Lyme-Old Lyme High School
Program of Studies
2026-2027

Lyme-Old Lyme High School
69-2 Lyme Street
Old Lyme, CT 06371
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School Mission Statement:
Lyme-Old Lyme High School is a community of learners committed, with pride and purpose, to developing skilled problem solvers, effective communicators, and contributing citizens.

TABLE OF CONTENTS

I. Principal's Message …….. **1**

II. Program of Studies ……... **2-18**

Core Beliefs and Values ……. 2
Honor Code …….....……..... 3
Mission Statement & DMA …….. 4-5
Planning a High School Program ……..……. 6-10
Academic Opportunities ……..…... 11-14
Student Services …….. 15-16
Athletics ……..... 17
Accreditation …… 18

III. Curriculum Guide …….. **19-57**

Art ……. 19-22
Computer and Business/Management ……. 23-26
English ……. 27-30
Mathematics ……. 31-33
Music …….. 34-37
Physical Education & Health …….. 38
Science …… 39-43
Social Studies …….. 44-46
Special Education …… 47
Tech. & Engineering ……. 48-50
World Languages ……. 51-57

IV. Four Year Planning …….. **58-59**

V. Index of Courses ……. **60-64**

Dear Students:

You are fortunate to be selecting coursework from a challenging and varied curriculum that is offered by a world-class faculty. Your education is a life-long process to which this school and the communities of Lyme and Old Lyme contribute significantly. We are a small high school with very high expectations for each of you; expectations that can be met with careful planning by students, families and staff.

In selecting your overall program and the specific courses that you will take, it is vitally important that you consult parents, teachers, school counselors and administrators. They can help you make decisions regarding your future plans and will assist you in creating the most rigorous path that is appropriate for you while maintaining a balance of school, family, and activities.

Most courses are designed to attract students with a wide variety of interests and abilities. In English, Math, Science and Social Studies, where courses are offered at different levels of academic rigor, you need not be in the same level for all your courses. If you are especially capable in Math or English, for example, the faculty may recommend Level 1 courses in that subject. However, if your skills and background in Science require more foundational skills, the faculty may recommend these courses at Level 2.

Once you have made your decisions, you should regard your course selection as your commitment for the coming year. Please spend the necessary time and effort to make this commitment a strong and successful one. Good luck and may next year at Lyme-Old Lyme High School be an outstanding one for each of you.

All the best,

James P. Wygonik
Principal

CORE BELIEFS & VALUES

Core Beliefs

The Lyme-Old Lyme High School learning community is committed to the BELIEF that students' learning potential is maximized when:

- a safe and embracing environment is created and maintained for all and by all.
- collaboration among members of the learning community consistently occurs.
- individual and collective successes are celebrated and promoted.
- caring relationships between students and faculty are nurtured and encouraged.

- 21st century skills are developed and applied through authentic problem solving, effective communication, and creativity and innovation.
- inquiry and performance-based learning opportunities are regularly offered.
- learning objectives and essential questions are clearly articulated and linked to daily lessons.

- high standards and expectations are communicated and reinforced.
- instruction is differentiated to meet the learning styles and needs of all students.
- activities are engaging, interesting, and student-centered.
- formative assessments are used to measure understanding before new material is introduced.

Core Values

As a collective learning community, we VALUE opportunities to strengthen and develop:

Accountability

by taking ownership, demonstrating responsibility, and fulfilling the expectation of one's role and actions.

Respect

by expressing worth or honor towards a person, property or circumstance that is guaranteed for all and by all.

Integrity

by adhering to strict moral principles governed by honesty, pride and responsibility.

Rigor

by establishing exceptional academic expectations for content mastery, applied skills, and critical thinking of the disciplines being taught.

HONOR CODE

Lyme-Old Lyme High School is committed to the academic, social and ethical development of each member of our learning community. We believe in a culture focused on learning in order to succeed. We believe in taking ownership and pride in our actions and choices by demonstrating our Core Values of *Accountability*, *Integrity*, *Respect*, and *Perseverance*. In addition to abiding by the rules set forth in the student handbook, the LOLHS Honor Code is founded on the following pillars of character:

- **Honesty is demonstrated by**:
  - Refusing to lie, plagiarize, steal, or deceive in any way.
  - Using truthful words.
  - Being truthful in your actions.

- **Responsibility is demonstrated by**:
  - Modeling the core values and beliefs of the LOLHS at all times.
  - Advocating for self and others.
  - Not participating actively or passively in wrong doing.
  - Following through on academic and co-curricular commitments.
  - Taking action against wrongdoing.
  - Taking ownership of one's work, words and actions.

- **Trust is demonstrated by**:
  - Believing that others will act in an honest manner.
  - Relying on the integrity and character of others.
  - Fostering a collaborative relationship amongst students, faculty and staff, parents, and the broader community.

Roles and Responsibilities of Students:	Roles and Responsibilities of Faculty:	Roles and Responsibilities of Parents:
• Have knowledge and understanding of the Honor Code. • Produce authentic work. • Be a positive advocate for self and others. • Take responsibility for your own learning. • Promote and model behavior reflected in the Honor Code.	• Have knowledge and understanding of the Honor Code. • Communicate and reinforce clear standards and ethical practices. • Clarify expectations for all assignments. • Develop, model, and sustain the characteristics outlined in the Honor Code. • Proactively communicate with students and parents.	• Have a knowledge and understanding of the Honor Code. • Model and support the standards of honesty, responsibility and trust. • Support their child in advocating for themselves. • Support faculty and administration in upholding the Honor Code.

MISSION STATEMENT

"Lyme-Old Lyme High School is a community of learners committed, with pride and purpose, to developing skilled problem solvers, effective communicators, and contributing citizens."

DIPLOMA MASTERY ASSESSMENT (DMA)

To graduate from a public high school in Connecticut, a 1-credit diploma mastery assessment is required. The content of this assessment is to be defined by local school districts. It consists of a series of checks for particular skills such as approach to learning, communication, self-direction and response to challenges.

Supported by research, the faculty at Lyme-Old Lyme High School has identified a set of skills that are universal across the curriculum and will serve as the foundation for future success in post high school endeavors. A scoring rubric titled ***Skills for Success*** has been developed to identify and provide feedback on these skills.

Mastery Skill Sets

- Preparation and Organization
- Participation and Collaboration
- Reflection and Adaptability
- Communication and Advocacy

Each of these skills are more clearly defined in observable and measurable indicators in the scoring rubric.

Throughout a student's four years at Lyme-Old Lyme High School, this rubric will be used to:

- aid students in identifying areas in need of improvement, as well as strengths.
- communicate student development in these areas to students and parents.
- track student growth.
- determine mastery of the skills for graduation.

The Rubric Framework

The following criteria was established for the creation of this rubric.

- Rating scale that can be clearly interpreted by students, parents, and teachers
- Universality
- Scores that can be supported with evidence by the teacher
- Scores that can be supported with evidence by the student
- Objectivity

The Scoring Process

Based on their interactions and observations, teachers will record a mastery score for each of their students on each skill twice a year in PowerSchool. Student progress will be formally communicated on the report card at the end of the first semester and at the end of the year. During a student's 9th and 10th grade years, these progress scores are used for communication purposes only and will not be calculated into the final graduation assessment. The scores at the end of a student's 11th grade year will serve as the official mastery score to meet the graduation requirement. The rubric is a 4-point scale. A mode of 3 from the cumulative ratings of the teachers in a student's 11th grade year is required to earn the graduation credit.

Scoring Rationale

During the 9th and 10th grade years, students take the PSAT and various science assessments that provide feedback on student level of mastery. These scores provide a roadmap for students and teachers to close identified gaps prior to graduation. At the end of the 11th grade year, students take two graduation requirement exams, the SAT and the NGSS Science exam. This is the same approach taken for the diploma mastery assessment. For the first two years, students will engage in ongoing opportunities to develop and apply these skills, participate in self-reflection, and receive on-going teacher feedback in preparation for a formal score at the end of the 11th grade year.

Students who do not meet the minimum mastery score at the end of their 11th grade year will be guided through a more intensified focus on skill improvement by their teachers and counselors during their senior year.

PLANNING A HS PROGRAM

Since there are multiple pathways to graduate from Lyme-Old Lyme High School including but not limited to dual enrollment in an accredited post-secondary institution, program planning is extremely important. It is best done when projected over the full four years of high school and when realistic program decisions are made. These decisions can be properly reached when student goals, abilities, interests and achievements are carefully considered. The result of good planning and a home/school partnership is a successful and satisfying high school career. If a student desires to graduate from Lyme-Old Lyme High School prior to their expected date of graduation, the student should work closely with their School Counselor to explore their options.

MINIMUM GRADUATION REQUIREMENTS

Graduation Requirements	
Humanities: 10 Credits	
English	4 Credits
Social Studies: including .5 Civics and 1.0 US History	3 Credits
Fine Arts: Music, Art, Photography	1.0 Credit
Humanities Elective: Music, Art, Photography, English elective, Social Studies elective, 2nd year World Language	1.0 Credit
World Language	1 Credit
Science, Technology, Engineering and Mathematics 9 Credits	
Mathematics	3 Credits
Science	3 Credits
Science, Technology, Engineering, Mathematics and Business Electives: Includes Digital Art, Music Production and Music Theory courses	2.5 Credits
Personal Finance:	.5 credit
Physical Education and Wellness	1 Credit (.25 each yr.)
Health & Safety Education	1 Credit (.25 each yr.)
Diploma Mastery Assessment	1 Credit
Electives	2.5 Credits
Total	**25 Credits**

The .5 lab credit associated with some L2 Algebra I, L2 Geometry and L2 Algebra II courses cannot be used towards the 3-credit Math requirement but can be used towards overall graduation credits and STEM elective credit. An Algebra I course taken at Lyme-Old Lyme Middle School will appear on the Lyme-Old Lyme High School transcript and will count towards the CT State Required (3) years of Math to graduate from LOLHS but it will NOT count towards the required 25 credit graduation requirement. Students are required to participate in 25 credits worth of classes at LOLHS.

In addition to the course requirements listed, the following additional requirements must also be met:

Area Assessed	Connecticut State Mastery Examination Goal Level in:	Alternatives if state wide mastery examination goal level is not met
Math	**SAT: 530 on Math** On CT SAT School Day and subsequent SAT administrations.	70% in each of 3 years of math, or equivalent on district comprehensive math assessment
Reading	**SAT: 480 on Evidence Based Reading & Writing** On CT SAT School Day and subsequent SAT administrations.	70% in each of 4 years of English, or equivalent on district comprehensive English assessment
Writing	**SAT: 480 on Evidence Based Reading & Writing** On CT SAT School Day and subsequent SAT administrations.	70% in each of 4 years of English, or equivalent on district comprehensive English assessment
Science	**Reach Proficiency (3) on the NGSS Science Assessment**	70% in each of 3 years of science, or equivalent on district comprehensive science assessment

The Board of Education, through the Superintendent or their designee, shall identify a course of study for those students who have not successfully completed the assessment criteria to assist such students to reach a satisfactory level of competency prior to graduation.

***FAFSA Completion or Waiver*: Starting with the Class of 2027**, all Connecticut public high school students are expected to either complete a Free Application for Federal Student Aid (FAFSA) or complete and submit to a public institution of higher education an application for institutional financial aid for students without legal immigration status in order to graduate high school unless they submit or obtain a waiver in accordance with Section 320 of Public Act 23-204. **This waiver form, upon completion, exempts a student from this high school graduation requirement.**

YEARLY COURSE LOAD REQUIREMENTS

Students must carry a minimum course load of 6.5 credits of scheduled classes unless otherwise determined by an IEP meeting or administrative approval. Courses that do not meet during the school day do not count towards the 6.5 minimum course load with the exception of Virtual High School courses. This exclusion also refers to any classes that meet before or after school.

COURSE LEVELS

Academic courses in English, Math, Science, World Language and upper level Social Studies are classified by level of rigor. Many Social Studies courses are heterogeneously grouped and non-leveled. Elective courses both academic and career oriented have a variety of level designations as determined by the department. The majority of electives do not have alternative options beyond the designated level.

AP _____ Advanced Placement
ECE _____ Early College Experience
NL _____ Not Leveled
L1 _____ Honors
L2 _____ College-Preparatory

Course levels are determined by the school administration after recommendations from the Curriculum Review Committee and the Department Leaders. All school transcripts include an explanation of the course leveling system and our weighted grading policy to better inform colleges and universities about the rigor of each student's program. All credits transferred from another school system will be included on the LOLHS transcript and will be weighted accordingly for honors, ECE and AP classes, as noted on the sending school transcript, utilizing the LOLHS weighting system.

GRADE CLASSIFICATION MINIMUM REQUIREMENTS

To be promoted to Grade 10 in Lyme-Old Lyme High School, a student must have successfully completed a minimum of 5.5 course credits. To be promoted to Grade 11, a student must have successfully completed a minimum of 11.5 course credits including ninth grade English. To be promoted to Grade 12, a student must have successfully completed a minimum of 17.5 course credits, including ninth and tenth grade English classes.

CREDIT SUGGESTIONS FOR THE COLLEGE BOUND

Nearly all Lyme-Old Lyme High School graduates exceed the minimum credit requirements needed for graduation. Regardless of post-high school plans, students should strive to learn as much as they can in as many disciplines as possible. As a guideline, however, competitive colleges expect that college-bound students should graduate with at least the following credits: English: 4, Math: 3-4, (including Algebra II and for some colleges, Pre-Calculus), Science: 3, Social Studies: 3 and World Language: 3 (of one language). See page 58 for examples of 4-year plans.

Taking 4 years of each academic subject greatly improves a college applicant's credentials. In addition, exploring electives in the fine arts, technology and engineering, computer and business management sciences departments are highly recommended for the college-bound student. Electives that demonstrate an interest or document a talent help students fully develop their transcripts.

SENIOR YEAR REQUIREMENTS

Seniors must carry at least 6.5 credits of scheduled classes throughout the year. They must also earn at least 4.5 credits in their senior year to be eligible for a diploma. Courses that do not meet during the school day do not count towards the 6.5 credits with the exception of Virtual High School courses. Diplomas will be withheld until all financial obligations are met.

GRADUATION CEREMONY REQUIREMENTS

To participate in the graduation ceremony each senior must have earned the minimum number of credits (total credits, distributional credits, and senior year credits) required for graduation by the Board of Education.

A senior who is unable to earn the credits required for a diploma as a result of an unforeseen emergency or health problem in the last two marking periods may request an exception to this policy from the Superintendent of Schools.

GRADE POINT AVERAGE

A weighted grade point average (GPA) is in effect at LOLHS. All final course grades will carry a weight of 1 except for the following: Advanced Placement (AP) and Early College Experience (ECE) courses = 1.1; Level 1 = 1.05.

RANK IN CLASS

Lyme-Old Lyme High School DOES NOT REPORT RANK IN CLASS. Please see the school counselors if you have questions regarding Rank in Class.

SCHEDULE CHANGES

Every student should regard the schedule they receive as a "contract." Since student course requests drive the development of the overall master schedule, students must make solid choices and be committed to their schedules. Therefore, your course registration should be considered your agreement to enroll in your chosen courses, and requests for schedule changes will only be granted after serious consideration is made as to the overall impact on the master schedule. Consequently, schedule changes will be permitted only under specific circumstances.

Some schedule changes may be **necessary** in the case of unanticipated failures, loss of credit, completion of summer school courses, addition of classes to meet the required 6.5 credits, technical errors or recommended academic level changes. Dropping of courses or lateral moves to accommodate personal schedule desires cannot be accommodated. If a schedule change is **necessary**, such a request must be (1) for substantive academic reasons; (2) due to conflicting responsibilities or (3) due to hardship situations. All such requests will require the completion of a schedule change form with signatures from teachers, parents/guardians, school counselors and administration. Requests will be reviewed by the appropriate school counselor on a case-by-case basis, with final approval given by the Principal. Schedule change requests will be denied if they are simply to meet the personal preference of the student, or if class size limits or other scheduling parameters make the change impossible or ill-advised.

It must also be noted that students will not be able to change their classes, academic or elective, for teacher preference or to facilitate a late arrival/early dismissal. Students are committing to their course requests regardless of where the course falls within the daily schedule rotation.

No requested schedule change is final or guaranteed unless and until all necessary signatures are completed, **AND** the change has been approved and entered into the data system. The student must remain in the previously scheduled class until the course change form has been returned to the counselor, the principal has approved the change, the counselor has informed the teachers impacted by the change and the change is reflected in the student's schedule on PowerSchool. Students who stop attending class prematurely are subject to the attendance policy and disciplinary consequences. Students should continue to do their best possible work, as **no change is guaranteed.**

ADD/DROP PERIOD FOR ELECTIVE SCHEDULE CHANGES

LOLHS students have the opportunity to explore a wide variety of curricular options. There may be some instances when a student chooses an elective course, in this spirit of exploration, which is not a good fit. Subsequent request for a schedule change **will only be considered during the first eight days of the semester in which that course begins.**

WITHDRAWING FROM A COURSE

Requests to drop/withdraw from a course are discouraged. However, in extraordinary circumstances when a student may wish to **withdraw** from a course, and the schedule remains at or above the minimum requirements, the following rules apply:

- The student must discuss the possibility and advisability of the drop with their counselor and with the teacher of the class. Teacher recommendations will be considered. Parent/guardian approval is required. Final approval is given by the Principal.
- For a full year course, if a student withdraws from a class before the first report card, no record of that class will appear on a student's transcript. If a student withdraws from a class after the first report card, the transcript will list the course, with a record of **WP** (Withdrawal Passing) if a student withdraws with a passing average, or **WF** (Withdrawal Failing) if the student withdraws with a failing average.
- For a semester course, if a student withdraws from a class before the first progress report, no record of that class will appear on a student's transcript. If a student withdraws from a class after the first progress report, the transcript will list the course, with a record of **WP** (Withdrawal Passing) if a student withdraws with a passing average, or **WF** (Withdrawal Failing) if the student withdraws with a failing average.
- If a student is changing Levels in a course (L1 vs. L2), the student's grade will transfer to the new course to be incorporated into the course grades. The grade will move as an exact number and will not bring any weighting with it. No record of the prior course will show on the transcript.

No requested schedule change is final or guaranteed unless and until all necessary signatures are completed, **AND** the change has been approved and entered into the data system. The student must remain in the previously scheduled class until the course change form has been returned to the counselor, the principal has approved the change, the counselor has informed the teachers impacted by the change and the change is reflected in the student's PowerSchool. Students who stop attending class prematurely are subject to the attendance policy and disciplinary consequences. Students should continue to do their best possible work, as **no change is guaranteed**.

REPEATING A COURSE

A student may retake a course that he/she has failed and/or for which credit has been lost. The course title will appear twice on the transcript along with the grades earned each time the course was taken. A student **may not** retake a course **for credit** if he/she received credit initially, but may retake it to improve their grade if the course is a prerequisite for another in the series. There are exceptions to this policy in the Art and Technology departments.

COURSE CANCELLATIONS

Lyme-Old Lyme High School reserves the right to delete entirely a course offering when enrollment, staffing, or fiscal conditions warrant. This normally occurs as a result of insufficient enrollment in a non-sequential, non-required course at a time when staff must be diverted to heavily enrolled and required courses.

COURSE RECOMMENDATION OVERRIDE

A great deal of thought is put into the course level recommendation process. Teachers consider many factors when making a level recommendation, including current level of achievement, motivation, and potential for success. Should disagreement arise over the level recommendation, a parent/guardian may consider a course recommendation override.

Serious thought must be given in advance of making the decision to override. The decision can only be made after conversations among the student, parent/guardian, relevant teachers, and school counselor occur. The master schedule is driven by course requests and enrollment, and once completed, there is little room for movement. Therefore, a student who chooses to override into a course will be expected to remain in that course for the duration of the academic year.

For an override to be approved, two steps must be completed by the parent. First, the parent/guardian MUST consult with the current academic teacher who made the recommendation, to determine the advisability of an override. Second, an override form must be completed, signed and returned to the school counseling office. The deadline for incoming **9th graders to submit Override Forms to Renee Molnar at LOLMS is Monday, March 9, 2026.** The deadline for current **LOLHS students to submit Override Forms to the LOLHS School Counseling Office is Friday, March 27, 2026.**

ACADEMIC OPPORTUNITIES

COLLEGE BOARD ADVANCED PLACEMENT PROGRAM

The Advanced Placement (AP) program is a cooperative educational endeavor based on the fact that many young people can complete college-level studies in secondary school and represents a desire of schools and colleges to foster such experiences. Participating colleges, in turn, grant credit and/or appropriate placement to students who have done well on the AP Examinations held in May. The following courses are offered by Lyme-Old Lyme High School under the College Board's Advanced Placement (AP) Program:

Biology	Music Theory
Calculus (AB)	Physics II
Chemistry	Psychology
Chinese Language	Spanish Language
Computer Science A	Statistics
Drawing	United States History
English Literature and Composition	2-D Art and Design
European History	3-D Art and Design
French Language	Additional options available via Virtual High School

SPECIAL NOTE: AP courses culminate with final exams in June like all other courses. In addition, AP students are *required* to take the official College Board AP exam in May in order to obtain AP course credit on their High School transcripts. Students who do not commit to taking the May AP exam will be asked to select one or more non-advanced placement course to replace their AP course in their schedules. ***As there is a cost associated with the AP Exam, it is important to note that there are processes in place for families who may be struggling financially; please see your School Counselor for more information.***

All students enrolled in AP courses will be asked to register in AP Classroom online in the first weeks of school. At the end of quarter one, exams will be ordered for all students enrolled in AP classes. Any changes to their AP classes after the 1st quarter may result in change fees initiated by the College Board.

INDEPENDENT STUDY PROGRAM

To better meet the individual needs of the students and community, it is possible for a student to take independent study courses with members of the faculty and/or administration. This program will give students the opportunity to explore, in depth, a curriculum appropriate to the area or topic, built around individual interests and abilities. It may be taken for credit or not. An Independent Study Request Form must be picked up from the School Counseling Department, completed, and approved by the student, parent, teacher, appropriate department head, school counselor, and Principal BEFORE any such program can be initiated for credit. It is not official until it has said approval and is included in the student's schedule in PowerSchool.

The Independent Study Request Form will require the student to work with their independent study faculty advisor to develop the course goals and objectives, as well as the course evaluation process. An independent study will not be approved if it is for a course similar to one we offer here at LOLHS. In addition, students may not use their participation in an outside program as the curriculum for the Independent Study. Independent Study arrangements are at the discretion and availability of the Faculty and may sometimes be limited.

Guidelines for Independent Study Program:

1. Student and faculty advisor must agree on curriculum to be covered, how the independent course will be graded, and meeting times for the course. They include this information on an Independent Study Request Form, signed by student, parent/guardian, faculty advisor of the independent study and the appropriate department head.
2. The student must present this outline to their School Counselor, who will seek administrative approval, before they may be enrolled in the course.
3. The student will meet periodically with their faculty advisor during the marking period on a prearranged schedule or during a particular period of the school day.
4. At the end of each marking period, the faculty advisor will submit a grade on the course. Typically, grading for independent studies is done on a "pass/fail" basis unless numeric grading is requested and approved at the time of application.

UCONN EARLY COLLEGE EXPERIENCE

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

UConn ECE instructors are high school teachers certified as adjunct professors by the University. UConn ECE faculty foster independent learning, creativity and critical thinking—all important for success in college. Lyme-Old Lyme High School offers UConn ECE courses in Art, Biology, Chinese, English, French, Latin, Music, Physics and Spanish. To support rigorous learning, University of Connecticut academic resources, including their library and online classroom access, are available to all UConn ECE students.

UConn ECE students must successfully complete the course with a grade of C or above in order to receive University credit. UConn credits are transferable to numerous colleges and universities. Add/drop practices are based on University of Connecticut deadlines and policies. For additional program information visit: www.ece.uconn.edu.

As of the 2025-2026 school year, a 3-credit course will cost $150 and a 4-credit course will cost $200. ***There are processes in place for families who may be struggling financially; please see your School Counselor for more information.***

VIRTUAL LEARNING

Virtual Learning, previously known as Virtual High School (VHS), is just one way for students to expand their academic experiences and earn credits toward graduation requirements. Students may elect to participate in a variety of rich and challenging courses which take place entirely online. Over 150 semester courses are offered in Arts, Business, English, Language Arts, World Language, Life Skills, Math, Science, Social Studies, Technology, and Pre-AP courses as well as AP full year courses. All Virtual Learning classes are teacher-facilitated with activities that are student-centered, whole class discussion and group activities. LOLHS students may not take a course via Virtual Learning if it is offered through our in-school curriculum. Virtual Learning courses are best suited for independent learners with strong executive functioning skills who are comfortable learning and communicating in an online learning management system.

As a member of the Virtual Learning Collaborative, LOLHS agrees to certain regulations established by Virtual Learning. Therefore, when considering a Virtual Learning course, it is important to consider the following:

- Communication with Virtual Learning is strictly through the Site Coordinator who acts as a liaison between Virtual Learning and LOLHS.
- The Virtual Learning calendar differs slightly from LOLHS academic calendar. Semester courses are 15 weeks and year-long courses are 35 weeks. Quarter, semester and end of year timelines vary based on the Virtual Learning calendar published annually. Absences from LOLHS do not equate to absences in VHS and the VHS calendar does not include long weekends/vacations.
- Virtual Learning grades are visible only to the student and site coordinator. The site coordinator posts bi-weekly progress grades and final quarter grades in PowerSchool. Itemized grades in the VHS gradebook are available to parents through a guardian account.
- Once a student is enrolled in the course, they will have a 1-week trial period. Once that period is over, and provided that there are no extenuating circumstances, a student will not be able to drop the course. This differs from the add/drop timeline for regular LOLHS courses.
- Virtual Learning has a $75.00 fee for AP courses and/or Laboratory course. These fees are paid by Regional District 18.

If you would like to learn more about Virtual Learning and view the course catalogue, please visit the website by going to https://vhslearning.org/. **Prerequisite:** Because there are limited virtual seats, 20 seats per semester, available to LOLHS per year, interested students must complete an application process. Applications are found on the Region 18 website https://www.region18.org/virtual-high-school, and must be submitted to Ms. Olivia Hersant. For further information and deadline dates, please contact Ms. Olivia Hersant at hersanto@region18.org.

SEAL OF BILITERACY

Connecticut was the 27th state to recognize high school graduates who have attained high levels of proficiency in interpersonal, intrapersonal, and written communication in one or more world languages. Being proficient in a second language offers greater opportunities for students as they enter higher education and the workforce. Region 18 Schools offer language courses starting in kindergarten and emphasizes the importance of how a second language can promote global citizenship.

The Seal of Biliteracy provides immediate recognition of a critical twenty-first century language and communication skill. This award is given by a school district in recognition of students who have studied and attained proficiency in English and one or more other languages by high school graduation. The Seal of Biliteracy recognizes the value of students' academic efforts, the tangible benefits of being bilingual and biliterate, and prepares students to be 21st century global citizens in a multicultural, multilingual world.

Eligibility Criteria: Seal of Biliteracy

A student's *use* of language must be demonstrated, rather than their *knowledge* about the language. A student must demonstrate proficiency in a second language other than English based on specific criteria. Proficiency in all modes of communication need to be demonstrated by the student. In Connecticut, two requirements must be met:

1. Complete all English language arts requirements for graduation.
2. Demonstrate proficiency in a language other than English in grades 10, 11, or 12 at a level comparable to "Intermediate Mid" on the ACTFL Proficiency Guidelines. (See below)
   OR Achieve a score of 3 or higher on an Advanced Placement (AP) World Language Exam.

Assessment of Proficiency in Chinese, French or Spanish

Students must demonstrate proficiency at a level of Intermediate 3 in all domains on the ACTFL (American Council on the Teaching of Foreign Languages) Assessment of Performance toward Proficiency in Languages (AAPPL). The domains assessed are: Interpretive Reading and Listening, Presentational Writing, and Interpersonal Speaking.

Assessment of Proficiency in Latin

Students must demonstrate proficiency at a level of Intermediate 3 on the ACTFL Latin Interpretive Reading Assessment) assessment of Interpretive Reading (ALIRA).

CAREER SERVICES

For students to remain competitive in this fast-changing world, career readiness is vital. At Lyme-Old Lyme High School, there are many opportunities available to students to explore and experience their potential career path. The State of Connecticut has adopted the Common Core State Standards to implement career readiness initiatives. It is under that direction that we have various options available to students. Students begin career exploration in middle school and continue the exploration as ninth graders in High School 101. In this class, and throughout their 4 years, students meet with their school counselors and the career coordinator, using tools such as Naviance, the ASVAB, online interest assessments, career presentations, and more. The focus in 9th and 10th grade is on exploration, understanding learning styles, and work readiness. In Grades 11 and 12, students have more opportunities; they may participate in job shadows, field work, college visits, career presentations, and additional related job experiences. Some of the options grant credit for participation.

CAREER EXPLORATION: JOB SHADOWS **Grades 11-12** **Semester** **¼ credit**

Job shadows allow students to view a career for a day. Students see the day-to-day operations, find out the educational requirements, learn about trends in the industry, view daily work expectations, and network with local employers. Many community employers' welcome students' participation. A completed application is required to participate. To earn credit, a written reflection about the experience and a formal thank you note to the employer is required. Enrolled students may participate in two job shadows per academic year, obtaining credit upon completion of all requirements. This opportunity will be documented on your transcript and students will receive a Pass/Fail grade.

CAREER EXPLORATION: WORK EXPERIENCE **Grades 11-12** **Sem. or Year** **½ credit**

Students who work in the community may apply to receive credit. This program acknowledges the practical and important learning students receive while at work that is not available within the high school. Students who work with area employers develop confidence, responsibility, and maturity, which positively impacts their habits as high school students. The School-To-Career Coordinator is available to support students with finding, applying to, and interviewing for jobs within the community. Credit is granted on a semester basis, if the student has submitted a detailed weekly reflection of their duties, new learning, and/or challenges, along with the hours they worked, confirmed by their work supervisor. This opportunity will be documented on your transcript and students will receive a Pass/Fail grade. While 1.0 credit can be used towards your overall graduation requirements, participation in the Work Experience Program, does not typically count towards the required 6.5 credits in your LOLHS schedule.

COOPERATIVE WORK/EXPERIENCE/DIVERSIFIED OCCUPATIONS (CWEDO)
Grades 11-12 **Sem. Or Year** **1 credit**

The Cooperative Work Experience/Diversified Occupations (CWEDO) course provides students with essential employment skills. Students learn how to access personal aptitudes and abilities relative to career opportunities, develop skills and strategies necessary for employment acquisition, understand concepts and personal attributes required for employment retention and understand safety and labor laws. Employment skills will be taught in a classroom environment and then the students will be able to implement the skills they learn in the workplace.

STUDENT SERVICES

SCHOOL COUNSELING

The School Counseling Department at Lyme-Old Lyme High School is an integral part of the total educational experience through which students are committed, with pride and purpose, to becoming skilled problem solvers, effective communicators and contributing citizens. The School Counselors assist students in meeting their academic, personal and career goals and responsibilities. The School Counselors not only confer with students individually but provide a myriad of services to assist students: implementation of a comprehensive School Counseling Program through classroom presentations, individual planning, responsive services, collaboration within and outside the school community and communication with parents/guardians.

School Counseling programs and events are updated and publicized through the School Counseling web page, Parent Square notifications and on-going communications with parents and students. The *Naviance Student* online post-high school planning tool is a valuable resource and communication tool for both students and parents regarding the various aspects of post high school planning including college and career searches, self-assessment questionnaires, financial aid, scholarships, and resume building information.

Students are encouraged to take full advantage of the School Counseling Services and should feel free to contact their School Counselor regularly for assistance.

VOCATIONAL TECHNICAL / AGRICULTURAL OPTIONS

Students interested in full-time involvement in trade, technical or agricultural programs should consider making applications to Ella Grasso-Southeastern Regional Technical School, Norwich Regional Technical School, Vinal Satellite Technical School, or the Ledyard High School Vocational-Agricultural Program. For more information or applications, please see your School Counselor.

WILDCAT WEDNESDAYS / ACADEMIC REVIEW PROGRAM

Every Wednesday, for 40 minutes, students alternate between Wildcat Wednesday or Academic Review. These Wednesdays are scheduled ahead of time and can be found in the Canvas Calendar.

Wildcat Wednesdays: LOLHS students will be grouped based on their interests. Each teacher has selected an activity they enjoy. This program, similar to Advisory, is designed to break down our larger community into smaller communities and provide them with opportunities to build relationships and collaboration skills while having some fun doing something of interest. It is directly connected to our mission of creating a community of learners committed, with pride and purpose, to developing skilled problem solvers, effective communicators, and contributing citizens.

Academic Review: This is programmed time dedicated for students to meet with a teacher for extra help, make up a quiz, review for an upcoming assessment, etc. A student must have an appointment with the teacher prior to Academic Review to ensure teacher availability. Alternatively, a student can remain with their homeroom teacher to work on their studies, check Canvas or PowerSchool for any upcoming or missing assignments, email teachers, read, etc.

SPECIAL SERVICES

A student experiencing difficulty with their academic program may be referred to a Child Study Team (CST) by a teacher, parent, guardian, other school personnel, or the student. A CST consists of the parent/guardian, student when appropriate, and members of the school faculty involved in delivering various education services. An assessment of present functioning in school is made as well as a review of available records. Alternate educational strategies can be recommended and implemented. If a student needs additional assistance, the CST can recommend proceeding to a referral meeting for either 504 services or Special Education.

If a student is found to qualify for 504 services, a 504 Plan will be created to include accommodations necessary to provide access to educational services.

If a student is found to be eligible for Special Education services, an Individualized Educational Program (IEP) is written by the Planning and Placement Team (PPT).

SUMMER SCHOOL

A student in Lyme-Old Lyme High School who has failed a course may be able to attend an approved summer school program to make up the credit. In order to be eligible for summer school, the student must pass the subject for at least half the marking periods of the course during the school year. Work done in summer school will be accepted for high school credit, subject to approval of the Summer School Program by the Administration and School Counseling Department. Said approval must be obtained prior to Summer School enrollment. There are fees associated with these courses.

DRIVER EDUCATION

Driver's Education classes, which are offered during both semesters, consists of lectures, demonstrations, group discussions, and guest speakers, supplemented by audiovisual material to prepare students for the driving environment. The course also is designed so students will fulfill the basic state requirement of 30 classroom hours of instruction plus 8 hours behind the wheel. No academic transcript credit is offered. This course is offered year-round as a service to the community. For more information, please contact Raymond Belval at belvalr@region18.org.

Prerequisite: 16 years of age and payment of fees.

ATHLETICS

ELIGIBILITY FOR ATHLETICS (High School)

To maintain eligibility for participation in interscholastic sports, a student-athlete must be passing a minimum of 4 Carnegie* units during each marking period that their sport is in session. For fall sports, any upperclassman (grades 10-12) must have received, in the previous year, at least 4 Carnegie units of credit towards graduation requirements. Any student receiving less than 4 Carnegie units of credit from the previous year would be ineligible until the end of the first marking period. At the end of the first marking period, a student athlete would only become eligible if they pass 4 Carnegie units of credit during the first marking period. Fourth quarter failures cannot be made up during summer school in order to regain Fall athletic eligibility. Incoming 9th graders, in the fall season, are eligible regardless of their grades from the previous year up until the end of the first marking period. At that point they must receive passing grades in a minimum of 4 Carnegie Units.

To be eligible to begin a Winter sport, a student-athlete must have passed a minimum of 4 Carnegie Units during the 1st marking period. To be eligible to begin a Spring sport, a student athlete must have passed a minimum of 4 Carnegie Units during the 3rd marking period.

An incomplete (I) cannot be counted towards the 4 credits. All incomplete grades must be made up 10 days from the issuance of the report card to be considered for eligibility. A student will not be eligible until the passing grade has been reported to the principal for recording.

Grades become official on the release dates for each marking period, as determined prior to the beginning of the academic year. Release dates may be adjusted to compensate for missed school days due to weather and other phenomena.

A student must be in good standing in both the school and community. A student will not be eligible to participate if the work habits or conduct both in and out of school are such as to make the student undeserving to represent the Core Values and Beliefs of Lyme-Old Lyme High School.

The school administration may declare a student ineligible if it is felt that the student is not taking care of their responsibilities both as a student and citizen of Lyme-Old Lyme High School and the community.

* At Lyme-Old Lyme High School a Carnegie unit would be any class that meets for a minimum of 200 minutes per week. You may combine partial credits to equal a whole. If you have any questions about eligibility for athletics, please do not hesitate to contact the Athletic Director or your school counselor.

CERTIFYING FUTURE ATHLETIC ELIGIBILITY (College)

The NCAA has established a central clearinghouse to certify athletic eligibility for Divisions I and II.

Certification: All prospective student athletes who intend to participate in Division I or II athletics as first year students in college must register with and be certified by the NCAA Initial-Eligibility Clearinghouse. To be certified for Division I or II you need to graduate from high school and have a grade-point average in the core curriculum of at least 16 academic courses (as defined by the NCAA). NCAA approved courses are designated with the following symbol throughout the Program of Studies.

The NCAA Initial-Eligibility Form is available on line at https://web3.ncaa.org/ecwr3/. The following informative brochures are also available on the Athletics page of the LOLHS website: Making Sure You Are Eligible to Participate in College Sports and the NCAA Guide for the College Bound Student-Athlete.

ACCREDITATION

ACCREDITATION STATEMENT

Lyme-Old Lyme High School is accredited by the New England Association of Schools and Colleges, Inc. (NEASC), a nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering postgraduate instruction.

An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

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

EQUAL ACCESS STATEMENT

All students are afforded equal access in recruitment, enrollment and placement in all academic and vocational programs available at Lyme-Old Lyme High School, Ledyard Vocational/Agricultural High School, Marine Science Magnet High School of Southeastern Connecticut, Norwich Technical School, Grasso Technical School, New London Science and Technology Magnet School and Vinal Satellite Technical School.

COMPLIANCE NOTICE

The *Regional School District 18 Board of Education* prohibits harassment and discrimination in educational programs, services, or employment on the basis of race, color, religion, ancestry, age, marital status, military or veteran status, national origin, sex, gender identity or expression, sexual orientation, or past or present physical or mental disability, and provides equal access to the Boy Scouts and other designated youth groups, in accordance with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments Act of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans With Disabilities Act (ADA) of 1991, the ADA Amendments Act of 2008, and appropriate state laws.

ART

INTRODUCTION TO DIGITAL MEDIA **Grades 9-12** **Semester** **½ credit**

This course introduces students to the fascinating world of digital art and animation using the Mac computer, digital drawing tablets, and Adobe Photoshop, Illustrator and Flash software. Students express visual creativity and explore a variety of techniques including digital drawing, digital photography, image manipulation, digital painting, and Flash animation. Students will also be introduced to 3D modeling and navigating in a 3D environment using Blender, an industry-leading software. Assignments will include, but are not limited to, digital illustrations, digital portraits, digital greeting cards, digital collage/montage and short animation. Introduction to Digital Art provides an ideal foundation for all graphic design and animation/gaming classes.

MEETS GRADUATION REQUIREMENTS: FINE ARTS OR HUMANITIES OR STEM ELECTIVE

ADVANCED DIGITAL MEDIA: ANIMATION **Grades 10-12** **Semester** **½ credit**

Students continue to explore the possibilities of computer-generated and enhanced design, creating innovative and expressive short animations. Skills learned in Animation will prepare students for a possible future in the television/movie industry in the areas of animation, character and story development, special effects, and motion graphics. Students may plan and execute animation portfolios and playable video games by enrolling in multiple semesters of this course. Software to include the Adobe Creative Suite as well as Luxology's Modo. *This course may be taken multiple times to continue skill advancement.*
Prerequisite: Introduction to Digital Media

MEETS GRADUATION REQUIREMENTS: FINE ARTS OR HUMANITIES OR STEM ELECTIVE

ADVANCED DIGITAL MEDIA: GRAPHIC DESIGN **Grades 10-12** **Semester** **½ credit**

Students will learn the skills required to create professional-looking web pages, brochures, package designs, posters and other dynamic combinations of text and image. The elements and principles of design will be used to create and assess these graphic presentations. As our world is continually becoming more visual, this course will focus on visual literacy as well as the ability to express ideas and concepts through imagery, including digital illustration and typography. Creating a hierarchy of ideas will play an important role, as students learn to consider the demands of advertisers and other commercial clients. A variety of digital media will be incorporated using the Adobe Creative Suite software. Students enrolling in multiple semesters of this course may elect to create an illustrated book, web-site or graphic design portfolio. *This course may be taken multiple times to continue skill advancement.*
Prerequisite: Introduction to Digital Media

MEETS GRADUATION REQUIREMENTS: FINE ARTS OR HUMANITIES OR STEM ELECTIVE

ADVANCED DIGITAL MEDIA: 3D MODELING AND ANIMATION **Grades 10-12** **Semester** **½ credit**

Dive into the captivating world of 3D modeling and animation in this dynamic course, designed to transform beginners into skilled creators. Students will embark on a journey through the fundamentals of 3D design and 3D animation, using leading industry software MODO by The Foundry. With a hands-on approach, learners will master the art of transforming ideas into visual realities, building and interacting in 3D worlds. Students will be exploring the following concepts; modeling basic forms, texturing and shading, environmental spaces and animation. This is NOT a CAD course and no prior 3D modeling experience is necessary. *This course may be taken multiple times to continue skill advancement.*
Prerequisite: Introduction to Digital Media

MEETS GRADUATION REQUIREMENTS: FINE ARTS OR HUMANITIES OR STEM ELECTIVE

ECE: DESIGN LAB I **Grades 10-12** **Year** **1 Credit/3 UConn credits**

Exploration of the creation, manipulation, and reception of digital images through project-based work using image-editing software. Through lecture, discussion, projects, and critique, students will develop, refine, and evaluate digital images and understand their artistic, social, and ethical ramifications. Digital media software to include Photoshop, Illustrator. Animate and Modo 3D. Participating in DMD 1101: Design Lab I through this University of Connecticut Early College Experience course, enables students to earn up to 3 UConn credits.

MEETS GRADUATION REQUIREMENTS: FINE ARTS OR HUMANITIES OR STEM ELECTIVE

INTRODUCTION TO CERAMIC ARTS & 3-D DESIGN **Grades 9-12** **Semester** **½ credit**

Introduction to Ceramic Arts and 3-D design is a prerequisite for all further ceramic and sculpture study at the high school, and provides students the opportunity to explore various sculpture techniques. This course includes three-dimensional experiences in both ceramics and sculptural media. Ceramic experiences will include hand-built coil and slab construction as well as potter's wheel and glazing techniques. Additive and subtractive sculpture technique will be included using media such as paper and balsa foam. Continued study second semester in Ceramic Arts is highly recommended.

MEETS GRADUATION REQUIREMENTS: FINE ARTS OR HUMANITIES ELECTIVE

CERAMIC ARTS **Grades 9-12** **Semester** **½ credit**

This continuation of Introduction to Ceramic Arts and 3-D Design offers students more challenging experiences in clay. Students will apply the skills and techniques learned in the introductory class to work on functional pottery with emphasis placed on larger scale work with more complex building methods and will explore a variety of decoration techniques including textural treatment, underglaze, and glazes. Experiences will include continued skill building with the potter's wheel as well as alternative methods of firing clay including outdoor pit firing and Raku firing.
Prerequisite: Introduction to Ceramic Arts and 3-D Design

MEETS GRADUATION REQUIREMENTS: FINE ARTS OR HUMANITIES ELECTIVE

ADVANCED CERAMIC ARTS **Grades 10-12** **Semester** **½ credit**

This class is designed for the advanced ceramic student interested in continuing challenging assignments. Students will explore advanced hand building techniques, production pottery techniques, wheel throwing, various glazing and decorating techniques, slip and glaze formulation, and kiln construction, as well as a variety of alternative firing techniques. Students will study ceramics in-depth, and explore materials and create works from the imagination. Students in this class will be responsible for the construction and firing of our Pit and Raku kilns during our annual Raku Day. High standards of safety and craftsmanship will be expected. Students maintaining an average of 80 or above may enroll in multiple semesters of this course.
Prerequisite: Ceramic Arts

MEETS GRADUATION REQUIREMENTS: FINE ARTS OR HUMANITIES ELECTIVE

INTRODUCTION TO DRAWING **Grades 9-12** **Semester** **½ credit**

Introduction to Drawing lays the foundation for all further study in Drawing and Painting, and also develops skills that are useful for digital animation, illustration and game design. During the first quarter we will explore various ways of projecting three-dimensional information onto two-dimensional surfaces, including isometric and one-point perspective. The second quarter focuses on values and shading, especially techniques for creating realistic charcoal drawings, as well as an introduction to portrait drawing. No previous drawing experience or expertise is required for success in this class.

MEETS GRADUATION REQUIREMENTS: FINE ARTS OR HUMANITIES ELECTIVE

INTRODUCTION TO PAINTING **Grades 9-12** **Semester** **½ credit**

Introduction to Painting is a prerequisite for all further painting study at the high school. During the first quarter we will use brush technique, color theory, and design skills, learning to mix and precisely match colors and creating large color wheels. In the second quarter students will create a copy in oils of a master painting using detailed digital references from the Google Art Project.

MEETS GRADUATION REQUIREMENTS: FINE ARTS OR HUMANITIES ELECTIVE

ADVANCED DRAWING **Grades 9-12** **Semester** **½ credit**

Advanced Drawing includes work in two-point perspective, value studies from plaster casts, studies of the human head and figure, topics in anatomy and proportion, and explorations of diverse drawing media. Students will choose a particular area of interest for each semester that they take the class and are encouraged to sign up for multiple semesters provided that they maintain an average of 80 or above.
Prerequisite: Introduction to Drawing

MEETS GRADUATION REQUIREMENTS: FINE ARTS OR HUMANITIES ELECTIVE

ADVANCED PAINTING **Grades 9-12** **Semester** **½ credit**

The first semester of Advanced Painting focuses on the use of underpaintings to complete a series of observational oil paintings, first in grisaille (black, white and gray) and finally in full color. Students repeating the class will have opportunities to pursue individualized goals, including abstract paintings, narrative paintings from photographs and/or life studies, or portrait paintings in media including acrylic, airbrush and/or gouache. An average of 80 or above is required for enrolling in multiple semesters of this course.
Prerequisite: Introduction to Painting and Introduction to Drawing

MEETS GRADUATION REQUIREMENTS: FINE ARTS OR HUMANITIES ELECTIVE

ECE: DRAWING I **Grades 10-12** **Year** **1 credit/3 UConn credits**

Students who have completed at least one semester of Advanced Drawing or have the teacher's recommendation may commit to a year of drawing study for three University of Connecticut credits in Art 1030 under the Early College Experience program. This course addresses the fundamental principles of drawing based on observation. The advanced work created in this class is suited for college admissions portfolios, and can also lay the groundwork for an AP Drawing portfolio.
Prerequisite: Advanced Drawing or permission of instructor

MEETS GRADUATION REQUIREMENTS: FINE ARTS OR HUMANITIES ELECTIVE

L1 ADVANCED PORTFOLIO DEVELOPMENT **Grades 11-12** **Sem. Or Year** **½ or 1 credit**

Students who have completed Advanced Drawing, ECE Drawing, or Advanced Painting may commit to a year of study aimed at developing a portfolio for college applications. This course will meet concurrently with AP Drawing. L1 Advanced Portfolio, however, unlike AP, will require completion of specific in-class and homework assignments in gouache, acrylic, charcoal, pen & ink and etching, with not more than one hour of homework per week. This course is recommended for 11th graders who are planning to take AP Drawing as a senior, and who can use the year to work in a wide range of media and styles while developing ideas and artworks to use in their AP concentrations.
Prerequisite: Advanced Drawing, ECE Drawing, or Advanced Painting

MEETS GRADUATION REQUIREMENTS: FINE ARTS OR HUMANITIES ELECTIVE

AP STUDIO ART **Grades 11-12** **Year** **1 credit**

Students with extensive experience in Drawing, Painting, Sculpture, Digital Art, Ceramics, Graphic Design and/or Photography may commit to a year of study aimed at completing an Advanced Placement portfolio, with written commentary, in Drawing, 2-D Design or 3-D Design. These three concentrations have different prerequisites (see below) however students do not have to make a final decision about the portfolio they wish to complete until 2nd quarter. AP Studio Art students, in all concentrations, will participate in critiques together and will have access to all Art Department resources and teachers. Artwork completed in previous years may be included so long as they are consistent with the required theme: a "sustained investigation" of either media and/or motif that is driven exclusively by the student's own creative choices. Completion of this body of work will require an outside of class commitment of at least 3 hours/week. Experimentation with media and a variety of techniques is essential. Completed portfolios are scored by the College Board and may be granted college credit by participating colleges and universities. Finally, while AP Studio Art may be repeated by students choosing new concentrations (as reflected on student transcripts), work from prior years may not be resubmitted to the College Board.

Prerequisite (AP Drawing): Advanced Portfolio Development or at least 3 semesters of Drawing and/or Painting
Prerequisite (AP 2D Design): Introduction to Digital Art *or* Introduction to Drawing and demonstrated experience with photography leading to teacher recommendation
Prerequisite (AP 3D Design): Two semesters of Ceramics classes or teacher recommendation

MEETS GRADUATION REQUIREMENTS: FINE ARTS OR HUMANITIES ELECTIVE

COMPUTER & BUSINESS/MANAGEMENT SCIENCES

Finance Courses*	Marketing Courses*	Programming Courses*	Other Course Offerings*
Accounting	**Marketing**	**Computer Program Design**	**Microsoft Office Certification** **Offered in 2027-2028**
Advanced Accounting	**Management** **Offered in 2027-2028**	**Java Programming** **Offered in 2027-2028**	**International Business**
Introduction to Accounting	**Social Media/E-Commerce** **Offered in 2027-2028**	**Cyber Security Fundamentals** **Offered in 2027-2028**	**Personal and Consumer Law** **Offered in 2027-2028**
Accounting Applications	**Entrepreneurship**	**Web Design** **Offered in 2027-2028**	**Cooperative Work Experience/Diversified Occupations** (CWEDO)
Personal Finance	**LOLHS Student Store**	**AP Computer Science A**	
Investments			

*All courses, unless otherwise noted, are appropriate for Grades 9-12 and represent computer-based curriculums.

The Computer and Business/Management Sciences Department is designed to respond to the multi-disciplinary needs of today's students. Computer science and business/management science blends a host of coursework and opportunities to properly equip students for professional, home, business, technological, and collegiate computer applications in the 21st Century.

HIGH SCHOOL 101 **Grade 9** **Fall Semester** **½ credit**

High School 101 is designed to support students' successful transition from middle school to high school. In HS 101, students enhance their skills in studying, organization and technology. The course introduces the student to career planning and a student success plan is developed. The skills gained in this class complement the Lyme-Old Lyme High School curricula in all subject areas. This is a required course and all freshmen are automatically enrolled.

MEETS GRADUATION REQUIREMENTS: STEM ELECTIVE

INTRODUCTION TO ACCOUNTING **Grades 9-12** **Semester** **½ credit**

This course is designed to introduce the basic concepts of accounting (keeping the financial records of a business). Students will be introduced to the accounting practices of a service business. Students who have taken this course usually qualify for Advanced Accounting; see the instructor for details.

MEETS GRADUATION REQUIREMENTS: STEM ELECTIVE

ACCOUNTING **Grades 9-12** **Year** **1 credit**

This course is designed to introduce the basic concepts of accounting (keeping the financial records of a business). Time will be spent analyzing data for both a services business and a merchandising business. Students taking this course qualify for Advanced Accounting.

MEETS GRADUATION REQUIREMENTS: STEM ELECTIVE

ADVANCED ACCOUNTING **Grades 10-12** **Year** **1 credit**

This course is a continuation of Accounting with all applications being done on the computer.
Prerequisite: Accounting or Introduction to Accounting (see instructor for details).

MEETS GRADUATION REQUIREMENTS: STEM ELECTIVE

ACCOUNTING APPLICATIONS **Grades 11-12** **Semester** **½ or 1 credit**

Accounting Applications is offered for those students who have completed Advanced Accounting and want to pursue further accounting options; it may be taken for a semester or a full year. Accounting Applications is offered by arrangement and with permission of the instructor.

MEETS GRADUATION REQUIREMENTS: STEM ELECTIVE

PERSONAL FINANCE **Grades 9-12** **Semester** **½ credit**

This course will provide students with the knowledge and skills necessary to manage their personal finances effectively. Students learn practical "real life" skills which they can utilize throughout their lives. Topics for this course include: banking and savings, checking accounts, credit, completing income tax returns for an individual, calculating gross and net pay, buying a car, budgeting, insurance, investments, making decisions, setting goals, becoming an informed consumer, and exploring careers. **Fulfills the state mandated Personal Finance graduation requirement.**

MEETS GRADUATION REQUIREMENTS: STEM ELECTIVE

AP COMPUTER SCIENCE A **Grades 11-12** **Year** **1 credit**

AP Computer Science A is an introductory college-level computer programming course that focuses on problem solving through the use of computer programming. The course follows the College Board's AP Computer Science curriculum, with a goal of preparing students for the AP Computer Science A exam. Students will understand and be able to use the concepts, techniques, and skills typically covered in a typical college-level introductory computer science course. Specifically, students will be able to analyze problems and design and implement software solutions to these problems using an object-oriented approach. Students will become sufficient in writing, executing, testing, and debugging programs in the Java programming language.
Prerequisite: L2 Algebra II with a final grade of 92 or higher OR L1 Algebra II with a final grade of 82 or higher, or teacher recommendation. Prior programming experience is preferred but not required.

MEETS GRADUATION REQUIREMENTS: SCIENCE OR STEM ELECTIVE

LOLHS STUDENT STORE **Grades 9-12** **Credit varies, by arrangement**

The Student Store offers a practical application of business theory and techniques. This is an opportunity for hands-on retail experience. All enrolled students will be asked to participate in an application and interview process that will determine their schedule and credit.

MEETS GRADUATION REQUIREMENTS: STEM ELECTIVE

COMPUTER AND BUSINESS/MANAGEMENT SCIENCES ALTERNATE YEAR CLASSES

COMPUTER PROGRAM DESIGN **Grades 9-12** **Semester** **½ credit**

In this course students will learn the fundamental concepts of programming using Python and C++. Students will learn the fundamental concepts of programming so that this knowledge can be applied to other programming languages. The student will be taught to analyze a programming problem, design a logical solution, and write and execute the program using Python and C++. **Offered in 2026-2027.**

MEETS GRADUATION REQUIREMENTS: STEM ELECTIVE

CYBER SECURITY FUNDAMENTALS **Grades 11-12** **Semester** **½ credit**

This course will provide an introduction to the technical background required to provide solutions to many cyber security problems. This background includes: binary/hex number systems, operating system concepts, file systems, OSI model, network topologies and protocols. The material will be presented in the context of its necessity for providing cyber security solutions. There will also be an introduction to Python programming language as it relates to cyber security. Offered in 2027-2028.

MEETS GRADUATION REQUIREMENTS: STEM ELECTIVE

ENTREPRENEURSHIP **Grades 9-12** **Semester** **½ credit**

What is Entrepreneurship? How does someone become an entrepreneur? Should I own my own on-line or brick and mortar business? Entrepreneurship is designed to meet the needs of students who are thinking about owning or working for a business whether on-line or actual store front. In this course, students will obtain knowledge necessary for all aspects of opening a business or functioning as a self-employed professional. Students will research creating a business from the beginning including creating a business plan, researching similar businesses, checking licensing, working on a budget, etc. **Offered in 2026-2027**

MEETS GRADUATION REQUIREMENTS: STEM ELECTIVE

INTERNATIONAL BUSINESS **Grades 9-12** **Semester** **½ credit**

International Business emphasizes the methods of conducting business in a global economy and will include an overview of marketing, management, ethics, global markets, e-marketing, and the etiquette involved in conducting business in another country. The forces that influence international business (social, economic, political as well as cultural awareness) and global issues will be examined along with current international business trends and the developments that go along with operating a business overseas. **Offered in 2026-2027.**

MEETS GRADUATION REQUIREMENTS: STEM ELECTIVE

INVESTMENTS **Grades 9-12** **Semester** **½ credit**

Students will learn how to invest money and about the different financial options. Students will evaluate and analyze many investment options such as stocks and the operations of the stock market, bonds, mutual funds, and real estate, as well as speculative investments and how to incorporate them into an investment portfolio. Students participate in the Stock Market Game. **Offered in 2026-2027.**

MEETS GRADUATION REQUIREMENTS: STEM ELECTIVE

JAVA PROGRAMMING **Grades 9-12** **Semester** **½ credit**

Java Programming is a one semester course emphasizing the fundamentals of object-oriented programming using the language of Java. Topics will be taught emphasizing STEM domains and will include, but are not limited to: data types, variables, arithmetic operations, strings, methods and arrays**.** Offered in 2027-2028.

MEETS GRADUATION REQUIREMENTS: STEM ELECTIVE

MANAGEMENT **Grades 9-12** **Semester** **½ credit**

What is management? What does a manager do? What will you do if you become a manager? Management is designed to meet the needs of students wishing to discover not only what a manager does but also decide if this could be a career path for them. During this course, students will learn how to organize staff and direct a company as well as how to respond to the needs of management. Offered in 2027-2028.

MEETS GRADUATION REQUIREMENTS: STEM ELECTIVE

MARKETING **Grades 9-12** **Semester** **½ credit**

This Marketing class provides an opportunity to learn about this possible career path. The course introduces students to market trends, market research, appropriate use of artificial intelligence, and the role of promotion in the business world. Students will create marketing plans, surveys, and campaigns. **Offered in 2026-2027.**

MEETS **GRADUATION REQUIREMENTS:** STEM ELECTIVE

MICROSOFT OFFICE CERTIFICATION **Grades 9-12** **Semester** **½ credit**

Many college courses assume that students are proficient with Microsoft Office Pro. This course will teach students what they need to know in Microsoft Word, Excel, and PowerPoint and help them improve their computer software skills for college assignments and the working world. For example, students will learn how to create a mail merge, a resume for applying to college or for a job, and advanced presentation skills. Students will also sit for the Microsoft Office User Specialist Exam (MOS) in Word, Excel and PowerPoint. Upon passing the MOS exam students may apply for college credit at some universities. Offered in 2027-2028.

MEETS GRADUATION REQUIREMENTS: STEM ELECTIVE

PERSONAL AND CONSUMER LAW **Grades 9-12** **Semester** **½ credit**

Personal and Consumer Law is a practical-use course designed to equip students to meet and solve problems involving legal principles and issues in everyday business life. Topics will include the development of law, consumer law, small claims court, common civil lawsuits, landlord/tenant relationships, family law, law in the workplace, contracts, bankruptcy and cyber law. Offered in 2027-2028.

MEETS GRADUATION REQUIREMENTS: STEM ELECTIVE

SOCIAL MEDIA/ E-COMMERCE **Grades 9-12** **Semester** **½ credit**

This course is designed to offer students an opportunity to learn how to create an internet-based business while examining the appropriate marketing techniques to do so. Working in teams, students will evaluate and research other internet businesses, learn the use and applications of social media marketing (such as Facebook and X), use various means of collaboration (including chat, e-mail, and discussion boards), work in an on-line community, become familiar with open-source software, artificial intelligence, and understand the history of the World Wide Web. Offered in 2027-2028.

MEETS GRADUATION REQUIREMENTS: STEM ELECTIVE

WEB DESIGN **Grades 9-12** **Semester** **½ credit**

The objective of this course is to provide students with the skills necessary to design, create and maintain web sites. An understanding of how a web site operates and an overview of the HTML language will assist students in developing and maintaining web sites for a variety of organizations. Students will create their own web page. Students with a grade of C or better in the class, who are enrolled in the College Career Pathways program, receive credit from Three Rivers Community College. Offered in 2027-2028.

MEETS GRADUATION REQUIREMENTS: STEM ELECTIVE

ENGLISH

L2 ENGLISH 9 **Grade 9** **Year** **1 credit**

English 9, level two, is designed to challenge students and encourage them to become independent readers and writers. The pace of the course is appropriate for college-bound students; there is an emphasis on building skills in critical reading, analytical writing, research, and grammar. Students also study academic language and vocabulary in context. Literature and writing are the core of the course; literature selections vary in genre and style, including novels, plays, and short stories. All texts are chosen for their complexity in order to provide an opportunity for analysis and critical thinking. Communication skills are developed through oral presentations and collaborative group work. In addition, students participate in an Independent Reading unit, providing students the opportunity to choose a text from a curated list. Summer Reading lists are provided as reading for pleasure is strongly encouraged.
Prerequisite: Recommendation of eighth-grade teacher based on placement assessment.

MEETS GRADUATION REQUIREMENTS: ENGLISH	NCAA

L1 ENGLISH 9 **Grade 9** **Year** **1 credit**

English 9, level one, is designed to challenge highly motivated students who can consistently and independently meet course expectations. The pace of the course is rigorous as there is an emphasis on building skills in critical reading, writing, vocabulary and grammar. Literature and writing are the core of the course, and students are expected to complete a substantial amount of reading, 20-30 pages, every night. The selections vary in genre and style, ranging from classical literature to contemporary fiction and nonfiction pieces. All texts are chosen for their complexity in order to provide an opportunity for analysis and critical thinking. Communication skills are developed through oral presentations and student-led discussions. In addition, students periodically participate in Independent Reading. The writing focus for the 9th grade is analytical. One formal four to six page research paper is required. Required Summer Reading books are assigned and assessments are given in September.
Prerequisite: Final grade of 92 in eighth grade ELA, teacher recommendation based on student's level of independence and participation, as well as assessment data.

MEETS GRADUATION REQUIREMENTS: ENGLISH	NCAA

L2 ENGLISH 10 **Grade 10** **Year** **1 credit**

English 10, level two, is designed to challenge students and encourage them to become independent readers and writers. The pace of the course is appropriate for college-bound students; there is an emphasis on building skills in critical reading, writing, vocabulary and grammar. Literature and writing are the core of the course, and students are expected to complete a moderate amount of reading, 15-20 pages, every night. The selections vary in genre and style, ranging from classical literature to contemporary fiction and nonfiction pieces. All texts are chosen for their complexity in order to provide an opportunity for analysis and critical thinking. Communication skills are developed through oral presentations and student-led discussions. In addition, students participate in an Independent Reading unit, providing students the opportunity to choose a text from a curated list. The writing focus for the 10th grade is analytical. One four-to-five-page formal persuasive research paper is required. Summer Reading lists are provided as reading for pleasure is strongly encouraged.
Prerequisite: Successful completion of English 9.

MEETS GRADUATION REQUIREMENTS: ENGLISH	NCAA

L1 ENGLISH 10 **Grade 10** **Year** **1 credit**

English 10, level one, is designed to challenge highly motivated students who can consistently and independently meet course expectations. The pace of the course is rigorous as there is an emphasis on building skills in critical reading, writing, vocabulary and grammar. Literature and writing are the core of the course, and students are expected to complete a substantial amount of reading, 20-30 pages, every night. The selections vary in genre and style, including short stories, drama, and novels. Complex texts are selected in order to provide an opportunity for analysis and critical thinking. Communication skills are developed through oral presentations, student-led discussions, and collaborative group work. In addition, students participate in an Independent Reading unit, providing students the opportunity to choose a text from a curated list. The writing focus for grade 10 is analytical. One formal five-to-seven-page persuasive research paper is required. Required Summer Reading books are assigned, and assessments are given in September.
Prerequisite: Teacher recommendation based on student performance and an 87 average in L1 English 9 or 93 average in L2 English 9

MEETS GRADUATION REQUIREMENTS: ENGLISH	

L2 ENGLISH 11 **Grade 11** **Year** **1 credit**

English 11, level two, is designed to challenge students and encourage them to become independent readers and writers. The pace of the course is appropriate for college-bound students; there is an emphasis on building skills in critical reading, writing, academic vocabulary, and grammar. Literature and writing are the core of the course, the selections vary in genre and style, ranging from classic literature to contemporary fiction and nonfiction pieces. All texts are chosen for their complexity in order to provide an opportunity for analysis and critical thinking. Communication skills are developed through oral presentations and student-led discussions. In addition, students periodically participate in Independent Reading. The writing focus for the 11th grade is analytical. Summer Reading lists are provided as reading for pleasure is strongly encouraged.
Prerequisite: Successful completion of English 10

MEETS GRADUATION REQUIREMENTS: ENGLISH	

L1 ENGLISH 11 **Grade 11** **Year** **1 credit**

English 11, level one, is designed to challenge highly motivated students who can consistently and independently meet course expectations. The pace of the course is rigorous as there is an emphasis on building skills in critical reading, writing, domain specific vocabulary and grammar. Literature and writing are the core of the course, and students are expected to complete a substantial amount of reading, 20-30 pages, every night. The selections vary in genre and style, ranging from classic literature to contemporary fiction and nonfiction pieces. Complex texts are selected in order to provide an opportunity for analysis and critical thinking. Communication skills are developed through oral presentations and student-led discussions. In addition, students periodically participate in Independent Reading. The writing focus for the 11th grade is analytical. One formal six-to-eight-page Literary Analysis Research Paper is required. Required Summer Reading books are assigned, and assessments are given in September.
Prerequisite: Teacher recommendation based on student performance and an 87 average in L1 English 10 or 93 average in L2 English 10

MEETS GRADUATION REQUIREMENTS: ENGLISH	

L2 ENGLISH 12 **Grade 12** **Year** **1 credit**

English 12, level two, is designed to challenge students and encourage them to become independent readers and writers. The course emphasizes the continued development of critical reading, writing, and speaking. Style, grammar, vocabulary, and writing are taught in context. Reading selections vary in genre and style; texts are chosen for their complexity in order to provide an opportunity for analysis and critical thinking. This course includes a strong focus on student-selected Independent Reading each quarter. To promote life-long reading, students are expected to complete a moderate amount of self-selected reading nightly. The course also includes a second semester Senior Project, an independent "I" search model that culminates with an oral presentation. The project includes a presentation, a journal, and an eight-to-ten-page paper. The Senior Project counts as the final exam for the course.
Prerequisite: Successful completion of English 11

MEETS GRADUATION REQUIREMENTS: ENGLISH	

L1 ENGLISH 12 **Grade 12** **Year** **1 credit**

English 12 level one is designed to challenge highly motivated students who can consistently and independently meet course expectations, as well as challenge students and prepare them for college-level English classes. The pace of the course is rigorous and emphasizes the continued development of critical reading, writing, and speaking. Style, grammar, vocabulary, and writing are taught in context. Literature and writing are the core of the course, and students are expected to complete a substantial amount of reading, 15-25 pages, nightly. The selections vary in genre and style, ranging from classical literature to contemporary fiction and nonfiction pieces. All texts are chosen for their complexity in order to provide an opportunity for analysis and critical thinking. Communication skills are developed through oral presentations and student-led discussions. The course also includes a second semester Senior Project, an independent "I" search model that culminates with an oral presentation. The project includes a presentation, a journal, and an eight-to-ten-page paper. The Senior Project counts as the final exam for the course. Students also participate in Independent Reading. Required Summer Reading books are assigned, and assessments are given in September.
Prerequisite: Teacher recommendation based on student performance and an 87 average in L1 English 11 or 93 average in L2 English 11

MEETS GRADUATION REQUIREMENTS: ENGLISH	NCAA

ECE: SEMINAR & STUDIO IN MULTIMODAL AND ACADEMIC WRITING
Grade 12 **Year** **1 credit/4 UConn credits**

UConn Early College Experience (ECE) Seminar and Studio in Multimodal and Academic Writing: ENGL1007 is designed to challenge students and prepare them for college level English classes. The pace of the course is rigorous and emphasizes the continued development of critical reading, writing, and speaking. Style, grammar, vocabulary, and writing are taught in context. Students are expected to complete a substantial amount of reading nightly (15-25 pages) as the literature and its companion texts are essential to the writing and thinking of this course. Students will study predominantly British Literature, and the approach is thematic. Oral participation, performance tasks, and class discussions are integral components of this course. Independent Reading is also included in this course. Students have the option to participate in the Early College Experience program, through which they will gain UConn college credit for the course (equivalent to UConn's English 1007). The multimodal projects and academic writing for the course are considerable and will be graded as college-level pieces. The course also includes a second semester Senior Project, an independent "I" search model that culminates with an oral presentation. The project includes a presentation, a journal, and an eight to ten-page paper. The Senior Project counts as the final exam for the course. The ECE course may be taught concurrently with L1 English 12. Required Summer Reading books are assigned, and assessments are given in September.
Prerequisite: Teacher recommendation based on student performance and an 87 average in L1 English 11 or 93 average in L2 English 11

MEETS GRADUATION REQUIREMENTS: ENGLISH	NCAA

AP ENGLISH LITERATURE AND COMPOSITION **Grade 12** **Year** **1 credit**

Advanced Placement English is designed to challenge highly motivated students who can consistently and independently meet course expectations. In this course, students are engaged in the careful reading of many literary works. Students study the individual work, its language, characters, actions and themes. Each work's structure, meaning, values and relationship to contemporary experience as well as to the times in which it was written is also discussed. Texts are representative of various genres and periods and recognized for their literary merit. The AP course stresses close study of works from English, American and World traditions. Rigorous weekly writing assignments, oral participation, Socratic Circles, and independent study are integral components of this course. The course also includes a second semester Senior Project, an independent "I" search model that culminates with an oral presentation. The project includes a presentation, a journal and an eight to ten page paper. The Senior Project counts as the final exam for the course. **Required:** Multiple Summer Reading books and tasks are assigned; major Summer Reading assessments are given at the beginning of the year.
Prerequisite: Teacher recommendation based on student performance and a 93 average in L1 English 11

MEETS GRADUATION REQUIREMENTS: ENGLISH	NCAA

ENGLISH ELECTIVES

L2 CREATIVE WRITING I **Grades 9-12** **Semester** **½ credit**

Creative Writing I focuses on student generated, creative writing projects and is designed for the self-motivated student who is interested in writing beyond the Standard English curriculum. A variety of writing genres are explored throughout the semester. A Writer's Workshop model is used, as students are required to share their writing to facilitate growth. Students are required to create writing portfolios showcasing their growth as writers. A field trip to the Shoreline Writer's Conference is offered to interested students. This is an elective course which cannot be taken in place of a required English course.
Prerequisite: Teacher recommendation

MEETS GRADUATION REQUIREMENTS: HUMANITIES ELECTIVE	

L2 CREATIVE WRITING II **Grades 10-12** **Semester** **½ credit**

Creative Writing II is a continuation of Creative Writing I. Students are expected to complete longer assignments and to work more independently. Students continue to explore the literary worlds of fiction, non-fiction, poetry and drama throughout the semester. During the first quarter of class, new genres, such as science-fiction, Beat Poetry, allegory, and satire, will be explored. A portion of the course will be dedicated to writing one longer work (80-100 pages). This work may be a novel, play, memoir, or collection of poetry. Students continue to workshop their written work in class, as a Writer's Workshop model is used; students are required to share their writing to facilitate growth. This is an elective course which cannot be taken in place of a required English course.
Prerequisite: Creative Writing I and teacher recommendation

MEETS GRADUATION REQUIREMENTS: HUMANITIES ELECTIVE

L1 HUMANITIES **Grades 11-12** **Semester** **½ credit**

This course is intended to acquaint students with the ways in which man has expressed himself through various forms of art, music, literature and philosophy. The course explores how the concept of humanism has changed from its origins in Ancient Greece, through the Renaissance, Baroque, Romantic and Modern Periods. Humanities is an activity related course in which emphasis is placed on student participation in class seminars, discussions, field trips, and workshops. Being exposed to creative processes and varied experiences, students will be introduced to the intellectual and artistic achievements of mankind. The course requires a variety of assignments including research projects, PowerPoints, short essays and tests. The culminating activity asks students to synthesize their understanding of discourse by independently exploring a modern literary work. This is an elective course which cannot be taken in place of a required English course.
Prerequisite: Teacher recommendation

MEETS GRADUATION REQUIREMENTS: HUMANITIES ELECTIVE

L2 WRITING & COMMUNICATION FOR THE REAL WORLD
Grade 12 **Fall Semester** **½ credit**

Writing and Communication for the Real World is a full semester course offered during the fall semester. Students are expected to manage class time and meet course expectations and assignment deadlines consistently and independently. Homework is assigned as students are expected to do work outside of class. At the start of quarter one, each student shapes curricular goals as pertinent to his or her post-secondary plans. Students then engage in a variety of writing assignments including resumes, college essays, and short answers. Quarter two transitions to a mastery of real-world communication skills, including a public speaking unit which culminates with a student created speech and written reflection. The course is taught by an English teacher, as well as a member of the School Counselling Department, during the college application process. **This is an elective course which cannot be taken in place of a required English course**.
Prerequisite: Teacher recommendation

MEETS GRADUATION REQUIREMENTS: HUMANITIES ELECTIVE

L2 MEDIA LITERACY **Grades 9-12** **Semester** **½ credit**

This course is focused on the consumption and creation of media. Students will explore the history and evolution of modern media, including cinema, television, radio, internet, newspapers, magazines, and social media, as well as investigate the media's direct and indirect messages. In addition to developing media literacy skills, students will have various opportunities to produce, share, revise, and submit work for publication and engage with professionals in the field when possible. The allotment of time for each unit in this class is left to the individual teacher's discretion and will be based on the class's needs. This is an elective course that cannot be taken in place of a required English course.
Prerequisite: None

MEETS GRADUATION REQUIREMENTS: HUMANITIES ELECTIVE

MATHEMATICS

L2 ALGEBRA I **Year** **1 credit**

This course offers a fundamental program of study where students will increase their knowledge and understanding of mathematical ideas and concepts. It is designed to introduce foundations of Algebra and is aligned with the Common Core State Standards. We begin with a study of the number system, linear equations and inequalities, and functions. Other important topics include linear functions, scatter plots and trend lines, systems of linear equations, and an introduction to quadratic functions. Performance tasks and real-world applications are integrated throughout the course. The use of graphing calculator technology will be introduced. The college-preparatory course is taught at a pace and depth appropriate for the students' ability.
Prerequisite: Completion of Pre-Algebra (Middle School)

MEETS GRADUATION REQUIREMENTS: MATH	NCAA

L2 ALGEBRA I LAB **Year** **½ credit**

This lab is designed to reinforce skills learned in the L2 Algebra I class that is taken concurrently. The lab uses a more hands-on/lab based approach and basic reinforcement is provided through in-class re-teaching, Khan Academy and/or Edia program.
Prerequisite: Successful completion of Pre-Algebra (Middle School) and recommendation by the middle school teacher

MEETS GRADUATION REQUIREMENTS: STEM ELECTIVE

L1 ALGEBRA I **Year** **1 credit**

This course offers a rigorous program of study where students will increase their knowledge and understanding of mathematical ideas and concepts. The course focuses on the foundations of Algebra and is aligned with the Common Core State Standards. The course begins with a study of the number system, linear equations and inequalities, and functions. Other important topics include linear functions, scatter plots and trend lines, systems of linear equations, exponential functions, and quadratic functions. Performance tasks and real-world applications are integrated throughout the course. The use of graphing calculator technology will be introduced.
Prerequisite: Grade of 90 in Pre-Algebra (Middle School) and/or teacher recommendation

MEETS GRADUATION REQUIREMENTS: MATH	NCAA

L2 GEOMETRY **Year** **1 credit**

This course, aligned with the Common Core State Standards, is designed to explore the nature of mathematical systems through the use of inductive and deductive reasoning. Students will justify statements through the use of postulates and theorems. Geometric concepts will be examined through topics of congruency, similarity, polygons, and circles. Plane Geometry and is extended to Solid Geometry to strengthen visual and spatial relationships with a focus on area and volumes. Fundamental trigonometric relationships with be introduced. Students will explore problems related to real-world applications. The college-preparatory course is taught at a pace and depth appropriate for the students' ability.
Prerequisite: Grade of 84 or below in L1 Algebra I or successful completion of L2 Algebra I and teacher recommendation

MEETS GRADUATION REQUIREMENTS: MATH	NCAA

L2 GEOMETRY LAB **Year** **½ credit**

This class is designed to reinforce skills learned in the L2 Geometry class. It will provide a comprehensive review of the material taught through the use of a more hands-on/lab-based approach and basic reinforcement is provided through in-class teaching, homework assistance, Khan Academy/ Edia programs.
Prerequisite: Successful completion of L2 Algebra I or L2 Algebra I with Lab and teacher recommendation

MEETS GRADUATION REQUIREMENTS: STEM ELECTIVE

L1 GEOMETRY **Year** **1 credit**

This course, aligned with the Common Core State Standards, is designed to explore the nature of mathematical systems through the use of inductive and deductive reasoning. The logic in deductive reasoning is revealed through recognition of postulates, definitions, and theorems. The course begins with a rigorous study of Plane Geometry which includes congruence, similarity, polygons, and circles. It is extended to Solid Geometry to strengthen visual and spatial relationships with a focus on area and volume of solids. Trigonometric relationships are introduced, and students will explore problems related to real-world applications.
Prerequisite: Grade of 85 or above in L1 Algebra I, or 93 or above in L2 Algebra I and teacher recommendation

MEETS GRADUATION REQUIREMENTS: MATH	NCAA

APPLIED ALGEBRA II **Year** **1 credit**

The focus of this course is an in-depth exploration of different applications of patterns, functions and relationships. The instruction and assessments are a combination of skill, applications, and projects. The course addresses Algebra II content, such as linear, quadratic, polynomial, and exponential functions. The use of graphing calculator technology is an essential part of this course.
Prerequisite: Teacher recommendation and successful completion of Algebra 1 and Geometry

MEETS GRADUATION REQUIREMENTS: MATH

L2 ALGEBRA II **Year** **1 credit**

This course begins with a review of the basic terminology, notation, concepts and applications of Algebra I. The focus of this course is an exploration of different interpretations of patterns, functions and relationships. This is achieved by a more in-depth study of quadratic functions, polynomial functions, and exponential functions. Other topics explored are absolute value functions, piece-wise functions, nth roots, radicals, and logarithmic functions. The use of graphing calculator technology will be a part of this course. The college-preparatory course is taught at a pace and depth appropriate for the students' ability.
Prerequisite: Grade of 73 or above in L2 Algebra I, a teacher recommendation, and successful completion of Geometry

MEETS GRADUATION REQUIREMENTS: MATH	NCAA

L1 ALGEBRA II **Year** **1 credit**

This course begins with a brief review of Algebra 1. The focus of this course is an exploration of different interpretations of patterns, functions and relationships. This is achieved by a rigorous and more in-depth study of quadratic, polynomial, exponential, and piece-wise functions. Other topics studied are logarithmic and rational functions, nth roots, radicals, sequences, series and probability. The use of graphing calculator technology will be an integral part of this course.
Prerequisite: Grade of 85 or above in both L1 Algebra I and L1 Geometry, or 93 or above in both L2 Algebra I and L2 Geometry as well as teacher recommendation

MEETS GRADUATION REQUIREMENTS: MATH	NCAA

L2 PRE-CALCULUS **Year** **1 credit**

In the first semester, students continue with a rigorous review of Algebra II concepts including a deeper study of polynomial, rational, exponential & logarithmic functions. The second semester is a study of trigonometric functions including inverses, right triangle trigonometry, circular trigonometry, trigonometric laws and identities.
Prerequisite: Grade of 85 or above in L2 Algebra II or teacher recommendation

MEETS GRADUATION REQUIREMENTS: MATH OR STEM ELECTIVE	NCAA

L1 PRE-CALCULUS **Year** **1 credit**

This is a rigorous study of advanced topics in mathematics. The course begins with a review of Algebra II concepts including study of polynomial, rational and transcendental function. Following is a study of conic sections, trigonometric functions including inverses, right triangle trigonometry, circular and oblique trigonometry, trigonometric identities, vectors and polar equations. The extensive use of the graphing calculator aids in the analyzing of functions and in real world applications.
Prerequisite: Grade of 85 or above in L1 Algebra II or 93 or above in L2 Algebra II and teacher recommendation

MEETS GRADUATION REQUIREMENTS: MATH OR STEM ELECTIVE	

L1 CALCULUS **Year** **1 credit**

This course introduces the student to the concepts of Calculus at a less stringent pace than AP Calculus. The course will provide the student with a strong background to enable them to take Calculus I in college. Topics included: coordinate geometry, graphs, limits, derivatives, and anti-derivatives of algebraic and trigonometric functions. It also will cover definite and indefinite integrals and their applications, area under curves and volumes of solids of revolution.
Prerequisite: Grade of 85 in L1 Pre-Calculus or 93 in L2 Pre-Calculus and teacher recommendation

MEETS GRADUATION REQUIREMENTS: MATH OR STEM ELECTIVE	

AP CALCULUS (AB) **Grades 11-12** **Year** **1 credit**

This is a college level course that follows the AP Calculus curriculum. The syllabus includes the formal presentation of limits, derivatives, and anti-derivatives of algebraic and trigonometric functions. The syllabus continues with applications of derivatives, definite integrals and their applications, area under curves and volumes of solids of revolution. Students are required to take the AP exam in May for AP credit on their transcripts. Techniques in AP test-taking and scoring methods will also be included. (Students have the option of taking the Calculus AB/BC exam, in which case it is recommended that they spend time learning additional topics and meet with the instructor for extra study sessions before the exam)
Prerequisite: Grade of 87 in L1 Pre-Calculus and teacher recommendation

MEETS GRADUATION REQUIREMENTS: MATH OR STEM ELECTIVE	

L2 STATISTICS **Grades 11-12** **Year** **1 credit**

This course is an introduction to statistics. The emphasis of this course is to gather and analyze data. Students in this course are asked to think about the designs of the studies which produced the data they are analyzing and to consider the possible effect of the outlying observations on their conclusions. Students are encouraged to approach problems from different angles and to support their conclusions with valid reasoning.
Prerequisite: Grade of 70 or above in Algebra II (L1, L2 or L2 with Lab), or teacher recommendation

MEETS GRADUATION REQUIREMENTS: MATH OR STEM ELECTIVE	

AP STATISTICS **Grades 11-12** **Year** **1 credit**

This is a college level course that follows the national AP Statistics curriculum. The emphasis of this course is to introduce students to the major concepts and tools for collecting, analyzing, and making inferences from data. Students in this course are asked to think about the designs of the studies which produced the data they are analyzing and to consider the possible effect of the outlying observations on their conclusions. Students are encouraged to approach problems from different angles and to support their conclusions with valid reasoning. Students are required to take the AP exam in May for national AP credit on their transcripts. Techniques in AP test-taking and scoring methods will also be included.
Prerequisite: Grade of 87 in L1 Algebra II or L1 Pre-Calculus or 93 in L2 Pre-Calculus and teacher recommendation

MEETS GRADUATION REQUIREMENTS: MATH OR STEM ELECTIVE	

MUSIC

SPECIAL NOTE: All performance classes (instrumental and vocal) require some after school hours for rehearsals and performances carrying grade credit.

Several performance classes offer a <u>Level 1 as designated by the ** in the course title</u>. With teacher recommendation, students may opt to take the course for Level 1 credit, and will need to meet, and be graded by, the additional Level 1 requirements listed. The performance classes are still available to be taken at the regular non-leveled status as well.

****ENSEMBLES OFFERING A LEVEL 1 OPTION:**

- **Vocal:** Select Singers, Concert Chorus, Tenor/Bass Chorus, Soprano/Alto Chorus
- **Instrumental:** Wind Ensemble, Concert Band

LEVEL 1 ENSEMBLE REQUIREMENTS: Students electing to take a music ensemble for Level 1 credit must participate in **any 3** of the following events:

- Open Enrollment: Eastern Region Auditions, New England Music Festival Auditions.
  You must earn a passing (60%) score or be selected for the subsequent Concert Festival to receive credit.
- Teacher Selected: Shoreline Music Festival, American Choral Directors Association Connecticut Honor Choir, American Band Directors Association Connecticut Honor Band
- Auditioned Festivals - Eastern Region, New England Music Festival, All State Festival

SOPRANO/ALTO CHORUS** **Grades 9-12** **Year** **1 credit**

Designed for the specific developmental needs of the Soprano and Alto voices, the S/A Chorus is open to any Soprano or Alto students in grades nine and ten. The focus of the class will be on developing the musical talents of each student by studying a wide variety of choral music representing many styles. The student will develop the ability to create music through the use of basic vocal and choral techniques. Additionally, the study of sight singing skills and music theory will develop musical literacy of each student. After school rehearsals and performances are a required part of this class.
***This ensemble can be taken for one semester only (.5 credit), but students can only have this option for ONE SEMESTER during their high school years.

MEETS GRADUATION REQUIREMENTS: FINE ARTS OR HUMANITIES ELECTIVE

TENOR/BASS CHORUS** **Grades 9-12** **Year** **1 credit**

Designed for the developing Tenor and Bass voices, the T/B Chorus is open to any Tenor or Bass students in grades nine and ten. The main focus of the class will be on developing the musical talents of each student. By studying a wide variety of choral music, representing many styles, the student will develop the ability to create music through the use of basic vocal and choral techniques. Additionally, the study of sight singing skills and music theory will develop musical literacy of each student. After school rehearsals and performances are a required part of this class.
***This ensemble can be taken for one semester only (.5 credit), but students can only have this option for ONE SEMESTER during their high school years.

MEETS GRADUATION REQUIREMENTS: FINE ARTS OR HUMANITIES ELECTIVE

CONCERT CHORUS** **Grades 11-12** **Year** **1 credit**

The Concert Chorus is an ensemble intended for students who have mastered skills in the prerequisite class. The chorus will study and perform a wide variety of both sacred and secular choral music representing many styles and eras of choral music. Advanced choral techniques will be studied as well as vocal technique, sight singing and performance skills. After school/weekend rehearsals and performances are a required part of this class**.**
Prerequisite: S/A Chorus or T/B Chorus, or Instructor's permission
*** This ensemble can be taken for one semester only (at .5 credit), but students can only have this option for ONE SEMESTER during their high school years.

MEETS GRADUATION REQUIREMENTS: FINE ARTS OR HUMANITIES ELECTIVE

SELECT SINGERS** **Grades 10-12** **Year** **1 credit**

This auditioned choral ensemble performs throughout the school district and community. Select Singers will meet during the school day, however after school rehearsals and performances are a required part of this class. Students in Select Singers are expected to participate in many performances in addition to the scheduled school concerts, including workshops and competitions that may carry financial obligations. It is important to note that there are processes in place for families who may be struggling financially; please see your School Counselor or Mrs. Pekar for more information. Members of the group perform extensively in the community during the month of December, with a strong emphasis on holiday carols.
Prerequisite: Students must audition in March for placement in the ensemble. Specific information will be announced on the screens in school and posted on bulletin boards.

MEETS GRADUATION REQUIREMENTS: FINE ARTS OR HUMANITIES ELECTIVE

CONCERT BAND** **Grades 9-12** **Year** **1 credit**

This course includes rehearsal and performance of a variety of band literature. Music literature of differing styles and genres will be performed with attention given to musical understanding and interpretation as well as instrumental skills. Students are required to bring their instruments to class daily and to attend all rehearsals. Attendance at all major performances, including the Memorial Day Parade, is mandatory. This course may be repeated with consent of instructor. After school rehearsals and performances are a required part of this class.
Prerequisite: Ability to play a band instrument or 8th Grade Band or recommendation of the instructor

MEETS GRADUATION REQUIREMENTS: FINE ARTS OR HUMANITIES ELECTIVE

WIND ENSEMBLE** **Grades 9-12** **Year** **1 credit**

Wind Ensemble is a select concert band for students who have demonstrated advanced proficiency in their ability to play an instrument. This course includes rehearsal and performance of a variety of band literature. Music literature of differing styles and genres will be performed requiring advanced instrumental skills, musical understanding and interpretation. Students are required to bring their instruments to class daily and to attend all rehearsals. Attendance at all major performances, including the Memorial Day Parade, is mandatory. Students in this ensemble are also expected to participate in many performances in addition to the scheduled school concerts, including workshops and competitions that may carry financial obligations. It is important to note that there are processes in place for families who may be struggling financially; please see your School Counselor or Mr. Wilson for more information After school rehearsals and performances are a required part of this class.
Prerequisite: Completion of previous year in Concert Band. **Enrollment**: By audition and instructor permission.

MEETS GRADUATION REQUIREMENTS: FINE ARTS OR HUMANITIES ELECTIVE

JAZZ BAND **Grades 9-12** **By arrangement** **1 credit**

This ensemble will play a variety of styles based on the needs of the performing arts department throughout the school year. It is open to all students enrolled in a large music ensemble. Students must perform at a moderately advanced level and be comfortable playing as a soloist; students who wish to play an instrument other than what they play in their large ensemble must audition for the instructor. This ensemble will form the pit orchestra for the Winter Musical; provide jazz band accompaniment for Select Singers; and perform as their own jazz ensemble. Jazz Band meets outside the school day, as scheduled by the Director. Students in this ensemble are expected to participate in many performances in addition to the scheduled school concerts, some of which will occur on weekends and late in the evening.
Prerequisite: Completion of previous year in Concert Band **Enrollment:** By audition and instructor permission.

MEETS GRADUATION REQUIREMENTS: FINE ARTS OR HUMANITIES ELECTIVE

MUSIC EXPLORATION **Grades 9-12** **Semester** **½ credit**

Choose your own musical adventure! Whether you want to learn piano, guitar, or an instrument of your choice, this class will provide the support and structure to further your musical dreams! The class includes music literacy, exposure to exemplary models, instrumental technique, guided practice, and performance. Students can come into the class as absolute beginners, or refine and extend skills they already have. The school has pianos/keyboards and acoustic guitars for student use; student and instructor can strategize access to additional instruments.
Prerequisite: None.

MEETS GRADUATION REQUIREMENTS: FINE ARTS OR HUMANITIES ELECTIVE

MUSIC PRODUCTION **Grades 9-12** **Semester** **½ credit**

Music Production is intended to give students a basic understanding of analog and digital recording. This course is an introductory, individual, project-based class using Logic Pro X computer software. Students will compose, record, and produce an original work in groups or as individuals. This course can be repeated for credit.

MEETS GRADUATION REQUIREMENTS: FINE ARTS OR HUMANITIES OR STEM ELECTIVE

MUSICAL THEATER/PERFORMANCE **Grades 9-12** **Semester** **½ credit**

Open to all students, regardless of previous experience, this course will explore the great American art form, Musical Theater! The course can be taken as a performer or non-performer: for performers, we will explore the three aspects of musical performance: singing, acting, and dancing/movement. Each of these disciplines will be explored through the preparation and performance of scenes from popular musicals. For non-performers, the course will focus on the history of the American Musical Theater genre. The final exam for this class is a public performance at the end of the semester: non-performers will assist in the preparation and running of the performance, and performers will be on stage. After school rehearsals and performances are required for this class and carry class credit.

MEETS GRADUATION REQUIREMENTS: FINE ARTS OR HUMANITIES ELECTIVE

ECE: MUSIC APPRECIATION **Grades 10-12** **Semester** **½ credit/ 3 UConn Credits**

This course focuses on the development of Western European music from the Middle Ages through the 20th Century. Students will engage in serious study of the elements of music and how music compositions have developed over the past 1400 years. Students will enroll as a UConn ECE student in MUSI 1001: Music Appreciation and will receive 3 UConn credits upon successful completion with a C or greater.

MEETS GRADUATION REQUIREMENTS: FINE ARTS OR HUMANITIES ELECTIVE

ECE: POPULAR MUSIC & DIVERSITY IN AMERICAN SOCIETY

Grades 10-12 Semester ½ credit/ 3 UConn Credits

Rap. Hip-hop. R&B. Rock. Country. Jazz. Our music reflects who we are as people of our time. This course examines American popular music within its historical and social context, primarily throughout the 20th century. It will encourage you to think critically and creatively about popular music in relation to topics of diversity. We will study significant styles of American popular music with a focus on select songs that exemplify their respective genres: jazz, blues, Top-40 pop, rock, hip-hop and other genres. We will explore several recurring themes throughout the course:

- The role of popular music as a symbol of identity (race, ethnicity, gender, social class, generation, etc.)
- The interaction of European American, African American, and Latin American traditions
- The influence of mass media and technology (printing, recording, radio, video, internet)

Students will enroll as a UConn ECE student in MUSI 1003 and will receive 3 UConn credits upon successful completion with a grade of a C or greater.

MEETS GRADUATION REQUIREMENTS: FINE ARTS OR HUMANITIES ELECTIVE

MUSIC THEORY I **Grades 9-12 Semester ½ credit**

Music Theory I is for any student who wishes to learn the fundamentals of music, including learning to read music. Fundamentals to be covered will include rhythm, note names and notation. Students may opt to enroll as a University of Connecticut student in Music 1011 and will receive 3 UConn credits upon successful completion with a C or greater.

MEETS GRADUATION REQUIREMENTS: FINE ARTS OR HUMANITIES OR STEM ELECTIVE

ECE: FUNDAMENTALS OF MUSIC **Grades 10-12 Semester ½ credit/3 UConn Credits**

ECE Fundamentals of Music is for any student who wishes to learn the fundamentals of music, including learning to read music. Fundamentals to be covered will include rhythm, note names and notation. Students will enroll as a University of Connecticut student in MUSI 1011: Fundamentals/Ear Training I and will receive 3 UConn credits upon successful completion with a C or greater. This course may be scheduled either simultaneously with Music Theory I (listed above) OR, if the student wishes, they may be scheduled simultaneously with the first semester of AP Music Theory, with the intent to complete the year and take the AP exam in May as well.

MEETS GRADUATION REQUIREMENTS: FINE ARTS OR HUMANITIES OR STEM ELECTIVE

AP MUSIC THEORY **Grades 10-12 Year 1 credit**

This course is a year-long program in which students will learn about the characteristics of the major and minor keys, intervals, chords and their functions, as well as more advanced harmony, melody, ear-training, part-writing, harmonic analysis, and composing. Students are required to take the AP exam in May for AP credit on their transcripts. Techniques in AP test taking and scoring methods will also be included.

Prerequisite: Music Theory I or ECE: Fundamentals of Music with an average of 87 or higher and recommendation from instructor.

MEETS GRADUATION REQUIREMENTS: FINE ARTS OR HUMANITIES OR STEM ELECTIVE

PHYSICAL EDUCATION & WELLNESS
HEALTH & SAFETY EDUCATION

PHYSICAL EDUCATION AND WELLNESS **Grades 9-10** **Semester** **¼ credit**

This program is required for all students. The program is designed to develop physical skills and increase knowledge about a variety of sports. Activities vary from season to season with emphasis on team sports and fitness. Individual fitness lessons include the skills of goal setting and collaboration, as well as the benefits of physical activity as a stress reliever.

MEETS GRADUATION REQUIREMENTS: PHYSICAL EDUCATION AND WELLNESS

HEALTH AND SAFETY EDUCATION **Grade 9-10** **Semester** **¼ credit**

Provided through Physical Education, this program is designed to develop the student's comprehension of their social, emotional and physical health. Through lectures, demonstration, audiovisuals and projects, students will develop a broad basis of knowledge which will enable them to make intelligent decisions concerning substance abuse, nutrition, stress, anxiety, depression, and sexual activity. Diversity, bullying and sexual harassment are also covered. Health Education is an approved and required curriculum taught to all students in Regional District #18. In accordance with Public Act 88-112, instruction on Acquired Immune Deficiency Syndrome is included in the program. Parents/Guardians have the right to have their child exempt from that portion of health instruction dealing with AIDS. This must be done in written request submitted to the building principal.

MEETS GRADUATION REQUIREMENTS: HEALTH AND SAFETY EDUCATION

PHYSICAL EDUCATION AND WELLNESS **Grades 11-12** **Semester** **¼ credit**

This program is required for all students. The program is designed to develop skills and increase one's knowledge in a variety of individual and team sports. The activities vary from season to season with more emphasis placed upon individual fitness and lifelong fitness activities. The benefits of physical activity as a stress reliever and a healthy social activity is explored.

MEETS GRADUATION REQUIREMENTS: PHYSICAL EDUCATION AND WELLNESS

HEALTH AND SAFETY EDUCATOIN **Grades 11-12** **Semester** **¼ credit**

Provided through Physical Education, this program continues to build upon the knowledge and skills taught in the 9-10th grade health course. Topics include: healthy relationships, sexual decision making, nutrition, substance abuse, and personal safety. Lessons may also include current health issues that may affect the students' well-being.

MEETS GRADUATION REQUIREMENTS: HEALTH AND SAFETY EDUCATION

ALTERNATE PHYSICAL EDUCATION/HEALTH **Grades 11-12** **Semester** **½ credit**

Alternate P.E. is an after school physical education program offered to juniors and seniors only. Students may take Alternate P.E. in place of P.E. offered during the regular school day. Lifetime P.E. activities include, but are not limited to: yoga; bowling; Zumba; ice skating; hiking and fishing. A different activity is offered each quarter. Students may enroll in one, or as many as, four activities. Alternate P.E. is on the same day of the week throughout the school year. Students must attend EVERY class in order to earn credit for the Alternate PE activity. **Students register for this opportunity in the first week of school. Permission slips and instructor's approval are required to enroll in the Alternate P.E. Program.**

MEETS GRADUATION REQUIREMENTS: PHYSICAL EDUCATION AND WELLNESS, HEALTH AND SAFETY

SCIENCE

L2 BIOLOGY **Grades 9-12** **Year** **1 credit**

This level two course is designed to challenge students and encourage them to become independent thinkers. The pace of the course is appropriate for college-bound students; there is an emphasis on building skills in critical thinking. It will cover the introductory topics in fast changing areas of the biological world in conjunction with the basic concepts of biology that align to Next Generation Science Standards Life Science performance expectations as well as Earth and Space Science standards that are related to biology. This course is taught at a college-preparatory level, with appropriate structure and support.
Prerequisite: Recommendation of eighth-grade teacher.

MEETS GRADUATION REQUIREMENTS: SCIENCE OR STEM ELECTIVE	NCAA

L1 BIOLOGY **Grades 9-12** **Year** **1 credit**

This level one course is designed to challenge highly motivated students who can consistently and independently meet course expectations. The pace of the course is rigorous as there is an emphasis on building skills in critical thinking. It will cover the introductory topics in fast changing areas of the biological world in conjunction with the basic concepts of biology that align to Next Generation Science Standards Life Science performance expectations as well as Earth and Space Science standards that are related to biology. The Level 1 course will include enrichment topics as well as more opportunity for independent work. Laboratory investigations will parallel the material under discussion throughout the course. This course is recommended for students who wish to pursue an accelerated science program in anticipation of post high school studies in the sciences. In this course students can anticipate that a great deal of responsibility is expected in preparation for classes.
Prerequisite: Recommendation of eighth-grade teacher

MEETS GRADUATION REQUIREMENTS: SCIENCE OR STEM ELECTIVE	NCAA

AP BIOLOGY **Grades 11-12** **Year** **1.5 credits**

This is a college level course in the principles and theories of Biology, including laboratory applications. The curriculum will follow that prescribed by the College Board Advanced Placement Exam. AP Biology students will automatically be enrolled in an additional laboratory period during the first semester. Students are required to take the AP exam in May for national AP credit on their transcripts. See AP program description for more details. On their transcript, students will receive a 1.0 credit in AP Biology and a .5 credit in Biology Lab.
Prerequisite: 87 average in L1 Biology and L1 Chemistry and Department recommendation required for all AP courses

MEETS GRADUATION REQUIREMENTS: SCIENCE OR STEM ELECTIVE	NCAA

ECE: BIOLOGY **Grades 11-12** **Year** **1.5 credit/4 UConn credits**

This course is aligned with UConn BIOL 1108: Principles of Biology II. This course is embedded in AP Biology, with ECE BIO 1108, designed to provide a foundation for more advanced courses in Biology and related sciences. Topics covered include evolution and population genetics, plant physiology and diversity, animal diversity and behavior, and ecology. Upon successful passing of the course with a grade of **C** or better, four UConn credits will be conferred for the course. See UConn ECE program description or go to https://ece.uconn.edu/biology/ for more details. On their transcript, students will receive a 1.0 credit in ECE Biology and a .5 credit in Biology Lab.
Prerequisite: 87 average in L1 Biology and L1 Chemistry and Department recommendation

MEETS GRADUATION REQUIREMENTS: SCIENCE OR STEM ELECTIVE	NCAA

L2 CHEMISTRY **Grades 10-12** **Year** **1 credit**

Level 2 Chemistry is a comprehensive course focused on the general background knowledge about the composition and structure of the physical world. The goal of chemistry is to instill in the student a curiosity about matter and its interaction using an evidence-based problem-solving approach and to recognize the significance of chemistry and its applications to everyday lives and real-world situations. The chemistry curriculum is designed to develop reasoning and analytical skills aligned to Next Generation Science Standards (NGSS) for Physical Science performance expectations and related Earth and Space Science performance expectations. There is a strong emphasis on hands-on laboratory investigations in this course. This course is a college-preparatory, with appropriate structure and support provided for students.
Prerequisite: Successful completion of Biology

MEETS GRADUATION REQUIREMENTS: SCIENCE OR STEM ELECTIVE	NCAA

L1 CHEMISTRY **Grades 10-12** **Year** **1 credit**

This Level 1 course is a comprehensive and quantitative course focused on the knowledge about the composition and structure of the physical world. This course is designed to challenge highly motivated students who can consistently and independently apply fundamental concepts to high-level problems. The pace of the course is rigorous as there is an emphasis on building skills in critical thinking. This course will cover the introductory topics in chemistry that are aligned to Next Generation Science Standards Physical Science performance expectations as well as Earth and Space Science standards that are related to chemistry. Specifically, this course covers topics in matter, the atomic model, the periodic table, chemical reactions including stoichiometry, gas laws, solutions, and how atomic interactions determine a molecule's shape and function. This course includes a strong emphasis on laboratory investigations that parallel the material under discussion throughout the course. Students can anticipate that a great deal of responsibility is expected in preparation for classes. Students having a high interest in science-related careers and possessing strong math skills should consider this course.
Prerequisite: 83 average in L1 Biology or a 93 average in L2 Biology combined with an 83 average in L1 Algebra I or a 93 average in L2 Algebra I, or Department recommendation

MEETS GRADUATION REQUIREMENTS: SCIENCE OR STEM ELECTIVE	NCAA

AP CHEMISTRY **Grades 11-12** **Year** **1.5 credits**

This is a college level course in the principles and theories of Chemistry, including laboratory applications. The curriculum will follow that prescribed by the College Board Advanced Placement Exam. This course places a strong emphasis on problem solving and data analysis. Students must take the AP Exam in May to obtain AP credit on their transcripts. AP Chemistry students will automatically be enrolled in an additional laboratory period during the first semester. See AP program description for more details. On their transcript, students will receive a 1.0 credit in AP Chemistry and a .5 credit in Chemistry Lab.
Prerequisite: 87 average in L1 Chemistry, 85 average in L1 Algebra II and Department recommendation required for all AP courses.

MEETS GRADUATION REQUIREMENTS: SCIENCE OR STEM ELECTIVE	NCAA

CONCEPTUAL PHYSICS **Grades 10-12** **Semester** **½ credit**

This ***one semester*** physics course is designed to support students in developing science skills in experimental design and laboratory investigations and application of physics concepts to meet NGSS Physical Science Expectations. Students will grapple with scientific phenomena as they engage in learning experiences that will provide them with practice in the inquiry skills necessary for success in future science courses. Conceptual Physics will introduce students to key aspects of physics including motion, forces, work, power, machines, energy conversions, sound and light, among others. The course has an emphasis on hands-on performance tasks with real-world applications. To support concepts explored and assess learning, students will participate in lab experiments, performance-based assessments, scientific modeling, and exploration of scientific phenomenon.
Prerequisite: Successful completion of Biology or Chemistry

MEETS GRADUATION REQUIREMENTS: SCIENCE OR STEM ELECTIVE	NCAA

L2 PHYSICS **Grades 11-12** **Year** **1 credit**

This level two course is designed to challenge students and encourage them to become independent thinkers. The pace of the course is appropriate for college-bound students; there is an emphasis on building skills in critical thinking. It will cover the introductory topics in Physics that are aligned to Next Generation Science Standards Physical Science performance expectations as well as Earth and Space Science standards that are related to physics. This Level 2 course teaches concepts and solves physics problems using Algebra (no trigonometry). It is taught at a college-preparatory level, with appropriate structure and support. Students serious about a career in the physical sciences may examine whether they instead meet the prerequisites for the more mathematically rigorous L1/ECE Physics classes.
Prerequisite: Successful completion of Biology or Chemistry

MEETS GRADUATION REQUIREMENTS: SCIENCE OR STEM ELECTIVE	NCAA

L1 PHYSICS **Grades 10-12** **Year** **1 credit**

This level one course is designed to challenge highly motivated students who can consistently and independently meet course expectations. The pace of the course is rigorous as there is an emphasis on building skills in critical thinking. It will cover the introductory topics in Physics that are aligned to Next Generation Science Standards Physical Science performance expectations as well as Earth and Space Science standards that are related to physics. Students can anticipate that a great deal of responsibility is expected in preparation for classes. The Level 1 course is designed for students with a strong mathematics background. Students having a strong interest in science-related careers should consider this course.
Prerequisite: 83 or above average in L1 Algebra I and L1 Algebra II (which may be taken concurrently with L1 Physics) or Department recommendation

MEETS GRADUATION REQUIREMENTS: SCIENCE OR STEM ELECTIVE	NCAA

ECE: PHYSICS I **Grades 10-12** **Year** **1 credit/4 UConn credits**

This course is aligned with the UConn course PHYS 1201Q: General Physics I, a non-calculus based course, introducing the laws of force and motion applied to mechanical phenomena. Concepts such as work, mechanical energy, linear and angular momentum, and energy conservation are explained. The laboratory offers fundamental training in precise measurements. Upon successful passing of the course with a grade of 73 or better, four UConn credits will be conferred. This course is embedded with Level 1 (Quantitative) Physics. See UConn ECE program description for more details.
Prerequisite: 83 average in L1 Algebra I and L1 Algebra II (may be taken concurrently) or Department recommendation

MEETS GRADUATION REQUIREMENTS: SCIENCE OR STEM ELECTIVE	NCAA

AP PHYSICS II **Grades 11-12** **Year** **1 credit**

This is a college level course in the principles and theories of Physics in a non-calculus survey course. The curriculum will follow that prescribed by the College Board Advanced Placement Exam and will cover the introductory topics in electricity, magnetism, optics, wave mechanics and nuclear physics. Students can anticipate that a great deal of responsibility is expected in preparation for classes. Students are required to take the AP exam in May for national AP credit on their transcripts. See AP program description for more details. Students have the option of combining the AP/ECE Physics II course for the entire year.
Prerequisite: L1 Physics or ECE Physics I and Department recommendation required for all AP courses.

MEETS GRADUATION REQUIREMENTS: SCIENCE OR STEM ELECTIVE	NCAA

ECE: PHYSICS II **Grades 11-12** **Year** **1 credit/4 UConn credits**

This course is aligned with UConn course PHYS 1202Q: General Physics II, a non-calculus based course introducing the principles governing electromagnetic phenomena, including electromagnetic radiation and waves and electric circuits. The laboratory offers fundamental training in precise measurements. Upon successful passing of the course with a grade of 73 or better, four UConn credits will be conferred. See UConn ECE program description for more details. Students have the option of combining the AP/ECE Physics II course for the entire year.
Prerequisite: 85 average in L1 Pre-Calculus, have 70 or higher in UConn ECE Physics I

MEETS GRADUATION REQUIREMENTS: SCIENCE OR STEM ELECTIVE	NCAA

AP COMPUTER SCIENCE A **Grades 11-12** **Year** **1 credit**

AP Computer Science A is an introductory college-level computer programming course that focuses on problem solving through the use of computer programming. The course follows the College Board's AP Computer Science curriculum, with a goal of preparing students for the AP Computer Science A exam. Students will understand and be able to use the concepts, techniques, and skills typically covered in a typical college-level introductory computer science course. Specifically, students will be able to analyze problems and design and implement software solutions to these problems using an object-oriented approach. Students will become sufficient in writing, executing, testing, and debugging programs in the Java programming language.
Prerequisite: L2 Algebra II with a final grade of 92 or higher OR L1 Algebra II with a final grade of 82 or higher, and Department recommendation required for all AP courses. Prior programming experience is preferred but not required.

MEETS GRADUATION REQUIREMENTS: SCIENCE OR STEM ELECTIVE	NCAA

SPECIAL NOTE: Juniors and seniors who have exhibited strength in their Math/Science courses and might be considering related post high school academic programs should consider taking courses from the following list:

AP Biology	AP Physics II	L1 Anatomy and Physiology	L2 Marine Science
AP Chemistry	ECE Biology	L2 Environmental Science	L2 Astronomy
AP Computer Science	ECE Physics I & II	L2 Forensic Science	

L1 ANATOMY AND PHYSIOLOGY **Grades 11-12** **Semester** **½ credit**

L1 Anatomy and Physiology is a semester course that will enable students to develop an understanding of the relationship between the structure and functions of the human body. The curriculum provides a foundation for students to develop a strong conceptual understanding of the following human body systems: integumentary, skeletal, muscular, nervous, cardiovascular, respiratory, digestive, urinary, and reproductive. Students have the opportunity to integrate that knowledge through inquiry-based activities and laboratory investigations. The pacing and content of this course is designed for college preparation, especially further study in biology and health sciences. Major organ and whole organism dissection required.
Prerequisite: 87 average in L1 Biology and L1 Chemistry, or 93 or better in L2 Biology and L2 Chemistry or Department recommendation

MEETS GRADUATION REQUIREMENTS: SCIENCE OR STEM ELECTIVE	NCAA

L2 ASTRONOMY **Grades 9-12** **Semester** **½ credit**

Astronomy focuses on providing a tour of stars, galaxies, and the Universe followed by Earth's neighborhood. Topics include galaxies in general, and the entire Universe as we know it. Students begin the course by learning how to find their way around the night sky by locating constellations, nebulae, galaxies, and various kinds of stars. Students study the life cycle of stars, stellar classification, variable stars (including their use in mapping the Universe), the evolution of galaxies and the current theories for the origin and evolution of the Universe. The second quarter involves our solar system including: the Sun, planets, the planets' moons and rings, the asteroids and meteoroids, comets, the Oort Cloud and the Kuiper Belt and its objects. It includes the evolution of our Solar System and the Earth-Moon system, as well as the search for other star systems that house planets similar to those we know. Students learn the history of solar system models and the important players that raised astronomy from a collection of myths to a modern science. Student assessment will include traditional tests, short-term activities, and oral presentations.

MEETS GRADUATION REQUIREMENTS: SCIENCE OR STEM ELECTIVE	NCAA

L2 ENVIRONMENTAL SCIENCE **Grades 10-12** **Semester** **½ credit**

This level two course will focus on local field studies and address global and regional environmental issues. Field studies to investigate local ecosystem diversity may include identification of local plant and animal species as well as data analysis of the field site. Research topics may include human impact on the environment, natural resource management, population growth, and sustainable development as well as student-generated concerns. This is a project-based course.
Prerequisite: Successful completion of Biology

MEETS GRADUATION REQUIREMENTS: SCIENCE OR STEM ELECTIVE	NCAA

L2 FORENSIC SCIENCE **Grades 10-12** **Semester** **½ credit**

Forensic Science is an introductory course that focuses on the practice and analysis of physical evidence found at crime scenes. It is a hands-on, multidisciplinary course that applies scientific principles from biology, chemistry, and physics to criminal investigations. Students learn scientific techniques used by crime scene investigators, such as collecting evidence, analyzing fingerprints, blood spatter and trace evidence, while developing critical thinking and problem-solving skills through lab activities and case studies.
Prerequisite: Successful completion of Biology and completion of **or** enrollment in Chemistry

MEETS GRADUATION REQUIREMENTS: SCIENCE OR STEM ELECTIVE	NCAA

L2 MARINE SCIENCE **Grades 10-12** **Semester** **½ credit**

Marine Science is the study of the sea, organisms, and mechanisms related to it. Physical and chemical topics include currents, water cycle, oceanic geology, stratification of Earth, meteorology, tides, and water quality. Biological topics include, but are not limited to, marine algae and bacteria, invertebrates, vertebrates, marine mammals, marine birds, and marine reptiles. This elective is project-based and includes a minimum of 4 dissections that require student participation and completion for mastery of unit topics.
Prerequisite: Successful completion of Biology

MEETS GRADUATION REQUIREMENTS: SCIENCE OR STEM ELECTIVE	NCAA

SOCIAL STUDIES

NL FOUNDATIONS OF WORLD HISTORY **Grade 9** **Semester** **½ credit**

The Foundations of World History course will be taken in grade 9, preferably preceding The Global Age & Revolutions course. Students will utilize primary and secondary sources to examine the foundations of World History from prehistory to 1450. In addition to studying the foundation of world religions, expanding interactions between empires, and the rise and fall of empires, students will develop historical thinking skills, such as contextualization, inquiry and historical interpretation.

MEETS GRADUATION REQUIREMENTS: SOCIAL STUDIES OR HUMANITIES ELECTIVE	NCAA

NL THE GLOBAL AGE & REVOLUTIONS **Grade 9** **Semester** **½ credit**

The Global Age & Revolutions course is taken in grade 9, preferably following World Foundations. The Global Age & Revolutions course will focus on both skills and content from the time period 1400 - 1800. Students will explore global interactions and the resulting political, social, and economic revolutions. Additionally, the course will focus on developing students' historical thinking skills, such as contextualization, inquiry, and historical interpretation.

MEETS GRADUATION REQUIREMENTS: SOCIAL STUDIES OR HUMANITIES ELECTIVE	NCAA

NL CIVICS AND THE LAW **Grade 10 -12** **Semester** **½ credit**

The Civics and the Law course is designed to prepare students to become responsible citizens through classroom debate, simulations, and exploration of the workings of our political and legal systems. The relationship of American politics and government to world affairs will be employed to bring students to an understanding of what is meant by the rule of law, as well as the imperative that citizens be engaged in the democratic process. A key objective of the course will be to show each young citizen the relevance between the structure, function, and process of government and their lives. **This course fulfills the state mandated Civics graduation requirement.**

MEETS GRADUATION REQUIREMENTS: SOCIAL STUDIES	NCAA

NL AFRICAN AMERICAN/BLACK & PUERTO RICAN/LATINO STUDIES **Grade 9 -12** **Year** **1 credit**

In this course, students will consider the scope of African American/Black and Puerto Rican/ Latino contributions to U.S. history, society, economy, and culture. The course is an opportunity for students to explore accomplishments, struggles, intersections, perspectives, and collaborations of African American/Black and Puerto Rican/Latino people in the U.S. Students will examine how historical 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.

MEETS GRADUATION REQUIREMENTS: SOCIAL STUDIES OR HUMANITIES ELECTIVE	NCAA

NL MODERN WORLD HISTORY **Grade 10** **Year** **1 credit**

Modern World History focuses on the study of western and non-western civilizations from the 18th Century to present. Skill development includes critical thinking, problem solving, essay writing and analytical inquiry preparing students. This course presents a demanding workload. Students who successfully complete this course will gain a clearer understanding of the modern world, geography in history, global issues, and interrelationships.

MEETS GRADUATION REQUIREMENTS: SOCIAL STUDIES OR HUMANITIES ELECTIVE	

AP EUROPEAN HISTORY **Grade 10** **Year** **1 credit**

Advanced Placement European History is a comprehensive study of modern European history from 1500 to the present with a focus on developing students' historical thinking skills such as critical thinking, problem solving and analytical inquiry. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by introductory college courses. The course will also focus on analysis of primary and secondary sources. Students who successfully complete this course will gain a clearer understanding of the modern world, geography in history and global interrelationships. Students are required to complete prior summer work and take the AP exam in May for AP credit on their transcripts.
Prerequisite: Teacher recommendation based on student performance.

MEETS GRADUATION REQUIREMENTS: SOCIAL STUDIES OR HUMANITIES ELECTIVE	

NL MODERN UNITED STATES HISTORY **Grade 11** **Year** **1 credit**

Modern United States History is the in-depth study of America since 1877. The topics explored include Westward expansion, industrialization and reform, World War I, the Depression, World War II, the Cold War, the Civil Rights era and the Post-Cold War era to the present. Skills stressed include critical thinking, essay writing, effective oral communication, collaborative problem-solving, and analysis of cause and effect. Students will leave the course with a comprehensive understanding of US History and how modern America is shaped by its history. **This course fulfills the state mandated United States History graduation requirement.**

MEETS GRADUATION REQUIREMENTS: SOCIAL STUDIES	

AP UNITED STATES HISTORY **Grades 11-12** **Year** **1 credit**

The AP program in United States History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by introductory college courses. Students should learn to assess historical materials – their relevance to a given interpretive problem, their reliability, and their importance – and to weigh the evidence and interpretations presented in historical scholarship. An AP United States History student should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format. Students are required to take the AP exam in May for AP credit on their transcripts. There is a summer assignment and reading requirement. **This course fulfills the state mandated United States History graduation requirement.**
Prerequisite: Teacher recommendation based on student performance.

MEETS GRADUATION REQUIREMENTS: SOCIAL STUDIES	

AP PSYCHOLOGY **Grades 11-12** **Year** **1 credit**

This course is designed to provide students with a deeper understanding of the theories and principles of the systematic and scientific study of behaviors and mental processes of humans. Throughout the readings, class work and discussions, we will focus upon these essential questions: What is psychology? How do psychologists think? How is psychology applied and utilized in our everyday lives? Is psychology a valid way of understanding our behavior? Major topics include the history, methods and approaches of psychology; biological basis of behavior; sensation and perception; states of consciousness; learning; cognition; motivation and emotion; developmental psychology; theories of personality; psychological testing and individual differences; psychological disorders and their treatment; and social psychology. Students are required to take the AP exam in May for AP credit on their transcripts. There is a summer assignment and reading requirement.
Prerequisite: Teacher recommendation based on student performance

MEETS GRADUATION REQUIREMENTS: SOCIAL STUDIES OR HUMANITIES ELECTIVE

L2 AMERICAN HISTORY THROUGH FILM **Grades 11-12** **Semester** **½ credit**

This course examines American history through film, focusing on American culture and society. Students will critically analyze how American cultural and social history are portrayed in popular films. By watching, discussing, and writing about these films, students will examine how motion pictures create a window into modern American culture and society. We will learn how to read American films as cultural texts that help us better understand history and culture. Lastly students will be able to analyze films as both a product and producer of culture and historical memory. Additionally, we will view significant American films about US history.

MEETS GRADUATION REQUIREMENTS: SOCIAL STUDIES OR HUMANITIES ELECTIVE

L2 INTRODUCTION TO PSYCHOLOGY **Grades 11-12** **Semester** **½ credit**

The first marking period of this course examines the basic concepts of psychology and human development from conception through young adulthood. Using the concepts of Piaget, Erickson, Freud, Skinner, Gardner and others, students will explore the physical, psychological, cognitive, emotional, and environmental aspects of human life. Guest speakers, workshops, audio-visuals and field trips may be used to reinforce learning. The second marking period of this course will engage students in the study of the self and the development of personality. Special attention is paid to the problems and concerns of adolescents and young adults through discussions and personal interactions.

MEETS GRADUATION REQUIREMENTS: SOCIAL STUDIES OR HUMANITIES ELECTIVE

L1 GLOBAL ISSUES **Grades 11-12** **Semester** **½ credit**

This course focuses on a variety of important current issues that affect the modern world. The issues will be studied through a variety of student-based research projects and collaborative work to help students develop their knowledge of important current issues. Students will work to become well-informed global citizens through actively engaging in issues that include world health problems, genocide, terrorism, international illegal trade, environmental issues and slavery in the modern world.

MEETS GRADUATION REQUIREMENTS: SOCIAL STUDIES OR HUMANITIES ELECTIVE

L1 PRINCIPLES OF ECONOMICS **Grade 12** **Year** **1 credit**

This course in Economics is designed to introduce students to the fundamental history, theory and real-world applications of economics. An in-depth study will be made of the factors which affect the economy and artificial stimuli employed to bolster economic trends. It includes a description and analysis of the major economic theories and institutions. Developing an understanding of these themes will help students make informed decisions and assess the decisions made by others. Microeconomic and Macroeconomic theories and applications will be the focus of Semesters 1 and 2, respectively. Throughout the course the twenty standards, as addressed in the *Voluntary National Content Standards in Economics,* will be incorporated to ensure solid coverage of the fundamentals.

MEETS GRADUATION REQUIREMENTS: SOCIAL STUDIES OR HUMANITIES ELECTIVE

SPECIAL EDUCATION

The Special Education Department at LOLHS provides a variety of services to students with Individualized Education Programs (IEPs). Every student with an IEP has a case manager assigned to oversee and coordinate the implementation of the IEP.

NL MASTERY LAB **Grades 9-12**

This course is designed to provide direct special education services to eligible students. Individualized instruction in reading, writing, math and transition and life skills will be provided if called for in the IEP. Academic support of mainstream classes will include organizational, study and test-taking skills as outlined in the IEP. Placement in Mastery Lab and credits received for Mastery Lab are based on the IEP. Students are awarded .5 credits for a year-long class and .25 for a semester course.

MEETS GRADUATION REQUIREMENTS: HUMANITIES ELECTIVE

LIFE SKILLS **Grades 9-12**

This course is designed to assist students in practicing skills of daily living, with a specific focus on the areas of health and well-being, community safety, independent living and vocational readiness. Students gain exposure to cooking/cleaning, use of money, developing a healthy lifestyle, and practicing different skills they may one day use in a work placement. Students also participate in different in-school businesses, which may vary from year to year. Credits and placement in this course are based on a student's IEP.

MEETS GRADUATION REQUIREMENTS: STEM ELECTIVE

DEVELOPMENTAL MATH **Grades 9-12**

This course is designed to assist students in learning and applying practical math skills. Students work in small groups and/or individually with a teacher to practice skills such as computation, measurement, use of money, and extend learning in order to connect and apply these skills in the real world. Credits and placement in this course are based on a student's IEP.

MEETS GRADUATION REQUIREMENTS: MATH OR STEM ELECTIVE

DEVELOPMENTAL READING **Grades 9-12**

This course is designed to assist students in increasing essential reading skills. Students work in small groups and/or individually with a teacher to practice the skills of reading fluency, prosody, word attack and reading comprehension. The course utilizes both fiction and non-fiction materials to help students make connections to other areas of instruction, as well as to apply reading skills to the real world. Credits and placement in this course are based on a student's IEP.

MEETS GRADUATION REQUIREMENTS: HUMANITIES ELECTIVE

THE ACADEMIC SUCCESS CENTER

NL THE ACADEMIC SUCCESS CENTER (TASC) **Grades 9-12**

TASC is a course for students needing to build organizational skills in a structured environment. A student must be recommended to TASC by their school counselor or parent. Each participant is assigned a tutor to whom they will report daily and with whom they will work to stay current with all daily and long term assignments. This is a Pass/Fail course. Upon successful completion of an entire semester of the course, a student may earn up to a quarter credit per year. However, only up to a half a credit will count toward the 25 credits required for graduation.

TECHNOLOGY & ENGINEERING

ENGINEERING DESIGN (CAD SolidWorks and OnShape) **Grades 9-12** **Year** **1 credit**

This computer aided design (CAD) course introduces the student to the universal language of technical drawing. Students will complete three dimensional models while studying the following topics: geometric construction, orthographic drawing, multi-view drawing and dimension techniques. Students will also study CNC machining. Parts designed on the computer using the Computer Aided Design system (CAD) software will be manufactured on the 3-axis CNC mill or 3D printer. CNC mill projects will include parts for the electric vehicle, robot parts and individual student projects. This course is a good introduction to the engineering language of computer aided design. Students with a grade of C or better in the class, who are enrolled in the College Career Pathways program, may receive credit from Three Rivers Community College.

MEETS GRADUATION REQUIREMENTS: STEM ELECTIVE

ADVANCED ENGINEERING DESIGN (CAD) **Grades 10-12** **Semester** **½ credit**

This course is designed to expand the technical skills developed in Engineering Design with a greater emphasis on CNC machining, 3D assemblies, animations and analysis. Students in this course will also assist with the design and manufacture of parts for electric vehicles and robotics programs. Students seriously considering engineering should consider this course. This course may be taken multiple times to continue skill advancement.
Prerequisite: Engineering Design

MEETS GRADUATION REQUIREMENTS: STEM ELECTIVE

INTRODUCTION TO ENGINEERING TECHNOLOGY **Grades 9-12** **Year** **1 credit**

This is the perfect choice for students who are interested in all areas of Technology and Engineering. Students will engage in numerous hands-on design, construction, and engineering projects. These activities teach both mechanical and engineering skills and the science behind the technology. Students design, build, and test through each of the units. We will study construction and CAD through the building of trebuchets, aerodynamic concepts through the building and testing of airplane wings, and engineering through the construction of underwater ROV robots. Students also engage in design-construction-evaluation activities which teach drafting, layout, CNC machining, construction and prototyping.

MEETS GRADUATION REQUIREMENTS: STEM ELECTIVE

WOODWORKING TECHNOLOGY **Grades 10-12** **Year** **1 credit**

This course explores the woodworking process through hands-on learning. Students learn tool and machinery techniques, design, and problem-solving, as they build projects which start simple and progress. Students will learn all the steps in the carpentry process from planning and material characteristics to applying finish. Projects such as Adirondack chair construction utilize hand tools, power equipment, and CNC software, and machinery safety, accuracy and professionalism are emphasized in this lab-based course. This class is available for college credit through New England Institute of Technology.

MEETS GRADUATION REQUIREMENTS: STEM ELECTIVE

ADVANCED WOODWORKING TECHNOLOGY **Grades 11-12** **Sem. or Year** **½ or 1 credit**

Students will build on their learning from the previous woodworking course. The focus will be on hands-on laboratory activities. Students learn tool and machinery techniques as well as design and problem-solving as they build. Students strengthen their skills as they explore the carpentry process from design to finishing. Safety, accuracy and professionalism are emphasized in this lab-based course. This course may be taken multiple times to continue skill advancement. This course may be taken more than once and may be taken for a full credit by signing up for two sections.
Prerequisite: Woodworking Technology

MEETS GRADUATION REQUIREMENTS: STEM ELECTIVE

VIDEO PRODUCTION **Grades 9-12** **Semester** **½ credit**

This course is designed to provide students with a background in videography and editing. Students will learn camera operation, digital editing, audio dubbing, composition and sequencing while working as part of a production team. The course follows a progression from basic camera skills to advanced editing processes. Course content is presented first through lecture, then demonstration, and finally student-produced projects. Projects will include stills to video, advertisements, public service announcements, news programs and television production.

MEETS GRADUATION REQUIREMENTS: STEM ELECTIVE

ADVANCED VIDEO PRODUCTION **Grades 9-12** **Semester** **½ credit**

Advanced Video Production provides students with the opportunity to further their learning in digital videography and editing. Techniques in digital character generation, video mixing, advanced editing, and multi-camera production will be explored. Projects will include, school commercial productions, and public service announcements.
Prerequisite: Video Production

MEETS GRADUATION REQUIREMENTS: STEM ELECTIVE

DIGITAL PHOTOGRAPHY **Grades 10-12** **Semester** **½ credit**

This course is an introduction to creating, editing and printing digital images. Students will learn the basics of taking pictures with a digital single lens reflex camera. They will also learn to use Adobe Photoshop and Camera RAW to edit images for print and the web. Topics include controlling depth of focus, controlling motion, ISO settings, lighting, file formats, image editing, and matting techniques. This course is recommended for students interested in photography and graphic arts.

MEETS GRADUATION REQUIREMENTS: FINE ARTS OR HUMANITIES OR STEM ELECTIVE

ADVANCED TOPICS IN DIGITAL PHOTOGRAPHY **Grades 11-12** **Semester** **½ credit**

This course is designed to expand on the technical and creative concepts acquired in digital photography. Topics of instruction include shooting in RAW format, advanced digital camera functions, exposure control, introduction to flash and studio lighting, lens types and filter use, and further understanding of image editing using Adobe Photoshop. This course is recommended for serious photography students who have a good understanding of basic camera functions and image editing. This course may be taken multiple times to continue skill advancement.
Prerequisite: Digital Photography

MEETS GRADUATION REQUIREMENTS: FINE ARTS OR HUMANITIES OR STEM ELECTIVE

ELECTRIC VEHICLE DESIGN **Grades 11-12** **Year** **1 credit**

This course will introduce students to the technology of electric vehicles and the engineering process. Students will design, build and test a working electric vehicle for the National Electrathon Competition. Electricity, circuits, battery science, electric motors, welding, metal fabrication, steering systems and more will be studied and applied. Students will find answers to real design problems and apply mechanical skills as they create a working electric race vehicle.

MEETS GRADUATION REQUIREMENTS: STEM ELECTIVE

CNC TECHNOLOGY (making projects with machines) **Grades 10-12** **Semester** **½ credit**

This course will introduce students to computer numerical controlled manufacturing. CNC machining is a manufacturing process in which pre-programmed computer software controls the movement of machines. CNC technology has become a necessary skill, for both post high school manufacturing jobs and community college or university technology and engineering programs. Possessing CNC skills opens great job opportunities for students right out of high school and gives students a significant advantage in college technology and engineering programs. Students will set up and run jobs on all CNC equipment including the Plasma cutter, Laser cutter, router, mill, and lathe.

MEETS GRADUATION REQUIREMENTS: STEM ELECTIVE

TECHNOLOGY AND ENGINEERING ALTERNATE YEAR CLASSES

ARCHITECTURAL DESIGN (CAD) **Grades 10-12** **Semester** **½ credit**

In this hands-on architecture course, students will explore the design and planning process involved in creating a residential home. Each student will begin by selecting a specific lot, then design a custom home suited to the site's features and zoning considerations. Students will produce detailed drawings, including a plot plan, floor plan, elevations, and a door/window schedule, all generated from their 3D digital model. Emphasis will be placed on spatial design, functionality, sustainability, and aesthetic appeal. Students will also gain experience with industry-standard Revit CAD software and learn the fundamentals of architectural drafting, building codes, and design presentation. **Offered in 2026-2027.**

MEETS GRADUATION REQUIREMENTS: STEM ELECTIVE

ALTERNATIVE ENERGY **Grades 10-12** **Semester** **½ credit**

This course studies alternative energy and engineering through the design, construction, and testing of working alternative energy systems. Students build and test wind turbines, passive solar heaters, photovoltaic systems and energy storage devices. Students not only learn the science behind these systems but the mechanics as well. They use tools and equipment in their hands-on construction. From hand tools to 3D Design software and CNC machining, all are taught and employed in the creation of projects such as wind turbine blades and solar heaters. Offered in 2027-2028.

MEETS GRADUATION REQUIREMENTS: STEM ELECTIVE

ELECTRICAL ENERGY **Grades 10-12** **Semester** **½ credit**

This course studies electricity through hands-on wiring and building activities. Students learn how their homes are wired by constructing walls and electrical components which recreate a home's wiring system. They learn proper wiring techniques along with the science of electricity. Electricity is further explored through the construction of circuits that start simply and progress to the construction of a radio. Finally, we construct working electric motors as we study engineering and the science motor operation. This class is available for college credit through New England Institute of Technology. **Offered in 2026-2027.**

MEETS GRADUATION REQUIREMENTS: STEM ELECTIVE

MARINE TRANSPORTATION **Grades 10-12** **Semester** **½ credit**

This course studies marine transportation and engineering through hands-on activities. Students learn hydrodynamics and boat hull design by machining their own boat hull shapes and testing them in a tank. They engage in boat building through small wooden craft construction such as kayaks and prams. Students work collaboratively on wooden boat projects as they learn boat-building technology and design. This course can also include propeller design, electronics, buoyancy, tool and equipment use and more**.** Offered in 2027-2028.

MEETS GRADUATION REQUIREMENTS: STEM ELECTIVE

SMALL GAS ENGINES **Grades 10-12** **Semester** **½ credit**

This course studies mechanics and internal combustion engines. Students will be able to disassemble, inspect, diagnose and rebuild a small gas engine. Students will also learn engine maintenance and repair, diagnostics and machining. The course allows students to learn the proper use of mechanical tools and equipment, along with safe working procedures. **Offered in 2026-2027.**

MEETS GRADUATION REQUIREMENTS: STEM ELECTIVE

WORLD LANGUAGES

SPECIAL NOTE: Students entering Region 18 with prior language experience will be assessed in order to determine the appropriate course based on their proficiency level.

CHINESE

Courses within the WL Department address the Advanced Placement themes in order to promote a better understanding of Standard Chinese and Chinese culture in society. All courses are designed to meet the interdisciplinary needs in the 21st Century. Students will explore the language through Interpersonal, Interpretive, and Presentational modes of communication in Mandarin Chinese. Emphasis will be on student growth measured on the American Council of Teachers of Foreign Language (ACTFL) proficiency levels.

L2 CHINESE LANGUAGE AND CULTURE I **Year** **1 credit**

This course is designed for a student who has no previous Mandarin Chinese language experience but has a desire to explore the language and culture at a beginning level. The focus of this class is to familiarize students with the language structures and sounds through the study of *pinyin* (western alphabet), as well as to explore, compare and contrast various cultural topics to include: geography and travel, customs and holidays, cuisine, educational systems, and fine arts.

MEETS GRADUATION REQUIREMENTS: WORLD LANGUAGE OR HUMANITIES ELECTIVE	NCAA

L2 CHINESE LANGUAGE AND CULTURE II **Year** **1 credit**

This class is a continuation of Chinese Language and Culture I. Students will begin a more in-depth study of language structures and begin learning Chinese characters. Students will continue to develop all areas of communication skills as well as explore, contrast, and compare various cultural topics such as personal relationships, education, holidays, celebrations, foods and customs, etc. in contemporary Chinese society. This course will prepare students to continue their studies of Chinese language in Chinese III.
Prerequisite: 70 average in Chinese Language and Culture I and/or teacher recommendation based on student's application of the principles of growth mindset.

MEETS GRADUATION REQUIREMENTS: WORLD LANGUAGE OR HUMANITIES ELECTIVE	NCAA

L1 CHINESE III **Year** **1 credit**

At this level, students will have mastered the basic grammar structures in Chinese and will start to develop a much larger vocabulary, follow much more complex grammar rules and short discourse structures, as well as start a more vigorous study of Chinese characters. Students will continue to practice general conversations on familiar topics but also begin to develop interpretative and presentational skills in Chinese. They will be able to analyze and synthesize information and present their opinions on different topics in Chinese. Students will explore the customs and norms, as well as some of the nuances of the language and culture.
Prerequisite: 70 average in Chinese Language and Culture II and/or teacher recommendation based on student's application of the principles of growth mindset.

MEETS GRADUATION REQUIREMENTS: WORLD LANGUAGE OR HUMANITIES ELECTIVE	NCAA

L1 CHINESE IV **Year** **1 credit**

At this level, students will focus more on presentational skills in their communication and use complex and compound sentences to express ideas following an extended rhetorical structure in both oral and written presentations. Simple expressions at this level will be presented in Chinese characters. They will be able to consistently analyze and synthesize information and present their opinions on different topics in Chinese. Students will also come away with a much more in-depth understanding of the customs and norms, as well as some of the nuances of the language and culture. Chinese IV students are offered the opportunity to enroll concurrently in ECE CHIN 1114: Intermediate Chinese II (see separate listing for course description).
Prerequisite: 70 average in L1 Chinese III and/or teacher recommendation based on student's application of the principles of growth mindset.

MEETS GRADUATION REQUIREMENTS: WORLD LANGUAGE OR HUMANITIES ELECTIVE	

ECE CHINESE: INTERMEDIATE CHINESE II **Year** **1 credit/4 UConn credits**

This is an intermediate level Chinese language class that is offered full-year only. It focuses on the development of the student's ability to communicate in Chinese, orally and in writing. Three or more years of high school Chinese, or instructor's recommendation, is required. Students in this course will already have strong basic listening and speaking skills in Chinese, but will continue to improve skills in all linguistic areas, as well as learn about Chinese culture, and develop functional skills in Chinese language and culture. Students will enroll in UConn ECE CHIN 114: Intermediate Chinese II and receive four (4) UConn credits upon successful completion with a C or better. This course is taught concurrently with Chinese IV.
Prerequisite: 70 average in L1 Chinese III and/or teacher recommendation based on student's application of the principles of growth mindset.

MEETS GRADUATION REQUIREMENTS: WORLD LANGUAGE OR HUMANITIES ELECTIVE	

L1 CHINESE V/AP CHINESE **Year** **1 credit**

This course is recommended for juniors or seniors who would like to continue their studies in Chinese. Students further develop proficiency in all four areas and integrate their skills in listening, speaking, reading and writing using authentic materials and sources. This class will be conducted exclusively in Chinese and focus on the in-depth development of all skills through current events, cultural readings, short stories, articles, news broadcasts, movies, and radio broadcasts, as well as serious study of Chinese four-character idioms. A special emphasis is placed on building students' ability to comprehend a wide range of authentic listening and reading materials, and to express themselves idiomatically and appropriately in spoken and written tasks that are culturally specific. AP Chinese test materials will be thoroughly reviewed. This course is offered for AP credit with the required completion of the AP exam in May.
Prerequisite: 70 average in L1 Chinese IV and/or teacher recommendation based on student's application of the principles of growth mindset.

MEETS GRADUATION REQUIREMENTS: WORLD LANGUAGE OR HUMANITIES ELECTIVE	

FRENCH

Courses within the WL Department address the Advanced Placement themes in order to promote a better understanding of French language and francophone culture in society. All courses are designed to meet the interdisciplinary needs in the 21st Century. Students will explore the language through Interpersonal, Interpretive, and Presentational modes of communication in French. Emphasis will be on student growth measured on the American Council of Teachers of Foreign Language (ACTFL) French proficiency levels.

L2 FRENCH I **Year** **1 credit**

This is an introductory language course designed for students who are beginning the study of language as well as for students needing reinforcement of the middle school language curriculum before progressing to French II. Communicative proficiency will be emphasized through the development of interpretive, interpersonal and presentational communication skills. Students will explore and compare cultural products and practices of the francophone world while learning to use the language for a variety of communicative functions at the ACTFL proficiency level of Novice-Low to Novice-Mid.

MEETS GRADUATION REQUIREMENTS: WORLD LANGUAGE OR HUMANITIES ELECTIVE	NCAA

L2 FRENCH II **Year** **1 credit**

This course is a continuation of French I or Middle School French (grades 7 and 8). Communicative proficiency will continue to be emphasized through the development of interpretive, interpersonal and presentational communication skills in contexts related to the six AP themes. Using authentic resources, students will explore and compare cultural products and practices of the francophone world, while learning to use the language for a variety of communicative functions at the ACTFL proficiency level of Novice-Mid to Novice-High.
Prerequisite: 70 average in L2 French I and/or teacher recommendation based on the student's application of the principles of growth mindset.

MEETS GRADUATION REQUIREMENTS: WORLD LANGUAGE OR HUMANITIES ELECTIVE	NCAA

LI FRENCH III **Year** **1 credit**

This course follows the completion of French II. Communicative proficiency will continue to be emphasized through the development of interpretive, interpersonal and presentational communication skills in contexts related to the six AP themes. Using authentic resources, students will explore and compare cultural products and practices of the francophone world, while learning to use the language for a variety of communicative functions at the ACTFL proficiency level of Novice-High to Intermediate-Low.
Prerequisite: 70 average in L2 French II and/or teacher recommendation based on the student's application of the principles of growth mindset.

MEETS GRADUATION REQUIREMENTS: WORLD LANGUAGE OR HUMANITIES ELECTIVE	NCAA

L1 FRENCH IV **Year** **1 credit**

This course follows the completion of French III and is designed for students who would like to continue language study at a more advanced level. Communicative proficiency will continue to be emphasized, with a specific focus on presentational communication skills in contexts related to the six AP themes. Using authentic resources, students will explore and compare cultural products and practices of the francophone world, while learning to use the language for a variety of communicative functions at the ACTFL proficiency level of Intermediate-Low to Intermediate-Mid. French IV students are offered the opportunity to enroll concurrently in ECE FREN 3268: French Grammar and Composition (see separate listing for course description).
Prerequisite: 70 average in L1 French III and/or teacher recommendation based on the student's application of the principles of growth mindset.

MEETS GRADUATION REQUIREMENTS: WORLD LANGUAGE OR HUMANITIES ELECTIVE	NCAA

ECE FRENCH GRAMMAR AND COMPOSTION **Year** **1 credit/3 UConn credits**

This course offers advanced study of French texts and extensive written practice in a variety of forms ranging from compositions, essays, summaries, and film reviews. The course addresses a wide variety of topics related to the French-speaking world. A special emphasis is placed on building students' ability to use advanced grammar structures while synthesizing a broad range of information in their writing. Students will enroll in UConn ECE FREN 3268: Grammar and Composition and will receive 3 UConn credits upon successful completion of the course with a C or better. This course is taught concurrently with L1 French IV.
Prerequisite: 70 average in Level 1 French III, and/or teacher recommendation based on student's application of the principles of growth mindset.

MEETS GRADUATION REQUIREMENTS: WORLD LANGUAGE OR HUMANITIES ELECTIVE	

AP FRENCH/L1 FRENCH V **Year** **1 credit**

This course is recommended for students who have successfully completed L1 French IV or ECE FREN 3268: Grammar and Composition and would like to continue the study of French at an advanced level. Students will further develop proficiency in the three modes of communication (interpersonal, interpretive and presentational) using authentic sources, including news articles, literary readings, films, videos, radio broadcasts and podcasts. The class is conducted entirely in French and focuses on the in-depth development of skills at the ACTFL proficiency level of Intermediate-Mid to Intermediate-High. Course content is structured around six main themes: Contemporary Life, Family and Community, Global Challenges, Public and Personal Identities, Aesthetics and Science and Technology. A special emphasis is placed on building students' abilities to understand, articulate and synthesize a wide range of information in their speaking and writing. Students may opt to enroll concurrently in ECE French 3250 (see separate listing for course description below). Completion of the AP exam in May is required to receive AP credit for the course.
Prerequisite: 70 average in L1 French IV or ECE FREN 3268: French Grammar and Composition**,** and/or teacher recommendation based on the student's application of the principles of growth mindset.

MEETS GRADUATION REQUIREMENTS: WORLD LANGUAGE OR HUMANITIES ELECTIVE	

ECE FRENCH GLOBAL CULTURE I **Year** **1 credit/3 UConn credits**

This course is intended for students who have completed French IV and/or ECE FREN 3268: Grammar and Composition. It provides students with an opportunity for intense study of oral French and learning of oral techniques of communication in conjunction with weekly topics of conversation associated with various francophone cultures. Rigorous and active oral practice is provided through dialogues, interviews, round tables, and oral reports. Using a variety of authentic French materials (including newspaper and magazine articles, short stories, videos, short and feature-length films, etc.) as a jumping-off point, students will demonstrate the ability to comprehend and communicate in French with accuracy and fluency on a variety of topics. Additionally, students will show an understanding of cultural perspectives of various French-speaking peoples. Students will enroll in UConn ECE FREN 3250: Global Culture I and receive 3 UConn credits upon successful completion with a C or better. This course runs concurrently with AP French.
Prerequisite: 70 average in Level 1 French IV or ECE FREN 3268: French Grammar and Composition, and/or teacher recommendation based on student's application of the principles of growth mindset.

MEETS GRADUATION REQUIREMENTS: WORLD LANGUAGE OR HUMANITIES ELECTIVE	

LATIN

Courses within the WL Department address the Advanced Placement themes in order to promote a better understanding of Classical language and Roman culture in society. All courses are designed to meet the interdisciplinary needs in the 21st Century. Students will explore the language through Interpersonal, Interpretive, and Presentational modes of communication in Latin. Emphasis will be on student growth measured on the American Council of Teachers of Foreign Language (ACTFL) proficiency levels.

L2 LATIN I **Year** **1 credit**

This course serves as an introduction to the Latin language and Roman culture with a focus on daily life as a Roman. Students will make connections to the English language and gain insight about Western culture as they explore, compare and contrast social and cultural concepts, practices and products. The ultimate goal of studying Latin is to read this 2000+ year old language, still used today, as well as to acquire linguistic competency in general. To this end, communicative proficiency will be emphasized. Through the development of listening/speaking, and reading/writing skills, students will use stories and storytelling to acquire knowledge of grammar, culture, and vocabulary of the Latin language, and Roman culture.

MEETS GRADUATION REQUIREMENTS: WORLD LANGUAGE OR HUMANITIES ELECTIVE	NCAA

L2 LATIN II **Year** **1 credit**

This course is a continuation of Latin I, focusing on the multi-cultural makeup of the Roman Empire. Students will continue to explore, compare and contrast social and cultural concepts, practices and products in the pursuit of acquiring knowledge of grammar, culture, and vocabulary of the Latin language, and Roman culture.
Prerequisite: 70 average in L2 Latin I and/or teacher recommendation based on student's application of the principles of growth mindset.

MEETS GRADUATION REQUIREMENTS: WORLD LANGUAGE OR HUMANITIES ELECTIVE	NCAA

L1 LATIN III **Year** **1 credit**

This course is designed for those who want to continue to study language at a more intensive level. Increased emphasis will be placed on refining structural patterns as well as improving and increasing oral and written proficiency in the pursuit of acquiring knowledge of the Latin language and Roman culture.
Prerequisite: 70 average in L2 Latin II and/or teacher recommendation based on student's application of the principles of growth mindset.

MEETS GRADUATION REQUIREMENTS: WORLD LANGUAGE OR HUMANITIES ELECTIVE	NCAA

L1 LATIN IV **Year** **1 credit**

The emphasis at this level of language learning is on intensive oral and written communication as well as review of all structures. Students will read Latin texts in the original from ancient Roman, medieval and modern Latin authors, at a more advanced level. Latin IV students are offered the opportunity to enroll concurrently in ECE Topics in Advanced Latin (see separate listing for course description).
Prerequisite: 70 average in L1 Latin III and/or teacher recommendation based on student's application of the principles of growth mindset.

MEETS GRADUATION REQUIREMENTS: WORLD LANGUAGE OR HUMANITIES ELECTIVE	NCAA

ECE TOPICS IN ADVANCED LATIN **Year** **1 credit/3 UConn credits**

ECE Topics in Advance Latin is an extension of the Latin IV curriculum. Students will read the same Latin texts in the original as the Latin IV class, but will be held to higher expectations of engagement in communication and interpretation. Assessments and in-class assignments will provide further opportunity for in-depth analysis of text, and creation of authentic language. Students will enroll in UConn ECE CAMS 3102: Topics in Advanced Latin and receive 3 UConn credits upon successful completion with a C or better. With a change in content, may be repeated for credit.
Prerequisite: 70 average in L1 Latin III and/or teacher recommendation based on student's application of the principles of growth mindset.

MEETS GRADUATION REQUIREMENTS: WORLD LANGUAGE OR HUMANITIES ELECTIVE	NCAA

SPANISH

Courses within the WL Department address the Advanced Placement themes in order to promote a better understanding of Spanish language and Hispanic/Latin culture in society and the growing influence of Spanish in the U.S. All courses are designed to meet the interdisciplinary needs in the 21st Century. Students will explore the language through Interpersonal, Interpretive, and Presentational modes of communication in Spanish. Emphasis will be on student growth measured on the American Council of Teachers of Foreign Language (ACTFL) proficiency levels.

L2 SPANISH II **Year** **1 credit**

This course is designed for those students who have successfully completed Spanish I at the Middle School. The course is composed of five units derived from the Global AP themes and contexts. All unit materials are made up of engaging authentic resources. Students are exposed to the 3 modes of communication: Presentational, Interpretive, & Interpersonal. Grammar & vocabulary are embedded in challenging cultural scenarios throughout each unit. The ACTFL proficiency goal of this course will be Novice-Mid – Novice High.
Prerequisite: 70 average in L2 Spanish I and/or teacher recommendation based on student's application of the principles of growth mindset.

MEETS GRADUATION REQUIREMENTS: WORLD LANGUAGE OR HUMANITIES ELECTIVE	NCAA

L1 SPANISH III **Year** **1 credit**

This course is designed for those students who have successfully completed Spanish II in Middle School or High School. Students will continue to study language at a more intensive level. The course is composed of the six units derived from the six Global AP themes and contexts. All unit materials are made up of engaging authentic resources. Students are exposed to the 3 modes of communication: Presentational, Interpretive, & Interpersonal. Emphasis in Spanish III will be on interpersonal writing (usually in response to a current reading) & speaking (usually in response to an authentic conversation) at the ACTFL proficiency level of Novice-High – Intermediate Low. Grammar & vocabulary are embedded in challenging cultural scenarios throughout each unit.
Prerequisite: 70 average in L2 Spanish II and/or teacher recommendation based on student's application of the principles of growth mindset.

MEETS GRADUATION REQUIREMENTS: WORLD LANGUAGE OR HUMANITIES ELECTIVE	NCAA

L1 SPANISH IV **Year** **1 credit**

This course is designed for those students who have successfully completed Spanish III. Students will continue to study language at a more intensive level. The course is composed of the six units derived from the six Global AP themes and contexts. All unit materials are made up of current and engaging authentic resources. Students are exposed to the 3 modes of communication: Presentational, Interpretive, & Interpersonal. Emphasis in Spanish IV will be on presentational writing & speaking to formal, informal, and professional audiences as well as reinforcing interpersonal writing & speaking at the ACTFL proficiency level of Intermediate Low – Intermediate-Mid. Grammar & vocabulary are embedded in challenging cultural scenarios throughout each unit.
Prerequisite: 70 average or higher in L1 Spanish III and/or teacher recommendation based on student's application of the principles of growth mindset.

MEETS GRADUATION REQUIREMENTS: WORLD LANGUAGE OR HUMANITIES ELECTIVE	NCAA

ECE SPANISH CONVERSATION: CULTURAL TOPICS **Year** **1 Credit / 3 UConn credits**

This course is recommended for **juniors or seniors** who have completed Spanish IV and would like to continue their studies in Spanish. The course will develop in-depth speaking skills through cultural readings, group discussions and oral presentations on selected topics concerning the Spanish-speaking world. Students will investigate the background of these films and how they reflect the perspectives of the respective countries. Furthermore, students will explore current events, news and radio broadcasts using authentic materials and integrating the skills of speaking, listening, reading and writing. The ACTFL proficiency goal of the course is Intermediate Mid – Intermediate High. A special emphasis is placed on building a student's ability to understand and synthesize a wide range of information and articulate it orally through various types of presentations. Students will enroll in UConn ECE SPAN 3179: Spanish Conversation: Cultural Topics and receive 3 UConn credits upon successful completion with a C or better. In April students take the qualifying exam for the Connecticut Seal of Biliteracy.
Prerequisite: 70 average in L1 Spanish IV and /or teacher recommendation based on student's application of the principles of growth mindset.

MEETS GRADUATION REQUIREMENTS: WORLD LANGUAGE OR HUMANITIES ELECTIVE	NCAA

AP SPANISH LANGUAGE & CULTURE / ECE SPANISH: INTERMEDIATE SPANISH COMPOSITION
Year **1 Credit / 3 UConn credits**

This course is recommended for **seniors** who would like to continue their studies in Spanish after completing ECE SPAN 3179: SPANISH CONVERSATION: CULTURAL TOPICS. The course provides a thorough review of grammar and methodical practice in composition leading to command of practical idioms and vocabulary. Students further develop proficiency and integrate the skills of speaking, listening, reading and writing using authentic materials and sources. The class is conducted entirely in Spanish and focuses on the in-depth development of all skills through current events, cultural readings, short stories, articles, news broadcasts, movies, movie shorts, and radio broadcasts Course content is structured around six main themes: Contemporary Life, Family and Community, Global Challenges, Public and Personal Identities, Aesthetics and Science and Technology. A special emphasis is placed on building students' abilities to understand, articulate and synthesize a wide range of information in their speaking and writing. The ACTFL proficiency goal of the course is Intermediate High - Advanced low. Students enrolled in ECE SPAN 3178: Intermediate Spanish Composition will receive 3 UConn credits upon successful completion with a C or better. Completion of the AP exam in May is required to receive AP credit for the course.
Prerequisite: 70 average in ECE SPAN 3179: SPANISH CONVERSATION: CULTURAL TOPICS and /or teacher recommendation based on student's application of the principles of growth mindset.

MEETS GRADUATION REQUIREMENTS: WORLD LANGUAGE OR HUMANITIES ELECTIVE	NCAA

EXAMPLES OF 4-YEAR PLANS

EXAMPLE A

9TH GRADE	
L2 English 9	1.0
L2 Biology	1.0
L2 Alg 1 or L2 Alg I w/ Lab	1-1.5
Fds. World Hsty/Global Age & Rev	1.0
PE	.25
Health	.25
STEM/HUM Electives	2.0+
TOTAL	**6.5-8**

10th	
L2 English 10	1.0
L2 Chemistry	1.0
L2 Geometry or L2 Geom with lab	1-1.5
Modern World History	1.0
PE & Health (.25 each)	.50
Personal Finance	.50
STEM/HUM Electives	1.5+
TOTAL	**6.5-8**

11th	
L2 English 11	1.0
L2 Physics	1.0
L2 Algebra II or App. Algebra II	1.0
Modern US History	1.0
Civics	.50
PE	.25
Health	.25
STEM/HUM Electives	1.5+
TOTAL	**6.5-8**

12th	
L2 English 12	1.0
Academic Electives	.1.0
Civics	.50
PE & Health (.25 each)	.50
STEM/HUM Electives	**3.5+**
TOTAL	**6.5-8**

EXAMPLE B

9TH GRADE	
L2 or L1 English 9	1.0
L2 or L1 Biology	1.0
L2 or L1 Algebra I	1.0
Af-Am/Black & Hisp Studies	1.0
World Language I or II	1.0
PE	.25
Health	.25
STEM/HUM Electives	.5+
TOTAL	**6.5-8**

10th	
L2 or L1 English 10	1.0
L1 or L2 Chemistry	1.0
L2 or L1 Geometry	1.0
Modern World History	1.0
W. Language II (L2) or III (L1)	1.0
Civics	.50
PE & Health (.25 each)	.50
STEM/HUM Electives	1+
TOTAL	**7-8**

11th	
L2 or L1 English 11	1.0
L2 or L1 Physics	1.0
L2 or L1 Algebra II	1.0
Modern US History	1.0
PE & Health (.25 each)	.50
Personal Finance	.50
STEM/HUM Electives	2.0+
TOTAL	**7-8**

12th	
L1 English 12/ECE Wrtg Sem	1.0
Science electives	.5-1
L2 Pre-Calc/ L2 or AP Stats	1.0
Civics &/or electives	.5-1
PE	.25
Health	.25
STEM/HUM Electives	3+
TOTAL	**6.5-8**

EXAMPLE C

9TH GRADE	
L1 English 9	1.0
L1 Biology	1.0
L1 Geometry	1.0
Fds World Hsty/Global Age	1.0
Language II (L2) or III (L1)	1.0
PE	.25
Health	.25
STEM/HUM Electives	1.5+
TOTAL	**7-8**

10th	
L1 English 10	1.0
L1 Chemistry	1.0
L1 Algebra II	1.0
AP European History	1.0
L1 World Language III or IV	1.0
PE & Health (.25 each)	.50
Personal Finance	.50
STEM/HUM Electives	1.5+
TOTAL	**7-8**

11th	
L1 English 11	1.0
L1 Physics or ECE/AP Sciences	1-1.5
L1 Pre-Calculus	1.0
AP US History and Civics	1.5
L1 World Lang. IV or ECE	1.0
PE	.25
Health	.25
STEM/HUM Electives	1.5+
TOTAL	**7-8**

12th	
AP English	1.0
AP/ECE Sciences	1-1.5
L1 or AP Calc &/or AP Stats	1-2.0
L1 Economics or AP Psych	1.0
World Language ECE or AP	1.0
PE	.25
Health	.25
STEM/HUM Electives	1.5+
TOTAL	**7-8**

These examples from A to C reflect examples of increasing rigor. The more competitive a college is, the more likely they recommend/require continuation for four credits in core academic areas, experience with lab sciences, 2-4 years of a world language, and maintaining a challenging schedule. These examples are meant as guidelines; each college will have individual preferences and requirements. Electives are available in several departments such as music, technology, business/computers, and art as well as in core academic areas of English, Science and Social Studies.

FOUR YEAR PLANNING SHEET
Graduation Requirements are important!

9TH GRADE	
Course	**Credit**
Total Credits:	

10TH GRADE	
Course	**Credit**
Total Credits:	

11TH GRADE	
Course	**Credit**
Total Credits:	

12TH GRADE	
Course	**Credit**
Total Credits:	

I will have taken:

___ 4 English credits
___ 3 Social Studies credits (including 1 USH & .5 Civics)
___ 1 Fine Arts credit
___ 1 Humanities credit
___ 3 Math credits
___ 3 Science credits
___ 2.5-3 STEM Elect. credits
___ 1 World Language credit
___ 1 PE credit
___ 1 Health credit
___ .5 Per. Finance Cr.
___ 1 DMA credit
___3 Elective credits

To strengthen my transcript, I am considering:

___ World Language 2-4 credits
___ L1/ECE/AP classes
___ Prerequisites for advanced classes

My additional personal goals: _____
_____
_____

INDEX OF COURSES

ART

Course Title	Credit	Open to Grades	Page #
Advanced Ceramic Arts	.5	10-12	20
Advanced Digital Media: 3D Modeling & Animation	.5	10-12	19
Advanced Digital Media: Animation	.5	10-12	19
Advanced Digital Media: Graphic Design	.5	10-12	19
Advanced Drawing	.5	9-12	21
Advanced Painting	.5	9-12	21
AP Studio Art	1	11-12	22
Ceramic Arts	.5	9-12	20
ECE ART 1030: Drawing I	1	10-12	21
ECE Design Lab I	1	10-12	20
Introduction to Ceramic Arts & 3D Design	.5	9-12	20
Introduction to Digital Media	.5	9-12	19
Introduction to Drawing	.5	9-12	20
Introduction to Painting	.5	9-12	21
L1 Portfolio Development	.5 - 1.0	11-12	21

COMPUTER & BUSINESS/MANAGEMENT SCIENCES

Course Title	Credit	Open to Grades	Page #
Accounting	1	9-12	23
Accounting Applications	.5-1	11-12	24
Advanced Accounting	1	10-12	24
Computer Program Design	.5	9-12	25
AP Computer Science A	1.0	11-12	24
Cyber Security Fundamentals	.5	11-12	25
Entrepreneurship	.5	9-12	25
International Business	.5	9-12	25
Introduction to Accounting	.5	9-12	23
Investments	.5	9-12	25
Java Programming	.5	9-12	25
LOLHS Store	.25	9-12	24
Management	.5	9-12	26
Marketing	.5	9-12	26
Microsoft Office Certification	.5	9-12	26
Personal & Consumer Law	.5	9-12	26
Personal Finance	.5	9-12	24
Social Media/E-Commerce	.5	9-12	26
Web Design	.5	9-12	26

ENGLISH

Course Title	Credit	Open to Grades	Page #
AP English Literature and Composition	1	12	29
ECE ENGL 1007: Seminar/Studio in Multi. & Academic Wrtg	1	12	29
Level 1 English 12	1	12	29
Level 2 English 12	1	12	28
Level 1 English 11	1	11	28
Level 2 English 11	1	11	28
Level 1 English 10	1	10	28
Level 2 English 10	1	10	27
Level 1 English 9	1	9	27
Level 2 English 9	1	9	27
Level 2 Creative Writing I	.5	9-12	30
Level 2 Creative Writing II	.5	10-12	30
Level 1 Humanities	.5	11-12	30
Level 2 Writing and Communication/Real World	.5	12	30

HIGH SCHOOL CAREER PATHWAYS

Course Title	Credit	Open to Grades	Page #
Career Exploration – Job Shadows	.25	11-12	14
Career Exploration – Field Experience	.5	11-12	14
Cooperative Work Experience/Diverse Occupations (CWEDO)	1.0	11-12	14
High School 101	.5	9	23
Unpaid Experiential Learning Program (UELP)	NC	11-12	14

MATHEMATICS

Course Title	Credit	Open to Grades	Page #
AP Calculus (AB)	1	11-12; see prerq.	33
AP Statistics	1	11-12; see prerq.	33
Level 1 Algebra I	1	see prerequisites	31
Level 2 Algebra I	1	see prerequisites	31
Level 2 Algebra I Lab	.5	see prerequisites	31
Level 1 Algebra II	1	see prerequisites	32
Level 2 Algebra II	1	see prerequisites	32
Applied Algebra II	1	see prerequisites	32
Level 1 Geometry	1	see prerequisites	32
Level 2 Geometry	1	see prerequisites	31
Level 2 Geometry Lab	.5	see prerequisites	31
Level 1 Calculus	1	see prerequisites	33
Level 1 Pre-Calculus	1	see prerequisites	33
Level 2 Pre-Calculus	1	see prerequisites	32
Level 2 Statistics	1	11-12; see prerq.	33

MUSIC

Course Title	Credit	Open to Grades	Page #
AP Music Theory	1	10-12	37
Music Theory I	.5	9-12	37
ECE MUSI 1011: Fundamentals of Music	.5	10-12	36
ECE MUSI 1001: Music Appreciation	.5	10-12	36
ECE MUSI 1003: Popular Music & Diversity in American Society	.5	10-12	37
Music Exploration	.5	9-12	36
Music Production	.5	9-12	36
Musical Theater/Performance	.5	9-12	36
Select Singers	1.0	10-12	35
Concert Chorus	1	11-12	35
Soprano/Alto Chorus	1	9-12	34
Tenor/Bass Chorus	1	9-12	34
Concert Band	1	9-12	35
Wind Ensemble	1	9-12	35
Jazz Band**	1.0	9-12	36

**** This course may meet before/after school or by arrangement, and does not count towards needed annual 6.5 credit course load.**

OTHER

Course Title	Credit	Open to Grades	Page #
The Academic Success Center (TASC)	.125 or .25	9-12	47
Independent Study Program	.5 or 1	9-12	11
Virtual Learning (previously known as VHS)	.5 or 1	9-12	12

PHYSICAL EDUCATION/ HEALTH

Course Title	Credit	Open to Grades	Page #
Physical Education & Wellness 9-10	.25	9-10	38
Health and Safety Education 9-10	.25	9-10	38
Physical Education & Wellness 11-12	.25	11-12	38
Health and Safety Education 11-12	.25	11-12	38
Alternative Physical Education/Health	.50	11-12	38

SCIENCE

Course Title	Credit	Open to Grades	Page #
AP Biology and Lab	1.5	11-12	39
AP Chemistry and Lab	1.5	11-12	40
AP Computer Science A	1.0	11-12	42
AP Physics II	1	11-12	41
ECE BIO 1108: Principles of Biology	1	11-12	39
ECE PHYS 1201Q: General Physics I	1	10-12	41
ECE PHYS 1202Q: General Physics II	1	11-12	42
L1 Anatomy & Physiology	.5	11-12	42
Level 1 Biology	1	9-12	39
Level 2 Biology	1	9-12	39
Level 1 Chemistry	1	10-12	40
Level 2 Chemistry	1	10-12	40
Level 2 Environmental Science	.5	10-12	43
Level 2 Forensic Science	.5	10-12	43
Level 2 Astronomy	.5	9-12	43
Level 2 Marine Science	.5	10-12	43
Level 1 Physics	1	10-12	41
Level 2 Physics	1	11-12	41
Conceptual Physics	.5	10-12	40

SOCIAL STUDIES

Course Title	Credit	Open to Grades	Page #
AP European History	1	10	45
AP Psychology	1	11-12	46
AP United States History	1	11	45
Level 1 Global Issues	.5	11-12	46
Level 1 Principles of Economics	1	12	46
Level 2 American History through Film	.5	11-12	46
Level 2 Introduction to Psychology	.5	11-12	46
NL Civics and the Law	.5	10-12	44
NL Modern United States History	1	11	45
NL Modern World History	1	10	45
NL Foundations of World History	.5	9	44
NL The Global Age & Revolutions	.5	9	44
African American/Black & Puerto Rican/Latino Studies	1	9-12	44

SPECIAL EDUCATION

Course Title	Credit	Open to Grades	Page #
NL Mastery Lab	.25-.5	9-12	47
Life Skills	.5-1.0	9-12	47
Developmental Math	.5-1.0	9-12	47
Developmental Reading	.5-1.0	9-12	47

TECHNOLOGY/ENGINEERING

Course Title	Credit	Open to Grades	Page #
Advanced Engineering Design (CAD)	.5	10-12	48
Advanced Topics in Digital Photography	.5	11-12	49
Advanced Video Production	.5	9-12	49
Advanced Woodworking Technology	.5	11-12	48
Alternative Energy	.5	10-12	50
Architectural Design (CAD)	.5	10-12	50
CNC Technology	.5	10-12	49
Digital Photography	.5	10-12	49
Electrical Energy	.5	10-12	50
Electric Vehicle Design	1	11-12	49
Engineering Design (CAD)	1	9-12	48
Introduction to Engineering Technology	1	9-12	48
Marine Transportation	.5	10-12	50
Small Gas Engines	.5	10-12	50
Video Production	.5	9-12	49
Woodworking Technology	1	10-12	48

WORLD LANGUAGES

Course Title	Credit	Open to Grades	Page #
Level 2 Chinese Language and Culture I	1	see prerequisites	51
Level 2 Chinese Language and Culture II	1	see prerequisites	51
Level 1 Chinese III	1	see prerequisites	51
Level 1 Chinese IV	1	see prerequisites	52
ECE CHIN 1114: Intermediate Chinese II	1	see prerequisites	52
Chinese AP or V	1	see prerequisites	52
Level 2 French 1	1	see prerequisites	53
Level 2 French II	1	see prerequisites	53
Level 1 French III	1	see prerequisites	53
Level 1 French IV	1	see prerequisites	53
ECE FREN 3268: French Grammar and Composition	1	see prerequisites	54
AP French or French V	1	see prerequisites	54
ECE FREN 3250: French Global Culture I	1	see prerequisites	54
Level 2 Latin I	1	see prerequisites	55
Level 2 Latin II	1	see prerequisites	55
Level 1 Latin III	1	see prerequisites	55
Level 1 Latin IV	1	see prerequisites	55
ECE CAMS 3102: Topics in Advanced Latin	1	see prerequisites	56
Level 2 Spanish II	1	see prerequisites	56
Level 1 Spanish III	1	see prerequisites	56
Level 1 Spanish IV	1	see prerequisites	57
ECE SPAN 3179: Spanish Conversation: Cultural Topics	1	see prerequisites	57
AP Spanish Language & Culture	1	see prerequisites	57
ECE SPAN 3178: Intermediate Spanish Composition	1	see prerequisites	57