAR A: This course is designed to acquaint the student with the broad area of Ag Engineering. Evaluation is balanced between written assessments and performance based projects. Units for this year include Intro to CDL/Forklift, Tractor Tune-Up, Alternative Energy, Electricity/Electrical, Plumbing, Hydraulics, and Agricultural Structures. ***Automotive skills are not covered in this course.**

YEAR B: This course is designed to acquaint the student with the broad area of Ag Engineering. Evaluation is balanced between written assessments and performance based projects. Units for this year include Surveying/Precision Measurement, Small Engine Overhaul, Advanced Welding, and Agricultural Structures.

***Automotive skills are not covered in this course.**

Job opportunities include Agricultural Equipment Operator, Agricultural Repair Technician, Welder, Surveyor, Agricultural Power Equipment Technician, Parts Manager, etc. During the year, every student must maintain and document progress and skill development within an approved supervised agriculture experience (SAE) project and actively participate in the Woodbury FFA Chapter to develop premier leadership, personal growth, and career success through attending FFA meetings during school and planning and/or participating in chapter events.

Skills: The skills in this course include hot and cold metal working, arc and gas welding, shop design and management, differential leveling, small engine overhaul, record keeping, Ag and industrial tractor repair, barn building and construction, plumbing, machinery operation, hydraulics and electrical controls.

Credit Type: Humanities/STEM, 2 credits

Companion Animal Husbandry and Veterinary Science

College Prep/UConn ECE (1.17)

Prerequisites: Companion Animal Husbandry and Veterinary Science 10 **Grade Level(s):** 11-12

This pathway is a two-year course sequence that provides students a comprehensive knowledge of the small animal industry. There is emphasis on educating students about veterinary practices performed in order to care for and treat a variety of small animal species. This includes but is not limited to: dogs, cats, rabbits, guinea pigs, chinchillas, hamsters, bearded dragons, geckos, turtles, etc. Students enrolled in this pathway will be expected to oversee and support the management of animal residents within the confines of the small animal laboratory. Students demonstrate mastery of primary concepts by successfully completing and submitting tests, quizzes, long-term projects, actively participating in class activities, and engaging with members in our community. Both year-long courses are accepted through the UCONN ECE program.

YEAR A: COMPANION ANIMAL & VETERINARY SCIENCES (UConn/ECE ANSC. 1676)

This course is designed for students who show an interest in pursuing a career within the small/companion animal industry. Students will explore anatomy and physiology of the different body systems of small animals, including but not limited to: integumentary, digestive, musculoskeletal, cardiovascular, respiratory, renal, and immune. Knowledge of these concepts allow students to recognize how specialized anatomical features impact nutrition, health/disease, and the care of small animal species. Students can expect to engage in class discussions, multiple dissections of organs associated with the different body systems, and a variety of laboratory activities to further support students in their learning progression.

YEAR B: BEHAVIOR & TRAINING OF DOMESTIC ANIMALS (UConn/ECE ANSC. 1602)

This course is designed for students who show an interest in pursuing a career within the small/companion animal industry. Students will investigate many facets of the small animal industry as well as learn skills and tactics necessary to manage an animal office space, effectively communicate with clients, and perform safe practices within the workplace. In addition, students will learn fundamentals of business planning, marketing, and demonstrating professionalism while touring a variety of reputable, established small animal businesses. Students will learn about animal behavior and how these principles impact training practices. Students will also gain insight to breeding, reproductive systems, genetics, and brain/nervous system function.

Credit Type: STEM, 2 credits

Equine Science

College Prep/UConn ECE (2 consecutive years required to obtain ECE Credit - 1.17 Weighting)

Prerequisites: Equine Science 10 **Grade Level(s):** 11-12

This course is designed for those college bound students who are interested in a career in the equine industry. For those students interested in the UConn ECE, a two year commitment in this course is required. **Upon successful completion of two years , UConn ECE Course Registration Senior Year, and a passing grade, 3 UCONN credits will be awarded.** This course emphasizes the following management areas: history and development of the horse, selection and evaluation of horses, breed ideal, pasture management,

feeds and nutrition, equine health practices, best management practices for horse facilities and housing requirements, anatomy and physiology of the systems of the horse, reproduction and applied genetics, behavior and training, facilities maintenance, horsemanship, agricultural business practices and career opportunities in the equine industry. Students will also gain handling skills in ground work, English and Western riding disciplines, and carriage driving while working at the school facilities and with industry professionals. Tests, quizzes, projects and demonstration of skills will be used to evaluate the student. During the year, students will continue implementing their Supervised Agricultural Experience (SAE) programs and utilize the AET online record keeping website to record progress and skill development, participate in at least one FFA activity per quarter, and attend FFA meetings during school.

- A) **COMPREHENSIVE CARE AND MANAGEMENT OF EQUINE ANIMALS:** This course offers a thorough exploration into the multifaceted world of equine care, management, and facility design. Designed for students interested in equine sciences, veterinary studies, or careers in the equine industry, this comprehensive program covers critical aspects of horse health and stable management including: biosecurity, facility design and management, anatomy and physiology, nutrition, and health management. Throughout the course, students will engage in both theoretical and practical activities, including case studies, facility visits, hands-on workshops, and interactive simulations. This approach ensures that students not only learn the science behind equine management but also acquire the practical skills needed to apply this knowledge effectively. Upon completion of this course, students will be well-prepared to pursue further education in equine studies or embark on a career in the equine industry, equipped with a holistic understanding of the demands to manage and care for horses responsibly and professionally. Students enrolled in this course and its pair (Equine Biology and Evolution) are eligible for University of Connecticut Early College Experience (ECE) credit. Every student must maintain and document an approved supervised agriculture experience (SAE) project and actively participate in the Woodbury FFA Chapter to develop premier leadership, personal growth, and career success through attending FFA meetings and participating in chapter events and planning.
- B) **EQUINE BIOLOGY AND EVOLUTION:** This course provides an in-depth exploration of equine biology, tracing the evolutionary origins of horses and examining their complex biological systems. Designed for students with interests in veterinary medicine, equine science, or zoology, this course blends theoretical knowledge with practical insights into equine anatomy, physiology, and reproductive biology. The course will cover concepts such as evolutionary biology, systemic systems including the muscular, circulatory, and nervous systems, accessory systems including the respiratory, integumentary, endocrine system, and reproduction covering hormonal cycles, mating behaviors, and the gestation process. Throughout the course, students will engage with a variety of learning modalities, including lectures, laboratory dissections, industry professional guest speakers, and field trips to equine facilities. Upon completion, students will have a robust understanding of the biological foundations that underpin equine health and management. This knowledge will prepare them for advanced studies in equine sciences or careers in the equine industry, where a deep understanding of horse biology and evolution is essential. Students enrolled in this course and its pair (Comprehensive Care and Management of Equine Animals) are eligible for University of Connecticut Early College Experience (ECE) credit. Every student must maintain and document an approved supervised agriculture experience (SAE) project and actively participate in the Woodbury FFA Chapter to develop premier leadership, personal growth, and career success through attending FFA meetings and participating in chapter events and planning.

Skills: Students will acquire skills in conformation evaluation, barn management skills, first aid techniques, restraint methods, vital signs, facility planning and design, identification of forages, soil testing, farm machinery operation, safe handling of horses, body condition scoring, feed analysis and identification, body condition scoring, exploring the body systems of the horse, basic behavior and training, business planning, and

horsemanship skills which include working in English and Western disciplines, groundwork, and carriage driving. Students will have the opportunity to work with horses in both on and off campus settings.

Credit Type: Humanities/STEM, 2 credits

College Prep

Prerequisites:

Nursery/Landscaping 10

Grade Level(s) 11-12

This course is designed for those students who have an interest in the plant science field as Landscapers, Nurserymen, and Grounds Maintenance Technicians. The course emphasizes such topics as tree and shrub identification, pruning, fertilization, and management. Experiences are also provided in turf grass management, landscape design, lawn and grounds equipment maintenance, landscape construction, and integrated pest management. Students will learn how to price out jobs and management of both landscaping and nursery businesses, how to design and build different landscape features such as gardens, irrigation systems, and hardscapes, using hand drawing and computer design software. Areas of general plant biology related plant health, nutrition and growing needs will also be covered. This course has an alternating year curriculum that is not sequential. During the year, students will continue implementing their Supervised Agricultural Experience (SAE) programs and utilize the AET online record keeping website to record progress and skill development, participate in at least one FFA activity per quarter, and attend FFA meetings during school.

Year A: This course prepares students for careers in the landscape and nursery industry, providing comprehensive instruction in design, maintenance, and installation of outdoor spaces. Core coursework includes hardscaping, irrigation, equipment operation, crew management, and landscape drawing, alongside essential training in business management, sales, and client services. Students gain practical skills by learning to design, price, and install both hardscape and softscape components. This hands-on learning is reinforced through the use of online design software, budgeting plans, and physical installation practice. The curriculum is built around industry-relevant practices and includes valuable opportunities to meet and network with local professionals.

Year B: This course is designed for students interested in careers within the landscape and nursery industry, encompassing landscape design, maintenance, and installation. Coursework includes plant identification, plant nutrition, chemical application, turf grass management, and nursery management. Students will learn to create hand-drawn landscape plans, maintain school grounds using industry-specific equipment, and master Latin and common names for regionally significant plants. Students will also learn the basics of plant nutrition and gain the knowledge needed to prepare for the Connecticut Junior Pesticide Applicator licensure, along with career specifics for turf grass and nursery management.

Skills: Students will acquire skills in tree and shrub maintenance and identification, lawn maintenance, equipment use and maintenance, landscape planning and construction, landscape plant material pruning, propagation, and pest control.

Credit Type: Humanities/STEM, 2 credits

Greenhouse Plant Production and Processing

College Prep / UConn ECE (1.17 Weighting)

Prerequisites:

Greenhouse Plant Production and Processing 10

Grade Level(s) 11-12

This course is designed for those students who have an interest in the plant science field as Greenhouse Growers, Florists, IPM Specialist and other scientific and ornamental related fields. The course emphasizes production and management of commercial greenhouse crops, plant physiology and anatomy, plant processing, business management, (IPM) Integrated Pest Management, and greenhouse construction. Special units in horticulture therapy and landscape flower garden design are integrated into the two year rotation. Evaluation is conducted by tests, crop projects, reports, record keeping, and work experience. Every student is required to maintain and document an approved agricultural work experience program.

YEAR A:

This course is designed for students interested in pursuing a career in the floriculture industry, including floral design and greenhouse production. Students will explore the history of floral design, concluding with arrangements that represent specific historical eras. Another unit focuses on Horticulture Therapy, a unique field that uses floriculture practices to provide therapeutic benefits to specific populations. Students will develop individualized plans based on client needs.

The Greenhouse Production unit emphasizes the production of spring bedding plants and provides hands-on experience in managing a growing environment. The year concludes with the Wedding Design unit, where students learn how to market, plan, and design a variety of bridal arrangements, including multiple bouquet styles.

Students can expect to engage in class discussions, participate in field trips to local industry professionals, and complete a variety of laboratory activities that support their skill development.

Throughout the year, students will continue adding arrangements and plant projects to their Horticulture Portfolio. They will also take part in growing a rotation of greenhouse crops commonly produced in the industry, including poinsettias, flowering bulbs for Easter, and annual and vegetable bedding plants. Annual activities such as holiday wreath production and the "Vase of the Month" project will also be included.

YEAR B:

This course is designed for students interested in continuing their study of the floriculture industry, with a focus on advanced floral design and greenhouse production. Students will create a permanent botanical arrangement for the Big E while learning and applying the elements and principles of design. These skills will be reinforced throughout the year as students evaluate and create a variety of floral products.

In the Flower Shop Management unit, students will explore the business and management skills necessary to operate a successful floral shop. This unit culminates in the design of their own flower shop. Students will also learn the fundamentals of business planning, marketing, and professionalism and will visit reputable floral businesses to observe industry standards in practice.

Students will dive into plant reproduction and propagation, learning the science behind plant reproduction and practicing techniques such as air layering and grafting. The year concludes with the Celebration of Life unit, where students learn how florists market, plan, and design sympathy and celebration-of-life arrangements. The unit culminates in a mock funeral project.

Students can expect to participate in class discussions, take field trips to local industry professionals, and engage in a variety of laboratory activities that support their learning progression.

Throughout the year, students will continue contributing to their Horticulture Portfolio. They will participate in growing a rotation of greenhouse crops, including poinsettias, flowering bulbs for Easter, and annual and vegetable bedding plants. Annual activities such as holiday wreath production and the "Vase of the Month" project will also be included. During the year, every student must maintain and document progress and skill development within an approved supervised agriculture experience (SAE) project and actively participate in the Woodbury FFA Chapter to develop premier leadership, personal growth, and career success through attending FFA meetings during school and planning and/or participating in chapter events.

Skills: Students will acquire the following skills: production of greenhouse crops, management of greenhouse environment including pests, plant propagation techniques from seeding to tissue culture including grafting,

basic business skills in the context of horticulture including pricing and estimating techniques, designing arrangements for sympathy and wedding events, using the principles and elements of design to create displays and arrangements, sales, working with customers, handling customer complaints, propagation, and pest management.

Credit Type: Humanities/STEM, 2 credits

Agricultural Production: Livestock Science and Food Science and Technology

College Prep

Prerequisites: Large Animal Science 10

Grade Level(s)

11-12

This two-year course sequence provides students with a comprehensive and applied understanding of livestock production, food science, and sustainable agricultural systems. Through hands-on learning, scientific study, and active involvement in the Woodbury FFA Chapter, students develop the knowledge and skills needed for success in modern animal agriculture and food-related careers. Across both years, students engage in a curriculum that emphasizes animal husbandry, veterinary care, facility management, biosecurity, and species-specific management techniques. Food science concepts are integrated throughout the program, guiding students through the entire “farm-to-fork” pathway - from on-farm decision-making to the processing, safety, quality, and marketing of animal-derived foods. In addition, students develop essential skills in business planning, recordkeeping, and decision-making. Sustainable agriculture principles and innovative technologies are threaded throughout the program, encouraging students to evaluate and improve real-world livestock and food production systems.

YEAR A: Livestock Science & Agricultural Sustainability

This course focuses on livestock production and management principles and practices, emphasizing animal breeding, nutrition, health, and welfare. Students will learn how to optimize livestock systems to ensure high productivity and sustainability, including breed identification and species-specific care. By completing this course, students will comprehensively understand livestock production and management, identify major livestock breeds and provide species-specific care, develop marketing strategies for animal products, and explore sustainable and innovative livestock production and food processing practices. This course is designed to provide a holistic education in integrating livestock science and food science, preparing students for diverse careers in the agricultural and food industries. Every student must maintain and document an approved supervised agriculture experience (SAE) project and actively participate in the Woodbury FFA Chapter to develop premier leadership, personal growth, and career success through attending FFA meetings and participating in chapter events and planning.

YEAR B: Integrated Food Science & Production

This course integrates key concepts of livestock science and food science, focusing on producing, processing, and marketing livestock-derived food products. Students will gain comprehensive knowledge of livestock management, meat and dairy science, food safety, and sustainable practices, preparing them for careers in the livestock and food industries. After completion of this course, students will be able to understand the principles of livestock production and management, apply knowledge of meat and dairy science to improve product quality and safety, develop effective marketing strategies for livestock products, implement sustainable practices, and utilize innovative technologies in livestock and food production and analyze and respond to trends and challenges in the livestock and food industries. This course aims to provide students with a holistic understanding of the intersection between livestock science and food science, equipping them with the skills needed to address contemporary issues in the field. Every student must maintain and document an approved supervised agriculture experience (SAE) project and actively participate in the Woodbury FFA Chapter to develop premier leadership, personal growth, and career success through attending FFA meetings and participating in chapter events and planning. During the year, every student must maintain and document progress and skill development within an approved supervised agriculture experience (SAE) project and actively participate in the Woodbury FFA Chapter to develop premier leadership, personal growth, and career success through attending FFA meetings during school and planning and/or participating in chapter events.

Skills: Students will acquire skills in animal handling and care, animal husbandry, identification of feeds and forages, animal nutrition, livestock, dairy and meat selection, identification of meat and meat products, dairy product technology and manufacturing, livestock management, dairy management, sensory evaluation of foods, food safety, animal breeding and genetics, animal health, comparative judging and reasons, and designing and constructing animal housing and fencing systems.

Credit Type: Humanities/STEM, 2 credits

Natural Resources

College Prep

Prerequisites: Natural Resources 10

Grade Level(s) 11-12

This course is intended to familiarize students with careers in the natural resources management industry such as forestry, urban tree care (arboriculture), wildlife management, soils and water management and environmental science. The course extends over two years in order to cover the complete curriculum. The students will participate in outdoor as well as classroom activities to help them better understand the natural resources industry. Evaluation is based on assessments, projects and lab participation. The students work outdoors throughout the year and are expected to dress appropriately. Every student is required to maintain and document an approved agricultural work experience program. During the year, students will continue implementing their Supervised Agricultural Experience (SAE) programs and utilize the AET online record keeping website to record progress and skill development, participate in at least one FFA activity per quarter, and attend FFA meetings during school.

Skills: Chainsaw safety, woodlot management, maple syrup production, forest insects and diseases identification and management, Dendrology and tree identification, trail management, sawmill operation, firewood production, beekeeping and honey production, wildlife management, and soil & water quality management. Year A

This program includes coursework in dendrology and tree identification, as well as forestry management topics such as silviculture and wildlife management. Students will also earn their Park Interpreter certification through the National Association for Interpretation (NAI). In addition, they will manage the campus beehives to produce honey and oversee the sugar bush for maple syrup production.

Year B

This program includes studies in urban forestry and street tree management. Students will also explore soil and water management with a focus on human impact on the environment. In addition, the curriculum covers outdoor recreation opportunities and strategies for mitigating human pressures on natural resources. In addition, they will manage the campus beehives to produce honey and oversee the sugar bush for maple syrup production. During the year, every student must maintain and document progress and skill development within an approved supervised agriculture experience (SAE) project and actively participate in the Woodbury FFA Chapter to develop premier leadership, personal growth, and career success through attending FFA meetings during school and planning and/or participating in chapter events.

Skills: Tree climbing, chainsaw safety, woodlot management, maple syrup production, forest insects and diseases, taxidermy, trail & brush clearing, sawmill operation, firewood production, beekeeping and honey production, wildlife management, and water quality.

Credit Type: Humanities/STEM, 2 credits

Aquaculture and Fisheries Science

College Prep

Prerequisites: Aquaculture and Fisheries Science 10

Grade Level(s) 11-12

Year A: Freshwater Aquaculture

This course is designed for students who intend to pursue careers in fisheries, aquaculture, or aquatic sciences. Course content includes fish and aquatic invertebrate physiology, migratory fish species, fish diseases, fish and aquatic invertebrate nutrition, fish stock assessment, hatchery and broodstock management, marine sciences, and biosecurity. The integration of hydroponics with aquaculture will be a major part of the course. Students will be responsible for designing and maintaining an aquaponics greenhouse throughout the year, as well as an ornamental aquarium. Students will gain first-hand experience in the marine aquaculture industry through class trip(s) to CT hatchery or hatcheries depending on hours and availability. During the year, students will plan for their Supervised Agricultural Experience (SAE) programs that are required for sophomore, junior, and senior Agriscience students, as well as participating in FFA activities and event planning. Job opportunities include aquaculture technician, hatchery manager, fish biologist, fish histologist, fish immunologist, wetlands conservationist, pond and stream manager, fish nutritionist, etc. During the year, every student must maintain and document progress and skill development within an approved supervised agriculture experience (SAE) project and actively participate in the Woodbury FFA Chapter to develop premier leadership, personal growth, and career success through attending FFA meetings during school and planning and/or participating in chapter events.

Skills: Water quality analysis, fish disease recognition, recirculating aquaculture management, basic plumbing and wood construction, aquarium management, fish tagging, fish breeding, stream and ecosystem assessments, waste management, site assembly, fish processing and market requirements.

Year B: Marine Aquaculture

This course is designed for students who intend to pursue careers in marine biology, marine affairs, aquaculture, and aquatic sciences. Course content includes marine ornamental fish, coral production, and marine aquaculture sustainability. Students will be responsible for creating their own saltwater tank and maintaining it with fish and corals throughout the whole year. Students will gain first-hand experience in the marine aquaculture industry through class trip(s) to other marine school(s) in the state. During the year, students will plan for the Supervised Agricultural Experience (SAE) programs that are required for sophomore, junior and senior Agriscience students, as well as participating in FFA activities and event planning. Job opportunities include aquaculture technician, marine biologist, Aquaculture technician, Engineers, Data Analysis, Environmental Specialist, Shellfish biologist, marine scientist, etc. During the year, every student must maintain and document progress and skill development within an approved supervised agriculture experience (SAE) project and actively participate in the Woodbury FFA Chapter to develop premier leadership, personal growth, and career success through attending FFA meetings during school and planning and/or participating in chapter events.

Skills: Water quality analysis, fish disease recognition, recirculating aquaculture management, basic plumbing and wood construction, aquarium management, coral identification, coral fragmentation, aquaculture farm sustainability.

Credit Type: Humanities/STEM, 2 credits

Agribusiness Management

College Prep

Prerequisites: Enrolled in the Agriculture Science Program

Grade Level(s) 10-12

The U.S. agribusiness industry produced roughly \$390 billion in agricultural products last year. This course in Agricultural Business Management is designed for the student who plans to seek employment or become a

manager or owner for an agribusiness field or production farm. Typical instructional activities include hands-on experiences with applying modern economic and business principles involved in the organization, operation, and management of agricultural businesses. including the production and marketing of agricultural products and services; economic principles, budgeting and record keeping for personal and business finances, money management and risk management. It also involves the use of cash flow and enterprise analysis to understand the use of labor, capital and marketing strategies as well as investment possibilities, insurance, loans and credit. An awareness and understanding will lead to the application of agriculture marketing and sales and business plan development. Highly recommended for Agriscience students who are enrolled in the Entrepreneurship SAE. Course availability is contingent upon meeting the student minimum enrollment.

Credit Type: Humanities/STEM, .5 credit

UConn/ECE Agriculture and Society

Prerequisites: None

Grade Levels 10-12

Development of agricultural systems and technologies and their influence on societies. Topics include plant and animal domestication, technological developments, food and industrial crops and centers of production, environmental issues, an evaluation of societal opinions on a variety of agricultural practices, and agricultural ethics. Upon successful ECE registration, passing the course, and completing UConn ECE requirements, students will be awarded ECE credit for course SPSS1150 Agricultural Technology and Society

Upon completion of this course, students will be able to:

Identify agricultural developments and contributions from a variety of societies, and how agriculture impacted these societies

Identify and evaluate the importance of agricultural technologies and developments throughout time

Evaluate issues in agriculture and hypothesize ways to solve them or mitigate the effects of these issues

Evaluate and participate in the lawmaking process in regards to agricultural issues

Hypothesize, research, and evaluate issues in agriculture using the scientific method

Research and create speeches related to the development of agricultural practices

Credit Type: Humanities or STEM, .5 Credit

Business Courses

The Business and Technology programs at Nonnewaug High School are designed to explore many aspects of business, industry and technology. As the studies within the business field crowd the top of many lists ranking the most popular college majors, it is important for students to gain exposure to this field as early as possible. The programs within the department open pathways to higher education, future employment and lifelong learning through outstanding academic programs in accounting, marketing and related technologies. Courses offered address the technological demands of today's economy and provide a foundation for advanced studies.

FBLA

FBLA is an acronym for Future Business Leaders of America. Every student at Nonnewaug High School is encouraged to enroll as a member of the Future Business Leaders of America. FBLA is a club activity which meets after school. It offers students a chance to participate with other FBLA members throughout the State of Connecticut in a social and competitive environment. Students take on leadership roles by holding office in our local chapter, as well as participating in various competitions at the Spring Conference held each year in April.

DECA

DECA is a business club for those students involved in the Marketing program at Nonnewaug. In order to become a member of DECA, students must enroll in either Marketing I or II. Members promote business and professionalism throughout the school community and prepare themselves for life beyond high school. The club competes in the annual State Career Development Conference and participates in a number of school and community events. Students must be members of DECA to work in the Nonnewaug School Store.

BUSINESS COURSE SEQUENCE IDEAS

Are you interested in becoming a(n)

Accountant, Actuary Try taking these courses: Accounting I Accounting II ECE Microeconomics ECE Macroeconomics MOS Certification	Advertising Executive, Brand Manager, Marketing or Public Relations Specialist Try taking these courses: Marketing I Marketing II ECE Macroeconomics ECE Microeconomics MOS Certification
Business or Management Executive, Project Management Try taking these courses: MOS Certification Personal Finance Accounting I Marketing I ECE Microeconomics ECE Macroeconomics	Finance, Stock Analyst or Investment Manager Try taking these courses: Personal Finance ECE Microeconomics ECE Macroeconomics MOS Certification Accounting I

Economist Try taking these courses: MOS Certification Personal Finance ECE Microeconomics ECE Macroeconomics Accounting I	Human Resource Executive, Director of Recruiting or Staffing Try taking these courses: MOS Certification Marketing I Marketing II Accounting I ECE Microeconomics
IT Systems Administrator, Software Engineer, IT Security Specialist Try taking these courses: MOS Certification Marketing I Accounting I	Entrepreneur Try taking these courses: Entrepreneurship MOS Certification Marketing I Accounting I Agribusiness Management ECE Microeconomics ECE Macroeconomics

MOS (Microsoft Office) Certification

College Prep

Prerequisites *None*

Grade Level(s) *9-12*

Students will demonstrate their ability to be a Microsoft Office Specialist by obtaining certification which is recognized throughout industry and colleges. MOS certification is the leading IT certification in the world. It allows students to demonstrate their knowledge, skills and abilities to productively use Microsoft Office programs (Word, Excel, Powerpoint, Access, Outlook). This certification promotes student success in the classroom, builds individual distinction which can be used on all resumes. Students will have the opportunity to obtain certification in any and all programs.

Credit Type: Humanities/STEM, .5 credit

Marketing

College Prep

Prerequisites *None*

Grade Level(s) *9-12*

Marketing is an introductory course that focuses on marketing theory and concepts, economics, international business, salesmanship and promotion. Exploring this growing and dynamic field offers students exposure to the vast marketing system that exists both globally and within the United States. Marketing will emphasize marketing terms and concepts, preparing students for Advanced Marketing and experience working in the Nonnewaug School Store. Marketing is highly recommended for sophomores and juniors who can then take Marketing II in one of the following academic years. Marketing I students are encouraged to join FBLA or DECA, and participate in the state-wide competitions. Students must enroll in Marketing in order to join DECA.

Credit Type: Humanities/STEM, 1 Credit

Marketing II

College Prep/Honors

Prerequisites Marketing

Grade Level(s) 10-12

This course will cover Advanced Marketing topics including management, leadership, the supply chain, market research, pricing and entrepreneurship. Students will develop a number of real world business proposals and explore the ever-changing environment of business in the 21st century. The class will include the development of a business consultation or proposal that will be presented at the DECA State Career Development Conference. In addition, students will continue to have the opportunity to take an active role in the school's chapter of DECA as well as the daily operations of the Nonnewaug School Store. Students may contract for an honors level course experience.

Credit Type: Humanities/STEM, 1 Credit

Business Leadership & Management

College Prep

Prerequisites Marketing II

Grade Level(s) 11-12

Students in this class will put their experience and skills in the areas of leadership and management into practice as they hold leadership positions in the Nonnewaug DECA chapter. They will be responsible for managing the school store, program of work and chapter campaigns. They also will be studying advanced topics in marketing and business (i.e. Micro and Macroeconomics) thru individualized online learning (i.e. Khan Academy). Students enrolled will have the opportunity to participate in Post University's High School Academy to receive college credit. This class will require work outside of normal school hours. Students may contract for an honors level course experience.

*11th grade students who are already enrolled in this course may opt to enroll again as 12th graders to retain their leadership roles. Content will be differentiated for this group. *Course availability is contingent upon meeting the student minimum enrollment.*

Credit Type: Humanities/STEM, 1 Credit

Accounting

College Prep

Prerequisites None

Grade Level(s) 9-12

Students learn the basic accounting cycle for a service business organized as a proprietorship and a merchandise business organized as a corporation.. They learn to analyze transactions, enter them in general and special journals, and post them to ledgers. Practice is given in the preparation of worksheets and financial statements. This course also illustrates accounting for personal use, such as checking accounts and bank reconciliations. Evaluation includes application problems, tests and simulations. Google Sheets and online simulations are utilized extensively throughout this course for purposes of journalizing and preparing financial statements. Accounting is recommended for all students planning to pursue business studies and those students enrolled in the Vocational Agriculture Program.

Credit Type: Humanities/STEM, 1 Credit

Accounting II

College Prep/Honors

Prerequisites Accounting

Grade Level(s) 10-12

Accounting 2 is designed for students who wish to expand their knowledge of Accounting and possibly pursue a career in Accounting/Business. The focus of Accounting 2 is on corporations and end of the year financial statements. Topics of study include: special journals, uncollectible accounts, inventory, notes and interest, voucher systems, plant assets, depreciation and departmentalized systems. Evaluation includes application

problems, tests and simulations/reinforcements. Google Sheets and QuickBooks are used throughout this course for journalizing and preparing financial statements. Students may contract for an honors level course experience. Accounting II is highly recommended for all students planning on majoring in any business related field in college. Course availability is contingent upon meeting the student minimum enrollment.

Credit Type: Humanities/STEM, 1 credit

Personal Finance

College Prep

Prerequisites *None*

Grade Level(s) *10-12*

Understanding and managing personal finances are key to one's future financial success. This semester-long course covers all of the essential personal finance topics necessary for students to become financially literate individuals. Topics include taxes, banking, paying for college, credit, budgeting, investing, and career planning. By the end of this course, students will have a thorough understanding of personal finance topics and be prepared to handle the financial responsibilities that exist after graduation. This course is open to all grade levels, however students in grade 11-12 will be able to relate more to the content.

Credit Type: Humanities/STEM, .5 Credit (Fulfills the State of Connecticut financial literacy Requirement)

UConn/ECE Personal Financial Literacy BUSN2235

(1.17 weighting)

Prerequisites *Two years of high school mathematics*

Grade Level(s) *10-12*

This course will be similar to the traditional Personal Finance course offered in the description above but will be specifically aligned with UConn's Financial Literacy course with more advanced finance topics. In addition, the rigor will be more specific to that of a college level course and the content will go more in depth than the traditional. This course is open to students that have had at least two years of high school level math and have not already completed the college prep Personal Finance course described above.

Credit Type: Humanities/STEM, .5 Credit (Fulfills the State of Connecticut financial literacy Requirement), 3 ECE

Entrepreneurship

College Prep

Prerequisites *None*

Grade Level(s) *10 -12*

Interested in starting your own business and being your own boss? This course is designed to give students the knowledge and skills to create, manage, operate, and run a business. Entrepreneurship focuses on recognizing a business opportunity, starting a business based on opportunity, and operating and maintaining that business. In addition students will learn about career pathways that can lead to business ownership and the role that taxes play in the life of an entrepreneur. This course is open to any student who is interested in starting their own business.

Credit Type: Humanities/STEM, .5 Credit

UConn ECE Microeconomics ECON 1201

(1.17 weighting)

Prerequisites *None*

Grade Level(s) *10-12*

Why is it that some industries are notorious for bad customer service? How are prices determined? Why is competition so important? The study of Microeconomics will analyze the answers to these questions and many more. In general microeconomics focuses on individual decision makers, both consumers and producers, within the larger economic system. Topics will include supply and demand analysis, theories of the firm and individual behavior, competition and monopoly, and welfare economics. We will also take a look at how

microeconomic applications can be used to address problems in current economic events and policy. Microeconomics will make you see the world around you differently and with a clearer mindset. Furthermore, a thorough understanding of microeconomics and economics in general will set you on a path to success in any career you choose. Students will be able to obtain college credits through the University of Connecticut's Early College Experience program. Students should have a basic understanding of Algebra and World History. They should also have at least one year of exposure to the rigor of the high school experience. For this reason, the course will be open to 10-12 students.

Credit Type: Humanities/STEM, .5 Credit, 3 ECE

UConn ECE Macroeconomics ECON 1202

(1.17 weighting)

Prerequisites None

Grade Level(s) 10-12

Want a broader top down view of the world? How do border economic decisions affect your day to day life? What can you do to prepare for a successful career and future? Macroeconomics is designed to answer these questions and to give students a thorough understanding of the principles of economics and specifically how they apply to an economic system as a whole. We will analyze economic policy and how government decisions affect the economy as a whole. Some of these include decisions relating to full employment, prices, stability and economic growth. Topics also will include inflation, unemployment, interest rates, fiscal policy and public debt, monetary policy, the balance of payments, and exchange rates. All of these topics will be related to a broader look into international trade, comparative advantage and selected current economic problems. Students will be able to obtain college credits through the University of Connecticut's Early College Experience program. Students should have a basic understanding of Algebra and World History. They should also have at least one year of exposure to the rigor of the high school experience. For this reason, the course will be open to 10-12 students.

Credit Type: Humanities/STEM, .5 Credit, 3 ECE

Freshman	Sophomore	Junior	Senior
Semester Courses	Semester Courses	Semester Courses	Semester Courses
MOS Certification	MOS Certification Personal Finance Agri-Business Management Entrepreneurship Microeconomics Macroeconomics	MOS Certification Personal Finance Personal Financial Literacy (Uconn ECE) Agri-Business Management Entrepreneurship Microeconomics Macroeconomics	MOS Certification Personal Finance Personal Financial Literacy (Uconn ECE) Agri-Business Management Entrepreneurship Microeconomics Macroeconomics
Full Year Courses	Full Year Courses	Full Year Courses	Full Year Courses
Marketing Accounting	Marketing Marketing II Accounting	Marketing Marketing II	Marketing Marketing II

	Accounting II	Business Leadership & Management Accounting Accounting II	Business Leadership & Management Accounting Accounting II
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Culinary Arts Courses

[Click here to view Culinary Arts PowerPoint.](#)

Culinary Arts courses offer students the opportunity to understand basic cooking and baking techniques along with learning the essential skills needed for a career in food service or the ability to apply learned culinary skills with everyday living. Our students learn to become independent and resourceful as well as developing the teamwork and collaborative skills needed to succeed in any career.

Students will prepare to be productive members of society by learning the necessary skills required for success in the vast fields of culinary arts, pastry and baking or be prepared with independent skills necessary for everyday life. Courses offered allow students to hone cooking and baking skills along with the ability to work collaboratively in a school kitchen lab or real world environment. They will be engaged in community service within Region 14. Upon completing Culinary Arts classes students will be lifelong learners who will be prepared for college or careers and lifelong learners as members of a global community.

Culinary Arts I

College Prep

Prerequisites *None*

Grade Level(s) 9-12

This is an introductory course that emphasizes kitchen safety and sanitation, weights and measurements, reading recipes, proper use of equipment, knife skills, and the principles of baking (including pies, tarts, cookies, quick breads and yeast raised products). Students will focus on the practical application of skills and competencies while preparing a wide range of foods. Foods prepared include loaf breads, muffins, biscuits, pies, tarts, cookies, pizza dough, pasta and soups.

Credit Type: Humanities, .5 credit

Culinary Arts II

College Prep

Prerequisites *Culinary Arts I*

Grade Level(s) 9-12

As an extension of Culinary Arts I. Students will continue to build upon the previously learned competencies including knife skills, identification and proper use of kitchen tools, advanced baking and cooking techniques and explore careers in the culinary and hospitality field. Knowledge and skills will be demonstrated through the preparation of a wide range of menu items including soups, salads, pasta, fresh fruit and vegetable side dishes, potatoes, rice, entrees and desserts. Students will participate in school-based catered events.

Credit Type: Humanities, .5 credit

Advanced Culinary Arts

College Prep/CT STATE Credit

Prerequisites *Culinary Arts I, Culinary Arts II and
Teacher Recommendation*

Grade Level(s) 10-12

This course is designed for students who have a strong interest in the culinary field for employment, wish to attend post-secondary school for a degree or continue to further develop their culinary skills. Students will study advanced food preparation techniques including braising, stewing, sauteing, stir frying, baking, roasting

and steaming. Emphasis is placed on proper presentation of food, knife skills, safety, sanitation, nutrition and food science. Students are required to participate in all aspects of school based catered and community service events such as Region 14 Senior Citizen luncheons. Students will study the National Restaurant Association ServSafe curriculum and participate in collaborative programs such as a Chopped Mystery Basket unit. Students may contract for an honors level course experience. Upon successful completion, students will be eligible to earn college credit through the CT State.

Credit Type: Humanities, 2 credits

The Professional Chef

College Prep/CT STATE Credit

Prerequisites Culinary Arts I, Culinary Arts II, Advanced Culinary Arts Grade Level(s) 11-12 and Recommendation of the Instructor

This course is designed for students who have a strong interest in the culinary field for employment, wish to attend post-secondary school for a degree or continue to further develop culinary skills. Students will be involved in all aspects of school-based catered events including menu planning, production and presentation. Students will also study advanced baking and pastries, advanced cooking methods and techniques, yeast raised baking including breads and focaccia, international cuisine, current trends in food service, vegetarian cuisine, assisting with food demonstrations for other Culinary Arts classes, participating in food competitions, assist with planning and implementation of the Region 14 Senior Citizen December Holiday meal and spring luncheon, and assist with the development of future community service projects. Students may contract for an honors level course experience. Upon successful completion, students will be eligible to earn college credit through the CT State.

Credit Type: Humanities, 2 credits

Freshman	Sophomore	Junior	Senior
<i>Full Year Courses</i>	<i>Full Year Courses</i>	<i>Full Year Courses</i>	<i>Full Year Courses</i>
	Advanced Culinary Arts	Advanced Culinary Arts The Professional Chef	Advanced Culinary Arts The Professional Chef
<i>Semester Courses</i>	<i>Semester Courses</i>	<i>Semester Courses</i>	<i>Semester Courses</i>
Culinary Arts I Culinary Arts II	Culinary Arts I Culinary Arts II	Culinary Arts I Culinary Arts II	Culinary Arts I Culinary Arts II

English Language Arts Courses

The English Language Arts Department offerings at Nonnewaug High School are comprised of full-year freshman and sophomore classes, plus a variety of full-year course options for juniors and seniors. All full-year courses are offered both at the honors and college preparation levels. While courses vary in content, focus, and level of difficulty, these skills - literature and language study, writing, critical thinking, listening and reviewing, and collaboration - receive careful attention in every course. As a department, we are committed to providing all of our students with the instruction, support, and opportunities to grow intellectually and convey their voice with skill and purpose. English teachers additionally provide students with extended and individual assistance through teacher-student conferences. Throughout the year, teachers also support students with key skills and standard preparation for standardized tests such as the SAT.

After completing the required English 9 course, students choose among the full-year offerings for a program suitable to their preparation for college or career. To meet district and state requirements, all students must earn four credits in English for graduation.

English 9: Language and Literature: Transformations through Words and Images

College Prep and Honors

Prerequisites: *None*

Grade Level(s) *9*

Students will explore the power of language in literature and in life. Through works of fiction and nonfiction, students will analyze how words shape historical events and spark social change. Emphasis is placed on the use of rhetorical strategies and literary devices in the analysis of a writer's craft. Students will write in a range of formats, including narrative, argumentative, and analytic. The course culminates with a collaborative research project and presentation in which students apply the 21st century skills developed throughout the year.

Credit Type: Humanities, 1 Credit

English 10: Themes that Transcend American Literature

College Prep and Honors

Prerequisites: *English 9*

Grade Level(s) *10*

Universal themes serve as a thread that weaves together a variety of American works. This year-long course begins with an exploration of bravery under extraordinary circumstances and concludes with the American search for identity. Based on the construct of the American Dream, students debate whether this is still a value of our society. Texts will focus on works that follow the journey from wide-ranges of forms: age, culture, time period. Throughout the year emphasis is placed on literary analysis, argumentation, evaluation, and collaboration.

Credit Type: Humanities, 1 Credit

English 11: Surviving the Journey: A Literary Perspective

College Prep and Honors

Prerequisites: English 10

Grade Level(s) 11

This year-long course prompts students to consider the role of the journey in our lives. Students will examine the motif of the journey in everything from classic literature to real life journeys of the modern day. Both fiction and non-fiction texts serve as guides for identifying and further exploring the ideas of courage, perseverance, and personal identity. Through the study of literary works and contemporary society, students analyze the choices and consequences inherent in the human experience. While analyzing these concepts, students engage in narrative, argumentative, and analytic writing. Knowledge and skills are showcased from a variety of perspectives.

Credit Type: Humanities, 1 Credit

English 12: Culture and Craft: A Study in 21st Century Composition

College Prep and Honors

Prerequisites: English 11

Grade Level(s) 12

The world around is a tapestry of voices, images, and sound. This course will task students with examining the complexities of this world through the lens of their own culture, artistic interests, and unique passions. Students will be asked to think critically about the world around them using a wide range of mediums such as print text, digital media, film analysis, and collaborative tools that help us to foster new ideas. This class will hone student abilities in crafting and presenting effective arguments that hinge on the foundations of polished and recursive written/spoken communication. The course will also ask that students consider modes of professional and technical writing as a means of modern communication such as public speaking, expository writing, and argumentative prose. Students will bring their own perspectives to the course which will help create an environment where students can share, collaborate, challenge, and support multiple viewpoints. All writers have a voice that's exclusive to them. This course will help them find it.

Credit Type: Humanities, 1 Credit

English 11/12: Global Contexts/Multicultural Perspectives

College Prep and Honors

Prerequisites: English 10

Grade Level(s) 11 and 12

What shapes our global society? While studying art, music, and literature from cultures around the world, students will grapple with this question. This course focuses on the works of diverse authors, poets, and speakers, contending with the issues and concerns of a global society. Throughout the course, students analyze a variety of texts in order to communicate a clearly developed argument, as well as develop reading skills in order to comprehend, interpret, and evaluate a variety of popular print and non-print texts including novels, short stories, poetry, speeches, nonfiction texts, graphic novels, and other visual media. Topic focuses include diversity, identity, ethics, and society.

Credit Type: Humanities, 1 Credit

Creative Writing

College Prep and Honors

Prerequisites: English 10

Grade Level(s) 11-12

Creative Writing is a course designed to afford students the opportunity to develop their writing skills across a range of genres while also honing abilities in research, multimodal communication, and collaboration. Students will read a wide range of literary texts that will serve as samples for the kind of writing the students will produce; these include one-act plays/screenplays, poetry, short stories, and personal narratives/memoirs. Additionally, the class will focus on producing work rooted in non-fiction research, citing historical and contemporary events grounded in real-world details. Students will share their work regularly with their peers while also developing skills in self-editing. At the conclusion of the academic year, students will select a culminating work from the course to be submitted for publication. This course may only be taken once to fulfill the English graduation requirement.

Credit Type: Humanities, 1 Credit

Journalism

College Prep

Prerequisites: *None*

Grade Level(s) *9-12*

Students will learn different types of journalistic writing, including news, sports, editorials, and features, and will explore the history of journalism and journalistic ethics. The course will ask students to determine the impact of journalistic integrity and corroborating information in a manner that considers the responsibilities of a 21st-century journalist. Students will critically examine the 21st-century media landscape and hone their ability to be aware of how language and content is crafted to meet the needs of a specific audience. Students will simultaneously write, design, and edit the *NHS Chief Advocate*, Nonnewaug's school journalism website. Journalism enrollments will count toward the Humanities elective requirements only.

Credit Type: Humanities/STEM, 1 Credits

Leadership in Journalism

Honors

Prerequisites: *Journalism*

Grade Level(s) *10-12*

The course will provide the opportunity for second-, third-, and fourth-year journalism students to hone the foundational skills learned from the Journalism course. Students in this course will serve in a leadership capacity on the editorial board for the school journalism website, the *NHS Chief Advocate*. Students will model ethical research practices, prioritize content, give feedback to writers, and execute the production of the website, which recognizes its audience, purpose, and context. Responsibilities include, but are not limited to, mentoring students throughout the research and writing process, collaborating with editors and instructors, and serving as liaisons to the school community. Students will also critically examine the 21st-century media landscape and analyze newsworthiness through multiple lenses. Leadership in Journalism may count as an English course if taken in a student's junior or senior year. However, it may only count once as an English credit. Additional Leadership in Journalism enrollments will count toward the Humanities elective requirement.

Credit Type: Humanities/STEM, 1 Credit

AP Language and Composition / **ECE ENGL 1007: Seminar in Writing and Multimodal Composition

Advanced Placement

Prerequisites: *English 10 and Teacher Recommendation*

Grade Level(s) *11-12*

In this seminar, students focus specifically on argumentation, rhetorical analysis, and synthesis. While exploring a variety of historical and contemporary events, people, and concepts, students will recognize a variety of perspectives within the debate in order to develop an individual argument that is based on ethical research practices. The course is designed to provide students with opportunities for practicing and reflecting

Credit Type: Humanities, 1 Credit (4 ECE Credits)

Prerequisites:	<i>English 11 and Teacher Recommendation</i>	Grade Level(s)	12
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Credit Type: Humanities, 1 Credit (4 ECE Credits)

ECE

Credit Type: Humanities, 1 Credit (4 ECE Credits)

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Prerequisites: Students must have taken, are taking, or plan to take ENGL 1007 if enrolled for ECE credit

Honors/ECE

Grade Level(s): 10-12

The Writer's Studio Course is a tutor training and composition course that prepares students for the responsibilities of tutoring in the NHS Writing Center and encourages students to take on the role of academic leaders. Students will self-reflect on their own experiences as writers and learners, conduct field research and collect perspectives of their peers, read current scholarship on the development and maintenance of high school writing centers, and participate in a workshop model of writing revision. As individuals and as a class, students will identify their personal tutoring values and develop actionable plans to sustain a successful writing center. Assignments in this course will emphasize self-reflection, research, inquiry, and the recursive process of writing. Students who enroll in the UCONN Early College Experience credit will complete assignments that are specific to the UCONN Writing Center standards. Additional Writer's Studio enrollments will also count toward the Humanities elective requirements. Students can earn an additional .5 credit per semester that students work in the NHS Writing Center.

Credit Type: Humanities, .5 Credit (ECE 1 Credit, pass/fail)

10 th Grade Options	11 th Grade Options	12 th Grade Options
English 10: College Prep English 10: Honors AP Seminar Electives (Do not satisfy the grade 10 English Requirement): Journalism Writing Center	*English 11: Surviving the Journey: A Literary Perspective *Global Contexts/ International Perspectives *Creative Writing **Journalism **Leadership in Journalism AP Language and Composition/ECE ENGL 1007 AP Seminar Writing Center Practicum	*English 12: Culture and Craft: A Study in 21 st Century Composition *Global Contexts/Multicultural Perspectives *Creative Writing **Journalism **Leadership in Journalism AP Language and Composition/ECE ENGL 1007 AP Literature and Composition/ECE ENGL 1007 AP Seminar Writing Center Practicum

*Courses designated with one asterisk mean the course will allow students to contract within the class for honors credit.

**A student can take Journalism beginning in sophomore year (will not count as an English credit). A student may take Leadership in Journalism as a junior or senior but it will only count as one English credit (the other would be an elective). Additional enrollments in either of the courses will count for elective credit as either a tech/STEM credit or a humanities credit.

***Students may take more than one English course and receive an elective credit for the extra English course.

[AP Capstone Diploma Program](#)

AP Seminar

Advanced Placement

Prerequisites: Teacher Recommendation

Grade Level(s) 10 -12

This course focuses on guiding students to independently investigate real-world topics of their choosing from multiple perspectives, which often are different or competing. Students will also learn to collect and analyze information with accuracy and precision, develop arguments based on facts and effectively communicate them. Students will examine materials such as news stories, research studies, and literary works so they can craft arguments to support a point of view and communicate them effectively through the use of various media. Students will be assessed through a combination of individual and team projects and presentations as well as through a written exam. The AP Exam is required. Students may take AP Seminar to fulfill their English requirement in grades 10-12.

Credit Type: Humanities, 1 credit

AP Research

Advanced Placement

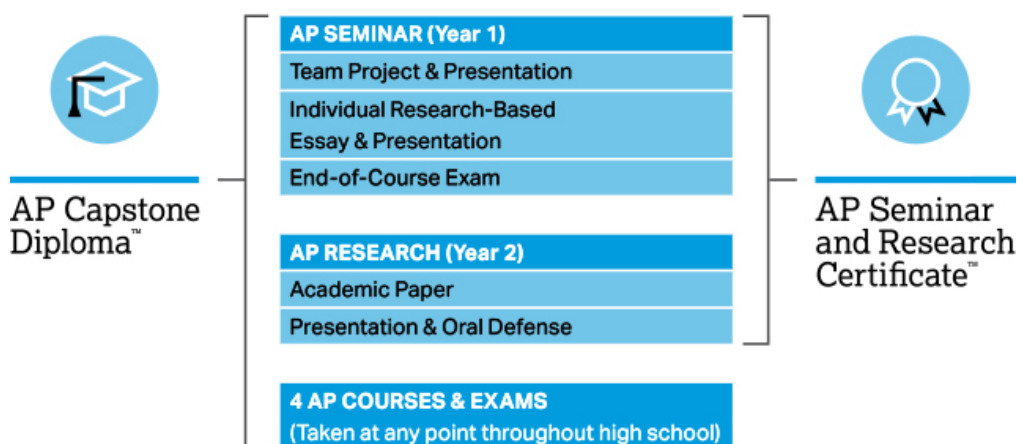
Prerequisites: AP Seminar

Grade Level(s) 11 -12

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000-5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense. The AP Exam is required. Students may take AP Research to fulfill their English requirement in grades 11-12.

Credit Type: STEM or Humanities, 1 credit

Students who pass both AP Seminar and AP Research will receive the AP Seminar and Research Certificate through College Board. Students who pass an additional four AP courses and exams will receive the AP Capstone Diploma through College Board.



Fine Arts Courses

Fine Arts courses at Nonnewaug High School prepare students to become active, culturally aware adults. Participation in the Fine Arts is a vital part of every child's development and is a way of understanding one's self, society and other cultures. All courses in the Fine Arts provide the means for expressing and communicating thoughts, feelings and experiences. Fine Arts education provides the gifts of vision, appreciation, and joy for students to take into the world. Courses in the Fine Arts are open to anyone regardless of their level of ability.

At Nonnewaug High School, our Art classes offer an exciting journey into self-expression and creativity, putting students at the center of their artistic growth. Here, art isn't just about making beautiful things—it's a powerful visual language that unlocks imagination, sharpens perception, and builds critical thinking skills. Through hands-on, organized art experiences, students learn to observe, discover, and truly understand the world around them. Whether you're sketching, painting, or designing, you'll tap into your unique inner voice, creating original works that bring personal satisfaction and confidence. By joining the Art program(Art 1), students can take their passion to the next level by becoming part of the National Art Honor Society. This opens doors to impactful community service projects and showcases the creativity, talent, and dedication that students bring to their school and community. Discover how art can transform the way you see yourself and the world—join us, and start creating your future today!

In Music classes at Nonnewaug High School, students will create, perform, and respond to music in a way that prepares them to understand and experience music through a variety of styles and musical genres. Students will become self-reflective musicians, thinkers, and learners, and will have the ability to transfer these skills to other areas of their lives. Students who enroll in music classes at Nonnewaug High School will have the opportunity to participate in various concerts, festivals, community, and school events throughout the year. Students will have the opportunity to explore how music engages society through education, technology, music production, music management, composing, listening, and performing.

In Media Art classes at Nonnewaug High School, students will explore the arts through video recording and editing, audio recording and editing, video game design, and computer animation courses. Students will experience our world through the media arts as a visual and audio language involving a unique body of knowledge. They will develop their perception, imagination, and the ability to communicate through their work and think critically about how they engage their community as they engage in the program at every level. Students will learn through real world experiences designed to work within our school community and local community events organized by the teacher to look, discover, and understand. Students will have the ability to learn and use cutting edge technology in this ever changing art form.

Art Courses

Art I Foundations

College Prep

Prerequisites *None*

Grade Level(s) *9-12*

Your Creative Journey Begins Here

Unlock your creativity and explore the exciting world of art in this engaging first-year course—perfect for everyone from beginners to aspiring artists. Whether you're picking up a pencil for the first time or already passionate about art, this class will teach you essential skills while sparking your imagination.

Dive into a wide variety of media and techniques, including drawing, painting, printmaking, ceramics/sculpture, collage, and design. You'll explore both 2D and 3D forms, learn the Elements of Art, and discover how to express yourself through your work. Along the way, you'll gain insight into art history, criticism, and aesthetics to deepen your understanding and appreciation of art.

Get inspired with field trips to various college facility workshops exploring printmaking, film photography, wheel throwing, and metal casting, along with visits to museums, art shows, and galleries. These hands-on experiences will broaden your perspective and connect you to the vibrant world of professional art.

In this course, your grade is **NOT** based on finished products but on your process of exploration, discovery, and learning. Effort and creativity are the true measures of your success, giving you the freedom to experiment and grow as an artist.

This course is more than just an introduction—it's the start of building an impressive portfolio that can lead to countless career opportunities in our visually creative world. Don't miss this opportunity to begin your artistic journey and see where your creativity can take you!

Students can apply for the **National Art Honor Society as a 9th grader and can be recognized as a candidate for the **NAHS** at the fall ceremony. Successful completion of a full credit of Art 1 is required in order to be fully inducted into the **NAHS**.*

Art I Foundations is **strongly recommended as a prerequisite for all other art courses.*

Credit Type: Fine Arts, Humanities, 1 credit or (.5 Year Option Available)

Art II Advanced

College Prep or Honors

Prerequisites *Art I or Fine Art Dept approval*

Grade Level(s) *10-12*

This dynamic course is designed for students who have successfully completed *Art 1 Foundations* and are eager to dive deeper into a variety of artistic media. Explore exciting new mediums like pen and ink, wire sculpture, colored pencil, pastel, watercolor, charcoal, printmaking, and collage as you refine techniques

introduced in your first year and explore new ways to express your creativity.

In this class, you'll create stunning landscapes, sculptures and still-life pieces, working from both life and photographs, as you sharpen your ability to capture detail and mood. More than just mastering techniques, you'll also focus on discovering and expressing your unique artistic voice.

Take your art beyond the classroom by participating in art shows and contests where you can showcase your talent. Expand your horizons through field trips to inspiring locations like museums, galleries, and college workshops that deepen your artistic experience. Plus, connect with college representatives who will introduce you to exciting career possibilities in the arts.

Whether you're building a portfolio for future opportunities or simply passionate about exploring your creative potential, this course will help you grow as an artist and set your imagination free!

Credit Type: Fine Arts, Humanities, 1 credit

Art III Applied/ UConn ECE - ART 1030: Drawing I (ECE 3 Credits)

Honors

Prerequisites: Art II or Fine Art Dept approval

Grade Level(s) 11-12

This exciting third-year course offers an in-depth study of advanced media, pushing boundaries in drawing, painting, printmaking, and mixed-media techniques. Students will refine their craftsmanship, develop professional presentation skills, and dive into advanced concepts tailored to their unique artistic interests.

Beyond the classroom, this course provides immersive experiences to spark inspiration and career exploration. Students will participate in field trips to college-level art workshops, including glassblowing, wheel throwing, figure drawing and painting, and metal casting, as well as visits to museums, galleries, and local art shows.

Students will also benefit from guest artist visits and presentations by college representatives highlighting degree programs, career possibilities, and scholarship opportunities. Whether you're building a portfolio for college admissions or seeking to expand your creative voice, this course is designed to fuel your passion and prepare you for future success in the arts!

Credit Type: Fine Arts, Humanities, 1 credit (3 ECE Credits)

Art IV Studio

Honors

Prerequisites: Art III or Fine Art Dept approval

Grade Level(s) 12

This fourth-year course is designed for students who want to refine their skills, experiment with advanced techniques, and create impressive, meaningful artwork. Whether you're preparing a portfolio for art school or simply want to explore your creativity further, this class offers the tools and inspiration to help you succeed.

Get inspired throughout various field trips to college-level and professional art workshops such as glassblowing, wheel throwing and raku firing, figure drawing and painting, and metal casting, as well as visits to museums, galleries, and art shows.

You'll also connect with professional artists and meet college representatives who will share insights on art programs, scholarships, career options, and the application process to help you plan for the future.

This course is perfect for anyone who loves art and wants to take their skills and creativity to the next level!

Credit Type: Fine Arts, Humanities, 1 credit

Ceramics I

College Prep

Prerequisites: None

Grade Level(s) 9-12

Discover the endless possibilities of working with clay in this exciting introductory ceramics course! Whether you're new to art or building upon the fundamentals learned in *Art 1* (strongly encouraged but not required), this class offers a hands-on exploration of ceramics that will ignite your creativity.

Learn to create functional and nonfunctional expressive pieces using hand-building techniques like pinch, slab, and coil methods, as well as advanced methods like extruding and wheel throwing on the potter's wheel. You'll also dive into the fascinating process of various glazing techniques, and other surface treatments, while understanding the stages of clay and the importance of studio upkeep.

Take your learning beyond the classroom with field trips to college-level ceramic facilities, where you can experience wheel throwing, raku firing, and other professional techniques firsthand. These trips will inspire you and offer a glimpse into the broader world of ceramics and art.

By the end of the semester, you'll have a portfolio of unique ceramic pieces to showcase your skills, as well as a deeper appreciation for the art of ceramics. Join us and see how clay can shape your creativity!

Credit Type: Fine Arts, Humanities, .5 credit

Ceramics II

College Prep

Prerequisites: Ceramics I

Grade Level(s) 10-12

In this course, you'll immerse yourself into the world of ceramics with a focus on exploring advanced forms and techniques. Building on the fundamentals you've mastered, you'll take on more challenging projects like wheel throwing, intricate hand-building, and creating an independent series of works that reflect your personal style and vision.

What makes this class unique is the use of a Choice Board, allowing you to decide which projects to tackle and when, so you can focus on what inspires you most. This flexibility lets you take ownership of your artistic journey while encouraging self-expression and creativity.

Field trips will enhance your experience as you visit college-level ceramic facilities, participate in workshops featuring advanced wheel throwing, raku firing, and glazing techniques, and explore inspiring museums and galleries. These experiences will connect you with professional practices and help you discover exciting career opportunities.

In class, you'll continue to learn from contemporary and historical artists relevant to each unit, engage in art criticism, and explore how to communicate through your work. This course also helps prepare you for the AP 3D Art and Design Exam, providing a solid foundation for creating the portfolio required for college credit.

By the end of the course, you'll have built an impressive portfolio of advanced ceramic pieces showcasing your growth and skill, while also helping maintain a creative and organized studio environment. Whether you're pursuing a career in art or simply love working with clay, this course will shape your creativity to new heights!

Credit Type: Fine Arts, Humanities, .5 credit

Sculpture I

College Prep

Prerequisites: None

Grade Level(s) 9-12

In this course students will explore the elements and principles of design as they apply to three-dimensional work. Focus will be placed on the exploration of form in a variety of media and techniques such as paper, cardboard, ceramics, and assemblage. Students will learn about sculpture in art history as well as contemporary artists as they relate to projects in class.

Credit Type: Fine Arts, Humanities, .5 credit

Sculpture II

College Prep

Prerequisites: Sculpture I

Grade Level(s) 10-12

This course will build upon the fundamentals learned in Sculpture 1 with a more in-depth exploration of form. New processes will be introduced as well as more challenging assignments, some media and techniques will include reductive sculpting methods, cardboard, stone, book sculptures, and more advanced hand-built ceramic pieces. Students will also continue their exposure to artists as they apply to each unit as well as art criticism. Emphasis will be placed on self-expression and artistic communication.

Credit Type: Fine Arts, Humanities, .5 credit

Yearbook

College Prep

Prerequisites: None

Grade Level(s) 9-12

This dynamic course will challenge students' critical thinking, time management, and creativity. Through collaboration with peers, students will create the school's entire yearbook from cover to cover. Students will use a variety of technology, such as digital cameras, scanners, and large format printers. Students will also use unique editing software including Adobe Creative Suite, Acrobat, and Yearbook Website software to create a theme, lay-out, content, and final design. Students will also learn how to market and sell to their audience by creating informational designs and implementing effective community outreach strategies. With the guidance of the teacher, students will take ownership over an important artifact of their high school careers, culminating in a complete and successful yearbook.

Credit Type: Fine Arts, Humanities/STEM, 1 credit

Digital Design I

College Prep

Prerequisites: None

Grade Level(s) 9-12

This course is open to all students who have an interest in graphic design, and want to work with professional visual arts technology. Digital imaging, page layout, brand identity, and typography will be covered. Students will use software from Adobe Creative Cloud, including Photoshop, Illustrator, and InDesign, as well as basic workflow and file management. They will develop and utilize vocabulary and think critically about design and

design software basics. Students will also research topics related to visual communications. Students will be required to exercise effort outside of class time to finish projects as needed. The goal of this course is to develop strong visual problem solving skills that can be used in various careers. The course relies on peer collaboration and group critiquing.

Credit Type: Fine Arts, Humanities/STEM, 1 credit

Digital Design II

College Prep

Prerequisites: Digital Design I

Grade Level(s) 10-12

This course will allow students to study the areas of electronic publishing and design in greater depth while taking creative risks. Adobe Creative Cloud will be the primary software package used in this course. Exploration of publishing, print and visual communications and vocations will be encouraged. Students taking this course must demonstrate a sincere desire to create a final published product and will be expected to spend time outside of class to complete parts of the overall process. Students will be expected to demonstrate intermediate to advanced skills with Photoshop, Illustrator and InDesign by exploring branding, advanced magazine/book layout, product and packaging design, poster and menu design. Scanning, importing and exporting images, and printing large visual pieces for display will be required. The course will focus on completion of a digital and visual portfolio.

Credit Type: Fine Arts, Humanities/STEM, 1 credit

Digital Design III (see below, AP Art and Design Program Description)

Advanced Placement

Prerequisites: Digital Design II or Visual Art Dept approval

Grade Level(s) 11-12

This course will allow students to study the areas of electronic publishing and design in greater depth while taking creative risks to effectively communicate visually through well-crafted assignments that are seen in the commercial art world. Adobe Creative Cloud will be the primary software package used in this course. Students will be expected to demonstrate advanced skills with Photoshop, Illustrator and InDesign. Exploration of publishing, print and visual communications and vocations will be encouraged. Students taking this course must demonstrate a sincere desire to create a final published product and will be expected to spend time outside of class to complete parts of the overall process. Students should also be expected to work with community businesses as their clients to design marketing products. Peer to peer critiquing is expected and encouraged throughout this course. Scanning, importing and exporting image files, and creating large visual pieces for display will be required. The course will focus on completion of a digital and visual portfolio.

Credit Type: Fine Arts, Humanities/STEM, 1 credit

Digital Photography

College Prep

Prerequisites: None

Grade Level(s) 9-12

Students will learn how to take a compositionally artistic photograph using digital camera technology. Students are given a camera to sign out for the entire semester. In addition, students will learn how to use Adobe Photoshop to render digital photographs. This course incorporates the exploration of career opportunities, various classifications and use of photography, and the history of photography as an art form. Students will be required to spend additional time, outside of class, taking a variety of photographs. The course relies on good time management, independent work, peer collaboration and group critiquing. Expect to spend at least 30 hours outside of class time for the entire semester.

Credit Type: Fine Arts, Humanities/STEM, .5 credit

Expressive Art

College Prep

Prerequisites *None*

Grade Level(s) *9-12*

In this course, students can learn new forms of self-expression to create a strong sense of mindfulness and management of emotions. The main focus of this course is on the process of creating works of art rather than the final product. This course offers an additional offering to the art department that is tailored to speak to the expressive elements within art materials and techniques that fine art and digital art courses do not offer to the same degree. This course offers students the ability to work organically and abstractly which builds strong problem solving skills in all areas of their life, allowing students to lead confident and happy lives.

Credit Type: Fine Arts, Humanities, .5 credit.

AP Art and Design Program Description

The AP Art and Design program consists of three different courses and AP Portfolio Exams—AP 2-D Art and Design, AP 3-D Art and Design, and AP Drawing—corresponding to college and university foundations courses. Students may choose to submit any or all of the AP Portfolio Exams.

Students will create a portfolio of work to demonstrate inquiry through art and design and development of an investigation of *materials, processes, and ideas* over the course of a year. A students' portfolio will include works of art and design, process documentation, and written information about the work presented. In May, students will submit portfolios for evaluation based on specific criteria, which include skillful synthesis of *materials, processes, ideas*, and sustained investigation through *practice, experimentation, and revision*, guided by inquiry questions. Students will communicate their ideas about art and design through written and visual expression.

AP 2-D Art and Design (Digital Photography and Digital Design)

Advanced Placement

Prerequisites *Digital Photography and Digital Design I or Visual Art* *Grade Level(s)* *11-12*
Dept approval

This course is open to junior and senior students who meet department criteria and have approval from the Art Department. The AP program provides an opportunity for secondary school students to pursue and receive credit for college-level course work. Students will develop their skills in a two-dimensional medium such as graphic design, photography, collage, printmaking, and others as you learn the principles of 2-D design.

Students will create artwork that reflects their own ideas and skills and what you've learned.

*This course is strongly suggested to be accompanied by another art class simultaneously.

The AP Exam is required. This course may be repeated for credit.

Credit Type: Fine Arts, Humanities, 1 credit

AP Drawing

Advanced Placement

Prerequisites *Art II or Visual Art Dept approval* *Grade Level(s)* *11-12*

This course is open to junior and senior students who meet department criteria and have approval from the Art Department. The AP program provides an opportunity for secondary school students to pursue and receive credit for college-level course work. The Drawing Portfolio is designed to develop their skills in drawing as they explore different media and approaches such as Drawing (analog and digital), painting, printmaking, and mixed media work are among the possibilities for submission. Still images from videos or films are accepted.

Composite images may be submitted. Students will create artwork that reflects their own ideas and skills. The art department recommends that students also enroll in either Applied Art or Studio Art while taking this course. The AP Exam is required.

*This course is strongly suggested to be taken simultaneously with another art class.

This course may be repeated for credit.

Credit Type: Fine Arts, Humanities, 1 credit

AP 3-D Art and Design

Advanced Placement

Prerequisites Art II or Department Chair approval

Grade Level(s) 11-12

This course is open to junior and senior students who meet department criteria and have approval from the Art Department. The AP program provides an opportunity for secondary school students to pursue and receive credit for college-level course work. Students will develop their skills in a three-dimensional medium such as sculpture, architectural models, metal work, ceramics, glass work, and others as they learn the principles of 3-D design. Students will create artwork that reflects their own ideas and skills and what you've learned. The AP Exam is required.

*This course is strongly suggested to be taken simultaneously with another art class.

This course may be repeated for credit.

Credit Type: Fine Arts, Humanities, 1 credit

Art Course Chart

Grades 9-12	Grade 10-12	Grades 11-12	Grade 12
Art I Foundations Yearbook Digital Photography Digital Design I Ceramics I Sculpture I Expressive Art	Art II Advanced* Ceramics II Sculpture II Digital Design II	Art III/UConn ECE Applied Digital Design III AP Art and Design Program (Drawing, 2D, 3D)	Art IV Studio AP Art and Design Program (Drawing, 2D, 3D)

*Courses designated with one asterisk mean the course will allow students to contract within the class for honors credit.

Media Arts Courses

Video Game Design I/PostU Dual Enrollment

Prerequisites *None*

Grade Level(s) 9-12

Dive into the exciting world of video game design in this comprehensive course! Explore modern gaming systems and games as well as gaming systems that gave the industry its start! We first use Minecraft Education to explore game-based learning, complete building challenges, learn to code through engaging lessons, and practice esports competitions. Minecraft Education asks students to think creatively, problem solve, use systems thinking, and nurtures a passion for game play. Then we explore Gdevelop to practice our coding and develop our own game!

Credit Type: Fine Arts, Humanities/STEM, .5 credit

Video Game Design II/Post U Dual Enrollment

Dual Enrollment

Prerequisites *Video Game Design 1*

Grade Level(s) 9-12

In this course students will use the industry-leading 3D game design platform, Unity. They will learn to Create with Code by programming their own exciting projects from scratch in C#! They iterate with prototypes, tackle programming challenges, complete quizzes, and develop their own personal project. The student will transform from an absolute beginner to a capable Unity developer. All this while learning the history of gaming, how games are created, roles in game development, the method behind marketing and sales of games, and the future of gaming.

Credit Type: Fine Arts, Humanities/STEM, .5 credit

Video Game Design III/Post U Dual Enrollment

Dual Enrollment

Prerequisites *Video Game Design 2*

Grade Level(s) 10-12

Credit Type: Fine Arts, Humanities/STEM, .5 credit

Video Production I/QU Dual Enrollment/Post University Dual Enrollment

Dual Enrollment

Prerequisites *None*

Grade Level(s) 9-12

Video Production is a course designed to give students hands-on opportunities in television production, journalism, and the aspects of broadcast media. Through a variety of production experiences, students will learn the power of the media, examine issues of fairness and objectivity, develop critical thinking skills, exercise creativity, and gain an overall understanding of information-gathering techniques. Topics include commercials, suspense, special effects, movie trailers, animations, short films, stop motion, and more.

Credit Type: Fine Arts, Humanities/STEM, .1 (.5 Year Option Available for semester 1)

Video Production II/QU Dual Enrollment

Dual Enrollment

Prerequisites *Video Production I*

Grade Level(s) 10-12

Video Production II is a course designed to give students hands-on opportunities in production, journalism, and film creation. This class operates as a working studio! Through a variety of projects, students will learn the power of the media, exercise creativity and gain an overall understanding of various methods of production. This class has a focus on producing our Nonnewaug News episodes and submissions to various award opportunities. Including the possibility of our work being shown on Fox61 news! Evaluation will be based heavily upon projects and performance on specific studio tasks.

Credit Type: STEM, .5 Credit

Computer-Aided Drafting 1/ CT STATE CAD Dual Enrollment (CAD 1330)

This course is pending instructor CTSTATE and Region 14 Board of Education approval. If a student registers for this course and it does not run, school counselors will assist in rescheduling students.

College Prep

Prerequisites *None*

Grade Level(s) 9-12

Computer-Aided Drafting is used by designers and manufacturers in virtually every industry to create engineering design solutions. In this half-year course, The student will learn drafting fundamentals for engineering through projects from various technical disciplines. Topics include drawing setup, text, dimensioning, layering systems, blocks, printing and plotting, orthographic and isometric, and section views as well. Upon finishing this course, students should be able to prepare drawings in their own engineering disciplines.

Credit Type: STEM, .5 Credit

Computer-Aided Drafting 2 (Parametric Design)/ CT STATE CAD Dual Enrollment (CAD 2200)

This course is pending instructor CTSTATE and Region 14 Board of Education approval. If a student registers for this course and it does not run, school counselors will assist in rescheduling students.

College Prep

Prerequisites *CAD 1*

Grade Level(s) 9-12

In partnership with Ed Advance's College and Career Accelerator program and CTState, Nonnewaug will be offering Parametric Design (3D AutoCAD). In alignment with CTState's course description, this is an introduction to computer-based design using SolidWorks® parametric 3D CAD software. The course focuses on Parametric Modeling and topics include: Design Intent and Process, Sketching Techniques, Model Development Techniques, Process-Specific Modeling, Design Changes, Editing Models, Patterning and Assembly Techniques. Students will participate in mostly individual and some group design projects as appropriate.

Credit Type: STEM, .5 Credit]

Computer Animation

College Prep

Prerequisites

None

Grade Level(s)

9-12

Computer Animation introduces students to the principles and skills of computer animation. Students will use Adobe Illustrator, Animate CC, Photoshop, and Adobe Premiere to create original animations. This course will focus on student creation of animated characters and objects and animated sequences and short stories. Students will utilize the Adobe Creative Cloud to bring their ideas to animated form. Evaluation will be based heavily upon projects and performance on specific components of animation technique.

Credit Type: Fine Arts, Humanities/STEM .5 credit

Freshman	Sophomore	Junior	Senior
<i>Semester Courses</i>	<i>Semester Courses</i>	<i>Semester Courses</i>	<i>Semester Courses</i>
Video Production I Video Game Design Video Game Design II Computer Animation CAD I CAD II	Video Production I Video Production II Video Game Design Video Game Design II Video Game Design III Computer Animation CAD I CAD II	Video Production I Video Production II Video Game Design Video Game Design II Video Game Design III Computer Animation CAD I CAD II	Video Production I Video Production II Video Game Design Video Game Design II Video Game Design III Computer Animation CAD I CAD II

Music Courses

Band

College Prep and Honors (9-12)

Prerequisites *None*

Grade Level(s) *9-12*

This is a performing ensemble open to all students who presently play and wish to continue their experience in band. Students will develop musicianship and technical proficiency on their instruments. Band literature of various genres will be performed. The course offers an applied study of wind and percussion instrument care, music rudiments, performance techniques, and musicianship skills. Students enrolled in this course will perform at the school's winter and spring concerts. Other performances include Tree Lightings and Memorial Day parades in Woodbury and Bethlehem, NHS Basketball Games, Graduation, and other in-school functions. Advanced students will be given the opportunity to audition for the Berkshire League Music Festival, CMEA Northern Region High School Festival, and CMEA All State Music Festival. Students may contract for an honors level course experience.

This course may be repeated for credit.

Credit Type: Fine Arts, Humanities, 1 credit (.5 Year Option Available)

Orchestra

College Prep and Honors (9-12)

Prerequisites *None*

Grade Level(s) *9-12*

This is a performing ensemble open to all students who presently play and wish to continue their experience in playing a stringed instrument. Students will develop musicianship and technical proficiency on their instruments. Orchestral literature of various genres will be performed. The course offers an applied study of stringed instrument care, music rudiments, performance techniques, and musicianship skills. Students enrolled in this course will perform at the school's winter and spring concerts. Other performances include Tree Lightings and Memorial Day parades in Woodbury and Bethlehem, NHS Basketball Games, Graduation, and other in-school functions. Advanced students will be given the opportunity to audition for the CMEA Northern Region High School Festival, and CMEA All State Music Festival. Students may contract for an honors level course experience.

This course may be repeated for credit.

Credit Type: Fine Arts, Humanities, 1 credit (.5 Year Option Available)

Concert Choir

College Prep and Honors (9-12)

Prerequisites *None*

Grade Level(s) *9-12*

This course is a performing ensemble open to any student who desires to learn how to sing and perform choral music. Through the development of musicianship skills, members of the chorus will become musically literate and perform a variety of high-quality music selections. Beginners and experienced musicians are welcome. Students enrolled in this course will perform at the school's winter and spring concerts. Other performances include Tree Lightings in Woodbury and Bethlehem, NHS Basketball Games, Graduation and other in-school functions. Students will also have the opportunity to audition for the Berkshire League Music Festival, CMEA Northern Region High School Festival, and CMEA All State Music Festival. Students may contract for an honors level course experience.

This course may be repeated for credit.

Credit Type: Fine Arts, Humanities, 1 credit (.5 Year Option Available)

Dramatic Musical Theater

College Prep (9-12)

Prerequisites None

Grade Level(s) 9-12

The Dramatic Musical Theater course is a curricular performance class. Students will focus on introducing and interpreting drama through the art of acting and the development of individual insights, skills, and disciplines in the presentation of dramatic material to audiences. Students will study musical theater from its earliest shows to present-day musicals. All elements of a dramatic musical production will be covered: singing, blocking, choreographing, costume design, set construction, lighting and sound. Other productions will be critically evaluated. Experienced actors and actresses as well as novice performers are welcome to join!

Credit Type: Fine Arts, Humanities, 0.5 credit

Music Technology

College Prep

Prerequisites None

Grade Level(s) 9-12

This course is designed to introduce students to a Digital Audio Workstation, the software and equipment used in recording and musical composition. With an emphasis on sequencing software, composition software, and sound engineering and recording equipment. Students will be guided through the step-by-step process of creating, recording, and editing musical compositions and recordings. Students will work on individual projects and present them to the class for feedback, revision and evaluation. Students will learn traditional music terminology along with sequencing, score writing, and recording technology. Course topics will also include studio recording, live recording, podcasting, film scoring, and keyboarding/piano skills. Students should have an interest in learning about the fundamentals of creating and recording music.

Credit Type: Fine Arts, Humanities/STEM, 0.5 credit

Music Fundamentals/Ear Training I (UConn ECE)

This course is pending instructor ECE and Region 14 Board of Education approval. If a student registers for this course and it does not run, school counselors will assist in rescheduling students.

College Prep/UConn ECE (3 credits)

Prerequisites None

Grade Level(s) 9-12

This course covers basic skills in note reading, rhythm, meter, pitch symbols, scales, key-signatures, intervals, triads, sight-singing, and dictation. Major, minor, pentatonic and whole-tone scales are covered, as well as four modes. Notation skills are developed through composition of simple melodies and harmonic chord progressions. Figured bass and Roman numeral progressions are covered; melodic and harmonic dictation will be used to develop listening skills. Sight singing will be practiced on a daily basis.

Credit Type: Fine Arts, Humanities, .5 credit

Music Appreciation

This course is pending instructor Region 14 Board of Education approval. If a student registers for this course and it does not run, school counselors will assist in rescheduling students.

College Prep (3 credits)

Prerequisites *None*

Grade Level(s) *9-12*

This course offers an approach toward intelligent listening, illustrated by recordings. This course traces the development of Western music as a means to understand some of the most important artistic, cultural and historical processes of humanity. Through the development of listening skills, students will become familiar with the masterworks of the repertoire and the historical and cultural context that made them possible.

Credit Type: Fine Arts, Humanities, .5 credit

Piano I

College Prep

Prerequisites *None*

Grade Level(s) *9-12*

This class is designed for the student with little or no previous piano experience. Students learn basic piano techniques and music reading skills in group lab settings and individualized study. A variety of piano literature, written at appropriate performance grade level, is studied and the basics of music theory, lead sheet interpretation and music terminology are presented and discussed.

Credit Type: Fine Arts, Humanities, .5 credit

Piano II

College Prep

Prerequisites *None*

Grade Level(s) *9-12*

This class is designed for the student with piano experience. Students continue working on piano techniques and music reading skills in group lab settings and individualized study. A variety of more advanced piano literature is studied and music theory, lead sheet interpretation and music terminology are presented and discussed.

Credit Type: Fine Arts, Humanities, .5 credit

Guitar I

College Prep

Prerequisites *None*

Grade Level(s) *9-12*

This class is designed for the student with little or no previous guitar experience. Students learn basic guitar techniques and music reading skills in group lab settings and individualized study. A variety of guitar literature, written at appropriate performance grade level, is studied and the basics of music theory, lead sheet interpretation and music terminology are presented and discussed.

Guitar II

College Prep

Prerequisites *None*

Grade Level(s) *9-12*

This class is designed for the student with guitar experience. Students continue working on guitar techniques and music reading skills in group lab settings and individualized study. A variety of more advanced guitar literature is studied and the basics of music theory, lead sheet interpretation and music terminology are presented and discussed.

Credit Type: Fine Arts, Humanities, .5 credit

Music Course Chart

Grade 9	Grade 10	Grade 11	Grade 12
Music Ensembles *Band *Orchestra *Concert Choir	Music Ensembles *Band *Orchestra *Concert Choir	Music Ensembles *Band *Orchestra *Concert Choir	Music Ensembles *Band *Orchestra *Concert Choir
Music Classes Dramatic Musical Theater Music Technology Music Fundamentals/Ear Training (UConn ECE) Music Appreciation Piano I & II Guitar I & II	Music Classes Dramatic Musical Theater Music Technology Music Fundamentals/Ear Training (UConn ECE) Music Appreciation Piano I & II Guitar I & II	Music Classes Dramatic Musical Theater Music Technology Music Fundamentals/Ear Training (UConn ECE) Music Appreciation Piano I & II Guitar I & II	Music Classes Dramatic Musical Theater Music Technology Music Fundamentals/Ear Training (UConn ECE) Music Appreciation Piano I & II Guitar I & II

*Courses designated with one asterisk mean the course will allow students to contract within the class for honors credit.

Social Studies and History Courses

The Social Studies Department offers a variety of courses to help all students achieve a strong foundation regarding the historical factors that have shaped the world. It is the goal of the Social Studies Department to help develop in students the knowledge and critical thinking skills necessary to make rational, informed decisions about the economic, social, and political issues confronting them, their society, and the world at large.

The Social Studies Department offers a variety of elective courses designed to introduce students to the social sciences and encourage further post-secondary study of the humanities.

Students in the classes of 2027 and 2028 must complete 2.5 credits in Social Studies. One credit must be in World History, one in US History, and .5 must be in Civics.

Students in the class of 2029 and beyond must complete 3 credits in Social Studies. One credit must be in World History, one in US History, and .5 must be in Civics.

World History

College Prep or Honors

Prerequisites: None

Grade Level(s): 9

World History is a survey course of selected historical events from Absolutism to current events through a chrono-thematic approach. This modern approach focuses on change, continuity, and context of historical events. The course is designed using the inquiry process and nurtures historical thinking through the analysis of primary and secondary sources. Students will study topics such as the Enlightenment, the Industrial Revolution, Nationalism, Global Imperialism, and the Cold War through themes such as Revolutions in Government, Revolutions in Industry, Global Crises and The Contemporary World. The honors level course is designed and implemented so that the depth of the topics discussed in the course surpass that of the college prep level course to include the following: extensions of learning, accelerated pacing, greater complexity in topics, and greater responsibility, creativity, and reflection on the part of the students as their thinking and feelings are challenged.

Credit Type: Humanities, 1 credit

United States History

College Prep or Honors

Prerequisites: *None*

Grade Level(s) *10*

U.S. History is a survey course that focuses on America and our interaction with the rest of the world through a chrono-thematic approach. This modern approach focuses on change, continuity, and context of historical events and the impact of geography, economics, and civics on historical eras. The course is designed using the inquiry process and nurtures historical thinking through the analysis of primary and secondary sources. Students will study topics such as America's emergence as a world power, America's involvement in the World Wars, The Great Depression, The Cold War, and The Civil Rights Movement, through themes such as Capitalism and Social Upheavals. The honors level course is designed and implemented so that the depth of the topics discussed in the course surpass that of the college prep level course to include the following: extensions of learning, accelerated pacing, greater complexity in topics, and greater responsibility, creativity, and reflection on the part of the students as their thinking and feelings are challenged.

Credit Type: Humanities, 1 Credit

Current Topics in Civics

College Prep

Prerequisites: *None*

Grade Level(s) *11-12*

Current Topics in Civics is a half year course that provides students with the opportunity to connect local, regional, and national problems with our governmental process. Students will analyze the process of citizenship, branches of government, and the individual's place in a democratic society through a contemporary issues lens. Various viewpoints and perspectives on civic topics and the exploration of active citizenship will be incorporated throughout the course. *This class fulfills the civics requirement for graduation.*

Credit Type: Humanities, .5 Credit

American Government and the Law

College Prep

Prerequisites: *None*

Grade Level(s) *11-12*

American Government: The Law & You is a half year course that provides students with the opportunity to examine civic topics within our governmental process. Students will analyze citizens' rights, the criminal justice process, and the civil law system. Various viewpoints and perspectives on civic topics and the exploration of active citizenship will be incorporated throughout the course. *This class fulfills the civics requirement for graduation.*

Credit Type: Humanities, .5 Credit

Electives

AP United States History

Advanced Placement

Prerequisites: *Teacher Recommendation*

Grade Level(s) *10-12*

AP U.S. History is a survey of American history from early exploration to the 21st century. The course is designed to provide students with a quality educational experience that is equivalent to a college level introductory course. Students develop and use inquiry skills such as analyzing primary and secondary sources, developing historical arguments, and making connections among historical topics and themes. Therefore, a substantial amount of independent reading and writing is an integral part of this course. Students are required to take the AP exam in May.

Credit Type: Humanities, 1 Credit

AP Psychology

Advanced Placement

Prerequisites: *Teacher Recommendation*

Grade Level(s) *10-12*

The goal of the AP Psychology course is to provide high school students with a quality educational experience that is equivalent to a one-semester, college-level introductory course incorporating the concepts and materials typically covered in such a course. This course gives students a working knowledge of the theories and key concepts of each of the major subfields within psychology and exposes students to many of the contributing psychologists and significant research studies that have shaped the understanding of behavior and mental processes. The course will also provide students with an appreciation of the scientific method and ethical procedures that produce such knowledge. Students are required to take the AP exam in May.

Credit Type: Humanities/STEM, 1 Credit

AP American Government and Politics

Advanced Placement/Dual Enrollment

Prerequisites: *Teacher Recommendation*

Grade Level(s) *11-12*

AP U.S. Government and Politics provides a college-level, nonpartisan 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 study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project. A substantial amount of independent reading and writing is an integral part of this course. Students are required to take the AP exam in May. *This class fulfills the civics requirement for graduation.* Students will also be able to obtain college credits through Southern Connecticut State University's Early College Experience program.

Credit Type: Humanities, 1 Credit (3 Dual Enrollment credits/ SCSU)

AP European History

Advanced Placement

Prerequisites: *Teacher Recommendation*

Grade Level(s) *11-12*

AP European History is a survey of European history from 1450 CE to the present. The course is designed to provide students with a quality educational experience that is equivalent to a college level introductory course. Students develop and use inquiry skills to research the past through the interpretation and evaluation of historical documents. In addition, they explore major themes in European history through daily class discussions and historical writing. A substantial amount of independent reading and writing is an integral part of this course. Students are required to take the AP exam in May.

Credit Type: Humanities, 1 Credit

Psychology

College Prep

Prerequisites: *None*

Grade Level(s) *9-12*

Psychology is a one-semester survey course that introduces students to the basic concepts of mental processes and individual human behavior. Topics will be analyzed through psychology's various schools of thought and will include research methods, lifespan development, sensation and perception, learning theory, thinking and language development, stages of consciousness, personality, and psychological disorders.

Credit Type: Humanities/STEM, .5 Credit

History Through Film

College Prep

Prerequisites: None

Grade Level(s): 9-12

In History Through Film, students will examine the relationship between film and history. Historians rely on a variety of primary and secondary sources and artifacts to interpret the events and forces that shape societies. Beginning in the twentieth century, the motion picture industry has provided historians with another tool to critically interpret the past. Similar to other types of resources, films present an interpretation of history that should be investigated and critically analyzed and evaluated by the viewer for bias, integrity, and accuracy. The films that the class studies will provide a vehicle for learners to engage in rigorous inquiry to evaluate the values, ideas and larger historical issues of specific eras in American history. Students will be required to watch the assigned films in class and at home and write essays that evaluate points of view, reasoning, and the use of evidence and rhetoric.

Credit Type: Humanities, .5 Credits

Sports and Society

College Prep

Prerequisites: None

Grade Level(s): 9-12

Sports and Society is a half-year course in which students will examine the ways in which sports reflect values, trends, and movements in society. Sports are a cornerstone of American culture and form a substantial part of many people's identities -- this reality allows us to use sports as a means by which we can study society's past, present, and future. In this debate-driven class, students will define the criteria that make for a successful, evidence-based argument. Then, students will be challenged to take initiative by organizing the inquiry process from start to finish -- identifying interests, developing questions, performing research, critically analyzing sources, engaging in discussions, and reflecting upon multiple perspectives. Topics in this multidisciplinary study include sports' intersection with social issues, economics, psychology, politics, law, history, geography, media studies, math, and science.

Credit Type: Humanities, .5

UConn ECE Contemporary Issues in Sport

ECE

Prerequisites: None

Grade Level(s): 10-12

Contemporary Issues in Sport is a half year class that explores the socio-cultural, economic, and political issues in sport. It analyzes sport as a social institution and evaluates the impact of sport in American culture. Topics in this multidisciplinary study include sports' intersection with social issues, economics, psychology, politics, law, history, geography, media studies, and science. Students will be challenged to take initiative by organizing the inquiry process from start to finish — identifying interests, developing questions, performing research, critically analyzing sources, engaging in discussions, and reflecting upon multiple perspectives. Students will be able to obtain college credits through the University of Connecticut's Early College Experience program.

Credit Type: Humanities, .5

Black and Latino Studies (African American/Black and Puerto Rican/Latino Studies)

College Prep

Prerequisites: *World History and US History*

Grade Level(s) 9-12

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

*Can be taken concurrently with US History

Credit Type: Humanities, 1 Credit

Journalism

College Prep and Honors

Prerequisites: *None*

Grade Level(s) 9-12

Students will learn different types of journalistic writing, including news, sports, editorials, and features, and will explore the history of journalism and journalistic ethics. The course will ask students to determine the impact of journalistic integrity and corroborating information in a manner that considers the responsibilities of a 21st-century journalist. Students will critically examine the 21st-century media landscape and hone their ability to be aware of how language and content is crafted to meet the needs of a specific audience. Students will simultaneously write, design, and edit the *NHS Chief Advocate*, Nonnewaug's school journalism website. Journalism may count only once toward Social Studies credit. Additional Journalism enrollments will count toward the Humanities elective requirements.

Credit Type: Humanities/STEM, 1 Credit

Leadership in Journalism

Honors

Prerequisites: *Journalism*

Grade Level(s) 10-12

The course will provide the opportunity for second-, third-, and fourth-year journalism students to hone the foundational skills learned from the Journalism course. Students in this course will serve in a leadership capacity on the editorial board for the school journalism website, the *NHS Chief Advocate*. Students will model ethical research practices, prioritize content, give feedback to writers, and execute the production of the website, which recognizes its audience, purpose, and context. Responsibilities include, but are not limited to, mentoring students throughout the research and writing process, collaborating with editors and instructors, and serving as liaisons to the school community. Students will also critically examine the 21st-century media landscape and analyze newsworthiness through multiple lenses. Leadership in Journalism may count only once toward Social Studies credit. Additional Leadership in Journalism enrollments will count toward the Humanities elective requirements.

Credit Type: Humanities/STEM, 1 Credit

An American History of Rock and Soul

College Prep

Prerequisites: *None*

Grade Level(s) 10-12

This course is pending instructor Region 14 Board of Education approval. If a student registers for this course and it does not run, school counselors will assist in rescheduling students.

This course was developed as the result of a partnership between the CT State Department of Education and TeachRock. This is a semester-based course that, as described by the CSDE and

TeachRock “transforms learning for a new generation by connecting students through American music. [The course] traces the evolution of American popular music from post-war America to the new millennium. Students will explore the genesis and musical characteristics of a variety of genres—including Rock and Roll, Soul, R&B, Electronica, and Hip Hop—while also investigating how those genres are situated in American history. By the end of the course, students will have a deeper understanding of not only the historical development of American popular music, but also the interrelation between music and U.S. political, social, and cultural history. In working through this course, they will also strengthen analytical skills related to music appreciation and historical inquiry.

Credit Type: Humanities, .5 Credit

Mathematics Courses

The goal of the NHS mathematics program is to fully develop the mathematical abilities of our students. All courses are designed to increase reasoning skills, strengthen problem-solving abilities, and promote an understanding of the power of mathematics. Students will develop inquiry skills and the habits of planning and perseverance. The ultimate goal of the program is to graduate individuals who are quantitatively literate and who are ready to successfully handle quantitative aspects in the real-world. In all math courses, students are expected to clearly explain and justify their problem-solving strategies.

Cooperative learning, group projects, as well as individual work, will be used to guide, practice and assess our students' abilities and progress. Students will use technology, in the form of graphing calculators and computers, for problem solving and to aid in the discovery of important concepts.

Algebra 1A/1B

College Prep

Prerequisites: None

Grade Level(s): 9-10

Algebra 1A/1B is a 2 year sequence covering the same content of Algebra 1; however, extra emphasis will be placed on the development of prerequisite skills and problem solving strategies in order to ensure all students can successfully master the concepts of Algebra. In these courses, students will learn through cooperative investigations of the major topics of Algebra. The goals of these courses are to improve student mathematical literacy and problem solving skills. Topics include: one- and two-variable statistics, linear equations in one and two variables, systems of linear equations and inequalities, functions, exponential relationships, and quadratic functions. *Students who take Algebra 1A, must take Algebra 1B to consider their Algebra 1 requirement met.*

Credit Type: STEM, 1 Credit per year

Algebra I

College Prep

Prerequisites: None

Grade Level(s): 9

In this full-year course in Algebra, students will learn through cooperative investigations of the major topics of Algebra. Student literacy in the structure and application of Algebra 1 is the goal of the course. Topics include: one- and two-variable statistics, linear equations in one and two variables, systems of linear equations and inequalities, functions, exponential relationships, and quadratic functions. This course is designed to improve student discourse and critical thinking skills.

Credit Type: STEM, 1 Credit

Geometry

College Prep/Honors

Prerequisites: Algebra I or Algebra 1A (can be concurrent with Algebra 1B) *Grade Level(s):* 9-10

Geometry is a full-year course designed to increase the students' ability to reason intuitively, inductively, and deductively as they explore two and three-dimensional aspects of the world around them. Student learning in this course is investigative and cooperative with a heavy emphasis on data gathering, conjecture, and validation. Topics of study include: congruence, similarity, right triangle trigonometry, solid geometry, coordinate geometry, circles, and probability. The honors course is designed and implemented so that the depth of the topics discussed in the course surpass that of the college prep course to include the following: extensions of learning, accelerated pacing, greater complexity in topics, and greater responsibility, creativity, and reflection on the part of the students as their thinking is challenged.

Credit Type: STEM, 1 Credit

Algebra II

College Prep/Honors

Prerequisites Geometry or Algebra 1B *Grade Level(s)* 10-11

Algebra 2 is the study of functions. Throughout the course of the year, students will perform operations with functions and study their behavior. Students will think critically to analyze graphs and model real-world applications to solve problems. Topics will include Functions, Systems and Linear Programming, Quadratic Functions, Polynomial Functions, Rational Functions, Radical Functions, Exponential and Logarithmic Functions; and Statistics. The honors course is designed and implemented so that the depth of the topics discussed in the course surpass that of the college prep course to include the following: extensions of learning, accelerated pacing, greater complexity in topics, and greater responsibility, creativity, and reflection on the part of the students as their thinking is challenged.

Credit Type: STEM, 1 Credit

Algebra II with Financial Applications

College Prep

Prerequisites Geometry or Algebra 1B *Grade Level(s)* 10-11

Students in this full-year Algebra 2 with Financial Applications course will further their study of Algebra through real-world financial applications. The course covers many Algebra 2 topics from the perspective of financial applications under eight umbrellas: discretionary expenses, banking, investing, credit, employment and income taxes, automobile ownership, independent living, and retirement planning & household budgeting. Students will experience the interrelatedness of mathematical topics, find patterns, make conjectures, and extrapolate from known situations to unknown situations. The mathematical topics contained in this course are introduced, developed, and applied in an as-needed format within the financial settings covered. Students are encouraged to use a variety of problem-solving skills and strategies in real-world contexts, and to question outcomes using mathematical analysis and data to support their findings. This course offers students multiple opportunities to use, construct, question, model, and interpret financial situations through symbolic, algebraic, graphical, geometric, and verbal representations. This course is an alternative to taking Algebra 2.

Credit type: STEM, 1 credit (Fulfills the State of Connecticut Financial Literacy Requirement)

Pre-Calculus

College Prep/Honors

Prerequisites *Algebra II or Algebra II with Financial Applications* *Grade Level(s)* 11-12

Pre-Calculus is a full-year course that specializes in the study of functions and is a necessary prerequisite to the study of Calculus. In the first semester, students will focus on a study of function analysis including polynomial, rational, exponential and logarithmic functions. In the second semester, students will focus on trigonometric functions. The honors course is designed and implemented so that the depth of the topics discussed in the course surpass that of the college prep course to include the following: extensions of learning, accelerated pacing, greater complexity in topics, and greater responsibility, creativity, and reflection on the part of the students as their thinking is challenged.

Credit Type: STEM, 1 Credit

Calculus

Honors

Prerequisites *Pre-Calculus* *Grade Level(s)* 12

Calculus is a full-year course designed to provide students with a basic understanding of Differential and Integral Calculus as it applies to business, finance, the social sciences, environmental sciences, physical sciences, etc. Students will engage in the study of Calculus through real-world application and prepare for the post-secondary study of Calculus.

Credit Type: STEM, 1 Credit

AP Calculus AB

Advanced Placement

Prerequisites *Honors Pre-Calculus and Teacher Recommendation* *Grade Level(s)* 12

Advanced Placement Calculus is a full-year course designed to provide students a college course experience with the opportunity to earn college credits. Students will be able to obtain college credits by successfully meeting a benchmark score on the Advanced Placement Exam. Students will explore topics such as functional rate of change, limits (finite and infinite and limits at infinity), continuity, the theory and interpretation of derivatives, derivative procedures, differentiability, numerical differentiation, linearization, differentials, rate based analysis of functional behavior, optimization, related rates of change, anti-differentiation, differential equations, accumulating rate of change, the theory and interpretation and application of definite integration, and numerical integration. The course is mechanically and conceptually challenging and students enrolling in it should be prepared to consistently work hard and strive for excellence. Students who plan on completing precalculus at a local college (that is the equivalent to NHS's Precalculus) must be approved for this course by the AP Calculus teacher and/or department chair before the college level course is taken and show evidence of completion prior to enrollment in AP Calculus.

Credit Type: STEM, 1 Credit

AP Calculus BC

Advanced Placement

Prerequisites *Honors Pre-Calculus and Teacher Recommendation* *Grade Level(s)* 12

Students who wish to extend the challenge of AP Calculus AB may enroll in AP Calculus BC. AP Calculus BC encompasses all the material included in AP Calculus AB, but students will also explore advanced integration techniques, improper integrals, sequences and series, tests for convergence, and parametric and polar relationships. Students choosing this option will take the AP Calculus BC exam which assesses knowledge of topics covered on the AP Calculus AB exam as well as those listed above. Students can earn college credit for 2 semesters of Calculus based on their score on the AP exam. Because the additional content will require extra time on the part of the student, enrollment in AP Calculus BC will require the same course seat time as

AP Calculus AB with an additional requirement on the part of students to put in time (120+ minutes per week for all of semester 2) in order to gain access to the additional content. Depending on enrollment, this may occur within the school day or after school.

Credit Type: STEM, 1.5 Credits

Probability & Statistics

College Prep

Prerequisites *Algebra II or Algebra II with Financial Applications* *Grade Level(s)* 11-12

Probability & Statistics is a full-year course designed to introduce students to the fields of mathematics which deals with the study of purely chance phenomena (probability) and the science of collecting, organizing, analyzing, and interpreting data (statistics). Through many hands-on activities, students will study topics such as surveying and sampling, the normal distribution, probability theory, confidence intervals and hypothesis testing, and linear regression. There will be a heavy emphasis on problem solving and real world applications.

Credit Type: STEM, 1 Credit

AP/UConn ECE Statistics

Advanced Placement/Early College Experience

Prerequisites *Pre-Calculus (can be concurrent with) and Teacher Recommendation* *Grade Level(s)* 11-12

Advanced Placement/UConn ECE Statistics is a full-year course designed to provide students a college course experience with multiple opportunities to earn college credits. Students will be able to obtain college credits through the University of Connecticut's Early College Experience program and/or by successfully meeting a benchmark score on the Advanced Placement Exam. Students will explore topics such as interpreting and summarizing graphical displays of the distribution of univariate data, exploring bivariate data and frequency tables, data collection, surveying, sampling, randomized design, probability as relative frequency, normal distribution, confidence intervals, and tests of significance. The course is mechanically and conceptually challenging and students should be prepared to work hard consistently.

Credit Type: STEM, 1 Credit

Financial Mathematics

College Prep

Prerequisites *None* *Grade Level(s)* 12

Financial Mathematics is an applied mathematics full-year course constructed around typical situations that the ordinary adult would encounter in life. Students will explore topics such as paychecks and deductions, keeping budgets, taxes, different types of interest (simple interest, discount interest, compound interest), investments, and buying on credit. Within this course students will have many opportunities to apply their knowledge of mathematics to real world situations.

Credit Type: STEM, 1 Credit (Fulfills the State of Connecticut Financial Literacy Requirement)

Computer Programming (with Mathematical Modeling)

College Prep

Prerequisites *Algebra II (can be concurrent with)* *Grade Level(s)* 10-12

Computer Programming (with Mathematical Modeling) is a semester-long course that offers an introduction to the theory and practice of developing computer programs with an emphasis on techniques of program development steeped in object-oriented thinking. Many of the programs will be geared toward mathematical processes, and thus, this course will include a heavy math component. Students will explore topics such as control structures, input/output, loops, objects, classes, simple data structures, and basic concepts of software development. The programming language used in the course is JAVA.

Credit Type: STEM, .5 Credit

AP Computer Science A

Advanced Placement

Prerequisites *AP Computer Science Principles or Computer Programming (with Mathematical Modeling)* **Grade Level(s)** 11-12

The AP Computer Science A course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. Students will focus on both object-oriented and imperative problem solving and design. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities. Students will be able to obtain college credits by successfully meeting a benchmark score on the Advanced Placement Exam. The programming language used in the course is JAVA.

Credit Type: STEM, 1 Credit

AP Computer Science Principles

Advanced Placement

Prerequisites *Algebra II (can be concurrent with Algebra II Honors) and Teacher Recommendation* **Grade Level(s)** 10-12

The AP Computer Science Principles course opens up the world of Computer Science to all students by providing a CS course with a greater focus on fundamental concepts in CS without getting bogged down in the exact details of syntax for a specific programming language. This course covers both universal concepts in programming but also focuses on concepts such as: digital copyright issues, closing the technology gap created by economic inequity, how the internet functions, ethical issues in CS, data abstraction, and algorithms. The course has a heavy emphasis on collaboration. The AP Computer Science Principles course curriculum is compatible with many CS1 courses in colleges and universities. Students will be able to obtain college credits by successfully meeting a benchmark score on the Advanced Placement Exam. Block coding is utilized in the course through the online platform at code.org.

Credit Type: STEM, 1 Credit

Typical Progressions of Math Courses

Grade 9	Grade 10	Grade 11	Grade 12
Geometry H or CP	Algebra II H or CP or Algebra II with Financial Applications	Pre-Calculus H (and, optionally, AP Statistics) or Pre-Calculus CP	AP Calculus (AB/BC) or Honors Calculus and/or AP Statistics or Probability & Statistics
Algebra I	Geometry H or CP	Algebra II H or CP or Algebra II with Financial Applications or Probability & Statistics	Pre-Calculus H (and, optionally, AP Statistics) or Pre-Calculus CP or Probability & Statistics or Financial Mathematics

		or Financial Mathematics	
Algebra 1A (Grade 9)	Algebra 1B (Grade 10) (may be concurrent with Geometry CP)	Algebra II CP or Algebra II with Financial Applications or Probability & Statistics or Financial Mathematics	Pre-Calculus CP or Probability/Statistics or Financial Mathematics or Geometry

Elective Math Courses

Grade 9	Grade 10	Grade 11	Grade 12
	Computer Programming (with Mathematical Modeling) AP Computer Science Principles	Computer Programming (with Mathematical Modeling) AP Computer Science A AP Computer Science Principles	Computer Programming (with Mathematical Modeling) AP Computer Science A AP Computer Science Principles

Physical Education/Health/Wellness Courses

Physical Education and Health Education are integral parts of the overall education of our students. The courses aim to contribute to the optimal development of each student through the medium of various physical and intellectual activities and lessons such as games, movement, sports, and related individual and team activities.

Students will be introduced to a variety of wellness activities that are designed to help them become lifelong learners who are healthy and active. Graduates of Nonnewaug High School will demonstrate that they are collaborative, adaptable team members who respect diversity and successfully work with others to reach a common goal.

In order to comply with new state graduation requirements and to ensure all students make healthy choices in relation to their personal wellness, beginning with the Class of 2023 and beyond, NHS PE/Health requirements have been reviewed and revised. Please see the requirements for each graduating class below:

****Pursuant to Board Policy 6142.1, if a parent objects to his/her child receiving instruction concerning family life and/or sex education, a separate written objection should be submitted by such parent which specifies the area(s) of instruction that is objected to. School staff will arrange for other suitable instruction during when these topics are offered.***

Wellness 9/10: Health and PE

College Prep

Prerequisites: None

Grade Level(s) 9/10

This is a half-year course required for graduation. This is a skills-based class covering both health and physical education topics. Instruction will take place in both the classroom setting and the physical education setting, including the gymnasium, fitness center and outdoor facilities. Activities will include individual and team sports as well as fitness training. Introductory subject matter for Health Education will include, but is not limited to topics on substance abuse, Disease: Prevention, Management, and Treatment, nutrition, and communication skills. The theme and program emphasis will be on the development and maintenance of lifetime physical fitness and personal wellness. Students are evaluated on a variety of performance-based assessments, summative assessments, class participation, and physical skill development. *This course must be taken one semester during 9th grade AND one semester during 10th grade.*

Credit Type: PE/Health, .5 credit

PE

College Prep

Prerequisites Wellness 9/10

Grade Level(s) 11/12

This is a half-year course required for graduation. The Physical Education curriculum consists of instruction in individual, team sports and personal wellness. The themes and program emphasis will be on the development and maintenance of lifetime physical fitness. Students are evaluated on a variety of performance based assessments, summative assessments, and physical skill development.

Preparing students to be lifelong learners will allow students to make healthy choices as it affects their own wellness. Students will also be introduced to a variety of possible professions that directly relate to the information from the course.

Credit Type: PE, .5 credit

Health

College Prep

Prerequisites Wellness 9/10

Grade Level(s) 11/12

This is a half-year course required for graduation. Students will be introduced to a variety of health topics including mental health “hierarchy of needs”, nutrition and family life research, substance abuse continuum, EverFi prescription drug training and family life education*. This course will challenge students to reflect upon and improve their decision-making skills. Students will be challenged to improve their Health Literacy and ability to access appropriate and accurate information. Students will model the ability to advocate for personal, family, and community health. Students are evaluated on a variety of performance-based assessments, summative assessments, class participation, and physical skill development

Preparing students to be lifelong learners will allow students to make healthy choices as it affects their own wellness. Students will also be introduced to a variety of possible professions that directly relate to the information from the course.

Credit Type: Health, .5 credit

Science Courses

The Science Department offers hands-on, inquiry-based courses which strive to engage all students as active learners. The science curriculum is designed to teach scientific concepts, deductive and inductive reasoning, and both independent and cooperative problem-solving skills. The teachers of the Science Department are committed to fostering a love for science and an understanding of the vital contributions of science to society. A firm understanding of the principles of science will enable our students to think intelligently about current issues in science, technology, the environment, and politics. The minimum program requirements are one year of physical science, one year of biology and one year of an elective choice. The department strongly recommends that students take more than three credits of science to prepare for college.

Integrated Science

College Prep

Prerequisites *None*

Grade Level(s) *9*

This course provides the student with the principles of physical science and helps the student acquire laboratory and problem-solving skills. Students explore the chemical and physical properties and cycles of matter. The method employed to achieve the stated goals is one of experimentation and guided reasoning based upon the results of student experiments. Connections are made between physical science, earth science, mathematics, and basic ideas of chemistry and physics. Significant time is also spent during the year focusing on state science standards.

Credit Type: STEM, 1 credit

Biology

College Prep/Honors

Prerequisites *Algebra I*

Grade Level(s) *9-10*

Biology, the study of life, includes the topics: cell structure, chemistry of biomolecules, how animal and plant cells obtain energy, ecology, the genetic code, heredity, evolution, the human body and how these topics relate. This course is offered as honors or college prep. The honors course is designed for students whose abilities and interests may lead to a career in the science/math fields. The honors course studies each topic in greater depth, moves at a faster pace, and requires independent work. The student taking this as an honors level class should have above grade level reading, writing, and math skills. Level selection is recommended through consultation with the Science Department.

Credit Type: STEM, 1 credit

Chemistry

College Prep/Honors

Prerequisites *Biology*

Grade Level(s) *10-12*

Chemistry provides a complete preparatory course in inorganic chemistry and an introduction to organic chemistry. Chemistry honors is recommended for students with strong math skills. Laboratory investigations and problem solving skills are important components of the course. Topics include atomic structure, stoichiometry, periodic properties, gas laws, solutions, acids and bases, thermochemistry, and classes of organic compounds. Chemistry is offered as an honors or college prep course. The honors course is designed for the student who wishes to acquire a deeper understanding of the theories of chemistry and includes extra topics such as equilibrium and nuclear chemistry. This course moves at a faster pace and requires independent learning. This course also finishes the year with an Advanced Placement unit in preparation for AP Chemistry. Level selection is recommended through consultation with the Science Department. Students who wish to pursue post-secondary studies in the fields of science or medicine should take a Chemistry course.

Credit Type: STEM, 1 credit

Physics

College Prep/Honors

Prerequisites *Chemistry & recommended enrollment in Pre-Calculus* **Grade Level(s)** 11-12
 or department approval

Physics is a full year course for the student who is confident in math and science and intends to pursue a postsecondary education in the fields of Science, Pre-Medical, Engineering or Mathematics. It is also highly recommended that all students planning to attend college take this course regardless of career path. Topics covered include Newtonian mechanics, orbital and oscillatory motion, work, energy, and power; and mechanical waves and sound. It will also introduce electric circuit waves and sound, light and optics, and electricity and magnetism. Evaluation is based upon tests, quizzes, laboratory work, and a final exam. Physics is offered as an honors or college prep course. The honors level course is designed and implemented so that the depth of the topics discussed in the course surpass that of the College Prep course and include the following: extensions of learning, accelerated pacing, greater complexity in topics, and greater responsibility, creativity, and reflection on the part of the students as their thinking is challenged.

Credit Type: STEM, 1 credit

Human Anatomy and Physiology

Honors

Prerequisites *Biology & department approval* **Grade Level(s)** 11-12

Human Anatomy and Physiology is for students who are preparing for careers in the allied health fields or who are interested in this subject. Emphasis is placed on a detailed study of the human body by systems and discussions of recent medical advances and laboratory experiences. Dissections are used to enhance course material.

Credit Type: STEM, 1 credit

Environmental Sustainability (Environmental Science Part II)

College Prep

Prerequisites *Biology* **Grade Level(s)** 11-12

Conservation and Sustainability is designed to cover topics such as fossil fuels, mining, alternative energy sources, solid waste and landfill use, human population growth, aquatic biomes and water pollution. The student will examine the complexities of solving current environmental problems at local, national and global levels and will provide practical knowledge of environmental issues that will help the student become an informed citizen and decision maker. Students do not need to take Part I to take this course.

Credit Type: STEM, 0.5 credit (satisfies .5 chemistry requirement for class of 2027 only)

Chemistry: Matter and Energy

College Prep

Prerequisites *Biology and Integrated Science, or dept. approval* **Grade Level(s)** 11-12

This course is offered to students interested in studying Chemistry from a practical point of view as an investigative, hands-on, and activity-based journey into chemistry. Chemistry is studied through the conceptual lens of Matter and Energy with real-world applications. Topics include the atom through fireworks, chemical reactions in everyday life, nuclear reactions with a focus on power plants, and fire and the energy it exhibits among others.

Credit Type: STEM, 0.5 credit (satisfies .5 chemistry requirement)

Catastrophic Events (Environmental Science Part I)

College Prep

Prerequisites *Biology*

Grade Level(s) 11-12

This is a lab-based course that focuses on the causes and hazards associated with profound catastrophic events that impact humanity. The curriculum will explore topics such as hurricanes, earthquakes, volcanoes, tsunamis, global epidemics, radiation exposure, and major air pollution events including climate change. Students can study the nature, causes, and impacts of these events. They will apply science and engineering practices to explore solutions that may help to reduce environmental effects.

Credit Type: STEM, 0.5 credit

Medical Emergencies with CPR / First Aid Certification

College Prep

Prerequisites *Biology*

Grade Level(s) 10-12

This course focuses on how to handle medical emergencies. Students will gain an understanding of the basic principles of infection control including universal standard precautions as outlined by the Centers for Disease Control and Prevention. They will also learn how to provide treatment to those in need of urgent medical care. Upon completion of this course, students will sit for the American Red Cross certification exam in First Aid/CPR/AED. Please note: There is a fee attached to this course for certification testing.

Credit Type: STEM, 0.5 credit

Biotechnology

College Prep

Prerequisites *Biology*

Grade Level(s) 10-12

Biotechnology is the merging of technology and biology. The products of biotechnology are utilized in most people's lives every day. This course is designed for students interested in career fields in life sciences. The course will explore standard laboratory practices including DNA extraction and precipitation, column chromatography, solution making, pipetting, media making, sterile techniques, basic microbiology techniques, restriction enzymes and recombinant DNA technology, protein analysis, and antibody techniques. The topic of bioethics will also be explored

Credit Type: STEM, 0.5 credit

Forensics

College Prep

Prerequisites *Biology*

Grade Level(s) 11-12

Forensics is designed to explore the science of crimes. It is a hands-on course that studies the topics of forensic history, crime scenes, evidence collecting, hair and fiber analysis, fingerprinting, blood spatter, and DNA analysis. Crime case studies are also used to enhance the course. Topics in history, handwriting analysis, crime solving, techniques (Hair and fiber analysis, blood analysis, fingerprinting, DNA fingerprinting, etc.) and case cases will be studied.

Credit Type: STEM, 0.5 credit

Advanced Placement

The Advanced Placement Biology course is designed to be the equivalent of a college introductory Biology course usually taken by biology majors in their first semester. This is a rigorous course that requires students to be highly motivated and committed to the demanding course work. Course topics include: biochemistry, cells, cellular energetics, heredity, molecular genetics, evolutionary biology, organism diversity, molecular genetics, evolutionary biology, organism diversity and ecology. Students must take the College Board AP examination administered in May. Summer work will be assigned. The AP Exam is required.

Credit Type: STEM, 1 credit

Advanced Placement

The Advanced Placement Chemistry course is designed to be the equivalent of a college introductory course in chemistry. This is a rigorous course that requires students to be highly motivated and committed to the demanding course work. Course topics include: structure of matter, states of matter, reaction types stoichiometry, equilibrium, kinetics, and thermodynamics. Students are expected to complete summer work for enrollment in this course. Summer work will be assigned. Students must also take the College Board AP examination at NHS in May.

Credit Type: STEM, 1 credit

Advanced Placement/Early College Experience

The Advanced Placement Environmental Science course is designed to be the equivalent of a college introductory course in environmental science. Environmental Science is an interdisciplinary field of study, which embraces a wide variety of topics from all sciences. This course places heavy emphasis (90%) on the hard science (physical and life science) of environmental systems and less emphasis (10%) on the social sciences (politics, ethics, and economics.) The emphasis on hard science allows students to form a solid background and understanding of environmental systems and issues. With this scientific understanding, students are better prepared to make more informed ethical, economic, social, and political choices. Students must take the College Board AP examination administered at NHS in May. Three transferable UCONN credits (NRE 1000) are available for eligible students who earn a grade of C or better as part of the UCONN Early College Experience (ECE) Program. Summer work will be assigned. The AP Exam is required.

Credit Type: STEM, 1 credit

Advanced Placement

Advanced Placement Physics 1 is an algebra-based, first-year physics course designed to be the equivalent of a first semester college introductory course in physics for the student who has advanced skills in math and science and intends to pursue a post-secondary education in the fields of Science, Pre-Medical, Engineering or Mathematics. This course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; After the AP exam, students will complete the course with a unit on optics. Students enrolled in this course must take the AP Physics 1 examination. The AP Exam is required.

Credit Type: STEM, 1 credit

AP Physics II

Advanced Placement

Prerequisites AP Physics 1 and Teacher Recommendation

Grade Level(s) 12

Advanced Placement Physics 2 is an algebra-based, second-year physics course designed to be the equivalent of a second semester college introductory course in physics for the student who has advanced skills in math and science and intends to pursue a post-secondary education in the fields of Science, Pre-Medical, Engineering or Mathematics. This course covers; thermodynamics; electricity and magnetism; optics; and atomic and nuclear physics. Following the AP exam, topics of study will include relativity theory, astrophysics, and projects or special topics based on student interest. Students enrolled in this course must take the AP Physics 2 examination. The AP Exam is required.

Credit Type: STEM, 1 credit

Typical Progressions of Science Courses

Grade 9	Grade 10	Grade 11	Grade 12
Biology H Integrated CP	Chemistry H or CP Biology H or CP Biotechnology Medical Emergencies	Physics H or CP Chemistry H or CP Anatomy Enviro.Sustainability and Applied Chemistry Catastrophic Events Medical Emergencies AP Biology AP Chemistry AP Env Sci AP Physics 1 Biotechnology Forensics	Junior Year Courses and... AP Physics 2

World Languages Courses

The World Languages Department believes strongly that all students in high school are capable of and should study a world language. Many colleges and universities strongly recommend three years of a single world language.

The World Languages Department is committed to national and statewide standards for world language learning with a focus on building proficiency. The following standards define what all students should know and be able to do as a result of study in another language:

Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Students understand and interpret written and spoken language on a variety of topics. Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Cultures Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Connections Students reinforce and further their knowledge of other disciplines through the world language studied. Students acquire information and recognize the distinctive viewpoints that are available only through the world language and its culture.

Comparisons Students demonstrate an understanding of the nature of language through comparisons of the language studied and their own. Students recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture.

Communities Students use the language both within and beyond the school setting. Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

French I

College Prep

Prerequisites *None*

Grade Level(s) *9-12*

French 1 through Film, Culture and Language - Explore the fascinating French cultures around the world. French is spoken by over 300 million people on every continent and is the official language of 29 countries. We will celebrate customs and traditions through film, discussion, and authentic materials. Pack your bags. Virtual adventure awaits!

The goal of the course is for students to perform consistently at the Novice-High level in French as described by the American Council on the Teaching of Foreign Language (ACTFL). This level is often referred to as “the survival level” as students are able to communicate and exchange information about predictable topics such as personal information, basic objects, activities, preferences, and immediate needs using phrases and simple sentences as well as some memorized language. They can usually handle short social interactions in everyday situations by asking and answering simple questions.

Students evaluating themselves at this level would describe themselves as follows:

- ✓ I use discrete simple sentences all the time.
- ✓ I use very few transition words.
- ✓ I ask and answer questions about myself. (Interpersonal)
- ✓ When I have time to think and prepare, I always use complete sentences
- ✓ I sometimes use compound and complex sentences.

Credit Type: Humanities, 1 Credit

French II

College Prep/Honors

Prerequisites French I

Grade Level(s) 9-12

This course is a continuation of French I. Students will amplify their knowledge of French through the continued development of their interpretive, presentational, and interpersonal skills. The goal of the course is for students to perform consistently at the Intermediate low level in French as described by the American Council on the Teaching of Foreign Language (ACTFL). This level is characterized by students being able to create with the language, rather than using predominantly memorized phrases, to talk about themselves and their families and friends and successfully navigate common situations such as providing and following directions, ordering food, and making purchases. Students at the intermediate level can participate in conversations on a number of familiar topics using simple sentences and regularly handle short social interactions in everyday situations by asking and answering simple questions. Students evaluating themselves at this level would describe themselves as follows:

- ✓ I use more than one sentence to respond. (Interpersonal)
- ✓ I often use complex, compound sentences.
- ✓ I use transition words between thoughts.
- ✓ I ask and answer questions about myself, others, and some general topics as well. (Interpersonal)
- ✓ When I have time to think and prepare, I always use complete sentences, I use many compound and complex sentences
- ✓ I use a series of connected sentences.

The honors course is designed and implemented so that the depth of the topics discussed in the course surpass that of the college prep course to include the following: extensions of learning, accelerated pacing, greater complexity in topics, and greater responsibility, creativity, and reflection on the part of the students as their thinking and feelings are challenged.

Credit Type: Humanities, 1 Credit

French III

College Prep/Honors

Prerequisites French II

Grade Level(s) 10-12

This course is a continuation of French II. Students will amplify their knowledge of French through the continued development of their interpretive, presentational, and interpersonal skills. The goal of the course is for students to perform consistently at the Intermediate Low level in French as described by the American Council on the Teaching of Foreign Language (ACTFL). This level is characterized by students being able to communicate information and express their thoughts about familiar topics using a series of connected sentences and some paragraph-like discourse. Students evaluating themselves at this level would describe themselves as follows:

- ✓ I mostly use more than one sentence at a time to respond and may use a paragraph somewhat successfully. (Interpersonal)
- ✓ I use compound sentences regularly.
- ✓ I convey actions that happened in the past or in the future sometimes.
- ✓ I can get what I need or want, even if it requires a little extra effort on my part to be understood. (Interpersonal)
- ✓ When I have time to think and prepare, o I use many compound and complex sentences, and o I use series of connected sentences to create paragraphs
- ✓ People who are not used to listening or reading the language of a language learner understand what I am saying some of the time.

The honors course is designed and implemented so that the depth of the topics discussed in the course surpass that of the College Prep course to include the following: extensions of learning, accelerated pacing, greater complexity in topics, and greater responsibility, creativity, and reflection on the part of the students as their thinking and feelings are challenged.

Credit Type: Humanities, 1 Credit

French IV/ECSU Dual Enrollment

Honors

Prerequisites *French III*

Grade Level(s) *11-12*

This honors-level course is designed for students to continue to amplify their knowledge of French through the further development of their interpretive, presentational, and interpersonal skills. The goal of the course is for students to perform consistently at the Intermediate High level in French as described by the American Council on the Teaching of Foreign Language (ACTFL). This level is characterized by students being able to participate in conversations on familiar topics using sentences and series of sentences. They can easily handle short social interactions in everyday situations by asking and answering a variety of questions. They can usually say exactly what they want to about themselves and their everyday life. Students evaluating themselves at this level would describe themselves as follows:

- ✓ I regularly use more than one sentence at a time to respond, and some paragraphs. (Interpersonal)
- ✓ When I have time to think and prepare, I regularly use paragraphs and I sometimes make sure the paragraphs flow into each other with linking sentences.
- ✓ I often convey actions that occurred in the past and the future.
- ✓ I can resolve a problem that I might encounter in my daily life. (Interpersonal)
- ✓ People who are not used to listening or reading the language of a language learner have little difficulty understanding me.

Credit Type: Humanities, 1 Credit

AP French

Advanced Placement

Prerequisites *French 3 Honors or French 4 and Teacher Recommendation*

Grade Level(s) *11-12*

The AP course provides students with opportunities to demonstrate their proficiency in each of the three modes in the Intermediate-High to Advanced-Low range as described in the ACTFL Performance Guidelines for K–12 Learners. As such, the AP French Language and Culture course has been designed to provide advanced high school students with a rich and rigorous opportunity to study the language and culture of the French-speaking world that is approximately equivalent to an upper-intermediate college or university French course. This course meets the criteria of the Advanced Placement test given in May. Students will work on a curriculum specifically approved by the College Board in Princeton, NJ. All students who take this course will be required to take the AP exam.

Credit Type: Humanities, 1 Credit

Spanish I

College Prep

Prerequisites *None*

Grade Level(s) *9-12*

This is the first course in Spanish. Students will develop their knowledge of Spanish through the acquiring of interpretive, presentational, and interpersonal skills. The goal of the course is for students to perform consistently at the Novice-High level in Spanish as described by the American Council on the Teaching of Foreign Language (ACTFL). This level is often referred to as “the survival level” as students are able to communicate and exchange information about predictable topics such as personal information, basic objects, activities, preferences, and immediate needs using phrases and simple sentences as well as some memorized language. They can usually handle short social interactions in everyday situations by asking and answering simple questions.

Students evaluating themselves at this level would describe themselves as follows:

- ✓ I use discrete simple sentences all the time.
- ✓ I use very few transition words.
- ✓ I ask and answer questions about myself. (Interpersonal)

- ✓ When I have time to think and prepare, I always use complete sentences
- ✓ I sometimes use compound and complex sentences.

Credit Type: Humanities, 1 Credit

Spanish II

College Prep/Honors

Prerequisites Spanish I

Grade Level(s) 9-12

This course is a continuation of Spanish I. Students will amplify their knowledge of Spanish through the continued development of their interpretive, presentational, and interpersonal skills. The goal of the course is for students to perform consistently at the Intermediate Low level in Spanish as described by the American Council on the Teaching of Foreign Language (ACTFL). This level is characterized by students being able to create with the language, rather than using predominantly memorized phrases, to talk about themselves and their families and friends and successfully navigate common situations such as providing and following directions, ordering food, and making purchases. Students at the intermediate level can participate in conversations on a number of familiar topics using simple sentences and regularly handle short social interactions in everyday situations by asking and answering simple questions.

Students evaluating themselves at this level would describe themselves as follows:

- ✓ I use more than one sentence to respond. (Interpersonal)
- ✓ I often use complex and compound sentences.
- ✓ I use transition words between thoughts.
- ✓ I ask and answer questions about myself, others, and some general topics as well. (Interpersonal)
- ✓ When I have time to think and prepare, I always use complete sentences, I use many compound and complex sentences
- ✓ I use a series of connected sentences.

The honors course is designed and implemented so that the depth of the topics discussed in the course surpass that of the college prep course to include the following: extensions of learning, accelerated pacing, greater complexity in topics, and greater responsibility, creativity, and reflection on the part of the students as their thinking and feelings are challenged. Students are challenged to reach the “Intermediate Low” proficiency level.

Credit Type: Humanities, 1 Credit

Spanish III

College Prep/Honors

Prerequisites Spanish II

Grade Level(s) 9-12

This course is a continuation of Spanish II. Students will amplify their knowledge of Spanish through the continued development of their interpretive, presentational, and interpersonal skills. The goal of the course is for students to perform consistently at the Intermediate Low level in Spanish as described by the American Council on the Teaching of Foreign Language (ACTFL). This level is characterized by students being able to communicate information and express their thoughts about familiar topics using a series of connected sentences and some paragraph-like discourse.

Students evaluating themselves at this level would describe themselves as follows:

- ✓ I mostly use more than one sentence at a time to respond and may use a paragraph somewhat successfully.
- ✓ I use compound sentences regularly.
- ✓ I convey actions that happened in the past or in the future sometimes.
- ✓ I can get what I need or want, even if it requires a little extra effort on my part to be understood.
- ✓ When I have time to think and prepare, I use many compound and complex sentences, and I use a series of connected sentences to create paragraphs
- ✓ People who are not used to listening or reading the language of a language learner understand what

I am saying some of the time.

The honors course is designed and implemented so that the depth of the topics discussed in the course surpass that of the college prep course to include the following: extensions of learning, accelerated pacing, greater complexity in topics, and greater responsibility, creativity, and reflection on the part of the students as their thinking and feelings are challenged.

Credit Type: Humanities, 1 Credit

Spanish UConn ECE (6 UConn Credits)

Honors (UConn ECE - 1.25 weighting)

Prerequisites Spanish III and Teacher Recommendation

Grade Level(s) 11-12

This UConn ECE course is designed for students to continue to amplify their knowledge of Spanish through the further development of their interpretive, presentational, and interpersonal skills. The goal of the course is for students to perform consistently at the Intermediate High level in Spanish as described by the American Council on the Teaching of Foreign Language (ACTFL). This level is characterized by students being able to participate in conversations on familiar topics using sentences and series of sentences. They can easily handle short social interactions in everyday situations by asking and answering a variety of questions. They can usually say exactly what they want to about themselves and their everyday life. Upon successful completion of this course, students will receive 6 UConn credits.

Students evaluating themselves at this level would describe themselves as follows:

- ✓ I regularly use more than one sentence at a time to respond, and some paragraphs. (Interpersonal)
- ✓ When I have time to think and prepare, I regularly use paragraphs and I often convey actions that occurred in the past and the future.
- ✓ I can resolve a problem that I might encounter in my daily life. (Interpersonal)
- ✓ People who are not used to listening or reading the language of a language learner have little difficulty understanding me.
- ✓ I sometimes make sure the paragraphs flow into each other with linking sentences.

Credit Type: Humanities, 1 Credit

AP Spanish/Spanish V

Advanced Placement/Honors

Prerequisites UConn ECE Spanish and Teacher Recommendation

Grade Level(s) 11-12

The AP course provides students with opportunities to demonstrate their proficiency in each of the three modes in the Intermediate-High to Advanced-Low range as described in the ACTFL Performance Guidelines for K–12 Learners. As such, the AP Spanish Language and Culture course has been designed to provide advanced high school students with a rich and rigorous opportunity to study the language and culture of the Spanish-speaking world that is approximately equivalent to an upper-intermediate college or university Spanish course. This course meets the criteria of the Advanced Placement test given in May. Students will work on a curriculum specifically approved by the College Board in Princeton, NJ. All students who take this course will be required to take the AP exam. Alternatively, if students do not wish to take the AP exam, but would like to continue their Spanish studies, they may elect to choose the course designation 'Spanish 5'.

Credit Type: Humanities, 1 Credit

American Sign Language III/ UConn ECE (Pending certification)

College Prep

Prerequisites *ASL II*

Grade Level(s) *11-12*

This course is a continuation of ASL II. Students will amplify their knowledge of ASL through the continued development of their interpretive, presentational, and interpersonal skills. The goal of the course is for students to perform consistently at the Intermediate High level in ASL as described by the American Council on the Teaching of Foreign Language (ACTFL). This level is characterized by students being able to create with the language, rather than using predominantly memorized phrases, to sign about themselves and their families and friends and successfully navigate common situations such as providing and following directions, ordering food, and making purchases at a more sophisticated and advanced level. Students at the intermediate high level can participate in interactions on a number of familiar topics using a series of connected sentences and regularly handle short social interactions in everyday situations by asking and answering simple questions. In addition, students can interact with others to meet their needs in a variety of familiar situations and exchange preferences, feelings, or opinions. UCONN ECE credit may or may not be awarded depending on the certification of the teacher teaching it).

General Elective Courses

The Workforce Readiness Skills and Job Training program will allow juniors and seniors to receive up to 1 elective credit for time spent in an academic setting and job training program.

Employability Skills I

College Prep

Prerequisites *None*

Grade Level(s) *11-12*

This course includes direct instruction, guided learning, and inquiry-based learning. Students will learn employability skills such as: self-identification of skills and interests, how to complete job applications, build a resume, write cover letters, perfect interviewing skills, discover personal interests, explore potential careers and develop soft skills. This course is a prerequisite to the Work Experience course.

Credit Type: Humanities/STEM, .5 credits

Employability Skills II

College Prep

Prerequisites *Work Readiness Skills and Job Training*

Grade Level(s) *11-12*

Upon successful completion of Employability Skills I, Students will be matched with a local business partner and participate in on-site job training program. Students will be supervised by a certified staff member and will be expected to develop a final comprehensive portfolio including: an updated resume to reflect their job experience, cover letter, letters of recommendation from their placement supervisor, completed performance evaluations, and a self-reflection of their learning experience to receive full credit. The course is meant to bridge the gap between high school and adult life, preparing them for success.

Credit Type: Humanities/STEM, .5 credit

Work Study

College Prep

Prerequisites *Counselor and Administrator Approval*

Grade Level(s) *11-12*

The Work Study Program provides select junior and senior students an opportunity to meet their academic requirements for graduation while gaining valuable work experience. Through this employment experience, students will build the knowledge, skills and self-confidence to be successful in higher education, the workplace, and all aspects of post-secondary life. Students need to be in good academic standing. This course experience cannot be combined with a Supervised Agricultural Experience. Students will need administrator approval in order to enroll, and will be expected to maintain passing grades in all of their other classes. Continued participation in the course requires that the student not exceed 9 absences in any course per semester. In order to receive credit, students must provide a pay stub verifying hours, update their resume to reflect the work experience, and obtain a letter of recommendation from their employer. Students are responsible for finding their own employment as well as utilizing their own transportation.

Future Educators

College Prep

Prerequisites:

Grade Level(s): *11-12*

This half year elective course is designed for students who want to explore and learn more about the exciting career of education. This course focuses on developing student awareness of this unique career field and providing students opportunities to assess their interests as related to the education career field. Much of the

course will focus on the teacher perspective as it relates to classroom and laboratory instruction. Content will explore the meaning and role of education at the local, state and national levels. During this course students will engage in personal development, leadership training and exploratory teaching activities to provide multiple opportunities to practice and apply what is learned throughout the course.

SAT/NGSS Preparation Workshop

College Prep

Prerequisites:

Grade Level(s): 10-11

This course combines Evidence-Based Reading, Writing, Math and Science skills in a workshop environment to provide exposure, practice, and strategies to help students become more confident and successful on the redesigned SAT as well as NGSS test. SAT/NGSS Preparation Workshop is a pass/fail course where students will determine their own personal goals for their SAT/NGSS scores and pace themselves accordingly.

Students will challenge themselves to improve their scores on the practice tests and assignments. Success on the SAT/NGSS is directly correlated to the amount of time put into preparing for the tests, and this course will assist students in that process. This course would be scheduled to run primarily in the second semester of junior year, but would also run in the first semester to accommodate student schedules. Students who do not meet the standard below will be registered for this course.

- Score under 460 on the Evidence Based Reading and Writing and/or 510 on the Math PSAT taken in 10th grade OR
- Score under 480 on the Evidence Based Reading and Writing and/or 530 on the Math PSAT taken in 11th grade OR
- Earn a RIT score under 216 on their 10th grade winter administration NWEA science exam

Credit Type: Humanities/STEM, .5 credit

[Graduation Worksheet](#)

For an editable version of this worksheet, click above. The graduation worksheet is also available on the grade level Classroom