

Coginchaug Regional High School

Durham/Middlefield, Connecticut

SCHOOL YEAR
2015 - 2016

P R O G R A M O F S T U D I E S



Nutrition & Foods CAD UConn English Oceanography
World Languages Sports English Trig Geology
Health WISE Calculus Marketing American Citizenship
Psych in Lit Concert Band Yoga Personal Accounting
Journalism U.S. History Ceramics Finance Physics

Dear Student and Parent:

The CRHS Program of Studies includes descriptions of all courses offered during the 2015-2016 school year. As you consider what courses to select, be sure to think carefully about graduation requirements, college and vocational plans, as well as your own needs, interests, and abilities. (Student-athletes should look at the NCAA requirements for admission to colleges when planning their program.) Please discuss your choices with your parents before you finalize them. Keep in mind that all students must be registered for at least 7 credits and must include Physical Education (PE) among these credits.

All the requirements for graduation are detailed in this Program of Studies. If you need help understanding these requirements or any other aspect of your schedule, please contact your guidance counselor or the appropriate faculty member. We are here to help you!

Sincerely,

Beth Melillo, *School Counselor*

Lynn Schofield, *School Counselor*

Leslie Stratton, *School Counselor*

Program of Studies

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COGINCHAUG REGIONAL HIGH SCHOOL

crhs.rsd13ct.org

860-349-7215

135 Pickett Lane

Durham, Connecticut 06422

SCHOOL ADMINISTRATORS

Brian Falcone, *Principal*

Patrick Gustafson, *Assistant Principal*

COUNSELING SERVICES

crhs.rsd13ct.org/guidance

860-349-7221

Beth Melillo, *School Counselor*

Lynn Schofield, *School Counselor*

Leslie Stratton, *School Counselor*

Stacy DellaCamera, *School Psychologist*

Kathy Bottini, *Social Worker*

Allison Glassman *Speech Pathologist*

Suzanne Mediavilla, *Secretary*

TEAM LEADERS

Tracy Earnshaw, *Practical Arts*

Melissa Gonzalez-Moreno, *Special Education, Applied Arts*

Susan Michael, *Science*

Kris Nystrom, *English*

Julie Selberg, *History & Social Studies*

Kate Germond, *World Languages*

Kathy Zygmunt, *Mathematics*

STUDENT ATHLETICS

Nicholas Barbieri, *Athletic/Physical Education/Health Coordinator*

MISSION STATEMENT

Coginchaug Regional High School engages and supports students in rigorous learning experiences. We expect our students to thrive in and improve their local and global communities.

ACCREDITATION STATEMENT

Coginchaug Regional High School is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purpose through appropriate educational programs, is substantially 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 the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

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

**Commission on Public Schools
New England Association of Schools and Colleges
209 Burlington Road
Bedford, Massachusetts 01730-1433
1-781-271-0022**

GRADUATION REQUIREMENTS

In order to graduate from Coginchaug Regional High School, students must fulfill the following requirements:

1. Twenty-six (26) credits must be earned.
2. Graduation Competencies must be completed. (See description p. 6)

Distribution of Credits	Credits
a. English (4 years)	4
b. Social Studies, including one year of U.S. History and .5 credit of American Citizenship	3.5
c. Science, including one year of biology	3
d. Mathematics	3
e. Physical Education (4 years, unless medically excused)	2
f. Health 9, 10, 11, 12	1
g. Fine Arts/Vocational Arts	1
h. Other courses of choice to reach requirements for graduation	
Promotion	Credits needed
• to become a sophomore	5.5
• to become a junior	12
• to become a senior	19 or a planned program to meet graduation requirements

Students must take .25 credit per year of physical education and .25 credit per year of health education. Aside from the required .25 credit per year of physical education, students must earn at least one (1) additional credit in physical education in order to meet graduation requirements. The additional one (1) credit may be earned by taking physical education elective courses and/or by participation on an athletic team for one season. No student may apply more than two (2) credits of physical education towards graduation. Students may be exempted from the P.E. requirements (credits) for medical reasons, but must still earn 26 credits (or the designated number under the phase-in process) in order to graduate.

Able students may be permitted to take a heavier than normal load of courses so that they may complete the regular high school program in less than four year's time. Students desiring an accelerated program will be required to submit a request for approval to the principal prior to the end of their sophomore year. Special education students must fulfill the credit requirements for graduation at a level determined by their Individualized Education Program.

SMARTER BALANCED ASSESSMENT

The Common Core State Standards will be assessed in the spring. The Smarter Balanced Assessment Consortium is a state-led consortium charged with developing the next-generation assessments that will accurately measure student progress toward these new standards. Smarter Balanced is one of two multi-state consortia awarded funding from the U.S. Department of Education to develop an assessment system aligned to the Common Core State Standards (CCSS). Science is not yet included and, as such, will still be administered on the CAPT.

ASSIGNMENT OF CREDITS

Report cards are distributed and Honor Roll is computed at the end of each quarter. Grade Point Average (GPA) is computed at the end of each quarter. Students receive letter grades, a "D-" being the minimum required to earn credit.

GRADING POLICIES

Grades are computed numerically and then assigned the appropriate letter grade. Failure forms (attached to the Grade Report) report the exact numerical grade.

A+ = 97-100	B+ = 87-89	C+ = 77-79	D+ = 67-69
A = 93-96	B = 83-86	C = 73-76	D = 63-66
A- = 90-92	B- = 80-82	C- = 70-72	D- = 60-62

COLLEGE REQUIREMENTS

Requirements for colleges vary. It is the responsibility of the student to consult college websites and/or catalogues for specific entrance requirements. Please consult with counselors for more information.

The minimum suggested academic requirements are:

- 4 credits in English
- 3 to 4 credits in mathematics (including Algebra 1, Geometry and Algebra 2)
- 2 to 4 credits in world language (intensive study in one world language is preferred)
- 3.5 to 4 credits in social studies
- 3 to 4 credits in laboratory sciences
- Electives from the above academic areas or other departments' offerings to meet individual needs.

Nursing schools, engineering schools, and technical schools will expect a student to emphasize courses in the areas of mathematics and sciences.

Grade Point Average (GPA) is computed by translating letter grades to numerical grades. GPA is based on grades in all courses taken except Chamber Choir, Physical Education, Show Choir, and Jazz Ensemble. GPA is computed for all students at the end of each semester. This GPA is used primarily on transcripts for college admission and for certain senior awards. A student's GPA is cumulative.

College admissions officers are looking for evidence of academic maturation, a challenging selection of courses, personal growth and development, and participation in extracurricular and volunteer activities. Seniors should carry a full academic program consistent with their future plans.

NCAA STUDENT ATHLETE ELIGIBILITY REQUIREMENTS

Upon entering grade 9, a student becomes a prospective student-athlete who should become aware of and adhere to the NCAA regulations and guidelines. Students and parents are encouraged to visit the NCAA website at www.eligibilitycenter.org and click NCAA College Bound Student Athletes. This link provides a wealth of information about the core course requirements and GPA/Test Score Scale. The comprehensive NCAA Guide for the College Bound Student Athlete can be downloaded directly from the site. Students are also encouraged to speak to their guidance counselor on a regular basis regarding their intentions. Please be aware that the following core courses are not currently NCAA Clearinghouse eligible:

All C level courses in the areas of math, science, history, and English, as well as, Advanced Topics in Math, Elements of Algebra and Geometry, Pre-Algebra, Applied Math, and some electives.

The Guidance and Counseling Department offers programs and services to enable and encourage each student to achieve his or her academic potential and to serve the student's needs as a whole person. The Department strives to help each student develop self-respect and a positive self-image. The curriculum includes structured experiences in classes to facilitate human development (self-awareness, interpersonal skills, school success skills, and career goal setting). Counselor responsibilities encompass the organization and implementation of classroom lessons and student programs as well as collaborating with teachers and families.

INDIVIDUAL PLANNING

The individual student planning component ensures that each student identifies career, education and personal goals, selects appropriate courses, is knowledgeable about post-secondary options, and understands the steps that are necessary to implement an action plan for success.

RESPONSIVE SERVICES

The responsive services of the school counseling program ensure appropriate and timely responses to academic, career and personal/social concerns. Intervention services are delivered through individual and/or group counseling. Prevention and intervention services are delivered in collaboration with teachers, administrators and student services staff. School counselors use the consultation process to share and exchange information to help students succeed in their academic, career, and personal/social development, and they consult with other school-based specialists and/or community services to identify and use services for students in need.

PROGRAM MANAGEMENT ACTIVITIES

The school counselors establish, maintain, and enhance all components of the developmental guidance program. Techniques include curriculum development, parent and community communications, and orientation to outside agencies(colleges and community service organizations).

COLLEGE & CAREER PLANNING

The school counselors work with students to help them clarify their future educational/career goals and assist them in beginning the process of selecting and applying to colleges. Career Planning groups help students think about themselves and their interests, abilities, and skills. Students use various sources of information, including career interest inventories, to explore possible career fields. A computer program, Naviance, is used in college and career planning. Its website can be accessed through <http://connection.naviance.com/coginchaug>

INDIVIDUAL OPPORTUNITIES

There are a number of programs at Coginchaug that take into account the special interests and requirements of a wide range of students. See your counselor for more details on any of these options.

Advanced Placement Courses

Pending enrollment, CRHS offers the following Advanced Placement (AP) courses: AP U.S. History (junior year), AP Biology, AP Calculus, AP U.S. & Comparative Government (senior year only), and UConn/AP English (senior year only). These courses provide an opportunity for the extraordinary student to do college-level work while in high school. For the capable student, Advanced Placement courses furnish a chance to pursue a stimulating and challenging course of study. Additionally, they enhance a student's chances for obtaining admission to more competitive colleges and universities. AP courses are weighted 1.5 credits with the exception of UConn English which is weighted 1 credit.

It should be clearly understood by both prospective students and their parents that an AP course is a college-level course. An AP course is not just an advanced course, taught at a slightly higher level, but is truly a college-level course requiring independent work ethic, commitment to understanding (not just rote memory), and a willingness to ask questions and actively participate in class discussions.

Advanced Placement courses culminate in an Educational Testing Services (ETS) College Board Advanced Placement Examination in May. Students enrolled in these courses are required to take an AP exam in the AP course in which they are enrolled. The cost of the AP exam is the financial responsibility of the student and/or his/her parents. In some cases, financial aid to help defray the cost of an AP exam(s) is available through the College Board. AP exams are scored from one to five (five being the highest attainable score). College policies vary on how Advanced Placement courses are treated. It is possible that (dependent on the AP exam score) freshman college courses may be waived, with credit given or not, and the student allowed to pursue sophomore level courses.

Students must be recommended by their teacher to enroll in Advanced Placement courses. Students should consult their English, social studies, science, or mathematics teachers for more information. Please refer to the individual departments for specific AP course prerequisites and descriptions. **Students will be limited to taking 2 AP courses per school year. Administrative approval will be needed to take more than 2 AP courses.**

University of Connecticut 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. Coginchaug offers UConn ECE courses in various disciplines. To support rigorous learning, University of Connecticut academic resources, including 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 many colleges and universities. Students are charged \$25 per credit and a \$15 University fee per course. For additional program information visit: www.ece.uconn.edu.

College Career Pathways Program (CCP Program)

The CCP Program is a partnership between Middlesex Community College (MxCC) and Coginchaug Regional High School designed to allow high school students an opportunity to pursue college-level courses for which they will receive college credits at MxCC. The classes are free of charge. High school credit is also assigned. College credit may be earned in courses in Business and Tech Ed. Due to recent changes in state policy the requirements for earning credit for this program may change from those listed here.

Students with an overall average of C+ (78) or better should discuss the CCP program with their guidance counselor prior to selecting CCP courses for junior and senior years. Applications are distributed and must be completely filled out and must be signed by parent/guardian and submitted to the high school coordinator, Ms. Wagemaker, for review and acceptance by the date set by MxCC.

Middlesex Community College - High School Partnership Program

Students with at least junior standing, an 80 scholastic average, and in the top 20% of their class, may, with principal's/counselor's recommendations, enroll in one college credit course each semester. These may be taken days or evenings on a space available basis. There is an application process involved.

Quest (Independent Study)

Quest is a program in which students, with the assistance of faculty and community resource people, can earn .25 credit by pursuing an independent study project. The program is open to students of all grade levels and is designed to accommodate students who truly wish to pursue a topic not offered in the Coginchaug program of studies or who wish to concentrate on a particular aspect of one of their regular courses. Students may be recommended by teachers or themselves. Information is available from the Guidance Office.

Summer School

Students who fail a course or lose credit through the Attendance Policy are urged to make up the work at summer school if eligible. Summer school courses are offered through the Middletown school system; however,

other school systems' summer school courses may qualify for credit. Students must check with their counselor prior to enrolling in any summer school course and receive approval from administration. One half of the quarters in a failed course must have been passed to qualify for this option. A final exam from Coginchaug may be required to earn credit.

Tutoring Opportunities

Students who wish to contribute their time in a valuable helping experience are encouraged to volunteer for tutoring assignments, either in the high school or in elementary or middle school classrooms. Arrangements can be made through the Guidance Office.

Wesleyan University High School Scholars Program

Juniors and seniors with strong academic backgrounds may apply to Wesleyan to take freshman-level courses there. Additional information and application forms are available in the Guidance Office.

WISE (Wise Individualized Senior Experience)

Credit .5

Prereq: None

This course is designed to give seniors an opportunity to study a topic of special personal interest. During their senior year, students conduct research related to their topic, making a final formal presentation to an audience consisting of school and community members. Applications and interviews are required. If accepted into the program, WISE seniors explore their topic and prepare for their presentations under the guidance of a mentor of their choosing. Due to the independent nature of WISE, students are expected to commit to the course and will be subject to the same guidelines for withdrawal as any other semester course. Refer to the Student Handbook for specific information.

COURSE OFFERINGS

BUSINESS EDUCATION

Grade	Communication & Technology	Business Administration	Finance	Marketing
9	Computer Applications	Introduction to Business Business & Personal Law		Marketing Essentials (Intro to Marketing)
10	Computer Applications	Introduction to Business Business & Personal Law	Accounting I	Marketing Essentials (Intro to Marketing) Fashion Marketing Hospitality and Tourism Marketing Sports Marketing
11	Computer Applications	Introduction to Business Business & Personal Law	Personal Finance I Personal Finance II Accounting I Accounting II	Marketing Essentials (Intro to Marketing) Fashion Marketing Hospitality and Tourism Marketing Sports Marketing Entrepreneurship
12	Computer Applications	Introduction to Business Business & Personal Law	Personal Finance I Personal Finance II Accounting I Accounting II Accounting III	Marketing Essentials (Intro to Marketing) Fashion Marketing Hospitality and Tourism Marketing Sports Marketing Entrepreneurship

- Business Education provides a significant contribution to the education of all students in a business-oriented world.
- Emphasis is placed on enabling students to become productive and contributing members of society who are adaptable to change and capable of economic self-sufficiency and lifelong learning.
- Courses in the Business Department prepare students for jobs in the business world, serve as an introduction to pre-professional college courses, and/or provide students with skills for personal use.

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611 Introduction to Business

Credit: 1
Prereq: None

The purpose of Introduction to Business is to prepare students to live effectively in our economic society. The course helps students to understand the operation of businesses and the roles of consumers, producers, and citizens in our society. Areas of study include money and banking, credit, insurance, investments (students participate in the Connecticut Stock Market Game), retailing (students operate the Campus Store), and business careers, along with additional aspects of our social and economic system. This course is open to students in grades 9-12.

631 Sports Marketing

Credit .5
Prereq: None

Students will gain experience in many aspects of marketing through the study and application of the sports and entertainment industries. This course covers the basic functions of marketing as outlined in national and state standards. Through the development of marketing portfolios, students will learn the basics of the marketing mix, including pricing, promotion, distribution, market research and information management.

632 Business and Personal Law

Credit .5
Prereq: None
(To be offered in 2016-2017)

This course develops an understanding of the function and purpose of business and personal law in a democratic society, including a respect for the rights of others and good habits of justice, honesty, and equity. Particular emphasis is placed on the study of contracts and employment law. Students will develop an understanding of personal rights and personal obligations in business structures.

635 Personal Finance I

Credit .5
Prereq: None (open to 11-12 gr. students)

This course covers personal financial issues that young people face in today's society. Students will have the opportunity to acquire and practice life-long investing, consumer and personal finance decision-making skills such as saving, checking accounts, career earnings, budgeting, taxes, credit management, investments, insurance as well as identity theft and consumer protection.

636 Personal Finance II

Credit .5
Prereq: Personal Finance I or permission of the Teacher

This course will offer students insight into multiple instruments of investment including Stocks, Bonds, U.S. Treasury securities, Mutual Funds, IRA's, Real Estate Investment Trusts, and Futures Contracts and understand the risks and rewards associated with each. Students will act as portfolio managers and keep track of a working investment portfolio throughout the course. Students will also participate in the Connecticut Stock Market Game.

644 Computer Applications

Credit .5

The ability to keyboard information by the "touch system" is an essential skill for all college-bound students. Students learn the alphabetic and numeric keys by using sophisticated keyboarding development software. Students complete a variety of personal and business documents using a variety of word processing, desktop publishing and spreadsheet software. It is strongly recommended that all students at Coginchaug acquire good computer application skills as early as possible in their high school careers.

COURSE OFFERINGS

661 Accounting I

Credit 1

Prereq: Open to sophomores, juniors and seniors

Accounting I presents the introductory concepts and procedures of double-entry accounting and the accounting cycle for both service and merchandising businesses organized as sole proprietorships, partnerships, and corporations. The general journal and special journal approach is utilized. This course provides the skills needed for entry-level employment as well as a foundation for post-secondary study in accounting or other business areas. Students who successfully complete Accounting I may earn credit for course number ACC 100 at Middlesex Community College.

662 Accounting II

Credit 1

Prereq: Accounting I

Accounting II is a continuation of the study of accounting concepts and procedures presented in Accounting I. Automated accounting continues to be emphasized and integrated into each lesson. The completion of several accounting simulations, utilizing up-to-date accounting software and computers, provides students with “hands on” experience. Accounting II is necessary for all students who are planning full-time study or employment in the accounting field.

663 Accounting III

Credit .5

Prereq: Accounting II

This advanced accounting course is designed for students highly motivated in accounting and capable of doing the work in a self-directed manner. Accounting III is a fully automated course designed to give students hands-on experience using computer applications to solve accounting problems.

637 Marketing Essentials

Credit 1

Prereq: None

(Pending Board of Education approval)

This course will introduce students to the important aspects of marketing: promotion, selling, merchandising, customer service and business fundamentals. This hands-on class will prepare students for employment in marketing-related jobs or pursue a college degree. Students will participate in leadership development activities and have the opportunity to join DECA (an association of marketing students) and may compete at state and international events.

638 Fashion Marketing

Credit .5

Prereq: Marketing Essentials or permission of the teacher

(Pending Board of Education approval)

Think you know fashion? Want to know what it takes to design your own clothes? Fashion marketing will take students into the world of the production, design and retailing of fashion merchandise. Through hands-on and real-world activities, students will be prepared for employment in fashion-related industries or to pursue further studies in college. Students will be able to join DECA and have the opportunity to use their expertise in fashion merchandising to compete at state and international DECA conferences.

639 Hospitality and Tourism Marketing

Credit .5

Prereq: Marketing Essentials or permission of the teacher

(Pending Board of Education approval)

Do you like event planning? Ever been to a hotel and think “It’d be fun to be in charge of one of these?” Well, then this course is for you! This course will take students on a journey through hospitality and

COURSE OFFERINGS

tourism. Through hands-on and real-world activities, students will be prepared for employment in hospitality or tourism industries or to pursue further studies in college. Students will be able to join DECA and have the opportunity to use their expertise in hospitality and tourism to compete at state and international DECA conferences.

640 Entrepreneurship

Credit .5

Prereq: Grades 11-12, Intro to Business, or permission of the teacher

(Pending Board of Education approval)

Entrepreneurship is a specialized business course designed to enable students to acquire the knowledge and develop the skills necessary to effectively organize, develop, create, and manage their own business. Simulations and hands-on applications will be used to learn about the risks and benefits of business ownership. Students will have the opportunity to meet with local business owners to gain insights into the world of business ownership and will develop a business plan which can later be used to start their own business.

COURSE OFFERINGS

ENGLISH

Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
English 9A English 9B English 9C	English 10A English 10B English 10C	English 11A English 11B English 11C AP Language & Composition	UConn/AP English <i>All other twelfth grade courses are elective.</i>
Electives (Electives are available senior year by teacher recommendation. Seniors must select one literature intensive semester elective*. Juniors may select elective courses in addition to required coursework if space permits and with teacher recommendation.)			
Creative Writing Academic College Writing Accelerated College Writing Theater Arts: American Theater* Theater Arts: Shakespearean Theater* Riding the Information Superhighway Fantastic Literature* Great Loves, Great Lovers*	The Hero in Literature* Monsters in Our Midst* The Message of Film Psychology in Literature* Knights, Maidens, & Dragons Shakespeare* Short Stories and Poetry*	Women's Literature* Journalism Senior Journalism (full year)* UConn American Studies*	

- Four years of English are required for graduation.
- Students must take a full credit of English during each of their four years.
- All courses emphasize reading, writing, speaking, listening, viewing, and thinking.
- All courses (A, B, C, and electives) follow a college preparatory curriculum.
- Course levels are determined by teacher recommendation and based on assessments of reading and writing skills, twenty-first century learning, and Habits of Mind.

* Denotes a literature intensive semester elective.

111, 113, 114 English 9

Credit 1

Prereq: Teacher recommendation

The English 9 curriculum focuses on the skills and traits necessary for success as a student in the twenty-first century. These courses also focus on classical themes in literature, which are developed from literary archetypes rooted in Greek mythology, as they are applied to the study of short stories, poetry, novels, and drama. Regular vocabulary study and a strong emphasis on writing and grammar skills are important components of these courses. All levels of English 9 prepare students for success in a four-year college program.

159 Readers' Workshop I

Credit .5

Prereq: Standardized reading assessment and Department Chair recommendation

Readers' Workshop is a college preparatory class designed to increase students' reading comprehension. The course is developed according to the grades 9-10 reading expectations described in the Common Core State Standards (CCSS). The primary goals for students in this class are building comprehension, increasing reading stamina, and learning strategies for negotiating complex fiction and non-fiction texts. As students increase their comprehension and fluency as readers, they will begin reading with greater independence and success. This course builds comprehension skills directly related to success in a four-year college program and career readiness.

165 Readers' Workshop II

Credit .5

Prereq: Teacher Recommendation

This course operates as an extension to Readers' Workshop, developing literacy skills and reading strategies necessary for success in high school, college, and career. Significant emphasis is placed on extending reading stamina and the activities of close and critical reading. Many of the texts used in this

class come directly from sources used in disciplines throughout the school, such as social studies, science, and mathematics textbooks. The reading strategies will also broaden to multimedia presentations, such as fine art, internet graphics, and video. In addition, this class builds student capacity for manipulating multiple sources of information in order to address an issue, solve a problem, analyze a condition, or construct new perspectives. This course prepares students for success in a four-year college program.

121, 123, 124 English 10

Credit: 1

Prereq: Teacher recommendation

The English 10 curriculum focuses on the identity of the student in a global context. This course examines the relationships among language, power, and identity with strong emphases on expository writing, vocabulary study, and analytical reading and writing skills measured on the CAPT. The literature focuses on global and multicultural selections. All levels of English 10 prepare students for success in a four-year college program.

131, 133, 134 English 11

Credit: 1

Prereq: Teacher recommendation

The English 11 curriculum focuses on the study of American literature. Through the study of novels, short stories, poetry, drama, and non-fiction, students become familiar with the major trends in American literature and the rich variety of literature found in a multi-cultural society. A research based paper and improvement of reading, expository writing, and vocabulary skills are major features of this course. All levels of English 11 prepare students for success in a four-year college program.

COURSE OFFERINGS

161 AP English Language and Composition English I I

Credit .1.0

Prereq: Department recommendation

This advanced placement college-level course is offered for selected qualified juniors who plan to take the AP English Language and Composition Exam in May. Students are required to read extensively and write critically on language and composition with special attention given to understand the interactions among a writer's purpose, audience, subject, and genre, and how each of these contributes to effective writing. Students will also enhance their writing skills and better understand each stage of the writing process as they develop expository, analytical, and argumentative compositions.

Department recommendation will be based on overall GPA, teacher recommendation, performance on a document based essay task, and PSAT scores if available.

156 Journalism

Credit 1

Prereq: Teacher recommendation

Journalism, an underclassman elective, introduces students to the basics of news, feature, and editorial writing. Students will learn to find ideas, interview sources, write leads, and prepare stories for publication in the school newspaper. The course requirements include firm deadlines and an expectation that participants will be willing to attend and report on events occurring outside the class period. This course prepares students for success in a four-year college program.

SENIOR ELECTIVES

Seniors must choose one literature based* course.

141 Academic College Writing I2

Credit .5

Prereq: Teacher recommendation

Limited to 15 students

This course reviews the fundamentals of the writing process. Students produce a number of different types of writing including narration, description, and exposition. Intensive focus on grammar and vocabulary is maintained throughout the semester. This course is beneficial to students pursuing work, military careers, or college after high school. This course prepares students for success in a four-year college program.

142 Accelerated College Writing I2

Credit .5

Prereq: Teacher recommendation

Limited to 15 students

This course is designed for the student who has mastered fundamental writing and grammar skills. The focus of writing instruction is on elements of style, expository essays, and literary analyses, and the workshop format of the coursework emphasizes the writing process. In addition, coursework covers considerable reading of noteworthy models of good writing. In the Fall, students will have the opportunity to develop college admissions essays. This course prepares students for success in a four-year college program.

144 Riding the Information Superhighway: Interpreting and Producing Texts in the Age of Information

Credit .5

Prereq: Teacher recommendation

This communications course offers a structural approach to reading media in the *Age of Information* and will focus on oral and written communication through technology. Using the internet, students will read and respond to a range of texts in a variety of ways, including speeches, essays, and multi-media presentations. Students will also learn how to enhance their communication skills with effective use of software tools such as PowerPoint or HyperStudio. This course prepares students for success in a four-year college program.

151 Psychology in Literature 12*

Credit .5

Prereq: Teacher recommendation

In this course students will examine the way authors, filmmakers and artists have depicted the complexities of human behavior. Beginning with a study of psychoanalytical literary pioneers such as Sigmund Freud, we will examine evolving psychological theories and how they are portrayed in literature and art. The emphasis of this course is critical reading through the lens of various psychoanalytical theories and the analytical essay. This course prepares students for success in a four-year college program.

157 Senior Journalism*

Credit 1

Prereq: Teacher recommendation

Students in Senior Journalism demonstrate facility with various writing techniques. This advanced course includes an analysis of the role journalists play in public discourse, the ethical standards to which journalists adhere, and practice with advanced journalistic styles such as investigative reporting and trend stories. The course requirements include firm deadlines and an expectation that participants be willing to attend and report on events occurring outside the class period. This course prepares students for success in a four-year college program.

160 UConn/AP English*

Credit 1

Prereq: English 11A and Teacher recommendation; Limited to 15 students

This full year course is a college-level writing and literature course that emphasizes the refinement of analytical reading and writing skills. Students are required to complete a substantial number of reading assignments and a minimum of 30 pages of polished writing per semester. Students register with and receive credit from the University of Connecticut for English 1010 or English 1011, and they may elect to take an Advanced Placement exam near the end of this course. This is a college course.

COURSE OFFERINGS

I62 UConn American Studies*

Credit .5

Prereq: Teacher recommendation;

* Pending UConn approval and Board of Education approval

UConn American Studies is a dual-enrollment class in which students earn both high school English credit (1) and register with the University of Connecticut for (3 credits, AMST 1201). This course explores the question “What is an American?” in the context of the label simultaneously referencing two continents that make up 1/3 of the globe, displaced indigenous peoples, and the most powerful nation on earth. Significant emphasis will be placed on close reading of literature, art, historical documents, and philosophical analyses about isolated historical moments that embody “American-ness.” Students are expected to produce extensive writing and participate in regular seminar-style discourse throughout the course.

The following courses will be offered during SY '15-'16:

I43 Theater Arts 12: American Theater*

Credit .5

Prereq: Teacher recommendation

To be offered 2015-16; Spring Semester

With a focus on the tradition of the American stage, this course affords the enthusiastic student an opportunity to learn various components of theater arts and to perform for the community. The course will be divided into lab and lecture sessions, the former involving scene work and other performance-based activities, and the latter representing a traditional classroom approach to the study of theater history and script analysis. All students are expected to participate fully in class since attendance and participation directly affect performance. In addition, significant reading and writing are required. The course will culminate in a play that is shared with the

faculty and student body of Coginchaug Regional High School. Previous dramatic experience is not a prerequisite. This course prepares students for success in a four-year college program.

I45 Fantastic Literature: Fear and Fascination in Literature 12*

Credit .5

Prereq: Teacher recommendation

To be offered 2015-16

Stories of the fantastic have always been a part of literature. In this course, students will examine representative samples of fantastic literature (science fiction, fantasy, and horror) to see how writers have dealt with the things that fascinate and frighten us. Students will explore community and cultural values represented in literature through critical reading, analytical writing, and oral reporting. This course prepares students for success in a four-year college program.

I47 The Hero in Literature 12*

Credit .5

Prereq: Teacher recommendation

To be offered 2015-16

This course examines the many different types of heroes found in our society from the typical cowboy hero of the Old West to the modern anti-hero. Students explore various heroic models and the values they represent in the cultures to which they belong. As they continue to develop their critical reading skills, students will write expository and personal response essays. This course prepares students for success in a four-year college program.

COURSE OFFERINGS

153 Shakespeare 12*

Credit .5

Prereq: Teacher recommendation

To be offered 2015-16

This course explores some of the Bard's best-known works including his sonnets and *The Taming of the Shrew*, *The Merchant of Venice*, and *Othello*—to name a few. The emphasis is on close reading of the text, outside investigation of Renaissance topics, participation and discussion, as well as some memorization and/or dramatization of the text. Students will become acquainted with the beauty and resonance of Shakespeare's poetry and language. This course prepares students for success in a four-year college.

154 Short Stories and Poetry 12*

Credit .5

Prereq: Teacher recommendation

To be offered 2015-16

This course examines two kinds of "short" literature that can be read and enjoyed in one sitting. Students study the art of short fiction and the poem to understand their differences as well as their similarities. They study the modern, popular short story and its themes and often parallel those stories with poetry. The course writing reflects both creative and literary critical essay writing. This course prepares students for success in a four-year college program.

155 Women's Literature 12 *

Credit .5

Prereq: Teacher recommendation

This course is about the world of women in literature: women as authors and women as characters. The visions and voices of women will reveal the world and the society in which they were created. Students will read short stories, novels, drama, non-fiction and poetry. Emphasis will be on critical reading skills and

analytical essay writing. This course prepares students for success in a four-year college program.

The following courses will be offered during SY '16-'17:

140 Creative Writing 12

Credit .5

Prereq: Teacher recommendation

Fall Semester

This course offers students the opportunity to develop their ability to write creatively and effectively in a variety of forms: poetry, short story, personal narrative, non-fiction, and drama. Students will produce, revise, and publish a considerable body of writing over the course of the semester. Writing from this class may be used in the *Theater Arts* class as the basis for an original play shared with the community. This course prepares students for success in a four-year college program.

143 Theater Arts 12: Shakespearean Theater*

Credit .5

Prereq: Teacher recommendation

To be offered 2016-17; Spring Semester

With a focus on the Shakespearean stage, this course affords the enthusiastic student an opportunity to learn various aspects of Shakespeare's dramatic works and to perform for the community. The course will be divided into lab and lecture sections, the former involving scene work and other performance-based activities, and the latter representing a traditional classroom approach to the Bard's plays. All students are expected to participate fully in class since attendance and participation directly affect performance. In addition, significant reading and writing are required. The course will culminate in a play that is shared with the faculty and student

COURSE OFFERINGS

body of Coginchaug Regional High School. Previous dramatic experience is not a prerequisite. This course prepares students for success in a four-year college program.

146 Great Loves, Great Lovers 12*

Credit .5

Prereq: Teacher recommendation

To be offered 2016-17

This course examines both the relationships and conflicts of men and women as well as investigates the influence of the society in which they live and love; therefore, our literature spans the Renaissance to the modern drama of Ibsen's *A Doll's House*. Students investigate the roles of men and women and their modern malaise by looking at poetry, short story, film, drama, and the modern novel. As they continue to sharpen their critical reading skills, students will write both expository and personal response essays. This course prepares students for success in a four-year college program.

148 Monsters in our Midst 12*

Credit .5

Prereq: Teacher recommendation

To be offered 2016-17

A shepherd eats men for breakfast...a lonely child crushes warriors who won't talk to him...a businessman wakes up one day as a cockroach.... From ancient mythology to contemporary film, monsters have been romping in our midst with relentless stamina and strength. What constitutes "monstrous"? Why do monsters persist among cultures and over time? In addition to classic texts such as *Beowulf* and *Frankenstein*, we will explore vampires, werewolves, mummies and alien-robots in poetry, film, art and commercial media. This course prepares students for success in a four-year college program.

150 The Message of Film 12

Credit .5

Prereq: Teacher recommendation

To be offered 2016-17

This course examines the genre of film. Students study the history of film, the process of translating literature into film, and the art of filmmaking. Skills in critical thinking, expository writing, and critical viewing are emphasized. Several papers and an individual project are required. Due to the availability of films, a strict attendance policy is enforced. This course prepares students for success in a four-year college program.

163 Knights, Maidens, and Dragons*

Credit .5

Prereq: Teacher recommendation

To be offered 2016-17

This course explores the rollicking tales of medieval knights and modern soldiers seeking fortune and glory as recorded in literature, art, and music. Students will explore both period and contemporary adventure tales of wizards, war, and romance, including the legends of King Arthur, fantastical lands of middle earth, trench warfare poetry of World War I, and epic journeys to the sub-continent India. A strong emphasis will be placed on critical reading and analytical writing. This course prepares students for success in a four-year college program.

COURSE OFFERINGS

FAMILY AND CONSUMER SCIENCES

Grade	Nutrition and Foods	Child Development	Design
9	Introduction to Nutrition and Foods	Child Development	Textiles Interior Design
10	Introduction to Nutrition and Foods Advanced Foods	Child Development Advanced Child Development	Textiles Interior Design
11	Introduction to Nutrition and Foods Advanced Foods	Child Development Advanced Child Development UConn Individual and Family Development	Textiles Interior Design
12	Introduction to Nutrition and Foods Advanced Foods	Child Development Advanced Child Development UConn Individual and Family Development	Textiles Interior Design

- The Family and Consumer Sciences program is entirely elective.
- All courses are open to both boys and girls.
- The program aims to stimulate the development of skills and concepts that will have value in students' present and future lives.

811 Nutrition and Foods — An Introduction

Credit: .5
Prereq: None

This is a lab course in food preparation. In addition to units in planning and preparation of family meals and preparation of various categories of food, it includes a study of basic nutrition.

812 Advanced Nutrition and Foods

Credit: .5
Prereq: Intro to Nutrition and Foods and approval of instructor

Students develop skills in advanced preparation of foods from all food groups. International foods, main dish preparation, techniques of garnishing, and food decoration are emphasized. In addition, the study of nutrition continues.

821 Child Development

Credit: .5
Prereq: None

The study of Child Development begins with understanding pregnancy, prenatal development and childbirth. Investigation into the roles of parenting and the many considerations that go into becoming a parent are addressed. Child Development concentrates on infancy and early childhood. Physical, social, emotional, and intellectual development are discussed. A nursery school for pre-school children is planned and operated by the Child Development students.

822 Advanced Child Development

Credit: .5
Prereq: Child Development and approval of instructor

This course continues the study of the physical, social, emotional, and intellectual development of the child. Greater emphasis is placed on practical

application through work with children of different age levels in the nursery school at Cuginchaug. Students investigate careers that focus on working with children.

831 Introduction to Interior Design

Credit: .5
Prereq: None

In this course students will apply knowledge of design elements to decorating an apartment or home. Also included is a study of housing and furniture styles. Career opportunities in interior decoration will be explored.

832 Textile Arts

Credit: .25 or .5
Prereq: None

This is an independent project-oriented course where students choose skills they wish to develop for clothing construction, quilting, knitting, or other textile related crafts. Students must provide their own project materials.

835 UConn Individual and Family Development

Credit: 1.0
Prereq: Interview required and B average
* Pending UConn and Board of Education approval

This course is an introduction to the general study of human development from conception to very old age. The course examines physical, intellectual, social, and emotional development across the life span, emphasizing that development results from the interdependence of these areas at every stage. The life span perspective is a means of understanding the challenges, conflicts, and achievements that are central to people living through developmental stages other than our own.

HEALTH

Grade	Health	Quarter Offered
9	Health 9	Quarter 1
10	Health 10	Quarter 2
11	Health 11	Quarter 4
12	Health 12	Quarter 3

PHILOSOPHY

Health education is an integral part of the total physical, social, emotional, and mental development of human beings. Health education should foster the personal growth of the individual student to become a well-informed, responsible adult possessing the skills necessary to achieve and maintain optimum health and wellness.

The purpose of the health education program is to provide students with the knowledge, skills, and attitudes they need to choose, maintain, improve and promote lifelong physical, social, emotional and mental health.

ESSENTIAL UNDERSTANDING:

Establishing and maintaining an ethical and healthy lifestyle is essential for personal well-being.

OFFERINGS

Each grade is enrolled in health class for one quarter of the year. Grade 9 students take health in quarter 1, grade 10 students in quarter 2, grade 12 students in quarter 3, and grade 11 students in quarter 4.

Health 9

- Review of Caginchaug Handbook: drug and alcohol policy, harassment/sexual harassment, school rules and policies.
- Making Healthy Choices: *What role does making healthy choices play in developing and maintaining an ethical and healthy lifestyle?*
- Self-esteem: *How does self-esteem contribute to well-being? Who am I and what is my role? Describe the interrelationships of emotional, intellectual, social, and physical health.*
- Preventing Violence: *How does understanding the effects of bullying contribute to personal well-being?*
- Infectious Disease: *How does understanding infectious disease help me to establish and maintain an ethical and healthy lifestyle?*
- Current Health Issues.

Health 10

- Alcohol, Tobacco and other Drugs: Driving regulations and social host laws. *How do the influences of alcohol, tobacco and other drugs influence, reflect, and shape our lives?*
- Chronic diseases and disabilities: *How does understanding the causes of and the controllable risk factors for chronic disease impact your physical health? Understanding the causes of and controllable risk factors of chronic diseases. Understanding how learning your family health history can help you advocate for your own health.*
- Making healthy food choices: *How can learning about healthy food choices help me attain health and wellness in all areas of my life?*
- Current Health Issues

COURSE OFFERINGS

Health 11 — Personality, Self-esteem, and Emotions

- Personality, Self-Esteem and Emotions: *How does understanding myself and my perceptions help me to maintain a healthy lifestyle?*
- Building Healthy Peer Relationships: *How does understanding my personality, self-esteem and gender role perceptions impact my personal well-being?*
- Reproduction and Heredity: *How can learning about the reproductive systems and heredity help me to establish and maintain a healthy lifestyle?*
- Pregnancy, Birth and Childhood: *How does my understanding of the process of pregnancy, childbirth and childhood help me maintain a healthy lifestyle?*
- Sexually Transmitted Infections and AIDS: *Why is learning about sexually transmitted infections and the spread of HIV/AIDS essential for my health and well-being?*
- Current Health Issues.
- Junior Community Service Project

Health 12 — Senior Seminar in Current Health Issues

- Stress — The Invisible Tiger: *How does stress impact my health and well-being? How does understanding stress help me to establish and maintain a healthy lifestyle?*
- Mental Disorders and Suicide: *How does discussion and understanding mental disorders and suicide relate to my health and well-being?*
- Global Issues in Health: *How does understanding the healthcare system and my community impact my personal health and well-being?*
- Current Issues in Senior Health: *Where do I go from here? How do I use what I have learned in health to ensure I maintain my healthy lifestyle after high school? What is next? College, trade school, the world of work? Living away from home, living with a roommate, pitfalls and positives of credit.*
- Current Health Issues.
- Senior Community Service Project.

Junior and Senior Health Community Service Requirement

Community service is donated service or activity that is performed by someone or a group of people for the benefit of the public, your community, or your school.

Community service, also known as youth service, is intended to strengthen young people's senses of civic engagement and community, and to help them achieve their educational, developmental and social goals.

In addition to the course content, juniors and seniors are required to complete at least 7 hours of community service of volunteer hours to a community organization.

Students may complete their community service at any time during their junior and senior years or during the summer after sophomore or junior year. Each experience must be pre-approved by a Health Educator and all paperwork associated with the requirement must be completed and handed in to the Health Office within 2 weeks after the service activity has been performed.

COURSE OFFERINGS

HISTORY AND SOCIAL STUDIES

Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
<i>Global Studies I — The non-Western World</i> Global Studies I A Global Studies I B Global Studies I C	<i>Global Studies II— The Western Heritage</i> Global Studies II A Global Studies II B Global Studies II C UConn Modern European History	<i>US History</i> US History A US History B US History C AP US History ❖ <u>American Citizenship</u> ▲	<u>American Citizenship</u> ▲ AP US and Comparative Government ❖
Electives			
	Current Issues ▲ Intro to Psychology ▲	Current Issues ▲ Choices and Consequences▲ Comparative Religions▲ Intro to Psychology▲	Current Issues▲ Choices and Consequences▲ Comparative Religions▲ Intro to Psychology▲

▲ Denotes a semester course.

❖ Denotes an Advanced Placement course. These courses earn 1.5 credits. AP US History satisfies the US History requirement, and AP US and Comparative Government satisfies the Citizenship requirement.

- For a CRHS diploma, students must earn a total of 3.5 credits in History and Social Studies. These must include a full credit of US History and one-half credit of American Citizenship.
- Leveled courses present the same curriculum at each level, and all levels prepare students for a four-year college program. A student's level placement is based on teacher assessment of the student's skill development in
 - ▶ critical and analytical thinking
 - ▶ reading and writing
 - ▶ ability to learn independently

The goal of the CRHS History and Social Studies curriculum is to equip each student with a solid grounding in the principles of government, history, economics, and culture. The emphasis is on material that has clear relevance to the 21st Century and on skills that will enable students to become active, discerning, responsible citizens, and life-long students of the ways people work together to meet their needs and resolve their differences.

COURSE OFFERINGS

211, 213, 214 Global Studies I: The non-Western World

Credit 1

Prereq: None

Our Global Studies program begins by introducing students to the culture, geography, economics, politics, history, and contributions of the non-Western world. Using examples drawn from area studies - the Middle East, Africa, East and South Asia, and South America - students develop facility with foundational social studies concepts and vocabulary. Textbook work is supplemented with projects involving traditional and Internet research with an emphasis on critical assessment of sources. Area studies lead to examination of global issues such as international economic development, modernization of developing nations, and the role of international organizations in matters of war and peace. At all levels, this course is the first in our sequence to prepare students for attendance at a four-year college.

221, 223, 224 Global Studies II: The Western Heritage

Credit 1

Suggested Prereq: Global Studies I

The second year of our Global Studies program examines the evolution of Europe from the Renaissance to the 20th century, focusing on the development of the political, economic, cultural, and social institutions that continue to shape Western culture. The material is enriched by use of primary sources and analysis of enduring debates, referencing threads that reach from Classical to modern times. Particular emphasis is placed on skills for taking a position on a controversial issue and supporting it with evidence. At all levels, this course is the second in our sequence to prepare students for attendance at a four-year college.

225 UConn Modern European History*

Credit 1

Prereq: Department Approval

*Pending Board of Education approval

This full-year college intensive course provides students with an opportunity to examine some of the cultural, social, political, and economic developments of the last five hundred years of European history. Through a combination of lectures, discussions, and case studies, it presents an overview of some of the major changes of the period while focusing in greater depth on analysis of some specific themes, events, and issues that continue to have a profound impact on our own modern society. Extensive use of primary sources and analytical essays are hallmarks of this course. All exams are essay format. Students register with and can receive credit from the University of Connecticut for History 1400.

231, 233, 234 United States History

Credit 1

Prereq: 1 year of Social Studies

This course is a chronological survey that develops major themes in United States history. Analytical thinking and critical problem solving through the use of primary and secondary sources are the core skill objectives of this study. A basic text appropriate to the student's reading level is used. Required writing includes research papers, book reports, and essays. At all levels, this course is the third in our sequence to prepare students for attendance at a four-year college in addition to meeting the United States History requirement.

COURSE OFFERINGS

244 American Citizenship

Credit .5

Open to juniors and seniors

The purposes of this semester course are to examine the ways citizens can exert their influence on the governing process and to prepare students to be the active participants our democracy requires. While the course focuses on analysis of the structures, functions, and operations of our government at the federal level, it will include the study of issues at the state and local level as well. The course concludes with an in-depth analysis of the influences driving policy on a specific issue of each student's choosing. This course meets the state Civics requirement.

245 Choices and Consequences

Credit .5

Prereq: 2 years of Social Studies

This course explores the issues of individual responsibility and human rights. Based on a national curriculum developed over 20 years by the Facing History organization, the class examines how these issues relate to our responsibilities as members of society in general and of the many communities to which we belong. Both positive and negative historical examples inform students' consideration of how human beings treat one another. Historical case studies such as the Holocaust are used to make connections between individual rights and responsibilities and community action. Materials used include text, audio, and visual resources from historical and current events.

246 Comparative Religions

Credit .5

Prereq: 2 years of Social Studies

The major world religions - Christianity, Judaism, Islam, Hinduism, Buddhism, Taoism - are examined as a response to basic human needs, as an expression of culture and environment, and as a political and historical force. Readings include excerpts from religious texts, wisdom literature, and analytical sources. Students investigate the life of a religious leader as well as ways that religion influences current events. The course is appropriate for students who enjoy discussion of metaphysics, philosophy, ethics, and culture. Note: the course addresses material that some may find sensitive; every effort is made to ensure that differing belief systems are discussed respectfully and even-handedly.

247 Current Issues at Home and Abroad

Credit .5

Open to Sophomores, Juniors, and Seniors

Taking its material from the hot topics of the day, each quarter section of this course will explore three student-selected issues as case studies. Students will learn to use the tools of various Social Studies disciplines such as media studies, sociology, and economics. Students will spend their first quarter in the course investigating topics drawn from local and American challenges - our response to social and demographic changes, to dilemmas created by new technologies, and to difficult controversies about which we struggle to find common ground. In their second quarter, students will take on international and global questions ranging from environmental and health concerns to international security.

COURSE OFFERINGS

248 Introduction to Psychology

Credit .5

Open to Sophomores, Juniors, and Seniors

Why does my little brother do that? Do opposites attract? Does birth order affect your personality? In this course, students will be introduced to a variety of topics in the field of psychology including life-span development, the workings of the mind and body, learning processes, personality theory, social psychology, and psychological disorders. The emphasis is on research, critical thinking skills, collaboration, and applications of the material to students' experience. In learning the fundamental principles by which Psychology applies the scientific method to human behavior, students will examine their own assumptions and gain insight into themselves and their relationships with others.

260 AP United States History

Credit 1.5

Prereq: Department recommendation

This advanced placement college-level course is offered for selected qualified juniors who plan to take the national Advanced Placement American History Exam in May. Students are required to read extensively and write critically on important issues in American history, with special attention given to the historical interpretation, analysis, and evaluation of a variety of reading and documentary materials. Department recommendation will be based on overall GPA, teacher recommendation, performance on a document-based essay task, and PSAT scores if available.

261 AP US and Comparative Government

Credit 1.5

Prereq: AP United States History or department recommendation

This college-level course is offered for selected qualified seniors who plan to take the national Advanced Placement Exams in US Government and Comparative Government. It is an appropriate choice for students interested in pursuing a career in law, politics, government, or international relations. The first half of the course concentrates on the structures and functioning of the American governmental system with an emphasis on national-level policy-making. The second half introduces broader concepts of political science through close examination of six case-study countries. Students are required to read and write extensively, critically, and independently, working to college-level performance expectations.

COURSE OFFERINGS

MATHEMATICS

Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
Applied Math	Pre-Algebra	Algebra 1C*	Geometry C
Pre-Algebra	Algebra 1C*	Geometry C	Algebra 2C
Algebra 1A*	Geometry A	Algebra 2A	Pre-Calculus ■
Algebra 1B*	Geometry B	Algebra 2B	Trigonometry ■ ▲
Algebra 1C*	Geometry C	Algebra 2C	AP Statistics
Geometry A	Algebra 2A	Pre-Calculus ■	Advanced Math
		Trigonometry ■ ▲	Advanced Topics ▲
Electives			
	Elements of Algebra & Geometry ❖	Elements of Algebra & Geometry ❖	Elements of Algebra & Geometry ❖
			Probability & Statistics ▲

- Denotes a 1.5 credit course.
- ▲ Denotes a semester course.
- Must be taken concurrently
- ❖ This course (while not technically an elective) will be taken by students who do not earn a C- or better in Algebra 1 or Geometry before moving on to the next course in the sequence.

- The mathematics curriculum provides a variety of courses designed to meet the needs for mathematical competency in both academic and vocational careers.
- All ninth-grade students are required to take mathematics and are placed in math courses appropriate to their ability.
- While three credits of mathematics are required for graduation, Coginchaug highly recommends that students take four years of mathematics. The State University system required four credits of mathematics for admission.
- It is possible to earn more than four credits of mathematics at Coginchaug. One way this can be accomplished is to take both Geometry and Algebra 2 concurrently. Any course load of this nature must be approved by Guidance and the department.

COURSE OFFERINGS

- Courses in Applied Math and Pre-Algebra are designed for the student who needs a review of math skills before taking a full year of Algebra.
- In order to progress to Geometry or Algebra 2, a student must have earned a C- or better in the previous course.
- Depending on the progress of the student, movement from one level to another is definitely possible. The guidance counselor and the department must agree on these decisions.
- It is highly recommended that students purchase a graphing calculator. The school will suggest a model that can be purchased at local stores.

311 Algebra I A

312 Algebra I B

313 Algebra I C

Credit 1.5, Prereq: Department approval

This is an in-depth study of Algebra 1 that emphasizes an understanding of abstract concepts and their anticipated use in subsequent math courses. Topics include sequences, solving equations and inequalities in one variable, exponents and radicals, linear equations in two variables, systems of equations and inequalities, quadratic equations, statistical analysis, and probability. Emphasis is placed on functions and mathematical problem solving. This course prepares students for success in a four year college program.

314 Pre-Algebra

Credit 1, Prereq: Department approval

Pre-Algebra provides a thorough introduction to the language and skills of algebra, plus a review of some arithmetic skills. Upon successful completion of this course, students are prepared to pursue a more detailed study of Algebra I and Geometry. The following topics are included: algebraic expressions and integers, linear equations and inequalities, fractions, decimals, percents, graphing, probability and data analysis, and basic geometry skills. This course prepares students for success in a four year college program.

315 Applied Math

Credit 1, Prereq: None

Students begin with a review of basic mathematical skills. Pre-algebra concepts such as algebraic expressions and equations, and the use of calculators are introduced. Attention is given to practical applications. Other topics include proportion, percent, measurement in the customary and metric systems, graphs and data, and basic geometric figures. This course prepares students for success in a four year college program.

321 Geometry A

322 Geometry B

323 Geometry C

Credit 1, Prereq: Minimum C- in Algebra I, Department approval

Geometry is concerned with the properties of, measurement of, and relations between lines, angles, surfaces, and solids. Geometry stresses logical thinking and proof. Topics in this course include deductive reasoning, transformations, parallel lines and planes, congruent triangles, coordinate geometry, similar polygons, right triangle trigonometry, circles, and volume of solids. Emphasis is placed on significant connections between geometry and the real world, as well as connections between geometry, algebra, trigonometry, and probability. This course prepares students for success in a four year college program.

COURSE OFFERINGS

325 Elements of Algebra and Geometry

Credit 1, Prereq: Department approval

This course is intended for students who have already taken either Algebra I or Geometry and need further exposure to these topics before they continue to the next level of mathematics. The following topics will be reviewed and expanded upon: Operations with integers and rational numbers; solution of linear equations and systems of linear equations; proportion and percent; similar polygons; area and volume; graphs. Attention is given to practical applications. This course prepares students for success in a four year college program.

331 Algebra II A

332 Algebra II B

333 Algebra II C

Credit 1, Prereq: Geometry and department approval

Algebra II revisits and extends the concept of function through a study of linear, quadratic, polynomial, exponential, logarithmic, rational, and trigonometric functions. Other topics included in this course are complex numbers, conic sections and inferential statistics. Attention is given to mathematical modeling, problem solving and practical applications. This course prepares students for success in a four year college program.

341 Pre-Calculus

Credit 1, Prereq: Algebra II and Department approval

This is a preparatory course for college calculus that focuses on the study of polynomial, rational, exponential, and logarithmic functions. This study of functions is intended to summarize important concepts and methods used in concert to prove significant theorems and to solve practical problems. In addition, the concept of limits is introduced, extending from intuitive ideas about limits to the

knowledge of a generalized limit as it applies to sequences, series, and functions. Calculus topics of differentiation and integration are introduced. This course must be taken concurrently with Trigonometry. This course prepares students for success in a four year college program.

342 Trigonometry

Credit .5, Prereq: Algebra II and Department approval

This is a course in the study of the six circular functions (sine, cosine, tangent, cotangent, secant, and cosecant) and their use in solving right triangles. Additional topics include the Law of Sines, the Law of Cosines, vectors, and polar coordinates. Attention is given to practical applications. This course must be taken concurrently with Pre-Calculus to prepare for the study of advanced mathematics and to elect AP Calculus. This course prepares students for success in a four year college program.

343 Advanced Mathematics

Credit 1, Prereq: Algebra II and Department approval

This course begins with an in-depth study of trigonometry. Topics include the six circular functions (sine, cosine, tangent, cotangent, secant and cosecant), solving right triangles, the Law of Sines, and the Law of Cosines. Topics from Algebra II are reviewed and extended, including coordinate geometry, complex numbers, rational, exponential and logarithmic functions. Additional topics include conic sections, and sequences and series. Attention is given to practical applications. This course prepares students for success in a four year college program.

COURSE OFFERINGS

345 Probability and Statistics

Credit .5, Prereq: Algebra II and Department approval

This introductory course in probability theory and statistics is especially useful to college bound students who plan to further their studies in the sciences, engineering, or mathematics or for students who must take a semester of mathematics in college, but not calculus. Basic concepts of mathematical probability are studied. Investigations showing how probability is applied to every day life are made. Elementary statistical concepts of collecting, organizing, and interpreting numerical data are studied and applied to real life situations. Computers and graphing calculators are used to investigate concepts and to aid in lengthy calculations. This course prepares students for success in a four year college program.

346 Advanced Topics in Mathematics

Credit .5, Prereq: Algebra II

This course is designed for students who want to continue their study of college preparatory math but do not plan to continue with Advanced Math. The first half of this course concentrates on reviewing and developing math topics that are essential for success on the SAT. Additional topics include consumer mathematics, fractals, probability and problem solving. This course prepares students for success in a four year college program.

360 AP Calculus

Credit 1.5, Prereq: Pre-Calculus, Trigonometry and Department approval

This course is a college-level course in differential and integral calculus. Topics include, but are not limited to, functions and their graphs, limits and continuity, differentiation, integration, and applications. Graphing calculators are used extensively throughout the course and are required for the Advanced Placement exam. Students taking this course are expected to take the AP exam in the spring. This course prepares students for success in a four year college program.

362 AP Statistics

Credit 1, Prereq: Algebra II and Department approval

This course is a college-level introductory statistics course. The course covers four broad conceptual themes—Exploring Data: describing patterns and departures from patterns; Sampling and Experimentation: planning and conducting a study; Anticipating Patterns: exploring random phenomena using probability and simulation; Statistical Inference: estimating population parameters and testing hypotheses. Graphing calculators are used throughout the course and are required for the Advanced Placement exam. Students taking this course are expected to take the AP exam in the spring. This course prepares students for success in a four-year college program.

MUSIC

Grade	Instrumental Music	Vocal Music	Music Theory/Technology
9	1. Freshman Concert Band 2. Jazz Ensemble	1. Concert Choir 2. Chamber Choir 3. Show Choir	1. Music Theory I 2. Music Theory II
10	1. Concert Band 2. Jazz Ensemble	1. Concert Choir 2. Chamber Choir 3. Show Choir	1. Music Theory I 2. Music Theory II
11	1. Concert Band 2. Jazz Ensemble	1. Concert Choir 2. Chamber Choir 3. Show Choir	1. Music Theory I 2. Music Theory II
12	1. Concert Band 2. Jazz Ensemble	1. Concert Choir 2. Chamber Choir 3. Show Choir	1. Music Theory I 2. Music Theory II

951 Music Theory I

Semester 1 - .5 credit - prerequisite approval of instructor

Music Theory I is a study of the fundamentals of music, including the recognition of notes, scales, intervals, modes and chords. The course also includes sight singing, ear training, rhythmic training, and an introduction to two computer software music programs (Finale Notation and Cakewalk MIDI recording).

952 Music Theory II

Semester 2 - .5 credit – prerequisite Music Theory I

Music Theory II is a continuation of Music Theory I and includes the study of basic harmonic composition and transcription of music for band and chorus. Included in the course is the continued study of ear training, sight reading, rhythmic training, and computer notation and MIDI recording.

961 Freshman Concert Band

1 credit

Freshman Band is designed to help students develop techniques and proficiency on a musical instrument, an understanding and appreciation for musical style and form, a knowledge of music theory, poise and self confidence through rehearsal and performance mediums. Band members study the technical aspects of playing instrumental music; fingering technique, rhythm studies, musical phrasing and sight reading. They have various concert and parade performance opportunities as a 9th grade ensemble as well as a combined ensemble with the Concert Band (grades 10-12). Attendance at all concerts and parades is mandatory. Instrumental music lessons are an integral part of the band program and all students are encouraged to enroll in this aspect of the program.

COURSE OFFERINGS

962 Concert Band

1 credit - grades 10-12

Concert Band continues on where Freshman Concert Band leaves off. In addition to the Freshman Band course description, concert band members have the opportunity to audition for and/or participate in the Shoreline Music Festival, Southern Region Music Festival, All-State Music Festival, ASBDA Honors Band, and the All-New England Music Festival. Attendance at all parades and concerts is mandatory.

All Concert Band members are eligible to audition for the **CRHS Wind Ensemble**. This is a 45-50 member band that performs music of a more advanced difficulty level. The ensemble meets around the same time as Concert Band (utilizing the lunch waves to create a 25 minute slot for the group to rehearse each band block) and requires no additional time.

965 Jazz Ensemble

.5 credit – auditioned in September

Jazz Ensemble has become a popular part of the high school instrumental program. Participating students will receive instruction in the jazz and popular music idioms and use the results in public performance. This band rehearses Monday, Tuesday and Thursday mornings from 6:45 a.m. – 7:20 a.m. and Wednesday evenings 7:30 p.m. – 9:00 P.M. The group performs at a variety of concerts and programs throughout the year.

972 Concert Choir

1 credit

Students in grade 9-12 are offered training in expression through vocal music. Choir members are made aware of music of various eras and its interpretation, as well as sight singing. Concert Choir members perform for various public concerts and assembly programs. Individual students may also be selected for the All-New England choirs by audition. All choir members are expected to attend evening rehearsals and concerts during the school year.

975 Chamber Choir

.5 credit – auditioned in June

This specialized group rehearses every Tuesday evening for two hours, learning difficult music of all styles and periods. This group often performs carols during the holiday season for events around town, holds an annual Renaissance feast/concert and performs in the Exchange Club Night of Harmony. Attendance is mandatory at all rehearsals and concerts.

973 Show Choir

.5 credit – auditioned in June

The Show Choir is an auditioned singing/dancing group for grades 9-12. Members are required to attend rehearsals Monday evenings 6:30 p.m. – 8:30 p.m. and Wednesday evenings 6:00 p.m. – 7:30 p.m. The group travels throughout the year and performs 10-15 concerts.

ADDITIONAL EXTRA CURRICULAR INSTRUMENT AND VOCAL MUSIC:

Pep Band, Sax Quartet, Clarinet Quartet, Flute Choir, Brass Choir, Boys A cappella (**No Refund**), Girls A cappella (**Nothing But Treble**), Dixieland Combo.

PHYSICAL EDUCATION

Grade	Required Physical Education	Elective Physical Education
9 Second Quarter	<p>Emphasis on Skill Development</p> <p>Volleyball Soccer Team Handball</p> <p>Eclipseball Ultimate Frisbee Boccer</p>	<p>Yoga and Pilates Martial Arts Body Sculpting</p>
10 First Quarter	<p>Emphasis on Fitness Training</p> <p>Volleyball Skills II Soccer Skills II Team Handball Skills II</p> <p>Eclipseball Skills II Ultimate Frisbee Skills II Boccer Skills II</p>	<p>Touch Football Walk-fit Martial Arts Yoga and Pilates</p>
11 Third Quarter	<p>Emphasis on Officiating</p> <p>Basketball Volleyball Eclipseball Soccer</p> <p>Ultimate Frisbee Team Handball Boccer</p>	<p>Yoga and Pilates Martial Arts Body Sculpting</p>
12 Fourth Quarter	<p>Emphasis on Game Strategy</p> <p>Flag Football Volleyball Eclipseball Soccer Ultimate Frisbee</p> <p>Team Handball Cooperative Games Golf Tennis Boccer</p>	<p>Yoga and Pilates Racquet Sports Martial Arts Body Sculpting Touch Football Walk-fit</p>

- Physical Education provides a variety of individual and team activities that promote a healthy lifestyle.
- Emphasis is placed on enabling students to become proficient in a variety of core activities.
- Courses in the PE Department teach students the importance of incorporating activity into their daily lives.
- Students are required to take a total of 2 credits in physical education during their four years. Students will be enrolled in their required 1-quarter class (.25 credit per class) for each of their 4 years at Cuginchaug as well as one elective per year. They may choose to earn the remaining credit by fully participating in a variety of varsity and junior varsity sports(.5 credit per sport season)
- Students may also earn remaining credit by petitioning the Superintendent of schools to accept an activity that is supervised by an outside coach/instructor.
- Exceptions to this program are only to be made for medical reasons backed by a Physician's explanation.

COURSE OFFERINGS

11, 12, 13, 14 Physical Education

Required 9, 10, 11, 12

Credit .25

10 Physical Education Elective

Credit .25

Students choosing this elective will be placed in regular physical education classes. They will be required to participate in all regular physical education class activities.

15 Body Sculpting

Credit .25

This elective will have students learn about many facets of strength-training using weights. They will document their progress as they weight-train and will experience how strength-training can have a profound impact on body composition and fitness levels. Students will devise their personal weight training program to satisfy their body composition goals; they will also explore the role that nutrition plays in their physical growth and energy levels.

17 Martial Arts/Self-Defense

Credit .25

Students will be taught a wide variety of hand and foot striking techniques which will increase strength, stamina, coordination, and the ability to defend oneself. Self-defense instruction is applied to a range of situations in which a person may find themselves.

18 Racquet Sports

Credit .25

This elective will offer tennis out of doors and eclipse-ball/badminton/pickleball during inclement weather. This course will be offered during the first or fourth quarter.

19 Touch Football

Credit .25

This elective offers the opportunity to experience the game of football in a controlled environment learning the skills and strategies necessary to play an enjoyable game of football. It is played out-of-doors in all weather conditions. Conditions can be perfect, or very hot, cold, or rainy.

20 Walk-Fit

Credit .25

This elective is for the student seeking a non-competitive path to fitness. Students will chart their progress in class as they walk with increasing speed and stamina. They will learn how to use pedometers and heart-rate monitors which will build their understanding of how their body can change and improve with regular exercise. This class will be offered in the first and/or fourth quarter and will be held out of doors on the track and other various walking routes around Durham.

21 Yoga & Pilates

Credit .25

The Yoga and Pilates elective will be a high energy partnership of physical and mental techniques which will help to revitalize the mind and body, increase strength, flexibility and the ability to concentrate. Practiced regularly, it will benefit every aspect of one's life, from improved posture, mood and physical well-being to an increased sense of happiness and peace.

COURSE OFFERINGS

SCIENCE

Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
Integrated Science A Integrated Science B Integrated Science C Biology 1A*	Biology 1A Biology 1B Biology 1C Chemistry A Chemistry B	AP/UConn Biology AP Chemistry Chemistry A Chemistry B Chemistry C Human Anatomy AP Physics Physics Physical Science	AP/UConn Biology AP Chemistry AP Physics Chemistry A Chemistry B Chemistry C Human Anatomy Physics Physical Science
Electives			
Animal Behavior ☐ Geology ▲ Meteorology/Astronomy ▲ Proposed for 2015-2016 Intro to Horticulture ▲	Animal Behavior ☐ Biodiversity ▲ Forensics I ▲ Forensics II ▲ Geology ▲ Meteorology/Astronomy ▲ Oceanography ▲ Zoology ▲ Proposed for 2015-2016 UConn Environmental Science UConn Oceanography Intro to Horticulture ▲	Animal Behavior ☐ Biodiversity ▲ Forensics I ▲ Forensics II ▲ Geology ▲ Meteorology/Astronomy ▲ Oceanography ▲ Zoology ▲ Proposed for 2015-2016 UConn Environmental Science UConn Oceanography Intro to Horticulture ▲	Animal Behavior ☐ Biodiversity ▲ Forensics I ▲ Forensics II ▲ Geology ▲ Meteorology/Astronomy ▲ Oceanography ▲ Zoology ▲ Proposed for 2015-2016 UConn Environmental Science UConn Oceanography Intro to Horticulture ▲

▲ Denotes a semester elective course available to students.

☐ Denotes a quarter elective course available to students.

* In order to take Biology 1A as a freshman a student must be enrolled in Integrated Science A and Geometry A concurrently.

Key Points:

- Three credits of science are required for graduation (including successful completion of Biology 1).
- Students are encouraged to take as many science courses as possible to be successful and make educated decisions in the global community.
- Students should elect courses that are challenging to them in order to enhance their technical abilities, science literacy, and critical and analytical thinking skills.

COURSE OFFERINGS

411 Integrated Science A

412 Integrated Science B

413 Integrated Science C

Credit 1

Prereq: None

Integrated Science is an interdisciplinary course in basic physics and chemistry as they apply to the Earth, its materials and processes. Topics to be explored include conservation of energy, energy transfer and transformations, environmental impacts of various human activities, natural resources, and chemical structures and properties. Study of integrated science encourages stewardship of the earth through an understanding of earth processes. The approach used in this lab-science course emphasizes inquiry, discovery, and interpretation of student-obtained data.

460 Advanced Placement Biology/UConn ECE Principles of Biology I 107*

Credit 1.5

Prereq: Biology, Chemistry and recommendation by Science Department Faculty

*The UConn portion of this course is pending approval.

This course is designed to be the equivalent of two semesters of college level biology. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary for dealing critically with the rapidly changing science of biology. The course is structured around four big ideas of evolution and diversity, use of energy and maintaining homeostasis, transmission of information, and interaction of biological systems. Emphasis will be placed on seven science practices which capture important aspects of the work that scientists engage in, with learning objectives that combine content, inquiry, and reasoning skills.

421 Biology IA

422 Biology IB

423 Biology IC

Credit 1

Prereq: Students who wish to take Biology IA as a freshman must also be enrolled in Integrated Science A and Geometry concurrently.

Biology I is an overview of life processes, biochemistry (including the importance of enzymes), cell structure and function, reproduction, genetics, population biology and evolution. Examples of current issues that are covered include: genetically modified organisms, stem cell research, cloning, antibiotic resistant bacteria, and human population growth. The frequent laboratory exercises afford students the opportunity to become physically acquainted with biological concepts and techniques of experimental science.

462 AP Chemistry

Credit 1.5

Prereq: Completion of Chemistry A, Chemistry B, or permission of the instructor.

AP Chemistry is designed to be equivalent to a general chemistry course usually completed during the first year of college. This course is structured around 6 big ideas covering atomic structure, bonding and intermolecular forces, chemical reactions, kinetics, thermodynamics, and chemical equilibrium, as articulated throughout the AP Chemistry curriculum. A special emphasis will be placed on the seven science practices, which capture important aspects of the work that scientists engage in, with learning objectives that combine content inquiry and reasoning skills. AP Chemistry is a rigorous course; students will be expected to take the AP Chemistry exam in May.

COURSE OFFERINGS

435 Chemistry A

Credit 1

Prereq: Completion of Integrated Science, Biology A and completion of or concurrent enrollment in Algebra II, and teacher recommendation.

Students will build on the fundamental chemistry concepts covered in Integrated Science. They will begin their year of chemistry studying in more detail the quantum theory, light and periodic table trends. They will then immerse themselves in studying bonding and molar concepts involved in formula writing, equations and reactions. Unique properties of solids, liquids and gases will then lead to the study of reaction rates, equilibrium, electrochemistry, thermodynamics and acids/bases. Students in this course must be highly motivated to explore chemistry in detail, show the ability to work independently and solve challenging problems.

436 Chemistry B

Credit 1

Prereq: Completion of or concurrent enrollment in Algebra II A or B and teacher recommendation

Chemistry is the study of matter and the changes it undergoes. Topics covered are measurement, matter, atomic structure, light, the periodic table, bonding, chemical reactions, equation writing, stoichiometry, gas laws, solutions and acids/bases. In the classroom, problem solving skills are developed, practiced and applied throughout each unit. In the laboratory, the properties of matter and chemical concepts are developed based on observations. This course is recommended for those planning to take additional science courses in high school and/or college.

437 Chemistry C

Credit 1

Prereq: Algebra I

In Chemistry C, general areas of study include measurement, matter, atomic structure, the periodic table, light, chemical bonding, chemical reactions and acids/bases. Students study the same concepts as in Chemistry B at a pace designed to meet the needs of the class. This course is recommended for students considering higher education in any field, but do not meet the math requirements for Chemistry B.

434 Physical Science

Credit 1

Prereq: Biology I

Basic elements of physics will be covered with an emphasis on the development of concepts through laboratory work. Topics will include force, motion, energy, waves, light, sound, electricity, and magnetism. The focus of the course will be on application of these concepts to everyday life.

461 AP Physics I

Credit 1

Prereq: Completion or concurrent enrollment in Pre-Calculus and Trigonometry I

AP Physics I is a full-year course that is the equivalent to a first-semester college course in algebra-based physics. The course covers mechanics (linear, circular, and rotational motion); forces; momentum; work, power, and energy; mechanical waves and sound; and an introduction to electric circuits. The focus is on reasoning and problem-solving skills through a series of learning objectives. Each learning objective combines physics content with one or more of seven foundational advanced placement science practices. Students will be expected to take the AP Physics 1: Algebra-based exam in May.

442 Physics

Credit 1

Prereq: Algebra II and concurrent enrollment in Trigonometry or Advanced Mathematics

The purpose of Physics is to develop an understanding of the principles, concepts, and laws related to the physical universe. Mathematics is an important part of the quantitative nature of physics. Experiments are performed to explain and relate principles, concepts, and laws of physics to the real world. Topics covered include motion, force, acceleration, gravity, momentum, energy, light, sound, and electricity.

443 Human Anatomy and Physiology

Credit 1

Prereq: Biology and approval of instructor

This course is specifically designed to provide an appropriate background in human anatomical and physiological study to those who plan to study any discipline within the Health Sciences. Units include, but are not necessarily limited to cell physiology, histology, the development and structure of bone and muscle, the central and peripheral nervous systems, and the cardiovascular system. Clinical simulations along with laboratory exercises in histology, physiology and applications in gross anatomy are intrinsic to the course. This is a Level A/B, college preparatory course.

444 Forensic Science I

Credit 0.5

Prereq: None

The purpose of this course is for students to gain experience in the major investigative techniques currently used by forensic scientists, crime scene investigators, and other law enforcement agencies, and to develop an understanding of the scientific concepts which serve as the basis for these techniques. The course will focus on problem solving, with an

emphasis on experimentation to collect and analyze evidence, research and evidence-based conclusions. Students will learn the methodology needed to evaluate crime scenes, the evidence collected and compare between known and unknown variables. The learning experience will include lecture, labs, research and activities. Topics of study will include history of forensic science, evidence analysis, crime scene processing, fingerprint, hair, blood, drugs and fiber analysis. This course is challenging due to the chemistry, physics, and biology content covered.

445 Forensic Science II

Credit 0.5

Prereq: Forensic Science I

Forensic Science II is a continuation of Forensic Science I. This course will continue to offer a look into current forensic techniques, but in new areas. Students will investigate crime scene scenarios by looking at trace evidence, DNA, human remains, soil, toxins, glass, documents and handwriting. Which topics are actually studied may vary depending on the scope and sequence of Forensic Science I. This course is challenging due to the chemistry, physics, and biology content covered.

446 Biodiversity

Credit .5

Prereq: Biology

Biodiversity is a second level biology course with emphasis on the diversity and interactions of living organisms. Topics include taxonomy and field identification of local flora and fauna, plant and animal structures and functions, and ecological relationships. Students explore local biodiversity through field studies. Projects include an insect collection and a wild flower collection.

COURSE OFFERINGS

447 Oceanography

Credit .5

Prereq: Integrated Science and/or permission of instructor

Oceanography is a semester course designed for students who wish to broaden their understanding of our “ocean planet” and critical marine issues of growing concern to us all. Study units will include a focus on local marine life and its ecological place in Long Island Sound, current environmental issues impacting waters of the earth, oceanic circulation as it affects weather and climate, and finally, advances that drive ongoing ocean exploration and research. Semester-long interaction with the CRHS Aquarium will enhance the seawater chemistry unit. A major class project will focus on elementary design and engineering techniques as teams of students work to accomplish underwater tasks with SeaPerch Remotely Operated Vehicles.

448 Zoology

Credit .5

Prereq: Biology I

Zoology is a semester course in which students study the diverse range of animals that exist on Earth, global issues related to the spread of disease by animals and the economic impact of beneficial and harmful insects. During weekly hands on labs, students compare and contrast the anatomy, physiology, development, and evolution of selected invertebrates and vertebrates. In depth studies of the anatomy of the earthworm, crayfish, sea star, frog, and rat are included. Considerable time is spent on a zoological project of the students' choosing.

* Denotes electives available to freshmen.

***449 Animal Behavior**

Credit 0.25

Prereq: None

This course employs a hands-on, inquiry-based approach to investigate the behaviors of live animals. Students design and conduct their own experiments (observing ethical and humane practices), collect and analyze data, and utilize their new learning to better understand human behavior. Content knowledge is acquired through the study of the learned versus innate behaviors, operant and classical conditioning, animal communication, social and mating behaviors and the anatomy and physiology of animal nervous systems. Animal Behavior is a pass/fail course open to all students.

***451 Astronomy and Meteorology**

Credit 0.5

Prereq: None

Students will study the Earth and its place in space. Students will study meteorology, how the atmosphere developed, its components, how those components cycle, how humans interfere with those cycles, how energy is transferred in the atmosphere, the formation of weather systems and weather prediction. Students begin the semester tracking hurricanes and discovering the factors that help them form. Topics in astronomy will include constellations, solar radiation, orbital effects on days and seasons, “life cycle” of stars and the solar system.

COURSE OFFERINGS

***452 Geology**

Credit 0.5

Prereq: None

Students will study the planet Earth's internal processes and products: the internal structure, the transfer of energy to the surface, plate tectonics, formation of plate boundary features, mineral and rock resources, volcanism and earthquakes. Students will also learn about land processes and products: weathering of the land and how resources such as soil are formed, the work of erosion agents such as wind, gravity, glaciers, and the water systems of the land that create both resources and hazards (groundwater and flooding). Emphasis will be placed on Connecticut's geologic history and its significance to us.

465 Intro to Horticulture*

Credit 0.5

Prereq: Biology

*Pending Board of Education Approval

Introduction to Horticulture is a one-semester science class with laboratory work, which introduces students to the basic principles of horticulture. This course is designed to develop students' knowledge and skills in the following areas: basic botany, identification and classification of horticultural plants; use of soil and other plant growing media; propagation of horticultural plants; basics of growing plants in greenhouse and landscape settings; basic floral design; and landscape maintenance. Topics in this course include information on plant structure, function, growth and diversity, basic plant identification, soil analysis, gardening and land use. Time will be spent in the classroom, outside (as weather permits), and visiting local greenhouses.

463 UConn Oceanography*

Credit 1

Prereq: Biology

*Pending UConn and Board of Education approval

Introduction to Oceanography is a year-long course designed for students who wish to broaden their understanding of our "ocean planet" and human impact on the marine environment. Processes governing the geology, circulation, chemistry, and biological productivity of the world's interrelationships between physical, chemical, biological and geological processes that contribute to both the stability and the variability of the marine environment will be studied. Students will interact all year long with the CRHS aquariums to thoroughly understand factors that contribute to ecosystem success. Teams of students will design and engineer SeaPerch Remotely Operated Vehicles to solve real ocean issues. This course goes into more depth than the semester-long oceanography class and is more rigorous as students are eligible to receive college credit.

464 UConn Environmental Science*

Credit 1

Prereq: Integrated Science A or B; or teacher permission

*Pending UConn and Board of Education approval

Environmental Science is a year-long course that introduces basic concepts and areas of environmental concern and how these problems can be effectively addressed. Topics include human population; ecological principles; conservation of biological resources; biodiversity; croplands, rangelands, forestlands; soil and water conservation; pollution and water management; and wildlife and fisheries conservation. Students will also work in teams to design and engineer a solution to an environmental problem.

TECHNOLOGY EDUCATION

Grade	Production Technology	Transportation Technology	CAD Pre-Engineering	Communication Technology
9	Exploring Technology Exploring Manufacturing I	Exploring Technology	Exploring Drafting/CAD I Exploring Technology	Photo I Intro to TV Production
10	Exploring Technology Exploring Manufacturing I	Exploring Technology Automotive Technology I	Exploring Drafting/CAD I Exploring Technology CAD II	Photo I Intro to TV Production Advanced TV Production Graphic Design
11	Exploring Technology Exploring Manufacturing I Manufacturing II Construction Technology	Exploring Technology Automotive Technology I Automotive Technology II Keeping your Car Alive	Exploring Drafting/CAD I Exploring Technology CAD II CAD III Architectural CAD III Mechanical Electronics & Robotics	Photo I Intro to TV Production Advanced TV Production Graphic Design
12	Exploring Technology Exploring Manufacturing I Manufacturing II Construction Technology	Exploring Technology Automotive Technology I Automotive Technology II Keeping your Car Alive	Exploring Drafting/CAD I Exploring Technology CAD II CAD III Architectural CAD III Mechanical Electronics & Robotics	Photo I Intro to TV Production Advanced TV Production Graphic Design

- Technology Education provides a significant contribution to the education of all students in a Technology-oriented world.
- Emphasis is placed on enabling students to become productive and contributing members of society who are adaptable to change and capable of economic self-sufficiency and lifelong learning.
- Courses in the Technology Education Department prepare students for jobs in the business world, serve as an introduction to pre-professional college courses, and/or provide students with skills for personal use.
- Courses reinforce core curriculum theory with practical hands on application.
- CAD courses are highly recommended by former CRHS students presently majoring in engineering.
- Automotive courses provide the building blocks for anyone who plans owning and operating a car. Presently, one third of the jobs in the USA are related to transportation.
- Freshmen should check the prerequisite requirements for individual classes in the Program of Studies.

COURSE OFFERINGS

711 Exploring Technology

Credit 1

Prereq: None

Technology in our world is in a state of constant change. By using the framework of communication systems, transportation systems, manufacturing systems, and construction systems, the student is exposed to both the theory and everyday practical hands-on experiences that make up our technical society. This course is an essential foundation course for students considering a more in-depth study of technology curriculum.

721 Exploring Manufacturing I

Credit .5

Prereq: None

This is a one-semester course introducing basic woodworking skills. The areas covered include the use of basic hand tools, the use of woodworking machines, the use of different materials (wood, plastic, and metal), the process used in the design of wood projects, the basic “tips” used in woodworking, and occupational opportunities. Students will build a number of small projects using a variety of the woodworking machines and will have the opportunity to design and build their own work.

722 Manufacturing II

Credit .5

Prereq: Exploring Manufacturing I and approval of instructor

This is a one-semester course introducing advanced woodworking skills. This course explores procedures and the process of production techniques to construct a number of complex projects. The students will design and produce both individual and group projects in a variety of materials. There is an emphasis on the manufacturing process (design, prototype construction, testing, marketing, production, and quality control) and the items that can be produced using this system.

724 Construction Technology

Credit .5

Prereq: Exploring Technology

This is a one-semester course covering the basics of construction. All aspects of building from site selection to construction methods and mechanical systems are covered. Students complete the course with enough experience in construction to build a storage shed for bikes or yard equipment. Basic designs and construction procedures for building a house are covered through the construction of a scale model of a wood frame house and hands-on electrical and plumbing projects.

731 Automotive Technology I

Credit 1

Prereq: Completion of Exploring Technology

Automotive Technology is an introductory course to power mechanics. Students study the maintenance and repair of automobiles and small engines. They learn skills by disassembling, testing, repairing, and replacing parts and testing engines. Emphasis is placed on the basic operation of the internal combustion engine. This course is suggested for 10th, 11th, and 12th grade boys and girls.

732 Automotive Technology II

Credit 1

Prereq: Completion of Automotive Technology I

This course provides a broad continuation of the theory and practice of power mechanics. Students receive in-depth experience using diagnostic electronic test equipment. Emphasis is placed upon trouble shooting the major systems of the automobile engine. Students are allowed some opportunity to specialize in areas of their particular interest. Students who elect to take this course will be required to take a state sponsored Concentrator Exam.

COURSE OFFERINGS

733 Keeping Your Car Alive

Credit .5

Prereq: Completion of 9th grade and a driver's license or permit

This course is designed for those students who wish to learn the basic business of car maintenance. Students learn to change oil, perform simple tune-ups, check fluids, adjust brakes, and perform other tasks which, when carried out on a regular basis, will save money and extend the life of a car.

741 Exploring Drafting and Computer Aided Design I

Credit 1, Prereq: None

This course is a full year introduction to basic technical drafting and basic computer aided design. The skills of sketching, instrument drafting, and Computer Aided Design (CAD) are basic communications that everyone needs to be exposed to in our highly technology oriented world. Areas of study included in this course are learning the basics of drafting, an introduction to AutoCAD LT (an industry standard software for CAD), and an introduction to Photoshop. Any student considering engineering or architecture as a career should be exposed to these disciplines. Students who successfully complete CAD I and II may earn credit for course number CAD 110 at Middlesex Community College.

742 Computer Aided Design II

Credit 1, Prereq: Exploring Drafting and CAD I

This course is a full year introduction to 3D solid modeling as well as architectural CAD drafting and design. The first half of the course will be involved with creating and manipulating 3D solids using the SolidWorks software platform. The second half of the course will expose the student to architectural drafting and residential architectural design using the Chief Architect software platform. Any student considering engineering or architecture as a career

should be exposed to these disciplines. Students who elect to take this course will be required to take a state sponsored concentration exam. Students who successfully complete CAD I and II may earn credit for course number CAD 110 at Middlesex Community College.

743 Computer Aided Design III - Architectural

Credit .5, Prereq: CAD II

This course is a half year (fall semester) computer aided design course that builds upon the earlier architectural exposure. Students will work on advanced architectural drafting (residential architectural design, contract working documents, presentation renderings) as well as a variety of schematic design problems and the relevance of architectural history. Chief Architect and AutoCAD LT software platforms will be used and developed. Student considering architecture as a career would benefit from this class.

744 Computer Aided Design III - Mechanical

Credit .5, Prereq: CAD II

This course is a half year (spring semester) computer aided design course that builds upon the earlier 3D object manipulation. Students will work on advanced engineering drafting (3D object creation, 3D assembly, and production document drawings) as well as physical manufacturing/production operations. SolidWorks and MasterCAM software platforms will be used. Prototyping objects will be accomplished using a small CNC mill in the Woodshop. Any student considering engineering as a career would benefit from this class.

COURSE OFFERINGS

745 Electronics & Robotics

Credit .5

Prereq: Exploring Technology & approval of instructor

This Robotics course will provide students with an opportunity to develop an understanding of what it takes to design, produce, develop, and analyze a working robot. This is a very complicated endeavor drawing from many different disciplines. Skills will be developed with both text book assignments and hands-on experiences. At the end of this course students will have completed a number of small BEAM robots and one programmable robot.

752 Photography I

Credit .5

Prereq: None

This is an introduction to photography. Elements of good picture-taking, camera handling, and darkroom procedures are covered. Emphasis on quality composition, working the subjects, and getting images that tell a story are all traditional photographic concepts which need to be understood as we enter the digital age. Students are required to provide a digital camera. Students should plan to spend modestly on photographic materials.

761 Introduction to Video Production

Credit .5

Prereq: None

Introduction to Video Production is designed to give students a hands-on experience in the field of Video Production. Students will learn about the basic elements of video time, space, composition as well as camera operation. This course will also cover directing, acting, news gathering, field production and the art of creating a Public Service Announcement. One of the requirements for this course will be for students to work together in small groups to create short programs that meet broadcast quality standards.

762 Advanced Video Production

Credit .5

Prereq: Intro to Video Production

Advanced Video Production is designed to give students an extensive and comprehensive experience of the video production industry. Students in this course will learn advanced techniques in non-linear editing, lighting applications, directing for form, writing for news segments, and supervising field productions. Advanced Video Production students will be responsible for leading teams of students in creating broadcast quality work to be submitted for publication.

763 Graphic Design Using Adobe Photoshop

Credit .5

Prereq: Design or Drawing and teacher recommendation

The student is challenged to create a series of graphic design assignments. Students will develop their ideas, composition and design skills with traditional art materials. Students then translate their plans in the CAD lab using the many tools available in Adobe Photoshop.

VISUAL ART AND DESIGN

Grade	Art Foundations Drawing I Design Painting/Printmaking	Ceramics/Pottery I	Ceramics/Pottery I Drawing II
9	* Art Foundations * Drawing I		
10	* Art Foundations * Drawing I * Design * UConn Drawing I	Ceramics/Pottery I	
11	* Art Foundations * Drawing I Design Painting/Printmaking UConn Drawing I	Ceramics/Pottery I	Ceramics/Pottery II Drawing II
12	* Art Foundations * Drawing I * Design * Painting/Printmaking * UConn Drawing I	Ceramics/Pottery I	Ceramics/Pottery II Drawing II

* Art Foundations OR Drawing I are prerequisites for all other art courses.

* Ceramics/Pottery II and Drawing II — Students signing up for these courses must have the prerequisites *and* Teacher recommendation. Students will be scheduled with the Ceramics/Pottery I or Drawing I classes.

- The visual art program brings the arts into the classroom through an awareness of art history, art appreciation, art vocabulary, and analyzing and interpreting visual images.
- Goals of the art program are to help students:
 - Think divergently.
 - Use creative problem-solving skills employing the elements and principles of art.
 - Understand and demonstrate the use of a variety of media and techniques.
 - Express personal vision and imagination.
 - Complete quality artworks with artistic vision that synthesize skills and concepts.
 - Value the relationship between art and the natural and man-made world.
 - Develop an awareness of how art and design affect our world.
 - Become aware of the breadth of career opportunities connected to the art and design and its creative application through technology.

In planning a program in art, students should note the following:

Students considering careers in art, video, film, photography, animation, architecture, fashion merchandising, interior or industrial design, graphic or web design, and entertainment *may be* required to submit a portfolio for college application. It is recommended that those students plan to enroll in Drawing, Design, Ceramics/Pottery, and Paint/Print courses.

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910 Art Foundations

Credit .5

Prereq: None

This course is an overview of the Studio Arts offered at CRHS. Students will explore a selection of ways to create art such as observational drawing, color theory, design, painting, printmaking, clay and sculpture. This course highlights growth of technical skill and creative thinking in art making. Students are also presented with many opportunities for self-expression and experimentation with a variety of art materials. The different processes associated with each project will provide a foundation in art making and visual problem solving. A main component of this course is the connection of visual arts as a means of communication in our culture and contemporary world.

911 Design

Credit .5

Prereq: Art Foundations or Drawing I

Everything in our physical world is designed – either by nature or man. This course introduces students to the language of design and how design choices affect their daily lives. The design elements (line, shape, form, tone, color, texture, and space), and design principles (composition, unity and variety, balance, and repetition), are the foundation in creating two and three-dimensional artworks from a variety of materials. The integration of design in fine art, careers, media, and functional objects is covered as well. The study of design, past and present, is also a component of this course. Students are required to keep an art journal/sketchbook.

912 Drawing I

Credit .5

Prereq: None

Skill in drawing and observation is the foundation for all visual arts and design. This course introduces students to the fundamentals of drawing through activities using contour, gesture and sketch line. In addition, students learn to work with tone/shading and color techniques to realistically draw form. Subjects include still life, life portraits, and personal expression. Drawing materials used include: design pencil, ink pens, charcoal, colored pencil and pastel. Students are required to keep an art journal/sketchbook.

913 Drawing II

Credit .5

Prereq: Drawing I and Teacher recommendation

This course builds upon the fundamentals of drawing introduced in Drawing I. Emphasis is placed on observational drawing using complex subject matter in order to develop drawings for a student portfolio. A variety of drawing materials and techniques are explored in greater depth. Personal expression is encouraged in choice of subject matter and context (meaning.) Students are required to keep an art journal/sketchbook. Student must be able to work independently for extended time periods during class and fulfill individualized assignments outside of class.

921 Ceramics/Pottery I

Credit .5

Prereq: Art Foundations or Drawing I and Teacher recommendation

This course involves the exploration of clay as material for sculptural design and functional forms using coil, slab, and wheel construction. The course includes glaze application, glaze composition, and knowledge of stacking and firing the kiln. A commitment to help with studio maintenance, the

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ability to use time and material responsibly, and excellent craftsmanship are a must for those electing pottery.

932 UConn Drawing I*

Credit 1

Prereq: Ceramics I and Teacher recommendation

*Pending UConn and Board of Education approval

In this first drawing course, the objective is to develop an awareness and understanding of how to construct drawings based on observation. This kind of drawing is developed out of a process that involves learning to see. Learning to see requires patience, concentration, and practice. You will gain an understanding and awareness of strategies such as perspective, composition, line weight, proportion and measurement used in describing forms in space. In constructing drawings, emphasis is placed on drawing exercises and assignments both in and outside of class. Still life objects and interior space are the standard subject matter. Group critiques are held at various times during the semester. Fundamental principles of drawing based on observation is the main focus of this class.

922 Ceramics/Pottery II

Credit .5

Prereq: Ceramics I and Teacher recommendation

This course is a half-year course that builds upon the prior knowledge of Ceramics I. Students will work on advanced assignments and gain expertise in ceramic art and pottery making. Students will have opportunities to specialize in areas of their particular interest such as ceramic sculpture, functional pottery

or architectural tile. Students will be expected to produce quality work with attention to technique and craftsmanship. Learning to load and unload the kiln, testing glaze surfaces and new methods of clay forming and construction will be introduced. Exploring historical ceramics and the work of contemporary local ceramic artists is also included. Ceramic II students will collaborate and cooperate with other students by assisting and supporting them with their knowledge and technical skill.

931 Painting/Printmaking

Credit .5

Prereq: Art Foundations or Drawing I and Teacher recommendation

This course introduces a variety of painting and printmaking techniques. Painting goals include exploring tempera, watercolor and acrylic media to develop an understanding of color, content, originality and style. Printmaking images are created through the processes of monotype, monoprint, linoleum cut, dry point etching, and silkscreen. Personal expression and mixed media work is encouraged. This course includes the study of relevant artists' art and their works. Either prerequisite must be completed before taking this course.

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WORLD LANGUAGES

Grade	French	Latin	Spanish
9	French 1 French 2	Latin 1 Latin 2	Spanish 1 Spanish 2
10	French 1 French 2 French 3	Latin 1 Latin 2 Latin 3	Spanish 1 Spanish 2 Spanish 3
11	French 1 French 2 French 3 French 4	Latin 1 Latin 2 Latin 3 Latin 4	Spanish 1 Spanish 2 Spanish 3 Spanish 4
12	French 1 French 2 French 3 French 4 French 5	Latin 1 Latin 2 Latin 3 Latin 4 Latin 5	Spanish 1 Spanish 2 Spanish 3 Spanish 4 Spanish 5

The World language Department offers five years of study in each of three languages: Latin, French and Spanish. World Languages instruction provides not only development of grammar and vocabulary in the target language, but also cultural insight and an increased appreciation of one's own language. Students planning to attend college are encouraged to pursue at least three years of study in one language. Many students also benefit from the study of a second world language.

- Placement for incoming students is determined by three criteria.
 1. Basic skills assessment
 2. Middle school teacher recommendation
 3. Middle school grade
- Students who study World Language at Coginchaug will experience culture through foods, music, art, literature, guest speakers and field trips.
- Students are able to switch or add languages during the course selection period.
- Many students at Coginchaug take more than one World Language.
- College bound students should take a minimum of three high school years of the same language.
- In order to progress to the next level of a language, a student must have earned a C- or better in the previous course.

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512 Latin I

Credit 1

Prereq: None

Students study the fundamentals of the Latin language to develop an ability to translate and read basic Latin. Roman culture, customs, and mythology are studied, especially in their influences on modern life. This course is valuable in developing English grammar and vocabulary skills.

522 Latin II

Credit 1

Prereq: Minimum of C- in Latin I

The vocabulary and grammar of Latin I is thoroughly reviewed. Additional grammatical concepts, vocabulary and an introduction to Greek mythology are also included. The course is based upon a study of major Latin authors and their works, such as Apollonius' Jason and the Argonauts, Ovid's mythology, and Pliny's letters.

Latin III-IV

Credit .5

Prereq: Minimum of C- in Latin II

All students who have completed two years of Latin may choose any one or all four semesters of Latin courses offered over a two year span, with .5 credit per semester. All courses include review of grammar, vocabulary, and derivatives as needed by the students, as well as translation, discussion, and supplementary and critical readings.

534 Myth in Latin Literature

Students will study Greek and Roman mythology in Latin and English as well as translate selections from Ovid, Aesop, and Apuleius.

544 Survey of Latin Literature

Special emphasis is placed on Roman history, civilization, and the expansion of the Empire. Students will read selections from Cornelius Nepos, Livy, Sallust and Cicero.

532 Late Latin**(to be offered in 2016-2017)**

Late Latin writings in the Old and New Testament, the Carmina Burana, and other medieval texts are studied. Students will also compare the late Latin and Classical styles of writing .

542 Augustan Age Latin**(to be offered in 2016-2017)**

Students study the Roman epic, THE AENEID, and Augustus and the Golden Age of Rome. If time allows, students will also read Latin selections from other Golden Age poets.

552 Latin V

Credit .5 or 1

Prereq: Minimum of C- in Latin III-IV. Students must see instructor before signing up.

Students expand their study of Latin literature by reading a variety of Roman authors. Students will also continue their study of Latin grammar and vocabulary. Films, magazine articles and literary selections are used to further develop cultural awareness.

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513 Spanish I

Credit I
Prereq: None

This introductory course in Spanish gives students the opportunity to acquire beginning skills in listening, speaking, reading, and writing. Culture and a study of daily life and customs of the Hispanic world are also an integral part of the course.

523 Spanish II

Credit I
Prereq: Minimum of C- in Spanish I

Students continue to develop the skills of listening, speaking, reading, and writing. The vocabulary and grammar of Spanish I are reviewed. Students study additional verb tenses, grammatical structures, vocabulary, and cultural information.

533 Spanish III

Credit I
Prereq: Minimum of C- in Spanish II

This proficiency-based course continues the study and application of verb tenses, grammar, vocabulary, and culture begun in Spanish I and II. Students will continue to develop their conversational skills as well. At this level of language study, there is an increasing emphasis on reading and writing in the target language.

543 Spanish IV

Credit I
Prereq: Minimum of C- in Spanish III

Students continue to develop proficiency with an emphasis on the study of more complex language skills, such as talking about hypothetical situations, future events, and expressing wishes and obligations.

553 Spanish V

Credit I
Prereq: Minimum of C- in Spanish IV

Students study Spanish literature and the major Hispanic cultures in the U.S. as well as more complex language skills. Films, magazine articles and literary selections are used to further develop cultural awareness.

511 French I

Credit I
Prereq: None

This introductory course in French gives students the opportunity to acquire basic skills in listening, reading, speaking and writing. Culture and a study of daily life and customs of the Francophone world are also an integral part of the course.

521 French II

Credit I
Prereq: Minimum of C- in French I

Students thoroughly review all the basic grammar and pronunciation concepts of French I. They learn additional basic verb tenses, grammatical structures, everyday vocabulary, and practice daily conversation. French II places greater emphasis on the cultural richness of daily French life.

53I French III

Credit 1

Prereq: Minimum of C- in French II

Students review basic communicative structures studied in French I and II. Emphasis is placed on narrating past events orally and in writing, describing daily activities in more detail, engaging in longer communicative exchanges, and reading a wide variety of texts and stories. Cultural focus is based on the richness of the French-speaking world.

54I French IV

Credit 1

Prereq: Minimum of C- in French III

The French IV curriculum includes studying of more complex language skills, discussing future events and future conditions, talking about hypothetical situations, and expressing wishes and obligations. Films and authentic texts are used as an introduction to French literature.

55I French V

Credit 1

Prereq: Minimum of C- in French IV; students must see instructor before signing up.

The French V curriculum includes the reinforcement of active communication skills and the further development of reading skills. Films, magazine articles, and literary selections are used to further develop cultural awareness.

Students who, for a variety of reasons, may need more individualized help in pursuing their high school program are able to receive support in

the Special Education Resource Room. Placement in this program is by decision of the building Planning and Placement Team (PPT). The Resource Room provides a wide variety of support services for students with special needs. Supportive services are determined by PPT recommendations. These include individual student support and team-taught classes. Depending on the specific academic and social needs of identified students, students may also be recommended for Academic Skills, Life Skills, and/or Social Thinking classes based on their Individual Education Plan.

Individual Student Support

Developmental Skills is a course designed to provide academic support and resources for students who have an Individualized Education Plan (IEP). Students work with their resource teacher to develop and strengthen their skills as outlined by their IEP objectives. In addition, students will learn strategies and skills which will address such areas as self-advocacy and transition to living and working independently. Students may be placed in more than one section of Developmental Skills depending on individual student needs. Students may earn .5 credits per semester.

Team-Taught Classes

The team-taught classes are jointly taught by general and special educators to academically and behaviorally support heterogeneously grouped students. This integrated setting allows teachers to use their specialized skills to most effectively meet the needs of students. Team-taught classes are available in English, mathematics, science, and social studies.

Academic Skills

This course is based upon each student's Individualized Education Program (IEP). Students work towards mastery of their IEP goals and objectives, as well as reinforcement of previously mastered goals and objectives. Individualized and

group reading, math, writing and language lessons are presented in a variety of ways, to suit the needs of each student. Functional academic skills and life skills are incorporated to engage students in meaningful learning.

Life Skills

This course is based upon each student's Individualized Education Program (IEP). Students work towards mastery of their IEP goals and objectives, as well as reinforcement of previously mastered goals and objectives. Lessons related to life skills, independent living and employment are presented in the classroom as well as in the community, through whole group instruction, individualized instruction and hands on activities. The goal for each student is to acquire the skills necessary in order to reach his/her highest level of independence.

Social Thinking

Social Thinking is designed to assist students in learning the unwritten rules of social interactions to improve their social relationships and social communication skills. This includes learning to regulate their behavior to more effectively connect to other's feelings, intentions, and ideas. The class focuses on improving social reasoning skills to address an increasingly sophisticated set of social rules.

Title IX — Policy on Non discrimination

(Title VI, Title IX, Section 504)

Regional School District #13 does not discriminate on the basis of race, creed, color, national origin, age, sex, marital status, or handicap in establishing and implementing hiring and employment practices and establishing and providing school activities and programs.

Each student, at the time he/she becomes eligible for participation, shall be advised of his/her right to an equal opportunity to participate in school programs without discrimination, on account of [race, color, age, marital status, sex, pregnancy, religion or national origin, ancestry, sexual orientation, past/present history of mental disorder, learning disability and/or physical disability].

It is the policy of the Regional School District #13 not to discriminate on the basis of handicap as required under Section 504 of the Rehabilitation Act of 1973 in the admission of students to programs or any educational service or in the employment of personnel. The Coordinator for Title VI and 504 activities is Amy Emory, Regional School District #13, 135A Pickett Lane, Durham, CT, 349-7208. Inquiries may be directed to the Coordinator or to the Regional Office for Civil Rights, Government Center, JFK Federal Building — Room 1875, Boston, MA 02203.

Grievance procedures are available which provide for the prompt and equitable resolution of complaints alleging violations of Title VI or Section 504. These may be obtained at the Office of the Coordinator.

Compliance with Title IX

*Prohibition of Discrimination on Basis of Sex
in Education Program and Activities*

Title IX states: “No person in the United States, shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any education program or activities receiving federal assistance..”

Grievance procedures for students who feel that they are subject to discrimination on the basis of sex have been established and are available at the Office of the Coordinator.

Questions or concerns regarding sex discrimination should be directed to Amy Emory, Regional School District #13, 135A Pickett Lane, Durham, CT, 860-349-7203.

FOUR-YEAR EDUCATIONAL PLAN

GRADE 9	GRADE 10
Educational Goal:	Educational Goal:
Career Goal:	Career Goal:
Credits:	Credits:
English:	English:
Math:	Math:
Science:	Science:
Social Studies:	Social Studies:
PE/Health:	PE/Health:
World Language:	World Language:
Electives:	Electives:
Activities:	Activities:
Graduation Competencies:	Graduation Competencies:
Total Credits:	Total Credits:

FOUR-YEAR EDUCATIONAL PLAN

GRADE 11	GRADE 12
Educational Goal:	Educational Goal:
Career Goal:	Career Goal:
Credits:	Credits:
English:	English:
Math:	Math:
Science:	Science:
Social Studies:	Social Studies:
PE/Health:	PE/Health:
World Language:	World Language:
Electives:	Electives:
Activities:	Activities:
Graduation Competencies:	Graduation Competencies:
Total Credits:	Total Credits:

