

# *Wolcott High School*



## *Course of Studies*

*2017-2018*

*All courses are offered pending enrollment and funding.*

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# Wolcott High School

## Mission Statement

Wolcott High School provides a positive learning environment where students are engaged in meaningful learning for success in the 21<sup>st</sup> Century.

### ACADEMIC EXPECTATIONS

*Students at Wolcott High School will:*

- Read effectively
- Speak effectively
- Write effectively
- Use technology effectively
- Solve problems effectively
- Practice and/or perform demonstrations effectively

### SOCIAL EXPECTATIONS

*Students at Wolcott High School will:*

- Assume responsibility for one's own behavior
- Participate in the school community
- Practice interpersonal skills

### CIVIC EXPECTATIONS

*Students at Wolcott High School will:*

- Make positive contributions to the community
- Understand the responsibilities of citizenship

Below are core courses that all Wolcott High School students will take over the course of their time here. Upon receiving credit for the course students will fulfill the corresponding academic expectation. This table shows which expectation each course fulfills. Students who do not meet the expectations in the below courses will be given the opportunity to meet the expectation in an alternative course. Expectations met will be indicated on the student's report card.

<u>Course</u>	<u>Grade</u>	<u>Expectation</u>
Global Studies 9	9	Uses Technology Effectively
Integrated Science	9	Solves Problem Effectively
English 10	10	Reads Effectively
Civics and US 1	10	Writes Effectively
Biology 10	10	Solves Problem Effectively
Geometry	10	Solves Problem Effectively
Wellness	10	Practices or Performs Effectively
US History	11	Writes Effectively
Public Speaking	12	Speaks Effectively

If your student does not pass the expectation in the core courses listed in the previous page they will have another opportunity in the following courses:

<u>Course</u>	<u>Grade</u>	<u>Expectation</u>
Accounting II	10-12	Solves Problem Effectively
Algebra II	9-12	Solves Problem Effectively
AP studio	10-12	Practices or Performs Effectively
Transportation II	11-12	Solves Problems Effectively
CADD	9-12	Uses Technology Effectively
Ceramics	9-12	Practices or Performs Effectively
Concert Band or Choir	9-12	Practices or Performs Effectively
Construction II	10-12	Practices or Performs Effectively
Engineer Concepts	9-10	Solves Problems Effectively
English 11	11	Reads and/or Speaks Effectively
Exploring Culinary	10-12	Practices or Performs Effectively
Marketing II	11-12	Practices or Performs Effectively
Nursing Assistant	11-2	Practices or Performs Effectively
Spanish and French 3	11	Reads Effectively
Spanish and French 4	12	Speaks Effectively
Video II	10-12	Practices or Performs Effectively
Visual Communications II	10-12	Uses Technology Effectively

Records:

Student's report card it will list the expectation that he/she has passed each year.

For example for "Global Studies 9" (Uses Technology Effectively). If the student meets the above expectation, the student's report card will state "has met use of technology effectively".

We will follow up to parents a report on what expectations have been met.

Our administration and teachers feel strongly about our students meeting these requirements as we prepare them for success in the 21<sup>st</sup> century.

### **EQUAL EDUCATION OPPORTUNITY**

The Wolcott Public Schools does not discriminate on the basis of a disabling condition as it applies under Section 504 of the Rehabilitation Act of 1973.

The Wolcott Public Schools does not discriminate on the basis of race, color, religion, national/ethnic origin, age, sex, sexual orientation, or disability in its programs, activities, and employment practices.

The Wolcott Public Schools has an Equal Education Opportunity Policy. The following individuals have been appointed as district compliance officers:

Title VI (race, color, national origin) – Mr. Frank Purcaro, Director of Student Learning & Teaching – 203-879-8430

Title IX (sex equity) - Mr. Shawn Simpson, Principal, Alcott Elementary School – 203-879-8160

Age Discrimination – Mr. Frank Purcaro, Director of Student Learning & Teaching – 203-879-8430

Section 504 (handicap) - Mr. Walter Drewry, Assistant Principal, Wolcott High School – 203-879-8164

ADA – Mr. Kevin Hollis, Director of Student Services & Alternative Programs – 203-879-8178

The grievance form is available in your school office (form 0521). This grievance form must be filled out within 40 calendar days of the alleged complaint and returned to the appropriate grievance coordinator listed above.

### **GENERAL STATEMENT OF POLICY PROHIBITING SEXUAL HARASSMENT (TITLE IX)**

The Wolcott Public Schools maintain a firm policy prohibiting all forms of discrimination based on sex. Sexual harassment against students or employees is sex discrimination. All persons are to be treated with respect and dignity. Sexual advances or other forms of personal harassment by any person, male or female, which create an intimidating, hostile or offensive environment, will not be tolerated under any circumstances.

Title IX states in part: “No person...shall, on the basis of gender, sexual orientation or identity be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance.”

A complete copy of the school system policy and grievance procedure is available in the Resource Center and Guidance Office. Students should see their counselor or an administrator to report any problem.

### **THE DISCOVERY PROGRAM**

The WHS Discovery program was developed to fulfill a variety of purposes related to student’s academic, civic and social development. A primary function of the Discovery program is to monitor individual student success plans. Students will meet in groups on a weekly basis with their mentor to support their own Student Success Plans. Our civic expectation for learning will be monitored through the Discovery program. Curriculum-based activities will be used in the Discovery period to promote student expectations for learning. In addition, the Discovery program:

- Allows students to develop a relationship with at least one adult who knows them and their needs well.
- Monitors the 40 hour community service graduation requirement. \*10 Hours Per year
- Provides opportunities for investigation and planning for the senior capstone project.
- Utilizes the principals of the Comprehensive School Counseling Program to foster appropriate social and civic behaviors.
- Allows students to investigate academic, college and career opportunities.
- Assists students in achieving our school-wide expectations for learning by developing an electronic student portfolio.
- Helps to create stronger bonds between students that cut across cliques that typically form in schools.
- Provides an ideal setting to teach and practice important life skills and encourage a student voice on school-wide issues.

All students will be assigned to a specific Discovery group based on their year of graduation. These groups will meet for 30 minutes a week during the school day throughout the academic year. The Discovery will culminate in a senior portfolio which will include evidence of how each student has met the Expectations for Student Learning.

\* Forty hours of community service will be a graduation requirement beginning with the Class of 2016.

### **THE STUDENT SUCCESS PLAN (SSP)**

The Student Success Plan (SSP) is a comprehensive, individualized student centered plan that addresses each student's personal needs and interests. The SSP is designed to help every student stay connected to school and to achieve postsecondary educational and career goals. A student's SSP begins in 6<sup>th</sup> grade and continues through high school graduation. It provides the student with support and assistance in setting goals for social, emotional, physical and academic growth. In addition, it helps them to meet rigorous high school expectations, and to explore postsecondary education and career interests. The essential components of the SSP include:

- Regular contact with an Advisor through the Discovery Program
- Participation in our School Counseling Program
- Completion of a minimum of 10 hours of community service per year
- Completion of a Capstone Project during senior year

The Student Success Plan (SSP) is a comprehensive, individualized student centered plan that addresses each student's personal needs and interests.

<b><u>Grade 9 SSP (Student Responsibilities)</u></b>	<b><u>Support</u></b>	<b><u>Grade 9 Recommendations</u></b>
<b>The following are required of all WHS students:</b>	<b>The following people are available:</b>	<i>The Wolcott High School teachers and staff recommend the following activities to aid in student success.</i>
<input type="checkbox"/> <b>Complete a minimum of 6 credits</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> English</li> <li><input type="checkbox"/> Math</li> <li><input type="checkbox"/> Science</li> <li><input type="checkbox"/> Social Studies</li> <li><input type="checkbox"/> 1 Wellness</li> <li><input type="checkbox"/> 1 Student choice elective</li> </ul>	<input type="checkbox"/> Discovery/Parents/Teacher/ School Counseling Dept.	<input type="checkbox"/> <i>Orientation for incoming 9<sup>th</sup> grade students</i>
<b>PSAT 8/9</b>	<input type="checkbox"/> Discovery/School Counseling Dept.	<input type="checkbox"/> <i>Career Day presentations</i>
<input type="checkbox"/> <b>Goal setting</b>	<input type="checkbox"/> Discovery/Parents	<input type="checkbox"/>
<input type="checkbox"/> <b>Goal review and/or revision</b>	<input type="checkbox"/> Discovery/Parents	<input type="checkbox"/> <i>Attend College Fair</i>
<input type="checkbox"/> <b>10 hours of community service</b>	<input type="checkbox"/> Discovery/Parents/Community Partners	<input type="checkbox"/> <i>Introduction to Capstone Project</i>
<input type="checkbox"/> <b>Introduce &amp; review WHS Learning Expectations</b>	<input type="checkbox"/> School Counseling Dept.	<input type="checkbox"/> <i>Presentation for families on College Process Financial Aid</i>
<input type="checkbox"/> <b>Personality Profile</b>	<input type="checkbox"/> School Counseling Dept.	<input type="checkbox"/> <i>Start an activity sheet</i>
<input type="checkbox"/> <b>Discovery Program Participation</b>	<input type="checkbox"/> Discovery/Parents	<input type="checkbox"/> <i>Career Cruising</i>
<input type="checkbox"/> <b>Comprehensive School Counseling</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Freshman transition class lesson</li> <li><input type="checkbox"/> Freshman study skills lesson</li> </ul>	<input type="checkbox"/> WHS Staff	<input type="checkbox"/> <i>Individual session with your school counselor (at least 2 recommended)</i>
<input type="checkbox"/> <b>Course selection</b>	<input type="checkbox"/> Discovery/Parents/Teacher/ School Counseling Dept.	<input type="checkbox"/> <i>Academic Progress Review</i>

<b>Grade 10 SSP (Student Responsibilities)</b> The following are required of all WHS students:		Support The following people are available:	<b>Grade 10 Recommendations</b> <i>The Wolcott High School teachers and staff recommend the following activities to aid in student success.</i>
<input type="checkbox"/>	<b>Complete a minimum of 6 credits</b> <ul style="list-style-type: none"> <li>English</li> <li>Math</li> <li>Science</li> <li>Social Studies</li> <li>1 Wellness</li> <li>1 Student choice elective</li> </ul>	<input type="checkbox"/> Discovery/Parents/Teacher/ School Counseling Dept.	
<input type="checkbox"/>	<b>Discovery Program Participation</b>	<input type="checkbox"/> Discovery/Parents <input type="checkbox"/> School Counseling Dept.	<input type="checkbox"/> <i>Presentation for families on College Process</i> <input type="checkbox"/> <i>Attend College Fair/Financial Aid Presentation</i>
<input type="checkbox"/>	<b>PSAT's</b>	<input type="checkbox"/> School Counseling Dept. <input type="checkbox"/> Discovery/School Counseling Dept.	<input type="checkbox"/> <i>Career Day Presentations</i> <input type="checkbox"/> <i>Individual session with your school counselor (at least 2 recommended)</i>
<input type="checkbox"/>	<b>Review and monitor WHS Learning Expectations</b>	<input type="checkbox"/> WHS Staff	<input type="checkbox"/> <i>Continue to update activity sheet</i>
<input type="checkbox"/>	<b>Sophomore Check in</b>	<input type="checkbox"/> School Counseling Dept.	<input type="checkbox"/> <i>ASVAB (Testing)</i>
<input type="checkbox"/>	<b>Goal review and/or revision</b>	<input type="checkbox"/> Discovery/Parents	<input type="checkbox"/> <i>Khan Academy</i>
<input type="checkbox"/>	<b>Course Selection</b>	<input type="checkbox"/> School Counseling Dept./Teachers <input type="checkbox"/> Discovery/Parents/Teacher/ School Counseling Dept.	<input type="checkbox"/> <i>Academic Progress Review</i> <input type="checkbox"/> <i>Career Cruising</i>
<input type="checkbox"/>	<b>10 hours of community service</b>	<input type="checkbox"/> Discovery/Parents/Community Partners	<input type="checkbox"/>
<input type="checkbox"/>	<b>Comprehensive School Counseling</b> <ul style="list-style-type: none"> <li>Career Exploration Lessons</li> <li>Create an account on College Board/Review PSAT results</li> </ul>	<input type="checkbox"/> School Counseling Dept.	



<b><u>Grade 11 SSP (Student Responsibilities)</u></b>	<b><u>Support</u></b>	<b><u>Grade 11 Recommendations</u></b>
<b>The following are required of all WHS students:</b>	The following people are available:	<i>The Wolcott High School teachers and staff recommend the following activities to aid in student success.</i>
<input type="checkbox"/> Complete a minimum of 6 credits <ul style="list-style-type: none"> <li>English</li> <li>Math</li> <li>Science</li> <li>Social Studies</li> <li>2.0 Student choice elective</li> </ul>	<input type="checkbox"/> Discovery/Parents/Teacher/School Counseling Dept.	<input type="checkbox"/> Attend at least 1 college or technical school visit
<input type="checkbox"/> <b>Plan/Prepare for CAPSTONE project (optional)</b>	<input type="checkbox"/> Teacher/Discovery/School Counseling Dept. /Parent	<input type="checkbox"/> Attend college and career informational presentations
<input type="checkbox"/> <b>Individual Post-Secondary Planning Meeting</b>	<input type="checkbox"/> School Counseling Dept.	<input type="checkbox"/> Individual session with your school counselor (at least 2 recommended)
<input type="checkbox"/> <b>Course selection</b>	<input type="checkbox"/> Discovery/Parents/School Counseling	<input type="checkbox"/> Attend College Fair
<input type="checkbox"/> <b>Discovery Program Participation</b>	<input type="checkbox"/> Discovery/Parents	<input type="checkbox"/> Career Cruising
<input type="checkbox"/> <b>Review and monitor WHS Learning Expectations</b>	<input type="checkbox"/> WHS Staff	<input type="checkbox"/> Presentation for families on College Process
<input type="checkbox"/> <b>Continue exploration of career interest</b>	<input type="checkbox"/> Discovery/School Counseling Dept.	<input type="checkbox"/> Academic Progress Review
<input type="checkbox"/> <b>Goal setting</b>	<input type="checkbox"/> Discovery/Parents	<input type="checkbox"/> Update activity sheet
<input type="checkbox"/> <b>Goal review and/or revision</b>	<input type="checkbox"/> Discovery/Parents	<input type="checkbox"/> Career Day Presentations
<input type="checkbox"/> <b>Comprehensive School Counseling</b> <ul style="list-style-type: none"> <li>College Knowledge Lesson</li> <li>My College Quickstart</li> </ul>	<input type="checkbox"/> School Counseling Dept.	<input type="checkbox"/> Use My College Quickstart on College Board to help improve SAT scores
<input type="checkbox"/> <b>PSAT</b>	<input type="checkbox"/> School Counseling Dept.	<input type="checkbox"/> AP/ECE Courses
<input type="checkbox"/> <b>10 hours of community service</b>	<input type="checkbox"/> Discovery/Parents/Community Partners	<input type="checkbox"/> SAT
		<input type="checkbox"/> ASVAB (Testing)
		<input type="checkbox"/> ACT

<u><b>Grade 12 SSP (Student Responsibilities)</b></u>	<u><b>Support</b></u>	<u><b>Grade 12 Recommendations</b></u>
<b>The following are required of all WHS students:</b>	<b>The following people are available:</b>	<i>The Wolcott High School teachers and staff recommend the following activities to aid in student success.</i>
<input type="checkbox"/> <b>Complete a minimum of 6 credits</b> <ul style="list-style-type: none"> <li>○ English</li> <li>○ Math</li> <li>○ Science</li> <li>○ Social Studies</li> <li>○ 2.0 Student choice elective</li> </ul>	<input type="checkbox"/> Discovery/Parents/Teacher/School Counseling Dept.	<input type="checkbox"/> <i>Career Day Presentations</i>
<input type="checkbox"/> <b>Completion of CAPSTONE project (Class of 2016)</b>	<input type="checkbox"/> Teacher/Discovery/ School Counseling Dept. /Parent	<input type="checkbox"/> <i>Attend College Fair</i>
<input type="checkbox"/> <b>Individual Post-Secondary Planning Meeting</b>	<input type="checkbox"/> School Counseling Dept.	<input type="checkbox"/> <i>Individual session with your school counselor (at least 2 recommended)</i>
<input type="checkbox"/> <b>Discovery Program Participation</b>	<input type="checkbox"/> Discovery/Parents	<input type="checkbox"/> <i>Attend college and career informational presentations</i>
<input type="checkbox"/> <b>Review and monitor WHS Learning Expectations</b>	<input type="checkbox"/> WHS Staff	<input type="checkbox"/> <i>Career Cruising</i>
<input type="checkbox"/> <b>Continue exploration of career interest</b>	<input type="checkbox"/> Discovery/ School Counseling Dept.	<input type="checkbox"/> <i>Presentation for families on College Process</i>
<input type="checkbox"/> <b>Goal Setting</b>	<input type="checkbox"/> Discovery/Parents	<input type="checkbox"/> <i>Academic Progress Review</i>
<input type="checkbox"/> <b>Goal review and/or revision</b>	<input type="checkbox"/> Discovery/Parents	<input type="checkbox"/> <i>Finalize activity sheet</i>
<input type="checkbox"/> <b>10 hours of community service</b>	<input type="checkbox"/> Discovery/Parents/Community Partners	<input type="checkbox"/> <i>Attend college or technical school campus visit</i>
<input type="checkbox"/> <b>Comprehensive School Counseling</b> <ul style="list-style-type: none"> <li>○ Common App Lesson</li> <li>○ College and Career Lesson</li> </ul>	<input type="checkbox"/> School Counseling Dept.	<input type="checkbox"/> <i>ASVAB (Testing)</i>
		<input type="checkbox"/> <i>ACT</i>
		<input type="checkbox"/> <i>AP/ECE Courses</i>
		<input type="checkbox"/> <i>SAT</i>

An integral part of a student's development is fostered through a Comprehensive School Counseling Program. Professional School Counselors are available in the school for the purpose of serving the individual needs of each student. The School Counselor's role in realizing student potential for healthy growth is focused on the three broad areas of academic, career and personal/social development. Informal assessments and inventories are administered to all students throughout their high school career which allows students to explore academic, college and career opportunities. The results of such assessments supply valuable information for determining the abilities, interests and needs of the individual. A school psychologist and social worker are also available at the high school.

## **PLANNING YOUR HIGH SCHOOL PROGRAM**

Your future progress and success depend to a large degree upon the decisions that you make now. Each individual should answer the following questions with careful thought and honesty before planning a high school program.

1. What are my strengths and weaknesses as indicated by standardized tests of aptitude, achievement, and interest?
2. What strengths and weaknesses does my academic record show to date?
3. What are my chief interests in and out of school?
4. In what general area of work do I hope to engage when I complete my education? Will this require further education beyond high school? Whether the answer is “Yes” or “No” you must decide what courses in high school will be most valuable in attaining your goal.

Each individual should have goals for future education and/or employment. From time to time as the individual progresses through high school and beyond, the goals may change. Teachers, parents, mentors and your School Counselor can assist in your planning for the future. The School Counseling Department also provides a Career Center which assists students with goal planning and career exploration. Students can access materials about occupations, schools, colleges, and the military from the Career Center.

Additionally, all students use the Naviance Succeed Computer Program for goal setting, career exploration, post-secondary planning and tracking and submitting college applications. Every student's individualized SSP is also housed in Naviance.

## **YOUR SCHOOL RECORD**

The cumulative record that each student compiles during his/her high school career becomes one of the most important sources of information about him/her. The cumulative record is examined by prospective employers and is a part of every application for admission to a college or school beyond high school. The cumulative record permanently records course grades, school citizenship, aptitudes, interests, achievement, health, and attendance.

## **PROGRAM REQUIREMENTS FOR ALL HIGH SCHOOL STUDENTS IN GRADES 9-12**

All students in grades 9-12 must earn the following credits:

English	4 units
Mathematics	3 units
Social Studies	3 units
(Must include 1 unit of U.S. History and must include .5 unit of Civics or AP U.S. Government and Politics)	
Science	3 units
Arts/Applied Education/Tech Ed.	1 unit
Wellness (Physical Education/Health)	(2015 1 unit) (2016 2units)
World Language	3 units (recommended)

Each year, all students must be enrolled in courses equaling a minimum of 6 credits. Thus, a minimum student course load is 6 credits. In addition to all other pre-requisites, seniors must pass three of their five major credits to receive a diploma. The Program of Studies is so arranged that it will be sufficiently flexible to meet the needs of every student. After consultation with their parents, principal, school counselors, and teachers, students may select the course and elective subjects necessary for attaining their goals.

## **LEVELING CRITERIA FOR COURSES AT WOLCOTT HIGH SCHOOL**

**AP/ECE/** Enrolled students may be eligible to earn college credit, dependent on the course average in ECE and the AP examination score in AP. The college level instruction is designed to develop advanced thinking, verbal and writing skills, to develop understanding of complex and/or abstract concepts through intensive study. Prerequisites for AP/ECE are different for each course, and are in each of the courses individual descriptions.

**HONORS:** Students need to maintain a grade point average of 85% in Honors or attain a grade of 93% in College and Career Readiness or better and/or in the prerequisite course teacher recommendation in grades 9-11. for placement.

**COLLEGE AND CAREER READINESS** are designed for students who will continue their education at a four-year college, university or specialized school. Instruction is designed to develop higher level verbal, writing and study skills and to increase content knowledge; to develop abstract, complex language and concepts through application by problem solving.

### **PLACEMENT GUIDELINES:**

For Algebra 1 credit in 8<sup>th</sup> grade: A score of at least 65% will be required  
In order to earn high school credit (Carnegie units) for Algebra I in 8<sup>th</sup> grade, the following will be considered:

Teacher recommendation (20%)  
Mid-Term Exam Grade (20%)  
Final Exam Grade (20%)  
Chapter 3 Test Grade (10%)  
Chapter 5 Test Grade (10%)  
Chapter 7 Test Grade (10%)  
Chapter 10 Test Grade (10%)

#### **Math Placement Description:**

Student math placement will be determined by maintaining a minimum average grade of a 75% for semester 1 in their current leveled class, scoring a minimum grade of 75% on a benchmark midyear assessment (administered by February 1), and receiving a positive teacher recommendation.

Student placement in Honors Geometry will be based on an average score of 80% on a combination of scores on chapter assessments, the mid-term exam, the ACT/Explore test, and teacher recommendation. Students will be eligible to earn credit from 8<sup>th</sup> grade Algebra 1 if a grade of 65% or better is earned on a combination of scores from selected chapter assessments, mid-term and final exam grades, and teacher recommendation.

For Honors Geometry Placement: A score of at least 80% will be required

Teacher recommendation (20%)  
Midterm Exam Grade (35%)  
Chapter 3 Test (15%)  
Chapter 6 Test (15%)

Science Placement determined by 8<sup>th</sup> grade process assessment, content assessment of state science standards, math placement and teacher recommendation.

English: Class average 90 or above in honors English, Lexile level of 1125 or higher, SBAC ELA a minimum score of a 3, Teacher recommendation based on class performance.

World Language: Can receive credit from 8<sup>th</sup> grade if the following criteria are met: Final Exam Spanish 1 (HS) and French I (HS), Grade 65 or better and a Portfolio will be postponed until level of reading skills is achieved above the state goal of 64. Reading norms should be considered most important where discrepancy occurs.

## **ELECTIVES**

Students may choose from a wide range of electives and are encouraged to take an elective.

## **CREDIT REQUIREMENTS**

### **The Carnegie Unit**

A Carnegie Unit (C.U.) is a standard for measuring time spent on academic subjects. One hundred eighty classroom hours are equal to 1 C.U. Thus, a class that meets for one period every day for 180 days has a value of 1 C.U. A class that meets only half as often, such as a one-semester course, has a Carnegie value of .5 C.U. To earn C.U.'s students must receive passing grades and meet attendance requirements. Students must acquire a minimum of 23 Carnegie Units beginning with the class of 2016 in order to graduate.

## **CLASS RANK**

Class ranks are compiled on the basis of final grades that the student earned in his/her courses at the end of the freshman, sophomore, junior and senior years. A mid-year rank is computed for seniors for college and scholarship applications. Class rank is computed for the purpose of answering questions asked on college application forms, scholarship questionnaires, and employment requests among other reasons.

Wolcott High School uses a differentiated, weighted system, one of several methods approved by the National Association of Secondary School Principals, to determine a student's standing in class. The rank is determined by taking each student's final grade and multiplying by a weighted factor determined by the academic level of the course and by the course's carnegie unit value. These weighted grades are then tallied and divided by the total number of weighted course credits attempted. The resulting grade point average is then placed in rank order.

## **EXAMPLE OF WEIGHTED GRADE DETERMINATION**

### **RANK IN CLASS EXAMPLE**

<u>Course Levels</u>	<u>Weighting Factor**language change</u>
AP/UConn ECE	1.20
Honors	1.10
College and Career Readiness	1.00

Course	Grade	Weight	Credit	Acad. GR (Gr X Cr)	Weighted GR (Gr X Weight X Cr)
English	86	1	1	86	86
AP Chem.	86	1.2	1.5	129	154.8
Pre Cal H	86	1.1	1	86	94.6
Uconn H	86	1.2	1	86	103.2
Span 11	86	1	1	86	86
	<b>Totals</b>		<b>5.5</b>	<b>473</b>	<b>524.6</b>
	Academic GPA		86	473/5.5	
	Weighted GPA		95.38	524.6/5.5	

Academic GPA is (sum of **Grade X Credit**) divided by Sum of **Credits**

Weighted GPA is (sum of **Grade X Weight X Credit**) divided by Sum of **Credits**

## **REPORT CARDS**

Report Cards are issued quarterly every school year. The work of students is evaluated on the following scale.

90-100	Excellent
80-89	Above Average
70-79	Average
65-69	Below Average
64-below	Failing

## **HONOR ROLL**

All marking period grades are used to determine the Honor Roll. Each grade is multiplied by the credit value of the course; then the total is divided by the number of credits the student is taking each marking period.

**High Honors:** Every grade 90 or above.

**First Honors:** Average 90 or above (no grade lower than 70 in any subject).

**Second Honors:** Average 85 or above (no grade lower than 70 in any subject and not eligible for First Honors).

## **INTERIM REPORTS/PROGRESS REPORTS**

Interim Reports will no longer be mailed home but will be made available electronically. You can access your child's grades any time during the school year by accessing the PowerSchool parent portal. The parent portal is password protected. Please contact the guidance office if you have an issue with accessing your child's information.

## **RESTORATION OF CREDIT**

### **Summer School – Academic Failure**

To be eligible to attend Summer School, a student who has failed a course must have:

1. A passing grade in at least two marking periods for a full year course and one marking period for a one semester course
2. A final average of at least a 50
3. Completed the course (including final exam)
4. Permission of instructor

The student must obtain a grade of at least "B" during the summer session or a departmental exam will be administered during the first week of the fall term. He/she must receive a passing grade on this exam. Upon successful completion of the summer school program, the student will be given credit in the course and a grade of 65 will be recorded.

### **Summer School Credit Recovery Program**

The Summer School Credit Recovery Program is a blended learning model that combines online courses coupled with a traditional classroom teacher. Courses are customized to the learning content in which the student needs to recover credit. Data in the program allows the classroom teacher to pinpoint where students are struggling and provides them with targeted instruction. Each course ends when the student has fulfilled all obligations.

At the end of the regular school year, parents and/or guardians will be notified via mail if their student has failed an academic course. If these students are eligible for summer school and need the credit(s), a Summer School Credit Recovery Program is available. The school handbook policy outlines the eligibility requirement for summer school (Please see: Summer School – Academic Failure).

#### **Payment:**

- The current fee for Summer School Credit Recovery Program is \$200.00. This fee is subject to change in the future. Please make checks payable to Wolcott Public Schools as part of enrollment process into this program.
  - Students will not be enrolled in the program until payment is received.

#### **Further information for enrolled students:**

- Students are allowed a maximum of up to two absences during a course.
- Students must attend each session until the course is complete to earn credit.
- Students can take up to two courses during summer school.
- A final exam or project may be required for course completion.
- Students have the option of taking the morning and/or the afternoon summer school session.
  - Session A runs from 8:00 am until 10:00 am
  - Session B runs from 10:00 am until 12:00 pm

**Location:**

Tyrrell Middle School  
500 Todd Road  
Wolcott, CT, 06716

**Summer Tutoring – Academic Failure Only****TO BE ELIGIBLE FOR SUMMER TUTORING A STUDENT MUST:**

1. Satisfy the preconditions set forth for Summer School – Academic Failure
2. Have the tutor present to an Administrator evidence of certification in the subject area. At this time every attempt will be made to put the classroom teacher in touch with the tutor to communicate the topic areas in which the student needs remediation.
3. Receive a minimum fifteen (15) contact hours of tutoring (exclusive of the final exam)
4. Be tutored no more than three (3) times per week in sessions not longer than two (2) hours each
5. Have the tutor provide a description of each lesson, i.e. topics and pages covered, homework assigned, and comments on quality of independent work completed for each session. A log sheet will be given to the tutor for this purpose.
6. Take and pass the teacher's final exam which will be given at the school

The student will then receive a grade of '65' and credit in the course.

**WITHDRAWAL FROM A COURSE**

Individual student class schedules are the result of careful planning and construction based on student course requests and the individual's needs, goals, and availability. Students will receive schedules the first week of June for the following school year. Any schedule change requests can be accommodated up until the last day of school. After the 10<sup>th</sup> day of school, a student who withdraws from a course will receive either WF (failing grade at the time of withdrawal) or WP (passing grade at the time of withdrawal). These will appear on the transcript. Counselors/Administration may consider an exception to this policy for compelling academic reasons.

Students enrolled in an AP/ECE course will not be allowed to drop that course until the 10<sup>th</sup> day, and will only not be given a WF /WP if these three criteria are met:

1. All summer assignments are completed
2. Instructor reports that student made every attempt to meet obligations in the course
3. Student articulates in a meeting with Principal or his / her designee that despite their best effort, completing this course will be too challenging.

**ADMISSION TO COLLEGE**

Admission to college is a highly selective process and is generally based on:

1. Rigor of courses taken
2. Class Rank/GPA
3. A student's demonstrated academic improvement through high school
4. SAT / ACT scores
5. Extra-Curricular Activities
6. Demonstrated interest (participating in interviews, tours, open houses) communicates to a school that an applicant is genuinely interested, and is recommended whenever possible



The requirements for college admissions vary greatly from institution to institution. The best assurance for gaining admission to college is a scholastic record that clearly demonstrates the student's capability for college-level work. Because of the diversity of post-high school institutions, it is impossible to offer one set of prerequisites for admission that will apply to all colleges. Much depends on the individual and the type of education or training he/she seeks. Students and parents are urged to consult with counselors so that proper selection of high school programs will meet the requirements of the institution the student plans to attend.

Students intending to go to college are urged to research and begin the college admissions process in their sophomore year. Students should apply to at least four colleges, ranging from reach schools to safety schools. College admissions, though formulaic, is unpredictable by nature. It is impacted by forces that aren't always visible to secondary schools or applicants. Capable, qualified students are urged to apply to the most selective colleges in the nation.

## STEM Engineering Pathway

This Engineering Pathway Plan of Study should serve as a guide. Courses listed within this plan are only recommended courses and should be individualized to meet each learner's educational and career goals. The levels indicated are NOT requirements to participate in this pathway but are recommended in order to best

prepare students for success in high school and post-secondary studies for these professions.

	Grade 9	Grade 10	Grade 11	Grade 12
1- English	English 9	English 10	English 11	<i>UConn ECE English: Seminar in Writing through Lit.(Honors) or UConn Early College Exp. American Studies -2 periods English &amp; SS credit</i>
				English 12 (1 credit)
2-Math	Algebra I or Geometry	Geometry or Algebra II	<i>UConn ECE Statistics</i>	<i>UConn Early College Exp. Calculus I &amp; II or UConn ECE Statistics</i>
			Pre-Calc, Algebra II, or Functions & Trig and Statistics & Probability	Topics in calc, Pre-Calc., or Functions & Trig and Statistics & Probability
3-Science	Integrated Science	Biology or Biology & Chem honors	<i>AP Chemistry, UConn ECE/AP Biology</i>	<i>AP Chemistry, UConn ECE/AP Biology, UConn ECE Physics, or UConn ECE Engineering</i>
			Chemistry, Topics of Biology, Physics, Ecology, Robotics, or Anatomy	Chemistry, Topics of Biology, Physics, Ecology, Robotics, or Anatomy
4- Social studies	20th Century Global Studies	<i>AP U.S. Government and Politics</i>	UConn ECE US History	<i>UConn Early College Exp. American Studies-2 periods English &amp; SS credit or UConn ECE US History (elective), AP U.S. Government and Politics (elective) or AP Psychology (elective)</i>
		US History I & Civics or US Govt. & Politics	Modern US History	Engineering Pathway elective
5-World Language	1 credit World Language	1 credit World Language	1 credit World Language	UConn ECE French V or UConn ECE Spanish Composition
				Engineering Pathway elective
6-Wellness 7-Elective	Wellness (Health/PE) Grade 9	Wellness (Health/PE) Grade 10	Engineering Pathway elective	Engineering Pathway elective

See back of page for Engineering Pathway electives

**7-Engineering  
Pathway  
electives**

<i>Choose one credit of elective courses below:</i>	<i>Choose one credit of elective courses below:</i>	<i>Choose up to two credits of elective courses below:</i>	<i>Choose at least three credits of elective courses below:</i>
			UConn ECE Engineering
			Capstone (.50)
	Robotics	Robotics	Robotics
Engineering Concepts	Engineering Concepts		
CADD/Technical Drafting	CADD/Technical Drafting	CADD/Technical Drafting	CADD/Technical Drafting
Architectural Design(.50)	Architectural Design(.50)	Architectural Design(.50)	Architectural Design(.50)
	Product design (.50)	Product design (.50)	Product design (.50)
Introduction to Mechanical Principals (.50)	Introduction to Mechanical Principals (.50)		
	Transportation I	Transportation I	Transportation I
		Transportation II	Transportation II
			Transportation III
		Economics (.50)	Economics (.50)
Computer Applications (.50)	Computer Applications (.50)	Computer Applications (.50)	Computer Applications (.50)
Internet Research and Web Page Design (.50)	Internet Research and Web Page Design (.50)	Internet Research and Web Page Design (.50)	Internet Research and Web Page Design (.50)
	Independent Study in Science	Independent Study in Science	Independent Study in Science
		Lab Assistantship Honors(.50)	Lab Assistantship Honors(.50)
Construction I	Construction I	Construction I	Construction I
	Construction II	Construction II	Construction II
Drawing (.50)	Drawing (.50)	Drawing (.50)	Drawing (.50)

**Sample Occupations Related to this pathway**

Aeronautical Engineer	Chemical Engineer	Geothermal Engineer	Nuclear Engineer
Aerospace Engineer	Civil Engineer	Industrial Engineer	Petroleum Engineer
Agricultural Engineer	Communications Engineer	Manufacturing Engineer	Product/Process Engineer
Application Engineer	Computer Engineer	Marine Engineer	Systems Engineer
Architectural Engineer	Construction Engineer	Mechanical Engineer	Transportation Engineer
Automotive Engineer	Drafters	Metallurgist	
Biomedical Engineer	Electrical Engineer	Mining Engineer	

## STEM Science and Technology Pathway

This Science and Technology Pathway Plan of Study should serve as a guide. Courses listed within this plan are only recommended courses and should be individualized to meet each learner's educational and career goals.

The levels indicated are **NOT** requirements to participate in this pathway but are **recommended** in order to best prepare students for success in high school and post-secondary studies for these professions.

	Grade 9	Grade 10	Grade 11	Grade 12
1- English	English 9	English 10	English 11	<i>UConn ECE English: Seminar in Writing through Lit.(Honors) or UConn Early College Exp. American Studies -2 periods English &amp; SS credit</i>
				English 12 (1 credit)
2-Math	Algebra I or Geometry	Geometry or Algebra II	<i>UConn ECE Statistics</i>	<i>UConn Early College Exp. Calculus I &amp; II or UConn ECE Statistics</i>
			Pre-Calc, Algebra II, or Functions & Trig and Statistics & Probability	Topics in calc, Pre-Calc., or Functions & Trig and Statistics & Probability
3-Science	Integrated Science	Biology or Biology & Chem honors	<i>AP Chemistry, UConn ECE/AP Biology</i>	<i>AP Chemistry, UConn ECE/AP Biology, UConn ECE Physics, or UConn ECE Engineering</i>
			Chemistry, Topics of Biology, Physics, Ecology, Robotics, or Anatomy	Chemistry, Topics of Biology, Physics, Ecology, Robotics, or Anatomy
4- Social studies	20th Century Global Studies	<i>AP U.S. Government and Politics</i>	UConn ECE US History	<i>UConn Early College Exp. American Studies-2 periods English &amp; SS credit or UConn ECE US History (elective), AP U.S. Government and Politics (elective) or AP Psychology (elective)</i>
		US History I & Civics or US Govt. & Politics	Modern US History	Science and Technology Pathway elective
5-World Language	1 credit World Language	1 credit World Language	1 credit World Language	UConn ECE French V or UConn ECE Spanish Composition
				Science and Technology Pathway elective
6-Wellness	Wellness (Health/PE) Grade 9	Wellness (Health/PE) Grade 10	Science and Technology Pathway elective	Science and Technology Pathway elective

7-electives

**See back of page for Science and Technology Pathway electives**

**7-Science & Technology Pathway electives**

<i>Choose one credit of elective courses below:</i>	<i>Choose one credit of elective courses below:</i>	<i>Choose up to two credits of elective courses below:</i>	<i>Choose at least three credits of elective courses below:</i>
			Capstone (.50)
		Ecology: Man and the Environment	Ecology: Man and the Environment
	Robotics	Robotics	Robotics
Engineering Concepts	Engineering Concepts		
		Economics (.50)	Economics (.50)
Computer Applications (.50)	Computer Applications (.50)	Computer Applications (.50)	Computer Applications (.50)
Internet Research and Web Page Design (.50)	Internet Research and Web Page Design (.50)	Internet Research and Web Page Design (.50)	Internet Research and Web Page Design (.50)
	Independent Study in Science	Independent Study in Science	Independent Study in Science
		Lab Assistantship Honors(.50)	Lab Assistantship Honors(.50)
Photography & Video Production (.50)	Photography & Video Production (.50)	Photography & Video Production (.50)	Photography & Video Production (.50)
	Video Production/Photography II	Video Production/Photography II	Video Production/Photography II
		Media Applications III	Media Applications III
		Ind. Study Video Produc.	Ind. Study Video Produc.
Visual Communications I	Visual Communications I	Visual Communications I	Visual Communications I
	Visual Communications II	Visual Communications II	Visual Communications II
		Independent Study in Visual Communication	Independent Study in Visual Communication

**Sample Occupations Related to this pathway**

Anthropologists	Computer Network Architects	Electro-Mechanical Technicians	Microbiologists
Archeologists	Computer Network Support Specialists	Electronics Technician	Multimedia Artists and Animators
Archivists	Computer Operators	Epidemiologists	Natural Sciences Managers
Astronomers	Computer Programmer	Film and Video Editors	Network and Computer Systems Administrators
Atmospheric and Space Scientists	Computer Systems Analysts	Geographers	Nuclear Technicians
Biochemists and Biophysicists	Computer User Support Specialists	Geoscientists	Physical Scientists
Biological Scientists	Cost Estimators	Graphic Designers	Physicists
Broadcast Technician	Curators	Hydrologists	Software Developers
Camera Operators, Television, Video, and Motion Picture	Database Administrators	Information Security Analysts	Sound Engineering Technician
Cartographers and Photogrammetrists	Desktop Publishers	Life Scientists	Technical Directors/Managers
Chemists	Dietetic Technicians	Marine Architects	Zoologists and Wildlife Biologists
Computer and Information Research Scientists	Dietitians and Nutritionists	Media and Communication Workers	
Computer and Information Systems Managers		Medical Scientists	

# STEM Math Pathway

This Math Pathway Plan of Study should serve as a guide. Courses listed within this plan are only recommended courses and should be individualized to meet each learner's educational and career goals. The levels indicated are NOT requirements to participate in this pathway but are recommended in order to best prepare students for success in high school and post-secondary studies for these professions.

	Grade 9	Grade 10	Grade 11	Grade 12
1- English	English 9	English 10	English 11	<i>UConn ECE English: Seminar in Writing through Lit. (Honors) or UConn Early College Exp. American Studies -2 periods English &amp; SS credit</i>
				English 12 (1 credit)
2-Math	Algebra I or Geometry	Geometry or Algebra II	<i>UConn ECE Statistics</i>	<i>UConn Early College Exp. Calculus I &amp; II or UConn ECE Statistics</i>
			Pre-Calc, Algebra II, or Functions & Trig and Statistics & Probability	Topics in calc, Pre-Calc., or Functions & Trig and Statistics & Probability
3-Science	Integrated Science	Biology or Biology & Chem honors	<i>AP Chemistry, UConn ECE/AP Biology</i>	<i>AP Chemistry, UConn ECE/AP Biology, UConn ECE Physics, or UConn ECE Engineering</i>
			Chemistry, Topics of Biology, Physics, Ecology, Robotics, or Anatomy	Chemistry, Topics of Biology, Physics, Ecology, Robotics, or Anatomy
4- Social studies	20th Century Global Studies	<i>AP U.S. Government and Politics</i>	UConn ECE US History	<i>UConn Early College Exp. American Studies-2 periods English &amp; SS credit or UConn ECE US History (elective), AP U.S. Government and Politics (elective) or AP Psychology (elective)</i>
		US History I & Civics or US Govt. & Politics	Modern US History	Math Pathway elective
5-World Language	1 credit World Language	1 credit World Language	1 credit World Language	UConn ECE French V or UConn ECE Spanish Composition
				Math Pathway elective
6-Wellness	Wellness (Health/PE) Grade 9	Wellness (Health/PE) Grade 10	Math Pathway elective	Math Pathway elective
7-Elective	See back of page for Math Pathway electives			

## 7-Math Pathway electives

<i>Choose one credit of elective courses below:</i>	<i>Choose one credit of elective courses below:</i>	<i>Choose up to two credits of elective courses below:</i>	<i>Choose at least three credits of elective courses below:</i>
			Capstone (.50)
	Accounting I	Accounting I	Accounting I
		Accounting II	Accounting II
	Personal Finance (.50)	Personal Finance (.50)	Personal Finance (.50)
	Robotics	Robotics	Robotics
CADD/Technical Drafting	CADD/Technical Drafting	CADD/Technical Drafting	CADD/Technical Drafting
Architectural Design(.50)	Architectural Design(.50)	Architectural Design(.50)	Architectural Design(.50)
	Product design (.50)	Product design (.50)	Product design (.50)
Introduction to Mechanical Principals (.50)	Introduction to Mechanical Principals (.50)		
	Transportation I	Transportation I	Transportation I
		Transportation II	Transportation II
			Transportation III
		Economics (.50)	Economics (.50)
Computer Applications (.50)	Computer Applications (.50)	Computer Applications (.50)	Computer Applications (.50)
Internet Research and Web Page Design (.50)	Internet Research and Web Page Design (.50)	Internet Research and Web Page Design (.50)	Internet Research and Web Page Design (.50)
Construction I	Construction I	Construction I	Construction I
	Construction II	Construction II	Construction II
		Independent Study in Construction	Independent Study in Construction

### Sample Occupations Related to this pathway

Accountant	Computer programmer	Financial Analysts	Mathematician
Actuary	Computer Scientist	Financial Managers	Operations Research Analyst
Astronomer	Computer Software Engineer	Financial Managers, Branch or Department	Personal Financial Advisors
Bill and Account Collectors	Credit Analysts	Forensic Accountant	Physicist
Bioinformatics Specialist	Credit Authorizers	Industrial Engineer	Professor
Budget Analysts	Credit Checkers	Insurance Adjusters, Examiners, and Investigators	Research Analyst (Financial)
Cartographers	Credit Counselors	Insurance Underwriters	Securities, Commodities, and Financial Services Sales Agents
Claims Adjusters, Examiners, and Investigators	Economist	Loan Officers	Statistician
Climatologist	Electrical Engineer	Logistics Specialist	Tellers
Computer hardware engineer	Epidemiologist	Market Research Analyst	Treasurers and Controllers

# Humanities Education Pathway

This Education Pathway Plan of Study should serve as a guide. Courses listed within this plan are only recommended courses and should be individualized to meet each learner's educational and career goals. The levels indicated are **NOT** requirements to participate in this pathway but are **recommended** in order to best prepare students for success in high school and post-secondary studies for these professions.

	Grade 9	Grade 10	Grade 11	Grade 12
1- English	English 9	English 10	English 11	<i>UConn ECE English: Seminar in Writing through Lit.(Honors) or UConn Early College Exp. American Studies -2 periods English &amp; SS credit</i>
				English 12 (1 credit)
2-Math	Algebra I or Geometry	Geometry or Algebra II	<i>UConn ECE Statistics</i>	<i>UConn Early College Exp. Calculus I &amp; II or UConn ECE Statistics</i>
			Pre-Calc, Algebra II, or Functions & Trig and Statistics & Probability	Topics in calc, Pre-Calc., or Functions & Trig and Statistics & Probability
3-Science	Integrated Science	Biology or Biology & Chem honors	<i>AP Chemistry, UConn ECE/AP Biology</i>	<i>AP Chemistry, UConn ECE/AP Biology, UConn ECE Physics, or UConn ECE Engineering</i>
			Chemistry, Topics of Biology, Physics, Ecology, Robotics, or Anatomy	Chemistry, Topics of Biology, Physics, Ecology, Robotics, or Anatomy
4- Social studies	20th Century Global Studies	<i>AP U.S. Government and Politics</i>	UConn ECE US History	<i>UConn Early College Exp. American Studies-2 periods English &amp; SS credit or UConn ECE US History (elective), AP U.S. Government and Politics (elective) or AP Psychology (elective)</i>
		US History I & Civics or US Govt. & Politics	Modern US History	Education Pathway elective
5-World Language	1 credit World Language	1 credit World Language	1 credit World Language	UConn ECE French V or UConn ECE Spanish Composition
				Education Pathway elective
6-Wellness	Wellness (Health/PE) Grade 9	Wellness (Health/PE) Grade 10	Education Pathway elective	Education Pathway elective

7-Elective      **See back of page for Education Pathway electives**



**7-Education  
Pathway  
electives**

<i>Choose one credit of elective courses below:</i>	<i>Choose one credit of elective courses below:</i>	<i>Choose up to two credits of elective courses below:</i>	<i>Choose at least three credits of elective courses below:</i>
			Capstone (.50)
Child Development	Child Development	Child Development	Child Development
	UConn ECE Individual & Family Develop	UConn ECE Individual & Family Develop	UConn ECE Individual & Family Develop
		AP Psychology	AP Psychology
	Psychology of the Mind (.50)	Psychology of the Mind (.50)	Psychology of the Mind (.50)
	Psychology of the Self (.50)	Psychology of the Self (.50)	Psychology of the Self (.50)
First Aid: Responding to Emergencies (.50)	First Aid: Responding to Emergencies (.50)	First Aid: Responding to Emergencies (.50)	First Aid: Responding to Emergencies (.50)
	SHAPE (Self Help and Personal Exploration)	SHAPE (Self Help and Personal Exploration)	SHAPE (Self Help and Personal Exploration)
		Officiating/Coaching	Officiating/Coaching
		Adventure & Individual Sports (.50)	Adventure & Individual Sports (.50)
		Advanced Team Sports (.50)	Advanced Team Sports (.50)
		Team Sports (.50)	Team Sports (.50)
		Unified Sports (1)	Unified Sports (1)

**Sample Occupations Related to this pathway**

Athletes and Sports Competitors	Fitness Trainers and Aerobics Instructors	Library Assistants	Social Worker
Clergy	Funeral Director	Library Technicians	Special Education Teachers
Coaches and Scouts	Historians	Preschool Teachers	Teacher Assistants
Counselor	Instructional Coordinators	Psychologist	Teachers, Middle School
Dietitians and Nutritionists	Interpreters and Translators	Recreation Worker	Teachers, Postsecondary
Education Administrators	Kindergarten Teachers	Recreation Workers	Vocational Education Teachers
Elementary School Teachers	Librarians	Secondary School Teachers	Writers and Authors

## Humanities Law Pathway

This Law Pathway Plan of Study should serve as a guide. Courses listed within this plan are only recommended courses and should be individualized to meet each learner's educational and career goals. The levels indicated are **NOT** requirements to participate in this pathway but are **recommended** in order to best prepare students for success in high school and post-secondary studies for these professions.

	Grade 9	Grade 10	Grade 11	Grade 12
<b>1- English</b>	English 9	English 10	English 11	<i>UConn ECE English: Seminar in Writing through Lit.(Honors) or UConn Early College Exp. American Studies -2 periods English &amp; SS credit</i>
				English 12 (1 credit)
<b>2-Math</b>	Algebra I or Geometry	Geometry or Algebra II	<i>UConn ECE Statistics</i>	<i>UConn Early College Exp. Calculus I &amp; II or UConn ECE Statistics</i>
			Pre-Calc, Algebra II, or Functions & Trig and Statistics & Probability	Topics in calc, Pre-Calc., or Functions & Trig and Statistics & Probability
<b>3-Science</b>	Integrated Science	Biology or Biology & Chem honors	<i>AP Chemistry, UConn ECE/AP Biology</i>	<i>AP Chemistry, UConn ECE/AP Biology, UConn ECE Physics, or UConn ECE Engineering</i>
			Chemistry, Topics of Biology, Physics, Ecology, Robotics, or Anatomy	Chemistry, Topics of Biology, Physics, Ecology, Robotics, or Anatomy
<b>4- Social studies</b>	20th Century Global Studies	<i>AP U.S. Government and Politics</i>	UConn ECE US History	<i>UConn Early College Exp. American Studies-2 periods English &amp; SS credit or UConn ECE US History (elective), or AP U.S. Government and Politics (elective)</i>
		US History I & Civics or US Govt. & Politics	Modern US History	Law Pathway elective
<b>5-World Language</b>	1 credit World Language	1 credit World Language	1 credit World Language	UConn ECE French V or UConn ECE Spanish Composition
				Law Pathway elective
<b>6-Wellness</b>	Wellness (Health/PE) Grade 9	Wellness (Health/PE) Grade 10	Law Pathway elective	Law Pathway elective

**See back of page for  
Law Pathway electives**

7-Elective

7-Law Pathway  
electives

Choose one credit of elective courses below:

			Capstone (.50)
		<i>AP U.S. Government and Politics</i>	<i>AP U.S. Government and Politics</i>
	Business Law	Business Law	Business Law
		Criminology (.50)	Criminology (.50)
	Model United Nations (.50)	Model United Nations (.50)	Model United Nations (.50)
		AP Psychology	AP Psychology
	Psychology of the Mind (.50)	Psychology of the Mind (.50)	Psychology of the Mind (.50)
	Psychology of the Self (.50)	Psychology of the Self (.50)	Psychology of the Self (.50)
		Contemporary Issues (.50)	Contemporary Issues (.50)
	Economics (.50)	Economics (.50)	Economics (.50)
	Modern Global History Through Film (.50)	Modern Global History Through Film (.50)	Modern Global History Through Film (.50)
<b>Sample Occupations Related to this pathway</b>			
Administrative Law Judges, Adjudicators, and Hearing Officers			
Animal Control Workers	First-Line Supervisors of Correctional Officers	Law Teachers, Postsecondary	Police Detectives
Anthropology and Archeology Teachers, Postsecondary	First-Line Supervisors of Fire Fighting and Prevention Workers	Lawyers	Police Identification and Records Officers
Arbitrators, Mediators, and Conciliators	First-Line Supervisors of Police and Detectives	Legal Secretaries	Police Patrol Officers
Bailiffs	First-Line Supervisors of Protective Service Workers, All Other	Legal Support Workers, All Other	Private Detectives and Investigators
Correctional Officers and Jailers	Forensic Science Technicians	Lifeguards, Ski Patrol, and Other Recreational Protective Service Workers	Protective Service Workers, All Other
Court Reporters	Forest Fire Fighting and Prevention Supervisors	Municipal Fire Fighting and Prevention Supervisors	Security Guards
Criminal Investigators and Special Agents	Forest Fire Inspectors and Prevention Specialists	Municipal Firefighters	Sheriffs and Deputy Sheriffs
Criminal Justice and Law Enforcement Teachers, Postsecondary	Immigration and Customs Inspectors	Paralegals and Legal Assistants	Title Examiners, Abstractors, and Searchers
Detectives and Criminal Investigators	Judges, Magistrate Judges, and Magistrates	Parking Enforcement Workers	Transit and Railroad Police

# Humanities Arts Pathway

This Arts Pathway Plan of Study should serve as a guide. Courses listed within this plan are only recommended courses and should be individualized to meet each learner's educational and career goals. The levels indicated are **NOT** requirements to participate in this pathway but are **recommended** in order to best prepare students for success in high school and post-secondary studies for these professions.

	Grade 9	Grade 10	Grade 11	Grade 12
1-English	English 9	English 10	English 11	UCONN ECE English: Seminar in Writing through Lit.(Honors) or UCONN Early College Exp. American Studies -2 periods English & SS credit
				English 12 (1 credit)
2-Math	Algebra I or Geometry	Geometry or Algebra II	UCONN ECE Statistics	UCONN Early College Exp. Calculus I & II or UCONN ECE Statistics
			Pre-Calc, Algebra II, or Functions & Trig and Statistics & Probability	Topics in calc, Pre-Calc., or Functions & Trig and Statistics & Probability
3-Science	Integrated Science	Biology or Biology & Chem honors	AP Chemistry, UCONN ECE/AP Biology	AP Chemistry, UCONN ECE/AP Biology, UCONN ECE Physics, or UCONN ECE Engineering
			Chemistry, Topics of Biology, Physics, Ecology, Robotics, or Anatomy	Chemistry, Topics of Biology, Physics, Ecology, Robotics, or Anatomy
4- Social studies	20th Century Global Studies	AP U.S. Government and Politics	UCONN ECE US History	UCONN Early College Exp. American Studies-2 periods English & SS credit or UCONN ECE US History (elective), AP U.S. Government and Politics (elective) or AP Psychology (elective)
		US History I & Civics or US Govt. & Politics	Modern US History	Arts Pathway elective
5-World Language	1 credit World Language	1 credit World Language	1 credit World Language	UCONN ECE French V or UCONN ECE Spanish Composition
				Arts Pathway elective
6-Wellness	Wellness (Health/PE) Grade 9	Wellness (Health/PE) Grade 10	Arts Pathway elective	Arts Pathway elective
7- Elective	See back of page for Arts Pathway electives			

**7-Arts  
Pathway  
electives**

<i>Choose one credit of elective courses below:</i>	<i>Choose one credit of elective courses below:</i>	<i>Choose up to two credits of elective courses below:</i>	<i>Choose at least three credits of elective courses below:</i>
			Capstone (.50)
Drawing (.50)	Drawing (.50)	Drawing (.50)	Drawing (.50)
Ceramics I (.50)	Ceramics I (.50)	Ceramics I (.50)	Ceramics I (.50)
Ceramics II (.50)	Ceramics II (.50)	Ceramics II (.50)	Ceramics II (.50)
	Art Lab	Art Lab	Art Lab
	Painting (.50)	Painting (.50)	Painting (.50)
	Sculpture (.50)	Sculpture (.50)	Sculpture (.50)
		Film as Art	Film as Art
		Independent Study in Art	Independent Study in Art
		Studio Art 2D Design AP	Studio Art 2D Design AP
		Studio Art 3D Design AP	Studio Art 3D Design AP
		Studio Art Drawing AP	Studio Art Drawing AP
Marching/Concert Band	Marching/Concert Band	Marching/Concert Band	Marching/Concert Band
Beginning Guitar (.50)	Beginning Guitar (.50)	Beginning Guitar (.50)	Beginning Guitar (.50)
Advanced Guitar (.50)	Advanced Guitar (.50)	Advanced Guitar (.50)	Advanced Guitar (.50)
Beginning Piano (.50)	Beginning Piano (.50)	Beginning Piano (.50)	Beginning Piano (.50)
Advanced Piano (.50)	Advanced Piano (.50)	Advanced Piano (.50)	Advanced Piano (.50)
History of American Popular Music (.50)	History of American Popular Music (.50)	History of American Popular Music (.50)	History of American Popular Music (.50)
	Music Theory I (.50)	Music Theory I (.50)	Music Theory I (.50)
	Music Theory III (.50)	Music Theory III (.50)	Music Theory III (.50)
		Music Theory Honors	Music Theory Honors
Concert Choir	Concert Choir	Concert Choir	Concert Choir
Exploring Theatre (.50)	Exploring Theatre (.50)	Exploring Theatre (.50)	Exploring Theatre (.50)
Visual Communications I	Visual Communications I	Visual Communications I	Visual Communications I
	Visual Communications II	Visual Communications II	Visual Communications II
		Indep. Study Visual Comm	Indep. Study Visual Comm
Photog & Video Prod (.50)	Photog & Video Prod (.50)	Photog & Video Prod (.50)	Photog & Video Prod (.50)
	Video Prod/Photography II	Video Prod/Photography II	Video Prod/Photography II
		Media Applications III	Media Applications III
		Ind. Study Video Produc	Ind. Study Video Produc
Architectural Design(.50)	Architectural Design(.50)	Architectural Design(.50)	Architectural Design(.50)
	Product design (.50)	Product design (.50)	Product design (.50)
<b>Sample Occupations Related to this pathway</b>			
Actors	Copy Writers	Fashion Designers	Photographers
Agents and Business Mgrs.	Craft Artists	Film and Video Editors	Producers
Architect	Curators	Fine Artists, Painters, Sculptors, and Illustrators	Program Directors
Art Directors	Dancers	Graphic Designers	Radio and Television Announcers
Art, Drama, and Music Teachers	Designers	Interior Designers	Set and Exhibit Designers
Artists	Desktop Publishers	Multimedia Artists and Animators	Sound Engineering Technicians
Camera Operators	Directors	Directors and Composers	Talent Directors
Choreographers	Entertainers and Performers	Musicians and Singers	Technical Directors/Managers

## CALS Business/Consumer Pathway

This Business/Consumer Pathway Plan of Study should serve as a guide. Courses listed within this plan are only recommended courses and should be individualized to meet each learner's educational and career goals. The levels indicated are **NOT** requirements to participate in this pathway but are **recommended** in order to best prepare students for success in high school and post-secondary studies for these professions.

	Grade 9	Grade 10	Grade 11	Grade 12
1- English	English 9	English 10	English 11	<i>UConn ECE English: Seminar in Writing through Lit.(Honors) or UConn Early College Exp. American Studies -2 periods English &amp; SS credit</i>
				English 12 (1 credit)
2-Math	Algebra I or Geometry	Geometry or Algebra II	<i>UConn ECE Statistics</i>	<i>UConn Early College Exp. Calculus I &amp; II or UConn ECE Statistics</i>
			Pre-Calc, Algebra II, or Functions & Trig and Statistics & Probability	Topics in calc, Pre-Calc., or Functions & Trig and Statistics & Probability
3-Science	Integrated Science	Biology or Biology & Chem honors	<i>AP Chemistry, UConn ECE/AP Biology</i>	<i>AP Chemistry, UConn ECE/AP Biology, UConn ECE Physics, or UConn ECE Engineering</i>
			Chemistry, Topics of Biology, Physics, Ecology, Robotics, or Anatomy	Chemistry, Topics of Biology, Physics, Ecology, Robotics, or Anatomy
4- Social studies	20th Century Global Studies	<i>AP U.S. Government and Politics</i>	UConn ECE US History	<i>UConn Early College Exp. American Studies-2 periods English &amp; SS credit or UConn ECE US History (elective), AP U.S. Government and Politics (elective) or AP Psychology (elective)</i>
		US History I & Civics or US Govt. & Politics	Modern US History	Business/consumer Pathway elective
5-World Language	1 credit World Language	1 credit World Language	1 credit World Language	UConn ECE French V or UConn ECE Spanish Composition
				Business/consumer Pathway elective
6-Wellness	Wellness (Health/PE) Grade 9	Wellness (Health/PE) Grade 10	Business Pathway elective	Business/consumer Pathway elective

7-Elective

**See back of page for Business/Consumer Pathway electives**

**7-Business/  
Consumer Pathway  
electives**

<i>Choose one credit of elective courses below:</i>	<i>Choose one credit of elective courses below:</i>	<i>Choose up to two credits of elective courses below:</i>	<i>Choose at least three credits of elective courses below:</i>
			Capstone (.50)
	Accounting I	Accounting I	Accounting I
		Accounting II	Accounting II
Introduction to Business (.50)	Introduction to Business (.50)	Introduction to Business (.50)	Introduction to Business (.50)
Business Management (.50)	Business Management (.50)	Business Management (.50)	Business Management (.50)
	Business Law	Business Law	Business Law
	Personal Finance (.50)	Personal Finance (.50)	Personal Finance (.50)
		Marketing I	Marketing I
		Marketing II / Entrepreneurship	Marketing II / Entrepreneurship
Computer Applications (.50)	Computer Applications (.50)	Computer Applications (.50)	Computer Applications (.50)
	Economics (.50)	Economics (.50)	Economics (.50)
		AP Psychology	AP Psychology
	Psychology of the Mind (.50)	Psychology of the Mind (.50)	Psychology of the Mind (.50)
	Psychology of the Self (.50)	Psychology of the Self (.50)	Psychology of the Self (.50)
Introduction to Foods	Introduction to Foods	Introduction to Foods	Introduction to Foods
	Exploring Culinary Arts	Exploring Culinary Arts	Exploring Culinary Arts
		Independent Study- Culinary	Independent Study- Culinary
<b>Sample Occupations Related to this pathway</b>			
Accountants and Auditors	Construction Managers	Food Service Managers	Payroll Clerks
Administrative Services Managers	Cost Estimators	Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop	Public Relations Specialists
Advertising and Promotions Managers	Credit Analysts	Human Resources	Purchasing Managers
Agents and Business Managers of Artists, Performers, and Athletes	Customer Service Representatives	Insurance Claims and Policy Processing Clerks	Reservation and Transportation Ticket Agents and Travel Clerks
Bakers	Economists	Insurance Claims Clerks	Sales Managers
Billing, Cost, and Rate Clerks	File Clerks	Logisticians	Secretaries and Administrative Assistants
Bookkeeping Clerks	Financial Analysts	Management Analysts	Statisticians
Brokerage Clerks	Financial Managers	Managers	Tax Preparers
Budget Analysts	Financial Managers, Branch or Department	Market Research Analysts and Marketing Specialists	Tour Guides and Escorts
Butchers and Meat Cutters	First-Line Supervisors of Food Preparation and Serving Workers	Marketing Manager	Travel Agents
Chefs and Head Cooks	First-Line Supervisors of Production and Operating Workers	Office Clerks	Treasurers and Controllers
Chief Executives	Food Preparation and Serving Workers	Operations Research Analysts	Waiters and Waitresses

## CALS Medical Pathway

This Medical Pathway Plan of Study should serve as a guide. Courses listed within this plan are only recommended courses and should be individualized to meet each learner's educational and career goals. The levels indicated are NOT requirements to participate in this pathway but are recommended in order to best prepare students for success in high school and post-secondary studies for these professions.

	Grade 9	Grade 10	Grade 11	Grade 12
1- English	English 9	English 10	English 11	<i>UConn ECE English: Seminar in Writing through Lit.(Honors) or UConn Early College Exp. American Studies -2 periods English &amp; SS credit</i>
				English 12 (1 credit)
2-Math	Algebra I or Geometry	Geometry or Algebra II	<i>UConn ECE Statistics</i>	<i>UConn Early College Exp. Calculus I &amp; II or UConn ECE Statistics</i>
			Pre-Calc, Algebra II, or Functions & Trig and Statistics & Probability	Topics in calc, Pre-Calc., or Functions & Trig and Statistics & Probability
3-Science	Integrated Science	Biology or Biology & Chem honors	<i>AP Chemistry, UConn ECE/AP Biology</i>	<i>AP Chemistry, UConn ECE/AP Biology, UConn ECE Physics, or UConn ECE Engineering</i>
			Chemistry, Topics of Biology, Physics, Ecology, Robotics, or Anatomy	Chemistry, Topics of Biology, Physics, Ecology, Robotics, or Anatomy
4- Social studies	20th Century Global Studies	<i>AP U.S. Government and Politics</i>	UConn ECE US History	<i>UConn Early College Exp. American Studies-2 periods English &amp; SS credit or UConn ECE US History (elective), AP U.S. Government and Politics (elective) or AP Psychology (elective)</i>
		US History I & Civics or US Govt. & Politics	Modern US History	Medical Pathway elective
5-World Language	1 credit World Language	1 credit World Language	1 credit World Language	UConn ECE French V or UConn ECE Spanish Composition
				Medical Pathway elective
6-Wellness	Wellness (Health/PE) Grade 9	Wellness (Health/PE) Grade 10	Medical Pathway elective	Medical Pathway elective

See back of page for  
Medical Pathway  
electives



7-Elective

<i>Choose one credit of elective courses below:</i>	<i>Choose one credit of elective courses below:</i>	<i>Choose up to two credits of elective courses below:</i>	<i>Choose at least three credits of elective courses below:</i>
			Capstone (.50)

7-  
Medical  
Pathway  
electives

Exploring Health & Medical Careers (.50)			
First Aid: Responding to Emergencies (.50)	First Aid: Responding to Emergencies (.50)	First Aid: Responding to Emergencies (.50)	First Aid: Responding to Emergencies (.50)
	UConn ECE Medical Terminology	UConn ECE Medical Terminology	UConn ECE Medical Terminology
		Nursing Assistant (2.00)	Nursing Assistant (2.00)
Child Development	Child Development	Child Development	Child Development
	UConn ECE Individual & Family Develop	UConn ECE Individual & Family Develop	UConn ECE Individual & Family Develop
		AP Psychology	AP Psychology
	Psychology of the Mind (.50)	Psychology of the Mind (.50)	Psychology of the Mind (.50)
	Psychology of the Self (.50)	Psychology of the Self (.50)	Psychology of the Self (.50)
			Spanish for Health Professionals (.50)
<b>Sample Occupations Related to this pathway</b>			
Athletic Trainers	Health Educators	Nurse Practitioners	Podiatrists
Audiologists	Health Technologists and Technicians, All Other	Occupational Health and Safety Specialists	Prosthodontists
Biological Scientists	Healthcare Support Workers	Occupational Therapists	Psychiatrists
Cardiovascular Technologists and Technicians			
Chiropractors	Massage Therapists	Optometrists	Radiation Therapists
Clinical Psychologists	Medical and Clinical Laboratory Technicians	Oral and Maxillofacial Surgeons	Radiologic Technologists
Dental Assistants	Medical and Health Services Managers	Orderlies	Recreational Therapists
Dental Hygienists	Medical Appliance Tech.	Orthodontists	Rehabilitation Counselors
Dental Laboratory Technicians	Medical Assistants	Orthotists and Prosthetists	Respiratory Therapists
Dentists, General	Medical Records and Health Information Technicians	Pharmacists	School Psychologists
Diagnostic Medical Sonographers	Medical Secretaries	Pharmacologists	Speech-Language Pathologists
Dietetic Technicians	Medical Transcriptionists	Pharmacy Technicians	Substance Abuse and Behavioral Disorder Counselors
Dietitians and Nutritionists	Mental Health Counselors	Phlebotomist	Surgeons
Emergency Medical Technicians and Paramedics	Nuclear Medicine Technologists	Physical Therapists	Surgical Technologists
Family and General Practitioners	Nuclear Monitoring Technicians	Physicians and Surgeons	Veterinarians
Health Diagnosing and Treating Practitioners	Nurse	Physicists	Veterinary Tech

## CALS Tech Ed Pathway

This Tech Ed Pathway Plan of Study should serve as a guide. Courses listed within this plan are only recommended courses and should be individualized to meet each learner's educational and career goals. The levels indicated are **NOT** requirements to participate in this pathway but are **recommended** in order to best prepare students for success in high school and post-secondary studies for these professions.

	Grade 9	Grade 10	Grade 11	Grade 12
<b>1- English</b>	English 9	English 10	English 11	<i>UConn ECE English: Seminar in Writing through Lit.(Honors) or UConn Early College Exp. American Studies -2 periods English &amp; SS credit</i>
				English 12 (1 credit)
<b>2-Math</b>	Algebra I or Geometry	Geometry or Algebra II	<i>UConn ECE Statistics</i>	<i>UConn Early College Exp. Calculus I &amp; II or UConn ECE Statistics</i>
			Pre-Calc, Algebra II, Functions & Trig and Statistics & Probability or Foundations of Algebra II	Topics in calc, Pre-Calc., or Functions & Trig and Statistics & Probability
<b>3-Science</b>	Integrated Science	Biology or Biology & Chem honors	<i>AP Chemistry, UConn ECE/AP Biology</i>	<i>AP Chemistry, UConn ECE/AP Biology, UConn ECE Physics, or UConn ECE Engineering</i>
			Chemistry, Topics of Biology, Physics, Ecology, Robotics, or Anatomy	Chemistry, Topics of Biology, Physics, Ecology, Robotics, or Anatomy
<b>4- Social studies</b>	20th Century Global Studies	<i>AP U.S. Government and Politics</i>	UConn ECE US History	<i>UConn Early College Exp. American Studies-2 periods English &amp; SS credit or UConn ECE US History (elective), AP U.S. Government and Politics (elective) or AP Psychology (elective)</i>
		US History I & Civics or US Govt. & Politics	Modern US History	Tech Ed Pathway elective
<b>5-Wellness</b>	Wellness (Health/PE) Grade 9	Wellness (Health/PE) Grade 10	Tech Ed Pathway elective	Tech Ed Pathway elective

**6 & 7-  
Electives**

**See back of page for Tech Ed Pathway electives**

**6 & 7-Tech Ed  
Pathway electives**

<i>Choose two credits of elective courses below:</i>	<i>Choose two credits of elective courses below:</i>	<i>Choose up to three credits of elective courses below:</i>	<i>Choose at least three credits of elective courses below:</i>
			Capstone (.50)
	Robotics	Robotics	Robotics
CADD/Technical Drafting	CADD/Technical Drafting	CADD/Technical Drafting	CADD/Technical Drafting
Architectural Design(.50)	Architectural Design(.50)	Architectural Design(.50)	Architectural Design(.50)
	Product design (.50)	Product design (.50)	Product design (.50)
Introduction to Mechanical Principals (.50)	Introduction to Mechanical Principals (.50)		
	Transportation I	Transportation I	Transportation I
		Transportation II	Transportation II
			Transportation III
Computer Applications (.50)	Computer Applications (.50)	Computer Applications (.50)	Computer Applications (.50)
Internet Research and Web Page Design (.50)	Internet Research and Web Page Design (.50)	Internet Research and Web Page Design (.50)	Internet Research and Web Page Design (.50)
Construction I	Construction I	Construction I	Construction I
	Construction II	Construction II	Construction II
		Independent Study in Construction	Independent Study in Construction
Photography & Video Production (.50)	Photography & Video Production (.50)	Photography & Video Production (.50)	Photography & Video Production (.50)
	Video Production/Photography II	Video Production/Photography II	Video Production/Photography II
		Media Applications III	Media Applications III
		Ind. Study Video Produc	Ind. Study Video Produc
Visual Communications I	Visual Communications I	Visual Communications I	Visual Communications I
	Visual Communications II	Visual Communications II	Visual Communications II
		Indep. Study Visual Comm	Indep. Study Visual Comm

**Sample Occupations Related to this pathway**

Aircraft Mechanics and Service Technicians	Construction Laborers	Motorboat Mechanics and Service Technicians	Roofers
Auto Body Repairers	Construction Managers	Motorcycle Mechanics	Rotary Drill Operators, Oil and Gas
Automotive Service Technicians and Mechanics	Crane and Tower Operators	Operating Engineers	Rough Carpenters
Brickmasons and Blockmasons	Electrical and Electronics Installers and Repairers	Painters	Security and Fire Alarm Systems Installers
Broadcast Technicians	Electricians	Photographers	Segmental Pavers
Camera Operators, Television, Video, and Motion Picture	Engine and Other Machine Assemblers	Pile-Driver Operators	Septic Tank Servicers and Sewer Pipe Cleaners
Carpenters	Engineering Technicians	Pipe Fitters and Steamfitters	Signal and Track Switch Repairers
Carpet Installers	Film and Video Editors	Pipelayers	Small Engine Mechanics
Cement Masons	Graphic Designers	Plumbers	Stonemasons
Commercial Divers	HVAC installers	Print Binding and Finishing Workers	Structural Iron and Steel Workers
Construction Carpenters	Maintenance and Repair Workers	Production, Planning, and Expediting Clerks	Transportation, Storage, and Distribution Managers
Construction Equipment Operators	Mining Machine Operators	Railroad Brake, Signal, and Switch Operators	Truck Drivers

## **ADMISSION TO COLLEGE**

Admission to college is a highly selective process and is generally based on:

1. Rigor of courses taken
2. Class Rank/GPA
3. A student's demonstrated academic improvement through high school
4. SAT / ACT scores
5. Extra-Curricular Activities
6. Demonstrated interest (participating in interviews, tours, open houses) communicates to a school that an applicant is genuinely interested, and is recommended whenever possible

The requirements for college admissions vary greatly from institution to institution. The best assurance for gaining admission to college is a scholastic record that clearly demonstrates the student's capability for college-level work. Because of the diversity of post-high school institutions, it is impossible to offer one set of prerequisites for admission that will apply to all colleges. Much depends on the individual and the type of education or training he/she seeks. Students and parents are urged to consult with counselors so that proper selection of high school programs will meet the requirements of the institution the student plans to attend.

Students intending to go to college are urged to research and begin the college admissions process in their sophomore year. Students should apply to at least four colleges, ranging from reach schools to safety schools. College admissions, though formulaic, is unpredictable by nature. It is impacted by forces that aren't always visible to secondary schools or applicants. Capable, qualified students are urged to apply to the most selective colleges in the nation.

## **GRADUATION REQUIREMENTS POLICY**

### **I. Introduction**

To graduate from the Wolcott Public Schools a student must have earned a minimum of 23 units and must have met the Carnegie Unit distribution requirement. Beginning with the class of 2017 each student will have to pass an assessment in each of the six academic expectations to meet graduation requirement.

\* Forty hours of community service will be a graduation requirement. (Each student will need to complete at least 10 community service hours per year.)

### **II. District Performance Standards**

Definitions:

1. Students at Wolcott High School will read effectively by: Demonstrating insightful understanding of main and subordinate ideas conveyed in text, drawing inferences, making conclusions/judgments and synthesizing information.
2. Students at Wolcott High School will communicate effectively in speaking by: Demonstrating awareness of and responsiveness to audiences, being well-organized, using appropriate wording and using ample support for conclusions / ideas.

3. Students at Wolcott High School will communicate effectively in writing by:  
Consistently utilizing standard grammar and syntax, composing organized writing with a clear thesis and supporting evidence, using appropriate vocabulary, and drawing conclusions appropriate to content area and audience.
4. Students at Wolcott High School will use problem solving skills. Successfully defines/solves the problem by: Using prior knowledge, analyzing and brainstorming, gathering and synthesizing information and drawing conclusions.
5. Students at Wolcott High School will use a variety of technology and informational resources to gather and synthesize data by: Independently using appropriate technology for locating information, retrieving information, organizing information, analyzing information and presenting information.
6. Students at Wolcott High School will practice and/or perform demonstrations by:  
Successfully practicing and/or performing demonstrations, with a high degree of skill in performance and/or craftsmanship, with creativity and using significant sources.

Beginning with the Class of 2017 this will become a graduation requirement over the next four years students will have embedded assessments in the core courses to meet each of the individual expectations listed below. Students will be given two embedded assessments in the class to be able to meet that expectation.

<u>Course</u>	<u>Grade</u>	<u>Expectation</u>
Global Studies 9	9	Uses Technology Effectively
Integrated Science	9	Solves Problem Effectively
English 10	10	Reads Effectively
Civics and US 1	10	Writes Effectively
Biology 10	10	Solves Problem Effectively
Geometry	10	Solves Problem Effectively
Wellness	10	Practices or Performs Effectively
English 11	11	Speaks Effectively
US History	11	Writes Effectively

### **III Exemptions:**

1. Transfers: If a student transfers into the Wolcott Public Schools after completing at least three years in a high school in another state, he/she may be exempt from Wolcott's performance standards requirement for graduation.
2. Special Needs: students identified for special services may be exempt from district performance standards for graduation as described in this policy if so indicated in their Individual Education Program.

### **SCHOOL CHOICE OPTIONS**

Parents and students are encouraged to explore other educational opportunities that are offered in the school district locally and regionally. These options include magnet, charter, lighthouse and vocational-technical schools; Open Choice and inter-district programs; and vocational agriculture centers. Contact the Guidance Department for further information on these School Choice options.

### **Descriptions of Courses of Study**

*All courses are offered pending enrollment and funding.*

### **CAREER DEVELOPMENT PROGRAM**

#### **THE CAPSTONE PROJECT**

***Grade 12, .50 Unit***

***Prerequisite: Teacher recommendation***

The Capstone Course is designed to prepare high school students for lifelong learning and effective and productive citizenship. This class offers students the exciting opportunity to plan, complete, and present a Capstone Project that connects to something they are passionate about. Students will work closely with their Capstone teacher to plan, develop, and complete this Capstone Project. The Capstone course will allow students to challenge themselves academically and develop skills necessary for life beyond high school. There are three sections of the Capstone class to choose from; students in each section will develop projects associated with that discipline. Each section will be taught by a teacher in a related discipline to maximize student support.

Capstone Course: STEM (Science, Technology, Engineering, and Math)

Capstone Course: Humanities (History, English, Fine Arts, Language Arts)

Capstone Course: CALS (Career and Life Skills - Culinary, Automotive, Business, Graphics)

	<b>Career Development Program</b>
<b>Grade 9</b>	Naviance Succeed Computer Program
<b>Grade 10</b>	Naviance Succeed Computer Program
<b>Grade 11</b>	Naviance Succeed Computer Program Work Readiness Course Work Site Experience On-Site Work Credit
<b>Grade 12</b>	Naviance Succeed Computer Program Work Readiness Course Work Site Experience On-Site Work Credit Capstone

The Career Development Program is available to all students interested in exploring career possibilities, preparing for the workplace and exploring work-based opportunities such as job shadows and internships.

### **NAVIANCE SUCCEED COMPUTER PROGRAM**

*All Students will continue with this program.*

This interactive software program gives students the ability to envision their future (through various assessments) and then develops a personalized plan to achieve their academic, college and career goals (even beginning in Middle School). The Naviance program will provide the information students need to make intelligent decisions regarding their futures. Some of the highlights and benefits of the program include:

- Identification of career possibilities compatible with each student's talents and interests
- Suggestions regarding relevant high school course selections
- Descriptions of educational and training requirements
- Listing of post-secondary schools that provide the necessary education and training
- Electronic student portfolio's that include: student data, standardized test results, student resume, inventory results, surveys, goals, journal entries, college and career searches, and scholarship information.

### **WORK READINESS COURSE**

*Grades 11-12, .25 Unit*

Students will explore career possibilities, prepare for the workplace, and experience opportunities in an area related to their career interests.

Students who complete this one quarter course will be prepared in the following areas:

- Career research
- Job search strategies
- Interviewing techniques
- Cover letter and resume writing
- Job shadowing/Internships

## **WORK SITE EXPERIENCE**

***Grades 11-12, .25 Unit - 1 Unit***

***Prerequisite: Work Readiness***

Students who have completed the Work Readiness Criteria will be eligible for cooperative work credit with documentation verifying employment. Students may work from 12-20 hours per week but must accrue a minimum of 120 hours per marking period. Students meeting this criterion will be eligible to receive .25 credit per marking period for a total of up to one (1) credit per year. Note: Students working more than 120 hours will not be eligible for any additional credit.

Credit is contingent upon receipt of documentation validating the student has worked the required number of hours and a signed evaluation form must be completed by the employer and provided to the Wolcott High Career Center for each marking term.

## **ON-SITE WORK CREDIT**

***Grades 11-12, .25 Unit – 1 Unit (maximum)***

***Prerequisite: Work Readiness (.25 credit)***

This program is designed for students who are not planning to pursue post-secondary education but are in need of career exploration and workplace skills. After completing the *Work Readiness* Course for .25 credit, these students can earn an additional .25 credit for each marking period in which he/she works a minimum of 25 hours. All work activities will be performed at Wolcott High School during the student's scheduled study hall periods. Students will work in a variety of school settings such as: Guidance Office, Main Office, Athletic Office, the Career Center, the Kitchen and/or Maintenance.

## **THE 16 CAREER CLUSTERS**

<b>Agriculture, Food &amp; Natural Resources</b>	The production, processing, marketing, distribution, financing and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.
<b>Architecture &amp; Construction</b>	Careers in designing, planning, managing, building and maintaining the built environment.
<b>Arts, A/V Technology &amp; Communications</b>	Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.
<b>Business Management &amp; Administration</b>	Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.
<b>Education &amp; Training</b>	Planning, managing and providing education and training services, and related learning support services.
<b>Finance</b>	Planning, services for financial and investment planning, banking, insurance, and business financial management.
<b>Government &amp; Public Administration</b>	Executing governmental functions to include governance; national security; Foreign service; planning; revenue and taxation; regulation; and management and administration at the local, state and federal levels.
<b>Health Science</b>	Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.
<b>Hospitality &amp; Tourism</b>	Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services.
<b>Human Services</b>	Preparing individuals for employment in career pathways that relate to families and human needs.
<b>Information Technology</b>	Building linkages in IT occupations framework: for entry level, technical and



	professional careers related to the design, development, support and management of hardware, software, multimedia, and systems integration services
<b>Law, Public Safety, &amp; Security</b>	Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.
<b>Manufacturing</b>	Planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.
<b>Marketing, Sales &amp; Service</b>	Planning, managing, and performing marketing activities to reach organizational objectives.
<b>Science, Technology, Engineering &amp; Mathematics</b>	Planning, managing, and providing scientific research and professional and technical services (e.g. physical science, social science, and engineering) including laboratory and testing services, and research and development services.
<b>Transportation, Distribution &amp; Logistics</b>	Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services, such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

## **APPLIED EDUCATION DEPARTMENT**

**All course offerings are dependent upon adequate student enrollment requests.**

<b>Culinary Arts</b>	
<b>Grade 10</b>	Exploring Culinary Arts (1.00 credit)
<b>Grade 11</b>	Exploring Culinary Arts (1.00 credit) Independent Study – Culinary (1.00 credit)
<b>Grade 12</b>	Exploring Culinary Arts (1.00 credit) Independent Study – Culinary (1.00 credit)

<b>Family and Consumer Science</b>	
<b>Grade 9</b>	Introduction to Foods (1.00 credit) Child Development (1.00 credit) Independent Living (1.00 credit)
<b>Grade 10</b>	Introduction to Foods (1.00 credit) Child Development (1.00 credit) Independent Living (1.00 credit)
<b>Grade 11</b>	Introduction to Foods (1.00 credit) Child Development (1.00 credit) Independent Living (1.00 credit) Individual and Family Development UConn ECE (1.00 credit)
<b>Grade 12</b>	Introduction to Foods (1.00 credit) Child Development (1.00 credit) Independent Living (1.00 credit) Individual and Family Development UConn ECE (1.00 credit)

	<b>Allied Health</b>
<b>Grade 9</b>	Exploring Health and Medical Careers (.50 credit) First Aid (.50 credit)
<b>Grade 10</b>	Exploring Health and Medical Careers (.50 credit) First Aid (.50 credit) Medical Terminology UConn ECE (1.00 credit)
<b>Grade 11</b>	Exploring Health and Medical Careers (.50 credit) Nursing Assistant (2.00 credit) First Aid (.50 credit) Medical Terminology UConn ECE (1.00 credit)
<b>Grade 12</b>	Exploring Health and Medical Careers (.50 credit) Nursing Assistant (2.00 credit) First Aid (.50 credit) Medical Terminology UConn ECE (1.00 credit)

Career Clusters: Business Management & Administration; Finance; Health Science; Hospitality & Tourism; Marketing, Sales & Service

## **ALLIED HEALTH PROGRAM**

### **NURSING ASSISTANT**

**Grades 11-12, (College and Career Readiness), 2 Units**

*Meets Science requirement for graduation.*

This course is designed for male and female students who have an interest in acquiring knowledge and skills in the health occupations area. An opportunity to explore other health careers is offered during clinical time at the hospital. Part of the course is spent studying and practicing patient care, communication skills and safety. The students will then have the opportunity to apply what has been learned in class to patients in an extended care facility and hospital. Upon successful completion of the course and state examination, the student will become a Certified Nursing Assistant, registered through the State of Connecticut. This entitles the student to seek employment for health care positions in extended care facilities, hospitals, home health care agencies and special care institutions. \*\*\*Students are given the opportunity to join and participate in SkillsUSA which is state and national organization that many colleges and universities recognize through scholarships, leadership events, and competition. There is an application form, teacher recommendation form, and interview process before acceptance into the program. **Enrollment Capacity: 18**

*This course may fulfill the Practices or Performs Effectively academic expectation.*

### **FIRST AID: RESPONDING TO EMERGENCIES**

**Grades 9-12, (College and Career Readiness), .50 Unit**

The mission of the American Red Cross and this course is to train laypersons to respond appropriately in emergency situations. This course will teach the students the skills they need to cope with emergency situations until emergency medical personnel arrive. The students will be better prepared to recognize emergencies, make first aid decisions, and provide care with little or no first aid supplies or equipment available. The students will be certified through the American Red Cross upon successful completion of skills and written exam. \*\*\*Students are given the opportunity to join and participate in SkillsUSA which is state and national organization that many colleges and universities recognize through scholarships, leadership events, and competition. **Enrollment Capacity: 25**

## **EXPLORING HEALTH AND MEDICAL CAREERS**

### ***Grades 9-12, (College and Career Readiness).50 Unit***

This course provides an overview to the students as they are introduced to the five Health Science Career Clusters: Therapeutic Services, Diagnostic Services, Health Information, Support Services and Biotechnology Research and Development. Students are instructed in the areas of anatomy and physiology, fundamental health care skills, professional communication skills for health care, health careers, schooling, salary and basic medical terminology. Additional topics include: goal setting, resumes, portfolios and interview techniques. The students will be able to make an informed decision for their medical career choice. \*\*\*Students are given the opportunity to join and participate in SkillsUSA which is a state and national organization that many colleges and universities recognize through scholarships, leadership events, and competition. Enrollment Capacity: 25

## **MEDICAL TERMINOLOGY**

### ***Grades 10-12, (UConn Early College Experience)***

This course is perfect for ANY student who would like to pursue a career in the healthcare field. It is the study of medical language through analysis of word construction with the use of prefix, suffix, root and combining forms. The student will learn to recognize and understand root words, prefixes, suffixes, used in the language of medicine. Also, learn how to combine words to create significant medical conditions, understand their definitions, and know the correct spelling. Focus will include body structure, integumentary system, musculoskeletal system, endocrine system, cardiovascular system, respiratory system, digestive system, urinary system, reproductive system, nervous system, and pharmacology. Students will also learn medically approved abbreviations applicable to each body system and the medical field. SkillsUSA competition and leadership events are offered. Enrollment Capacity: 25

## **FAMILY AND CONSUMER SCIENCE**

### **CHILD DEVELOPMENT**

#### ***Grades 9-12, 1 Unit***

This course is designed for the student to learn about quality care for children and good parenting skills. It starts with decision-making steps toward having a family and insights into careers involving children. The course includes nutrition and prenatal development, how to take care of a baby, child growth and development, why children behave the way they do, how play is children's work, how to discipline children, communication techniques, and planning activities for children of various ages. Enrollment Capacity: 20

### **INDIVIDUAL & FAMILY DEVELOPMENT UCONN ECE**

#### ***Grades 11-12, 1 Unit (UConn Early College Experience)***

This college level course is highly recommended for students who are preparing for careers in education, human services, psychology, family studies, social work, and health occupations. Admission is based on academic performance, attendance, and citizenship. It is an introduction to the general study of human development from conception through old age. The course examines physical, intellectual, social, and emotional growth across the life span, emphasizing that development results from the interdependence of these areas at every stage. The course requires 40 hours beyond the classroom which could include an internship/extended learning experience. Students will have the opportunity to apply for college credit in

the UConn Early College Experience Program. Prerequisite: B or better in English Level 1 and/or teacher recommendation. Enrollment Capacity: 20 Summer Assignments may be required.

**Course Eligibility Guideline:**

Successful completion of two years of English/Language Arts, one year of social studies and one year of science, or instructor consent is required.

## **CULINARY ARTS**

### **INTRODUCTION TO FOODS**

***Grades 9-12, 1 Unit***

This course will provide students with an opportunity to explore careers in an ancient but emerging industry. In addition to various cooking skills with hands-on instruction, students will become familiar with various school-to-career possibilities in the food and hospitality industry. Enrollment Capacity: ~~12~~ 14

\* Introduction to Culinary Foods is a pre-requisite for the Exploring Culinary Arts Course and must be taken first. Courses cannot be taken concurrently.

### **EXPLORING CULINARY ARTS (Professional Cooking and Hospitality)**

***Grades 10-12, 1 Unit***

This is a one year program which includes training in Food Service, Food Preparation, Kitchen and Restaurant Operation, Host and Hostess Training, Waiter and Waitress Training, Kitchen Safety Sanitation, and Management Development. This course is not limited to cooking but covers all aspects of day-to-day restaurant operations. The primary objective of this course is to provide students an opportunity to learn what is involved behind the scenes and over the counter. Students will gain the basic skills needed by a restaurant professional. This will allow the student to review opportunities for employment in the restaurant and hospitality industry upon completion of the program. Enrollment Capacity: 14

\*\* Students enrolled in Exploring Culinary Arts or Introduction to Culinary Fundamentals are given the opportunity to join and participate in FCCLA (Family, Career and Community Leaders of America) which is an international club that many colleges and universities recognize through Scholarships. ***This course may fulfill the Practices or Performs Effectively academic expectation.***

### **INDEPENDENT STUDY - CULINARY**

***Grades 11-12, 1 Unit***

*Prerequisite: Successful completion of the first two culinary courses. In addition each student must submit an application request letter to the instructor detailing your interest in the course and your ambitions beyond Wolcott High School. The application request letter and your grades for the two prerequisite courses will be considered for enrollment into the Culinary Independent Study Program. The student must organize from start to finish the following activities:*

- 1) Four on premise catering functions.
- 2) Four red apple deli events.
- 3) One off premise catering function.
- 4) Eight food labs for professional cooking.
- 5) Eight food labs for understanding the food service industry.

The student will be the contact for each phase of a catering event under my guidance while planning, scheduling, menu planning, pricing, and preparing a food cost for each individual event. The student must demonstrate proper receiving and storage of both raw and prepared foods. The demonstration of all cooking techniques including roasting, baking, broiling, grilling, sauteing, frying, and braising will be their responsibilities when instructing other students. The students must use standard table appointments while developing their own designs for specific events.

The student must analyze the students of each event and their relationship as well as their actions between student employees and the clients. The student must demonstrate sensitivity to diversity and individuals with special needs and communicate to the participating students so they are aware of such needs.

Each event the student must complete a report as to the details observed and comment on both the pros and cons. The report must include each phase specified and the performance of the students that participated in each event. The final report will be due one week from the catering event date.

## **BUSINESS DEPARTMENT**

**All course offerings are dependent upon adequate student enrollment requests.**

<b>BUSINESS EDUCATION DEPARTMENT COURSE OFFERINGS</b>			
<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
*Introduction to Business (.50 credit)	Accounting I (1.00 credit)	Accounting I (1.00 credit)	Accounting I (1.00 credit)
*Computer Applications (.50 credit)	Personal Finance (.50 credit)	Accounting II (1.00 credit)	Accounting II (1.00 credit)
Business Management (.50 credit)	*Introduction to Business (.50 credit)	Personal Finance (.50 credit)	Personal Finance (.50 credit)
*Internet Research and Web Page Design (.50 credit)	Business Law (1.00 credit)	*Introduction to Business (.50 credit)	*Introduction to Business (.50 credit)
	Business Management (.50 credit)	Business Law (1.00 credit)	Business Law (1.00 credit)
	*Computer Applications (.50 credit)	Business Management (.50 credit)	Business Management (.50 credit)
	*Internet Research and Web Page Design (.50 credit)		
		*Computer Applications (.50 credit)	*Computer Applications (.50 credit)
		*Internet Research and Web Page Design (.50 credit)	*Internet Research and Web Page Design (.50 credit)
	Marketing I (1.00 credit)	Marketing I (1.00 credit)	Marketing I (1.00 credit)
		Marketing II/Entrepreneurship: (1.00 credit)	Marketing II/Entrepreneurship: (1.00 credit)

\* Successful completion of these courses will satisfy the technology performance standard, the achievement

of which has been required for graduation since 2006.

Career Clusters: Business Management & Administration; Finance; Information Technology

This program is designed to prepare students planning careers in business. The program aims to be thorough enough in its business training to enable graduates to possess job-entry level skills as well as sufficient background for higher education. Those students who plan to go on to college should meet with their school counselors early in their high school years in order to make sure that they include in their programs those courses which are required by the college of their choice.

With the increased influence of computer use in all areas of technology and the work place, today's student, in order to be competitive, needs to be comfortable with computers and the skills of logical thinking and problem solving they require.

## **COMPUTER APPLICATIONS**

***Grades 9-12, .50 Unit***

Computer Applications will introduce students to the computer as a tool for problem solving and information processing. The course includes an introduction/review of Word, Excel, PowerPoint, Access and other business applications. Enrollment Capacity: 25

## **ACCOUNTING I**

***Grades 10-12, College and Career Readiness, 1 Unit***

*Prerequisite: Successful completion of at least one Math course*

The objective of this course is to acquaint students with the fundamentals of the accounting cycle, which are utilized by businesses. Emphasis is placed on keeping complete sets of records for proprietorships, partnerships, and corporate forms of business concerns. The course will include the use of a workbook, practice problems, class projects, and practice sets similar to those maintained in business organizations. The student also will be exposed to various computer applications and spreadsheets and will learn how computers are utilized in accounting programs with today's powerful computer systems in the Windows operating environment. Enrollment Capacity: 20

## **ACCOUNTING II**

***Grades 11-12, College and Career Readiness, 1 Unit***

*Prerequisite: 80% or above in Accounting I*

Accounting II is an extension of the principles and concepts acquired in Accounting I. Special emphasis is placed on analyzing various types of business organizations, using special journals, preparing financial reports, and studying payroll systems and personal income tax. The student will be exposed to a hands-on approach to learning how modern automated accounting applications function in the Windows environment. Microsoft Excel software will be utilized by students in learning Windows spreadsheet applications.

Enrollment Capacity: 25

***This course may fulfill the Solves Problem Effectively academic expectation.***

## **INTRODUCTION TO BUSINESS**

***Grades 9-12, .50 Unit***

This course provides an overview of the various economic systems with an emphasis on free enterprise. Students will be introduced to several major functions of business including marketing, finance, accounting, technology, human resources, financial literacy and international trade. Additional areas for emphasis will be business ethics and career planning in business. Enrollment Capacity: 20

\*Maximum enrollment for classes in B121: 20

## **BUSINESS LAW**

***Grades 10-12, 1 Unit***

**Prerequisite: Successful completion of Introduction to Business or Business Management**

The approach to law-related education is to provide practical information and problem solving opportunities that develop the knowledge and skills necessary for survival in modern society. The curriculum includes case studies, mock trials, role-plays and small group exercises. Topics covered will include: the legal system, contract law, consumer law, criminal and juvenile justice, family law, and individual rights and liberties. Enrollment Capacity: 25

## **BUSINESS MANAGEMENT**

***Grades 9-12, (College and Career Readiness), .50 Unit***

Business Management courses acquaint students with management opportunities and effective human relations. This course provides students with the skills to perform planning, staffing, financing, and controlling functions within a business. The course will also emphasize problem-based, real-world applications of business concepts. Enrollment Capacity: 25

## **INTERNET RESEARCH AND WEB PAGE DESIGN**

***Grades 9-12, (College and Career Readiness), .50 Unit***

In this introductory course students will learn how to create a web page using HTML and XML. This course will cover technical fundamentals, and design principles that characterize leading sites. Through exposure to best (and worst) practices on the Web, you will learn how to intelligently critique a Web design, both from a functional and an aesthetic standpoint. Enrollment Capacity: 20

## **PERSONAL FINANCE**

***Grades 10-12, .50 Unit***

***Prerequisite: Successful completion of Introduction to Business or Business Management***

Personal finance is designed to enhance student awareness within the economic and financial communities. Topics include budgeting, goal setting, checkbook maintenance, proper credit usage, insurance needs, investment alternatives, and financial planning. They will gain a basic understanding of the benefits and dangers of consumer credit and credit cards. This course is an elective and is recommended for all high school students. Enrollment Capacity: 20

## **MARKETING PROGRAM**

Open to grades 10 - 12 only. This program is designed to prepare students seeking careers in fields such as retailing, advertising and marketing. Students can gain valuable training on how to work in a retail store.

### **MARKETING I: An Introduction to Marketing**

***Grades 10-12, 1 Unit***

*Prerequisite: Successful completion of Introduction to Business*

This course presents to the student the broad concepts of marketing. Emphasis is placed on target marketing, global marketplace, retailing, selling, promotion, distribution and business ethics.

Students can learn hands-on through their employment at WHS store. Profits from the store are used for community service fundraisers and Marketing Education scholarships.

Field trips, guest speakers and “Virtual Business” computer simulation lessons serve to enhance this curriculum.

\*Maximum enrollment for classes in B121: 20

### **MARKETING II/ENTREPRENEURSHIP:**

***Grade 11-12, 1 Unit***

*Prerequisite: Successful completion of Marketing I or any two other business courses not including Introduction to Business*

This course is available to students interested in pursuing a career in marketing or business. Students at this level will be responsible for the management of the school store. It will acquaint students with the knowledge and skills necessary to own and operate their own businesses. Students will assist the instructor and complete special projects in risk management, product planning, pricing strategy and marketing research. Field trips, guest speakers, DECA Leadership Workshops and computer simulations are also part of this course.

\*Maximum enrollment for classes in B121: 20

***This course may fulfill the Practices or Performs Effectively academic expectation.***



## ART DEPARTMENT

All course offerings are dependent upon adequate student enrollment requests.

ART DEPARTMENT COURSE OFFERINGS			
Grade 9	Grade 10	Grade 11	Grade 12
Drawing (.50 credit)	Art Lab (1.00 credit)	Art Lab (1.00 credit)	Art Lab (1.00 credit)
Ceramics I (.50 credit)	Painting (S1) (.50 credit)	Painting (S1) (.50 credit)	Painting (S1) (.50 credit)
Ceramics II (.50 credit)	Sculpture (S2) (.50 credit)	Sculpture (S2) (.50 credit)	Sculpture (S2) (.50 credit)
	Drawing (.50 credit)	Drawing (.50 credit)	Drawing (.50 credit)
	Ceramics I (.50 credit)	Ceramics I (.50 credit)	Ceramics I (.50 credit)
	Ceramics II (.50 credit)	Ceramics II (.50 credit)	Ceramics II (.50 credit)
		Independent Study in Art (1.00 credit)	Independent Study in Art (1.00 credit)
		AP Studio Art (1.00 credit)	AP Studio Art (1.00 credit)
		Film as Art (1.00 credit)	Film as Art (1.00 credit)

Career Clusters: Arts, A/V Technology & Communications; Architecture & Construction

### **ART LAB**

***Grades 10-12, 1 Unit***

*Prerequisite: .5 C.U. of art or approved sketchbook*

This course is for students who want to develop their skill and confidence in two or three-dimensional art forms. A variety of materials and techniques are used with a focus on technique, experimentation, composition, and students' personal expression in interpreting themes and ideas. Students may choose traditional art materials or digital media. Open to all qualified students, it is also highly recommended for anyone who intends to take AP or engage in an arts, visual communications or architecture career pathway. Enrollment capacity: 14

### **FILM AS ART**

***Grades 11-12, 1 Unit***

Students in this course learn to “speak movie” and explore ideas in cinema. Film screenings in class are used to understand how films are put together, and how elements of design and cinematography are used in this exciting medium. Various types, from Hollywood to foreign films, are examined for how their elements reflect the filmmaker's vision and become art. At the end of the course students complete an independent project of their choice, which can include the production of a short film. Enrollment capacity: 20

## **PAINTING**

**Grades 10-12, .50 Unit**

*Prerequisite: .50 unit of art or approved sketchbook  
(Fall Semester)*

In painting, students explore various techniques and media such as, acrylic, oil pastel and encaustic. The art issues, background and practice of painting styles, range from the traditional to the contemporary. Students are encouraged to combine this painting course with the sculpture course to develop a personal mode of expression as they build their portfolio. Enrollment capacity: 16

## **SCULPTURE**

**Grades 10-12, .50 Unit**

*Prerequisite: .50 unit of art or approved sketchbook  
(Spring Semester)*

Sculpture involves image making and design in three dimensions. Techniques include modeling, casting, carving, assemblage and collaborative installation. Projects may include fine sculpture, applied product design, furniture, kinetic art and conceptual art forms. Students are encouraged to combine this sculpture course with the painting course to develop a personal mode of expression as they build their portfolio. Enrollment capacity: 14

## **DRAWING**

**Grades 9-12, .50 Unit**

This course is about intensive skill building and creativity through drawing. It is for students with all levels of artistic experience, and emphasizes drawing and rendering in various media. Guided practice includes techniques for drawing still-life, landscapes and the human figure. Students will maintain a sketchbook in addition to their classroom work, and are encouraged to participate in art projects. Enrollment capacity: 18

## **CERAMICS I**

**Grades 9-12, .50 Unit**

In this course students will create ceramics and understand pottery as an art form. Included are various methods of construction as well as the “throwing” of pottery on the wheel. Both traditional and experimental forms of design will be considered. Mechanics of building forms, decoration, glazing and firing of pottery will be taught. Some ceramic sculpture may be attempted if time permits. Enrollment capacity: 18

*This course may fulfill the Practices or Performs Effectively academic expectation.*

## **CERAMICS II**

**Grades 9-12, .50 Unit**

*Prerequisite: Pottery I, or permission of instructor*

This course is an extension of ceramic arts skills acquired in Pottery I. It involves a more in-depth approach to construction skills, art forms and styles, cultural connections and creative sources. Advanced hand-building techniques, wheel throwing forms including lidded and composite vessels and sculptural forms will be explored. Enrollment capacity: 18

*This course may fulfill the Practices or Performs Effectively academic expectation.*

## INDEPENDENT STUDY IN ART

**Grades 11-12, 1 Unit**

*Prerequisite: 2.5 C.U. 's in Art and/or approved art portfolio*

The advanced art student can choose a subject in which to do extensive work if the subject area, or the next stage of a completed class, is not in the regular course offerings. Students follow an independent action plan and usually meet during courses on a similar subject. Students will be encouraged to enhance their technical skill and personal style to create a portfolio that is suitable for advanced placement, college or career applications.

## ADVANCED PLACEMENT STUDIO ART

**Grades 11-12, 1 Unit**

*Prerequisite: 2.5 C.U. 's in Art and/or approved art portfolio/ teacher recommendation*

The Advanced Placement (AP) Program is a cooperative educational endeavor of secondary schools, colleges, and the College Board. Highly motivated and gifted students who perform well on the AP examinations may receive credit from participating colleges and universities. The AP Studio Art examination consists mainly of an artwork portfolio that demonstrates three areas of proficiency: breadth of materials and techniques that use visual vocabulary, examples of technical eloquence, and a unit of work that concentrates on the development of an idea or personal artistic vision. There are three subject areas for AP Studio Art: AP Drawing, AP Two-Dimensional Design, and AP Three-Dimensional Design. Summer Assignments and work outside of class are required.

*This course may fulfill the Practices or Performs Effectively academic expectation.*

## ENGLISH DEPARTMENT

**All course offerings are dependent upon adequate student enrollment requests.**

	HONORS	COLLEGE AND CAREER READINESS
<b>Grade 9</b>	English 9 (Genre) 1.00(credit)	English 9 (Genre) 1.00(credit)
<b>Grade 10</b>	English 10 (Genre/World Literature) 1.00(credit)	English 10 (Genre/World Literature) (1.00credit)
<b>Grade 11</b>	English 11 (American Literature)- Required (1.00 credit)+	English 11 (American Literature) – Required(1.00 credit)
<b>Grade 12</b>	UConn ECE English (1.00 credit) or UConn ECE American Studies (1.00 English credit and 1.00 History credit)	Two of the following:  British Literature (.50 credit) Film and Literature (.50 credit) Multicultural Literature (.50 credit) Short Fiction (.50 credit) Sports and Literature (.50 credit)

\*Successful completion of these courses will satisfy the technology performance standard, the achievement of which has been required for graduation since 2006.

Career Clusters: Arts, A/V Technology & Communications

*The criteria for level placement of English classes can also be found on page 12 of this guide.*

### **ENGLISH 9 (Genre)**

#### ***Grade 9, 1 Unit (Required)***

The goal of this course is to have students become more proficient readers and writers. Students will work to master effective composition writing skills while reinforcing grammar, mechanics, vocabulary, and spelling skills. By engaging in reader-response writing activities, students will become active readers and writers. Literature is organized by genre with attention given to short story, novel, drama and poetry. Literary techniques and devices will be taught in order to develop the students' critical reading skills. Outside reading will be assigned.

### **ENGLISH 10 (Genre/World Literature) Grade 10, 1 Unit (Required)**

*Prerequisite: English 9 (Genre)*

In this course, students will work to master writing expository and comparison/contrast compositions, as well as reader-response writing strategies. Themes related to the common experiences of man will be derived from the study of relevant works of World Literature. Vocabulary, grammar, mechanics, and spelling skills will be reinforced through the various writing assignments. Students will receive instruction to become more proficient writers and readers. Research skills will also be taught, and a research paper will be assigned. Outside reading will be assigned.

***This course may fulfill the Reads Effectively academic expectation.***

### **ENGLISH 11 (American Literature)**

#### ***Grade 11, 1.00 Unit (Required)***

*Prerequisite: English 10 World Literature*

In this course, students will work to master writing analytical compositions, as well as reader-response writing strategies. Themes related to the promise and reality of America, the *American Dream*, will be emphasized. These themes will be derived from the study of relevant works of American Literature. Vocabulary, grammar, mechanics, and spelling skills will be reinforced through the various writing assignments. Research skills will also be taught, and a research paper will be assigned. A short speech will also be assigned. Outside reading will be assigned.

***This course may fulfill the Reads and/or Speaks Effectively academic expectation.***

### **BRITISH LITERATURE**

#### ***Grade 12, .50 Unit***

*Prerequisite: English 11 American Literature*

Students will gain an enhanced appreciation and understanding of English literature from a variety of perspectives: historical, thematic, social and personal. Through the active investigation of the various English periods, students will examine the path of literature through the ages to analyze the influences on contemporary society.

## **FILM AND LITERATURE**

***Grade 12, .50 Unit***

*Prerequisite: English 11 American Literature*

Stories are an essential part of human culture: they reflect the cultural, social, and political conditions of their time, and help us to understand universal truths. The means by which these stories are told - whether they are written, spoken, or acted on stage or screen - influences the way we approach and interpret them. This course explores the complex interplay between film and literature. Selected novels and short stories will be analyzed in relation to film versions of the same works in order to gain an understanding of the possibilities - and problems - involved in the transposition to film. Students will also investigate films that do not have written work as their inspiration to discover the ways in which these stories work in terms of our understanding of the nature of literature. This course requires reading and writing, in addition to viewing films and taking part in class discussions.

## **MULTICULTURAL LITERATURE**

***Grade 12, .50 Unit***

*Prerequisite: English 11 American Literature*

Students will be introduced to a variety of multicultural novels. They will explore the cultural, linguistic and ethnic diversity of approximately four to five different cultures. Students will write a research paper on a topic related to the themes discussed.

## **SHORT FICTION**

***Grade 12, .50 Unit***

*Prerequisite: English 11 American Literature*

The purpose of this class is to introduce the student to the genre of short fiction. Students will read a wide variety of authors from different backgrounds who write about an extraordinary range of subjects. Throughout the semester, discussions will have a dual focus. Students will learn about the formal characteristics of the short story, such as character development, conflict, and point of view, and will also examine what these stories reflect about the cultures that produce them. By the end of the semester, the students will have a better understanding of the important characteristics of short fiction.

## **SPORTS and LITERATURE**

***Grade 12, .50 Unit***

*Prerequisite: English 11 American Literature*

Sports and Literature class will examine the unique relationship between sports and society through literature by contemporary authors, columnists and other media. Reading in this course is selected to be high-interest and thought provoking. Text selection will include nonfiction, fiction, poetry, biographies, and commentaries. Writing in this class will include descriptive, personal reactions and critical writing.

## **UConn ECE ENGLISH: SEMINAR IN WRITING THROUGH LITERATURE HONORS**

***Grade 12, 1 WHS Unit and 4 UConn Credits***

*Prerequisite: English 11 Honors American Literature American Literature 2, and teacher recommendation*

UConn Early College Experience (ECE) is a program that allows motivated students to take UConn courses in high school for both high school and college credit. Every course taken through UConn ECE is equivalent to the same course at the University of Connecticut. English 1011 is a four-credit course, which focuses on instruction in academic writing through literary reading. Writing assignments will

emphasize interpretation, argumentation, and reflection of the assigned texts, while underscoring the importance of grammar, mechanics and style in articulation. There is extensive reading and writing involved in this class, and students interested in taking this class should have an 85 grade average in English 11 honors, and be recommended by their eleventh-grade teacher. Summer Assignments may be required.

## **INTERDISCIPLINARY**

### **UConn ECE American Studies**

*Grades 12, Level 1, 2 WHS Units, 1 English and 1 History and 3 UConn Credits*

#### **AMST 1201**

UConn Early College Experience (ECE) is a program that allows motivated students to take UConn courses in high school for both high school and college credit. Every course taken through UConn ECE is equivalent to the same course at the University of Connecticut. American Studies 1201 is a three-credit course that focuses on the broad question of “What is an American?” The University *Course of Studies* labels it a multi-disciplinary inquiry into the diversity of American societies and cultures. In this course, American history, literature, film, and culture will be examined and analyzed individually, and in the ways in which they work together as facets of the American identity.

This course is offered as a double-block (back-to-back periods), and fulfills one full unit of required English and an additional full unit as a History elective. It is an excellent option for students who are interested in pursuing careers in the humanities, and also for those who are intrigued by American art, film, pop culture, and literature and the ways in which they reflect society and historical events.

## **READING LAB**

*Grades 9-12, Classes 2-3 times/week (Credit is based on scheduled hours.)*

The Reading Lab has been developed for students in Grades 9-12 who have experienced reading difficulties in previous grades. Placement is based upon standardized test results, individualized assessments and/or teacher recommendation, with input from the School Counselors. Students who have exhibited wide discrepancy between ability and reading achievement are candidates for this program. Credit is given on a Pass/Fail basis.  
Max enrollment 6 students per section.

## MATHEMATICS DEPARTMENT

All course offerings are dependent upon adequate student enrollment requests.

For Algebra I credit from 8th grade, if the following is met: Teacher recommendation (20%), Mid-Term Exam Grade (20%), Final Exam Grade (20%) Chapter 3 Test Grade (10%), Chapter 5 Test Grade (10%), Chapter 7 Test Grade (10%), Chapter 10 Test Grade (10%) A summation of at least 65 points will be required for credit.

	Honors	College Career Readiness
<b>GRADE 9</b>	*Geometry Honors (1.00 credit) or *Algebra I Honors (1.00 credit)	*Geometry, College & Career Readiness (1.00 credit) *Algebra I College & Career Readiness (1.00 credit)
<b>GRADE 10</b>	*Algebra II Honors (1.00 credit) or *Geometry Honors (1.00 credit)or *Algebra II Honors (1.00 credit) and Geometry College & Career Readiness (1.00 credit)concurrently	Algebra II,-College & Career Readiness (1.00 credit)  *Geometry, College & Career Readiness (1.00 credit)
<b>GRADE 11</b>	*Pre-Calculus Honors (1.00 credit) or *Algebra II Honors (1.00 credit) *Statistics and Probability (elective)(.50 credit) * UCONN ECE Statistics 1100Q	*Pre-Calculus – College & Career Readiness (1.00 credit) *Algebra II,-College & Career Readiness (1.00 credit) Or Foundations of Algebra II College & Career Readiness (1.00)Credit Or *Functions and Trigonometry College & Career Readiness (.50 credit) AND *Statistics and Probability College & Career Readiness (.50 credit) *Statistics and Probability (elective)(.50 credit)

<b>GRADE 12</b>	*UConn ECE Calculus 1 (.50 credit) and Calculus 2 (.50 credit) or*Topics in Calculus Honors(1.00 credit) or *Pre-Calculus Honors (1.00 credit) *Statistics and Probability College & Career Readiness (elective) (.50 credit) * UCONN ECE Statistics 1100Q	*Pre-Calculus, College & Career Readiness (1.00 credit) or *Functions and Trigonometry College & Career Readiness (.50 credit) AND *Statistics and Probability College & Career Readiness (.50 credit) Or *#Consumer Math College & Career Readiness (1.00 credit) *Statistics and Probability College & Career Readiness (elective)(.50 credit)
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\* Successful completion of these courses will satisfy the technology performance standard, the achievement of which has been required for graduation since 2006. # Teacher recommendation only.

Career Clusters: Architecture & Construction; Business Management & Administration; Finance; Science, Technology, Engineering & Mathematics

## **ALGEBRA I HONORS**

### **Grade 9, 1 Unit**

*Prerequisite: 8<sup>th</sup> grade teacher recommendation based upon high achievement in Pre-Algebra in middle school.*

Algebra 1 Honors is a course that will help students become independent thinkers capable of communicating about mathematics numerically, algebraically, graphically and verbally. The course is designed to prepare students for the formal mathematics in Geometry, Algebra II, Pre-Calculus, and Calculus. Topics such as numerical and algebraic expressions, equations, inequalities, direct and indirect variation, work with polynomials, rational expressions, the coordinate plane, measures of central tendency, and quadratics will be covered as well as other skills needed for standardized testing during high school. An emphasis will be placed on the student's ability to develop strategies for solving sentence and word problems and developing logical thinking skills. Students are introduced to the graphing calculator for appropriate applications throughout the course. This course is intended for students who were not in the honors middle school program but intend to enter the honors mathematics program at Wolcott High School. These students will either take Geometry Honors or Algebra II Honors and Geometry College and Career Readiness concurrently in their sophomore year. Enrollment Capacity: 25

## **ALGEBRA I, College and Career Readiness**

### **Grade 9, 1 Unit**

*Prerequisite: 8<sup>th</sup> grade teacher recommendation*

Algebra I College and Career Readiness is a course that will help students become independent thinkers capable of communicating about mathematics numerically, algebraically, graphically and verbally. The course is designed to prepare students for the formal mathematics in Geometry, Algebra II, and Pre-Calculus. Topics such as numerical and algebraic expressions, equations, inequalities, direct and indirect variation, work with polynomials, rational expressions, the coordinate plane, measures of central tendency, and quadratics will be covered as well as other skills needed for standardized testing during



high school. An emphasis will be placed on the student's ability to develop strategies for solving sentence and word problems and developing logical thinking skills. Students are introduced to the graphing calculator for appropriate applications throughout the course.  
Enrollment Capacity: 25

## **GEOMETRY HONORS**

### **Grade 9-10, 1 Unit**

*Prerequisite: Teacher recommendation based upon high achievement in Algebra I Honors as defined by the proposal for 9<sup>th</sup> grade placement in high school courses*

Geometry Honors is a course whose main focus is Euclidian Geometry principles. Logical reasoning using formal proofs aid the student's discovery of theorems and related concepts. Topics include the study of the properties of two and three dimensional shapes including congruence, similarity, area and volume. Trigonometry of the right triangle and its applications are explored, as well as other introductory trigonometric applications using triangles including the Law of Sines and the Law of Cosines. The Geometer's Sketch Pad is available for both teachers' and students' use on computers throughout the school. Enrollment Capacity: 25

***This course fulfills the Solves Problem Effectively academic expectation.***

## **GEOMETRY, College and Career Readiness**

### **Grades 9-10, 1 Unit**

*Prerequisite: Successful completion of Algebra I College and Career Readiness or successful completion of Algebra I Honors but not meeting the standard to continue in the Honors program*

Geometry is a College and Career Readiness course whose main focus is Euclidian Geometry. The student is exposed to the concepts by exploring and using logical reasoning, formal proofs, and constructions. Concepts include the study of the properties of two and three dimensional shapes including congruence, similarity, area and volume. Trigonometry of the right triangle is introduced as well as other introductory trigonometric applications using triangles. The Geometer's Sketch Pad is available for both teachers' and students' use on computers throughout the school. Enrollment Capacity: 25

***This course fulfills the Solves Problem Effectively academic expectation.***

## **ALGEBRA II HONORS**

### **Grade 10-11, 1 Unit**

*Prerequisite: High achievement in Geometry (Honors) and teacher recommendation or high achievement in Algebra I Honors or College and Career Readiness with teacher recommendation, taken concurrently with Geometry (College and Career Readiness ) (minimum grade of 80)*

Algebra II Honors is a course which students will cover topics including functions, (linear, quadratic, polynomial, radical, exponential, and logarithmic) complex numbers, rational exponents and regression analysis. The graphing calculator is an essential part of the course. Students are expected to be independent thinkers capable of communicating about mathematics numerically, algebraically, graphically and verbally by this time and will be encouraged to solve problems using one method and confirm their results using an alternate method. Technology is used throughout the course and a TI-83 or 84 graphing calculator is recommended.

Enrollment Capacity: 25

***This course may fulfill the Solves Problem Effectively academic expectation.***

## **ALGEBRA II, College and Career Readiness**

### **Grades 10-11, 1 Unit**

*Prerequisite: Successful completion of Algebra I College and Career Readiness and Geometry College and Career Readiness.*

Algebra II College and Career Readiness is a course which will cover topics including functions, (quadratic, polynomial, radical, exponential, and logarithmic) complex numbers, rational exponents and regression analysis. The graphing calculator is an essential part of the course. Students should be independent thinkers capable of communicating about mathematics numerically, algebraically, graphically and verbally by this time and will be encouraged to solve problems using one method and confirm their results using an alternate method. Technology is used throughout the course and a TI-83 or 84 graphing calculator is recommended. Enrollment Capacity: 25

***This course may fulfill the Solves Problem Effectively academic expectation.***

## **FOUNDATIONS OF ALGEBRA II, College and Career Readiness**

### **Grades 11, 1 Unit**

*Prerequisite: Successful completion of Geometry College and Career Readiness*

Foundations of Algebra II College and Career Readiness is a course in which students will obtain a basic knowledge of the intermediate topics of algebra with more emphasis on the coordinate plane, real number system, quadratic expressions, equations, functions, and their graphs with real world applications. The graphing calculator will be used throughout this course as a tool to make topics concrete and visual. Students will also practice important test taking skills in preparation for standardized tests such as ~~SBAC~~, PSAT/SAT, ACT, and Accuplacer.

Enrollment Capacity: 25

***This course may fulfill the Solves Problem Effectively academic expectation.***

## **PRE-CALCULUS HONORS**

### **Grade 11-12, 1 Unit**

*Prerequisite: High achievement in Algebra II, Honors and Geometry Honors (minimum grade of 80)*

Pre-Calculus Honors is a course that will prepare students to take UConn ECE Calculus or Topics in Calculus and covers the topics necessary for continued study in college mathematics and science. It is a fast paced, in depth study of function behavior including end-behavior and local-behavior of polynomial, power, rational, exponential, logistic, logarithmic, and trigonometric functions. Analytical trigonometry is covered as well as sequences, series, and limits. Students are expected to be independent thinkers and workers capable of communicating about mathematics numerically, algebraically, graphically and verbally by this time and will be expected to solve problems using one method and confirm their results using an alternate method. Technology is used throughout the course and a TI-83 or 84 graphing calculator is recommended. Enrollment Capacity: 25

## **PRE-CALCULUS, College and Career Readiness**

### **Grades 11-12, 1 Unit**

*Prerequisite: Successful completion of Algebra II College and Career Readiness*

Pre-Calculus College and Career Readiness is a course that will cover topics necessary for continued study in college mathematics and science. It includes an introduction to general function theory. Algebraic, exponential, and logarithmic functions are studied in more depth, circular functions, trigonometry and many real world applications are explored, some conic sections are studied as well as sequences and series are introduced. Technology is used throughout the course and a TI-83 or 84 graphing calculator is recommended. Enrollment Capacity: 25

## **FUNCTIONS AND TRIGONOMETRY, College and Career Readiness**

### **Grades 11-12, 0.5 Unit**

*Prerequisite: Successful completion of Algebra II, or Foundations of Algebra II*

*Students who have already passed Pre-Calculus Honors or Pre-Calculus C/CR may not enroll in this class*

Functions and Trigonometry is a course that will review topics taught in an Algebra II course and introduce new advanced mathematical concepts using a hands on visual approach. The course will serve as a good foundation for students who will be entering their first year in college and who will need to further their knowledge of mathematics and science. The course will cover, but not be limited to, such topics as basic functions (linear & quadratic), regression analysis, linear programming, and compound interest, exponential/logarithmic functions, basic trigonometric ratios and the Laws of Sines and Cosines. Technology is an integral part of this course and graphing calculators will be used extensively. Enrollment Capacity: 25

## **STATISTICS AND PROBABILITY, College and Career Readiness**

### **Grades 11-12, 0.5 Unit**

*Prerequisite: Successful completion of Algebra II or Foundations of Algebra II*

Students will develop a proficiency in data analysis, as well as the ability to yield statistical inference and make decisions based on data. The course will emphasize how the normal curve, and the shape of the normal curve, provide certain insights into collected data. The course will explore Standard Deviation and the Spread of Data, including samples, surveys and variability within each. The course will also cover the implications of simple probability on the normal curve, as well as investigation of real-life problems related to Compound Probability, Conditional Probability, and the Basic Counting Principle. Enrollment Capacity: 25

## **UConn ECE CALCULUS 1**

### **Grade 12, 0.5 Units**

*Prerequisite: High Achievement in Pre-Calculus, Honors (minimum grade of 88) and recommendation from the Mathematics Department Leader*

UConn ECE Calculus is concerned with developing the student's understanding of the concepts of calculus and providing experiences with its methods and applications. Technology is used regularly by the teacher and students and a TI-83 or 84 graphing calculator is essential and required to reinforce the relationship among the multiple representations of functions; to confirm written work; to implement experimentation; and to assist in interpreting result. Topics covered in this course include limits, continuity, differentiation, ant differentiation, and definite integrals, with applications to the physical and engineering sciences. This is the first half of a full year course, but 4 college credits for Calculus 1 will be awarded from the University of Connecticut upon successful completion of this portion of the

course. Students must attain a 73 or better to receive the college credits and to continue on to the second half of this course. Students who do not attain a C or better will be given a transcript from the University of Connecticut indicating an Audit for Calculus 1. These students will be transferred to Topics in Calculus for the remainder of the year to reinforce Calculus 1 concepts in preparation for college level Calculus. Enrollment Capacity: 25 Summer Assignments may be required.

## **UConn ECE CALCULUS 2**

### **Grade 12, 0.5 Units**

*Prerequisite: Successful completion of UConn ECE Calculus 1 (a score of C or better for the semester)*

This is the second half of the UConn Calculus series. Its topics covered include transcendental functions, formal integration, polar coordinates, infinite sequences and series, vector algebra and geometry, with applications to the physical sciences and engineering. Upon successful completion of this course, students will receive 4 credits for Calculus 2 from the University of Connecticut. Students must attain a 73 or better in the second semester to receive the credits for this course, and may only receive these college credits if they have been awarded Calculus 1 credit. Enrollment Capacity: 25 Summer Assignments may be required.

## **TOPICS IN CALCULUS HONORS**

### **Grade 12, 1 Unit**

*Prerequisite: Successful completion of Pre-Calculus Honors or College and Career Readiness*

Topics in Calculus is a course that is primarily concerned with developing the students' understanding of the concepts of calculus including limits, the derivative and anti-derivative and providing experience with their methods and applications. This course will prepare students for continued study in college mathematics and science. Technology is used throughout the course and a TI-83 or 84 graphing calculator is recommended.

Enrollment Capacity: 25

## **CONSUMER MATH, College and Career Readiness**

### **Grade 12, 1 Unit**

*Prerequisite: For students in grade 12 only - Successful completion of Geometry with recommendation of teacher or it may be taken as an elective for a student seeking a 4<sup>th</sup> year of mathematics with a teacher recommendation.*

Consumer Math is a course which extends the students' knowledge of Algebra I and Geometry to practical everyday applications. Students will be encouraged to use technology throughout the course.

Enrollment Capacity: 25

## **UConn ECE Statistics 1100Q**

### **Grade 11 or 12, 1 Unit**

*Prerequisite: High Achievement in Pre-Calculus Honors (minimum grade of 83) or High Achievement in Algebra 2 Honors (minimum grade of 88) with concurrent enrollment in Pre-Calculus Honors and UConn ECE Statistics 1100Q with teacher recommendation.*

This UConn ECE Statistics course is equivalent to a one-semester, introductory, non-calculus based, college-level course in statistics. The purpose of the course is to introduce students to the major concepts and tools for collecting, organizing, analyzing, and drawing conclusions from data. Students explore four broad conceptual themes; including exploring data, sampling and experimentation, probability, and statistical inference (hypothesis testing). Completing data

analysis using computer statistical software is an integral part of this course. Students who successfully complete this course will receive four college credits through the University of Connecticut. Students may opt to take the AP Statistics exam, administered in early spring, since UCONN ECE Statistics will cover the same topics needed to do well on the AP Statistics exam.

## **MUSIC DEPARTMENT**

All course offerings are dependent upon adequate student enrollment requests.

<b>MUSIC DEPARTMENT COURSE OFFERINGS</b>			
<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
Marching/Concert Band (1.00 credit)	Marching/Concert Band (1.00 credit)	Marching/Concert Band (1.00 credit)	Marching/Concert Band (1.00 credit)
Beginning Guitar (.50 credit)	Beginning Guitar (.50 credit)	Beginning Guitar (.50 credit)	Beginning Guitar (.50 credit)
Advanced Guitar (.50 credit)	Advanced Guitar (.50 credit)	Advanced Guitar (.50 credit)	Advanced Guitar (.50 credit)
Beginning Piano (.50 credit)	Beginning Piano (.50 credit)	Beginning Piano (.50 credit)	Beginning Piano (.50 credit)
Advanced Piano (.50 credit)	Advanced Piano (.50 credit)	Advanced Piano (.50 credit)	Advanced Piano (.50 credit)
History of American Popular Music(.50 credit)	History of American Popular Music(.50 credit)	History of American Popular Music(.50 credit)	History of American Popular Music(.50 credit)
Concert Choir(1.00 credit)	Music Theory I(.50 credit)	Music Theory I(.50 credit)	Music Theory I(.50 credit)
Exploring Theatre (.50 credit)	Music Theory II (.50 credit)	Music Theory II (.50 credit)	Music Theory II (.50 credit)
	Concert Choir(1.00 credit)	AP Music Theory (1.00 credit)	AP Music Theory (1.00 credit)
	Exploring Theatre (.50 credit)	Concert Choir (1.00 credit)	Concert Choir (1.00 credit)
		Exploring Theatre (.50 credit)	Exploring Theatre (.50 credit)

Career Clusters: Arts, A/V Technology & Communications

### **MARCHING/CONCERT BAND**

***Grades 9-12, 1 Unit***

*Includes Marching Band*

The Marching/Concert Band is open to all students who would enjoy the experience of performing band literature at a high standard of excellence. Curricular emphasis is placed on the Marching Band in the first and fourth marking periods, while the curriculum focuses on Concert Band in the second and third marking periods. Members of the Wolcott High School Eagles Marching Band perform at all home football games, a minimum of two home basketball games, as well as selected area parades during the school year and at Marching Band/Concert Band Festivals. The Concert Band performs in school concerts and exchange/public concert programs every year. ***This course may fulfill the Practices or Performs Effectively academic expectation.***

## **CONCERT CHOIR**

***Grades 9-12, 1 Unit***

The choir is open to all students who would enjoy the experience of performing choral music at a high standard of excellence. Music of all periods and styles is utilized in concert. Attention is given to concert singing technique, including breath control, diction and tone production. The Concert Choir performs at school programs and concerts. Selected members also participate in All-Connecticut and Southern Region Music Festivals during the year.

***This course may fulfill the Practices or Performs Effectively academic expectation.***

## **HISTORY OF AMERICAN POPULAR MUSIC**

***Grades 9-12, .50 Unit***

History of American Popular Music will include an extensive study of the development of popular and rock and roll music in American culture. Course work includes extensive listening through the use of records, filmstrips, video tapes and DVD's. A musical survey of the American tradition of Jazz and the influences of European music will be examined.

## **BEGINNING GUITAR**

***Grades 9-12, .50 Unit***

***Semester One***

The Beginning Guitar course is designed to teach fundamental guitar skills to students in grades 9-12 with little or no experience on the instrument. This course offers students a chance to study music at Wolcott High School in a classroom setting. Course topics will include music reading, chords, strumming techniques, and melody playing. Instruments will be available for classroom use.

## **ADVANCED GUITAR**

***Grades 9-12, .50 Unit***

***Semester Two***

***Prerequisite: Successful completion of Beginning Guitar or passing audition***

The Advanced Guitar Course is designed to teach advanced guitar skills to students in grades 9-12. Advanced Guitar offers students a chance to study music at Wolcott High School in a classroom setting. Course topics include advanced music reading, chords, strumming techniques, finger picking and melody playing. School instruments will be available for classroom use.

## **BEGINNING PIANO**

***Grades 9-12, .50 Unit***

***Semester One***

Open to all students, Grades 9-12. No prior experience necessary. Emphasis is placed upon the enjoyment of playing the piano. The course offers music reading and its application to the piano keyboard. Hand/eye coordination will be emphasized and students will be encouraged to perform regularly.

## **ADVANCED PIANO**

*Grades 9-12, .50 Unit*

Prerequisite: Successful completion of Beginning Piano

The Advanced Piano course is designed to teach advanced piano skills to students in grades 9-12. Course topics include reading music notation, scales, chords in several hand positions, and playing melodies with both hands. Students will learn to perform in the classroom setting and on stage. School instruments will be available for classroom use.

## **MUSIC THEORY I**

*Grades 10-12, .50 Unit*

*Semester One*

Music Theory I is a course designed for all students with a desire to learn more about music. Course work will include the study of music reading, part writing, ear training, critical listening, and world music.

## **MUSIC THEORY II**

*Grades 10-12, .50 Unit*

*Prerequisite: Successful completion of Music Theory I*

Music theory II is a course designed for the advanced music student. Course work will include music composition, orchestration, and musical styles and advanced ear training. This course is recommended for students wishing to continue musical study beyond high school.

## **MUSIC THEORY HONORS**

*Grades 11-12, 1 Unit*

*Prerequisite: Adequate performance background in voice or on an instrument and/or successful completion of Music Theory I and II or teacher approval.*

Through Music Theory Honors, students will develop the ability to recognize, understand, and describe the materials and processes of music that are heard or presented in a score. The course will focus on an integration of musical elements such as melody, harmony, texture, rhythm, form, analysis, and composition. Students will initially address the fundamental aural, analytical, and compositional skills using listening and written exercises, and will progress to more creative tasks such as harmonization, part-writing, and composing. Students will have the option of sitting for the AP Exam in May. Summer Assignments may be required.

## **EXPLORING THEATRE**

*Grades 9-12, .50 Unit*

Exploring Theatre is an introductory class that moves students through a step-by-step production process by taking an in-depth look at the many opportunities in mounting a show. Features include developing vocabulary, basic acting skills, profiles of theatre professionals, and a variety of activities designed to encourage personal creativity and foster communications and cooperation.

## WELLNESS PROGRAM

All course offerings are dependent upon adequate student enrollment requests.

<p><b><u>GRADE 9</u></b>(1.00 credit)</p> <p>Health Education          Personality &amp; Self-Esteem          Stress Management          Social Media          Drugs          Addictions          Nutrition          Fitness</p> <p>Physical Education          Volleyball          Basketball          Soccer          Fitness          Weight Training          Whiffle Ball          Ultimate Frisbee          Flag Football          Speedball          Lacrosse          Speedminton          Nitro Ball</p>	<p><b><u>GRADE 10</u></b>(1.00 credit)</p> <p>Health Education          You and your family          Healthy Relationships          Male &amp; Female Reproductive          Systems          Pregnancy &amp; Birth          STI's          Contraceptives</p> <p>Physical Education          Volleyball          Badminton          Weight Room          Fitness/Aerobics          Lacrosse          Golf          Archery          Softball          Floor Hockey          Tennis          Pickle Ball</p>	<p><b><u>ELECTIVES FOR JUNIORS &amp; SENIORS</u></b></p> <p>Coaching/Officiating(1.00 credit)          Team Sports(.50 credit)          Advanced Team Sports(.50credit)          Adventure and Individual Sports          (.50 credit)          Unified Sports (1.00 credit)</p>
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Career Clusters: Health Science; Education & Training

Our Wellness Program is a comprehensive program that helps all students develop skills that will lead to lifelong leisure activities. All of our activities include safety practices, basic skills, techniques, lead-up games and assessment of these skills and rules of fitness. The department has a very well equipped weight room that is just as busy after school as it is during the day. Adaptive Physical Education is also offered by recommendation of the instructor or through the PPT process.

The Wolcott High School Health curriculum is developed from a comprehensive Health Education framework provided by the Connecticut State Department of Education. The framework contains seven standards. Those standards are as follows:

1. Students will comprehend concepts related to health promotion and disease prevention.
2. Students will demonstrate the ability to access valid health-informing and health-promoting products.
3. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
4. Students will analyze the influence of culture, media, technology and other factors on health.
5. Students will demonstrate the ability to use interpersonal communication skills to enhance health.
6. Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.
7. Students will demonstrate the ability to advocate for personal, family and community health.



The comprehensive health education program integrates itself with Wolcott High School's mission statement. Our overall goal is to provide a program that facilitates cooperation with parents and the community, implement a comprehensive, competency based curriculum and provide a dynamic learning environment in which to acquire the skills and competencies needed in their lives. If you wish to exempt your child from any portions of the Health curriculum, please write a letter to the attention of the school principal requesting such exclusion.

## **WELLNESS PROGRAM**

### ***Grade 9, 1 Unit***

Students participate in an intensive foundation in Health and Physical Fitness. The student will learn the fitness concept, practice exercises for developing proficiency in the component, and engage in activities which will further the development in a more positive, fun way. Students will be pre and post tested on the state of CT physical fitness test. Students will be expected to pass the CT physical fitness test their sophomore year. Department constructed health-related and skill-related fitness tests will be used to chart progress through the year. As a result of this course, students will learn to accept their bodies and recall individual differences in growth and maturation. Topics will also include family relationships, nutrition, CPR and fitness. Students will determine their strengths and weaknesses, accept the feelings they experience at different times and learn to channel those feelings into appropriate behaviors. Students will appreciate their uniqueness and learn to accept themselves. Students will be able to recognize how others influence their behaviors and decisions. Students will also learn the effects that tobacco and chewing tobacco have on the body.

## **WELLNESS PROGRAM**

### ***Grade 10, 1 Unit***

Students will participate in a wide variety of activities designed to improve fitness and develop a background of skills, knowledge, tactics, and ethical practices in competition. Students must take and pass the Physical Fitness Test that is mandated by the state of Connecticut. The students will be introduced to life-long activities such as archery, tennis and golf. In the health portion students recognize that human growth and development is an integral part of life. Topics to be covered include: Reproductive Systems – (Male and Female), Pregnancy and Birth, Childhood and Adolescents, Abstinence, Sexually Transmitted Diseases, Healthy Relationships, Contraceptives, and Exercise. Students will develop an understanding that physical and psychological well-being comes from a healthy body. Upon developing this understanding, students will articulate how the risks they and others take can affect their lives and how they can minimize these effects. If you wish to exempt your child from any portions of the Health curriculum, please write a letter to the attention of the school principal requesting such exclusion.  
***This course fulfills the Practices or Performs Effectively academic expectation.***

## **OFFICIATING/COACHING (Elective for Juniors & Seniors Only)**

### ***Grade 11 & 12, 1.00 Unit***

#### ***Can only take one section (25 students each)***

This course is designed to have students explore principles of coaching and officiating. Students will participate in team sports and learn the proper officiating signals, terminology and rules for baseball, basketball, soccer, volleyball and other team sports. Students will use this knowledge to volunteer in Community programs. Students will have exposure to other fitness activities that will benefit them as they leave Wolcott High School. Students will use a text book in class that will help them acquire a certification by taking the ASEP test at their own cost.

**ADVENTURE AND INDIVIDUAL SPORTS (Elective for Juniors & Seniors ONLY)**

*Grade 11 & 12, .50 Unit*

*Only 1 section being offered (25 students)*

Students will participate in life long activities such as bowling, archery, golf, tennis, badminton, table tennis, GeoCaching, power walking, weight training and other adventure activities (Frisbee golf, ropes course/zip line, Winding Trails). Students will learn to perfect strategies and skills for each of the activities. During the power walking unit students will use pedometers to track steps, calories and distance traveled. The GeoCaching unit will incorporate technology and students will be expected to go off campus. Students will also learn the importance of monitoring heart rate during these activities and the importance of remaining physically active outside of WHS.

**TEAM SPORTS (Elective for Juniors & Seniors Only)**

*Grade 11 & 12, .50 Unit*

*Fall Half Year, Spring Half Year*

*Can only take one section (25 students each)*

This course is designed for students that are interested in participating in a team sport at a recreational but competitive level. Students will participate in team sports such as basketball, soccer, speedball, ultimate Frisbee, volleyball and softball. Students will learn to perfect strategies and skill technique for each of the sports. Students will be assessed on the application of the strategies and skills in a game situation.

**ADVANCED TEAM SPORTS (Elective for Juniors and Seniors ONLY)**

*Grade 11 & 12, .50 Unit*

*Only 1 section being offered (25 students)*

This course is designed for students who are interested in learning advanced strategies and skill development of the following sports: Hockey, Lacrosse, Basketball, Flag Football, Soccer, and will include student choice for one unit. Advanced strategy and application of skills will be explored. Students will be assessed on the application of the strategies and skills used in game situations.

**UNIFIED SPORTS ELECTIVE (for Juniors and Seniors ONLY)**

*Grade 11 & 12, (25 students)*

The Unified Sports course will focus on sport-specific skill development – under the direction of a certified physical education teacher. Participants will have the opportunity to develop and improve sport specific skills as well as increase self-esteem, maintain equal status with peers, and develop new friendships. Students will participate in a variety of competitions organized by Special Olympics, Wolcott High School, or by community sports organizations. Unified Sports is a program that combines approximately equal numbers of student's with and without disabilities on the same sports teams for training and competition and all will participate in at least four events as part of this course.

## SCIENCE DEPARTMENT

All course offerings are dependent upon adequate student enrollment requests.

	<b>Honors</b>	<b>College And Career Readiness</b>
<b>GRADE 9</b>	<b>Required:</b> Integrated Science(1.00 credit)	<b>Required:</b> Integrated Science(1.00 credit)
<b>GRADE 10</b>	<b>Required:</b> Biology(1.00 credit) *Chemistry(1.00 credit) Independent Study in Sciences(1.00 credit)  <b>Elective:</b> Robotics(1.00 credit)	<b>Required:</b> Biology(1.00 credit)  <b>Elective:</b> Robotics(1.00 credit)
<b>GRADE 11</b>	<b>Recommended Electives:</b> *Chemistry(1.00 credit) *UConn/AP Biology(1.50 credit) *AP Chemistry(1.50 credit) *UConn Physics ECE (with special permission only) (1.00 credit) *UConn Engineering ECE (with special permission only) (1.00) *AP Physics(1.50 credit) *Anatomy & Physiology(1.00 credit) *Lab Assistantship(.50 credit) Independent Study in Sciences(1.00 credit) <b>Elective:</b> Robotics(1.00 credit)	<b>Recommended Electives:</b> *Chemistry (1.00 credit) <b>Electives:</b> Ecology(1.00 credit) Chemistry in the Community College and Career Readiness (1.00 credit) *Anatomy & Physiology(1.00 credit) Robotics(1.00 credit) Topics in Biology (1.00 credit)
<b>GRADE 12</b>	<b>Recommended Electives:</b> *AP Chemistry(1.50 credit) *AP Physics(1.50 credit) *UConn/AP Biology(1.50 credit) *UConn Physics ECE(1.00 credit) *UConn Engineering ECE (1.00 credit) *Anatomy & Physiology(1.00 credit) *Lab Assistantship(.50 credit) Independent Study in Sciences(1.00 credit)  <b>Elective:</b> Robotics(1.00 credit)	<b>Recommended Electives:</b> *Chemistry)(1.00 credit) *Anatomy & Physiology (1.00 credit) <b>Electives:</b> Ecology(1.00 credit) Chemistry in the Community College and Career Readiness (1.00 credit) *Physics Shaping Our World(1.00 credit) Robotics(1.00 credit) Topics in Biology (1.00 credit)

\* Successful completion of these courses will satisfy the technology performance standard, the achievement

of which has been required for graduation since 2006.

Career Clusters: Health Science; Science, Engineering & Mathematics, Technology

*The criteria for level placement of Science classes can also be found on page 12 of this guide.*

## **INTEGRATED SCIENCE**

### **Grade 9, 1 Unit**

*Prerequisite: Honors: Enrolled in 9<sup>th</sup> grade honors geometry with 8<sup>th</sup> grade science teacher permission.*

*Prerequisite: Enrolled in 9<sup>th</sup> grade math College and Career Readiness with 8<sup>th</sup> grade science teacher permission.*

Using the content standards of scientific inquiry, scientific literacy and scientific numeracy, the ninth grade science course will use laboratory activities to investigate energy transfer and transformation, science and technology in society, properties of matter, and the changing earth and global interdependence.

Enrollment Capacity: 24

***This course fulfills the Solves Problem Effectively academic expectation.***

## **BIOLOGY**

### **Grade 10, 1 Unit**

*Prerequisite: Honors: Enrolled in 10<sup>th</sup> grade honors level math with 9<sup>th</sup> grade science teacher permission.*

*Prerequisite: College and Career Readiness: Enrolled in 10<sup>th</sup> grade college and career readiness math with 9<sup>th</sup> grade science teacher permission.*

This course includes the study of the characteristics of living things with a concentration on the molecular level, cell structure, function and division. This course also covers genetics, gene technology and the ethical issues associated with it, evolution, classification of living things, and ecology. Enrollment Capacity: 24

***This course fulfills the Solves Problem Effectively academic expectation.***

## **TOPICS IN BIOLOGY**

### **Grade 11 and 12 (College and Career Readiness) 1 Unit**

*Prerequisite: Successful completion of Introductory Biology*

This course will cover many of the biological topics not covered in sophomore Introductory Biology. The course will cover the topics of genetics, gene technology and ethical issues in great detail for a semester. Another semester will concentrate on the diversity of life and human body systems. Laboratory work and dissections will also be used to facilitate learning. Enrollment Capacity: 24

## **UCONN BIOLOGY EARLY COLLEGE EXPERIENCE/ADVANCED PLACEMENT BIOLOGY**

### **Grades 11-12, (Honors), 1.5 Units**

*Prerequisite: 85 or better in College Prep Chemistry (Level 2), 80 or better in Chemistry (Honors), or taking Chemistry (Honors), concurrently. Recommendation of Department Head will be considered.*

The Advanced Placement (AP) Program is a cooperative educational endeavor of secondary schools, colleges, and the College Board. Highly motivated and academically gifted students who perform satisfactorily on AP examinations may receive credit from participating colleges and universities. AP Biology course outline concentrates on the following general topics: Molecules and Cells, Genetics and Evolution, Organisms and Populations, and Ecology. UCONN Biology will cover the same topics needed to perform well on the AP examination. In addition, students who receive a grade of 75 or better in the course will earn 8 credits at the University of Connecticut. Enrollment Capacity: 20 Summer Assignments may be required.

## **CHEMISTRY**

### ***Grades 10-11, (Honors), 1 Unit***

*Prerequisite:*

Grade 10: Successful completion of Geometry (Honors and concurrently taking Honors math as well as Biology (Honors) concurrently. A grade of 90 or higher in Honors Integrated Science. Teacher recommendation.

Grade 11: Successful completion of Geometry (Honors) or high achievement in Geometry (College and Career Readiness) and concurrently taking Honors math.

Chemistry (Honors) is a challenging, in depth first year chemistry course designed to provide a strong foundation in chemistry for students considering future work in the sciences, or for those students who want to increase their ability in critical thinking. Students should expect to engage in consistent, significant study to maintain success in this course. This course utilizes a seminar approach to learning where students are asked to actively participate in problem-solving. This course also includes a strong emphasis on technical writing through formal laboratory reports. Enrollment Capacity: 24

## **CHEMISTRY**

### ***Grades 11-12, (College and Career Readiness), 1 Unit***

*Prerequisite:* Grade 11: Successful completion of Geometry (and concurrently taking College and Career Readiness math.

Chemistry is the study of the composition, structure and properties of matter and changes that matter undergoes, as well as the energy changes that accompany these processes. Through laboratory experiments and activities, students will develop problem-solving techniques and critical thinking skills which can be applied to topics and principles covered in the class. Thus, theory and experimentation are closely coordinated.

Enrollment Capacity: 24

## **CHEMISTRY IN THE COMMUNITY (CHEM COM)**

### ***Grades 11-12, (College and Career Readiness), 1 Unit***

*Prerequisite:* Successful completion of Biology

This course is designed to help students understand chemical concepts and how these concepts relate to their lives. Through laboratory experiments and activities, students will develop problem-solving techniques and critical thinking skills which can be applied to chemical principles and to many other life skills.

Note: This course is not open to students who qualify for Level 2 Chemistry. Enrollment Capacity: 24

## **ADVANCED PLACEMENT CHEMISTRY**

### ***Grades 11-12, (Honors), 1.50 Units***

*Prerequisite:* 80 or better in Honors Chemistry (Honors) with teacher recommendation, successful completion of Pre-Calculus (Honors) or taking Pre-Calculus (Honors) concurrently. Recommendation of Department Head will be considered.

AP Chemistry is a challenging, in depth second year of chemistry course. Students in this course will be able to attain a depth of understanding in the main ideas of chemistry, and a competence in solving chemical problems. This course contains a strong laboratory component, and will contribute to the development of students' abilities to think clearly and to express their ideas, orally and through technical writing. Students will be prepared to take the AP exam in chemistry. Students who perform satisfactorily on the AP examination may receive credit from participating colleges and universities.

Enrollment Capacity: 20 Summer Assignments may be required.

## **UCONN PHYSICS EARLY COLLEGE EXPERIENCE**

### ***Grades 12, Honors, 1 Unit***

*Prerequisite: Grade 12: 90 or higher in Traditional Chemistry (College and Career readiness), 80 or higher in Chemistry (Honors), successful completion of Pre-Calculus (Honors), taking UConn ECE Calculus or Topics in Calculus concurrently. Recommendation of Department Head will be considered.*

This course is a rigorous and highly mathematical approach to the study of physics. This course explores topics in mechanics, heat, electricity, magnetism, waves and optics, sound, astronomy and modern physics concepts. The textbook used is a college physics textbook. Laboratory experiences will be a regular part of this course and students will be expected to study and learn some topics outside of the regular school day. Students who receive a grade of 75 or better in the course will earn 8 credits at the University of Connecticut. Enrollment Capacity: 20 Summer Assignments may be required.

## **APPLIED MECHANICS – STATIC SYSTEMS - UCONN ENGINEERING EARLY COLLEGE EXPERIENCE**

### ***Grades 12, Honors, 1 Unit***

*Prerequisite: Grade 12: 90 or higher in Traditional Chemistry (College and Career readiness), 80 or higher in Chemistry (Honors), successful completion of Pre-Calculus (Honors), taking UConn ECE Calculus or Topics in Calculus concurrently. Recommendation of Department Head will be considered.*

This course is a rigorous and highly mathematical approach to the study of static systems. This course explores topic of mechanical systems, torques, and center of gravity. The textbook used is a college Statics textbook. Laboratory experiences will be a regular part of this course and students will be expected to study and learn some topics outside of the regular school day. Students who receive a grade of 75 or better in the course will earn 3 credits at the University of Connecticut. Enrollment Capacity: 20 Summer Assignments may be required.

## **PHYSICS SHAPING OUR WORLD**

### ***Grade 12, College and Career Readiness, 1 Unit***

*Prerequisite: Grade 12: Successful completion of Chemistry (Honors or College and Career Readiness), successful completion of Algebra II (College and Career Readiness,).*

This is a humanistically oriented physics course designed for a college-bound student who will study in the humanities. The historical development of physics is studied concurrently with the development of the concepts of physics. Areas studied in this course include motion, forces, light, waves, and electricity. Considerable lab work is done by the students as well as research, group discussions, and mathematical problem solving. (College credit may be offered through Naugatuck Valley Community College upon completion of the course with a grade "C" or better). Enrollment Capacity: 24

## **ADVANCED PLACEMENT PHYSICS**

### ***Grades 11-12, Honors, 1.50 Units***

*Prerequisite:*

*Grade 11: 90 or higher in Traditional Chemistry (College and Career Readiness), 80 or higher in Chemistry (Honors), successful completion of Geometry (Honors), taking Pre-Calculus (Honors) concurrently.*

*Grade 12: 90 or higher in Traditional Chemistry (College and Career Readiness), 80 or higher in Chemistry (Honors), successful completion of Pre-Calculus (Honors), taking UConn ECE Calculus I & II or Topics in Calculus concurrently. Recommendation of Department Head will be considered.*

This course is a rigorous and highly mathematical approach to the study of physics. This course explores topics in mechanics, heat, electricity, magnetism, waves and optics, sound, astronomy and modern

physics concepts. The textbook used is a college physics textbook. Laboratory experiences will be a regular part of this course and students will be expected to study and learn some topics outside of the regular school day. Students who are selected and enroll for AP. Physics will take the National A.P. Exam given in the spring in order to qualify for college credit. Enrollment Capacity: 20 Summer Assignments may be required.

## **ANATOMY & PHYSIOLOGY**

### ***Grades 11-12, 1 Unit***

*Prerequisite: 85 or better in Traditional Chemistry (College and Career Readiness), 80 or better in Chemistry (Honors), or taking Chemistry (Honors) concurrently. Students not meeting prerequisite will be considered after an interview with the instructor if space provides.*

Anatomy and physiology is designed for the motivated student who plans to pursue a related field in college. The student will be provided with an in-depth look at the form and function of the eleven systems of the human body. Laboratory work and dissections will also be used to facilitate learning. Enrollment Capacity: 20

## **ECOLOGY: MAN AND THE ENVIRONMENT (College and Career Readiness)**

### ***Grades 11-12, 1 Unit***

*Prerequisite: College and Career Readiness: A score of 80 or better in Introductory Biology.*

Ecology is the science that studies the interrelationships between living species and their physical environment. This course examines how ecosystems function including cycling of nutrients, energy transfer, competition and symbiotic relationships. Man, one small member of the environment, must understand and accept his responsibility to improve and preserve his planet. The second semester focus of this course is to raise students' environmental awareness by studying, analyzing and discussing a variety of ecological topics such as global warming, air and water pollution, depletion of natural resources, vanishing wildlife, discarding waste products, etc. Students will also participate in several projects and field trips about specific environmental problems.

Ecology is designed for the motivated student who plans to pursue a related field in college. The student will be provided with an in-depth look at environmental issues. Enrollment Capacity: 24

## **INDEPENDENT STUDY IN THE SCIENCES**

### ***Grades 10-12, Honors, 1 Unit***

*Enrollment by application to the Science Department and by approval of the department.*

Academic units arrangement, awarded on the basis of the number of logged hours of research by the student, with a maximum of 1 CU for 180 hours of logged research, and successful completion of the study. This course gives the student the opportunity to investigate topics of choice. If accepted, the student will be assigned to a faculty member specializing in the field of choice, and will work under the supervision of that teacher. This course cannot take the place of major subject offerings.

## **LAB ASSISTANTSHIP**

### ***Grades 11-12, Honors, .50 Unit***

*Prerequisite: Chemistry or taking Chemistry concurrently.*

This course teaches students advanced techniques for working in a laboratory. Students will learn such skills as solution preparation, calibration of instrumentation, sample preparation, and organization of both lab equipment and supplies. Students will be involved in ongoing projects in the science department such as the use of hardware and software for microcomputer based laboratory experiments. Students will be required to conduct demonstrations that will be designed to reinforce scientific concepts. These demonstrations will be presented to various groups within the Wolcott School System.

## ROBOTICS

*Grades 10-12, (College and Career Readiness), 1 Unit*

This course will focus on all the major components of making a robot. Students will have to use problem solving skills as they learn about manufacturing, design, electrical systems, and programming. Along with this, students will gain an understanding of many concepts that are the basis of physical science such as: forces, torque, simple machines, and electricity. Students will have many chances to display the effectiveness of their designs in competitions in and out of the classroom. Enrollment Capacity: 24

## SOCIAL STUDIES DEPARTMENT

**All course offerings are dependent upon adequate student enrollment requests.**

<b>GRADE 9</b>		<b>Required:</b> 20th Century Global Studies (non-leveled course)
	<b>Honors Level</b>	<b>College and Career Readiness Level</b>
<b>GRADE 10</b>	<b>Required:</b> Civics and U.S. History I <b>Electives:</b> Advanced Placement U.S. Government and Politics	<b>Required:</b> Civics and U.S. History I <b>Electives:</b> Model United Nations Psychology of the Mind Psychology of the Self
<b>GRADE 11</b>	<b>Electives:</b> Advanced Placement U.S. Government and Politics Advanced Placement Psychology U.S. History Since 1877 (UConn ECE) Model United Nations	<b>Required:</b> Modern United States History <b>Electives:</b> Contemporary Issues Criminology Economics Model United Nations Modern Global History through Film Psychology of the Mind Psychology of the Self
<b>GRADE 12</b>	<b>Electives:</b> Advanced Placement U.S. Government and Politics Advanced Placement Psychology U.S. History since 1877 (UConn ECE)	<b>Electives:</b> Contemporary Issues Criminology Economics Model United Nations Modern Global History through Film Psychology of the Mind Psychology of the Self



## **20<sup>th</sup> CENTURY GLOBAL STUDIES**

### ***Grade 9, 1 Carnegie Unit***

This full-year, required course is designed to cover major 20<sup>th</sup> century global history topics. Emphasis will be placed on global, political, cultural, geographical, and economic developments throughout the world, including Asia, Africa, the Middle East, South America, and Europe. Furthermore, particular attention will be placed on the forces that have shaped the modern world. This course is designed to develop critical thinking skills, along with reading and writing skills, to improve student performance. Enrollment Capacity: 25

***This course fulfills the Uses Technology Effectively academic expectation.***

## **CIVICS**

### ***Grade 10, .5 of a Carnegie Unit***

This half year, required course meets the state of Connecticut's requirement for civics and will cover the fundamentals of federal, state, and local government, political ideologies, development of American foreign policy and geopolitics. Students will be given the opportunity to investigate the democratic process and develop an understanding of their rights and responsibilities as citizens of the United States as well as the responsibilities of the United States in the world. Enrollment Capacity: 25

***This course fulfills the Writes Effectively academic expectation.***

## **UNITED STATES HISTORY I**

### ***Grade 10, .5 of a Carnegie Unit***

This half-year, required course is dedicated to the study of historical, cultural, political and economic forces and events that shaped United States history from the American Revolution through the Gilded Age. Essential social studies skills, such as reading and writing, will be used and reinforced throughout the course. Furthermore, students will frequently analyze primary source documents in their quest to think like a historian and make their own decisions about history. As a result of this course, students will gain an appreciation of the many people, events, and concepts that have shaped our nation. Enrollment Capacity: 25

***This course fulfills the Write Effectively academic expectation.***

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

### ***Grades 10-12, 1 Carnegie Unit***

This is a one year college level course that follows the challenging plan of instruction issued by the Advanced Placement Board. In May, the student will take the Advanced Placement Examination administered by the A.P. Board nationwide. Successfully passing this the AP exam may earn a student college credit.

The course itself will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Students will become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. Due to the challenging nature of an AP course, students who enroll should have a strong work ethic and be independent workers. To enroll in this course, a teacher recommendation by each student's current social studies teacher is required. Summer assignments may be required.

Enrollment Capacity: 25

**ECONOMICS: *Grades 11-12, .5 of a Carnegie Unit***

This course provides an introduction to the fundamental concepts of economics from the viewpoint of the individual consumer or small business owner to the global economy. Students will be introduced to the concept of the law of supply and demand, forms of business, labor unions, government finances and influences on the economy, money and prices, inflation and deflation cycles. Enrollment Capacity: 25

**UNITED STATES HISTORY SINCE 1877 (UConn EARLY COLLEGE EXPERIENCE)**

***Grades 11-12, 1 Carnegie Unit (Meets U.S. History requirement for graduation)***

This challenging college level course is an overview of United States history from the end of the Reconstruction Era (1877) to the present. This course will emphasize both historical content and examine the ways that professional historians learn about, interpret, and explain America's past. Successful completion of this course will meet the U.S. history requirement for graduation and may be eligible for UConn credit. Due to the challenging nature of an ECE course, students who enroll should have a strong work ethic and be independent workers. To enroll in this course, a teacher recommendation by each student's current social studies teacher is required. Summer Assignments may be required.

Enrollment Capacity: 25

***This course fulfills the Writes Effectively academic expectation.***

**CONTEMPORARY ISSUES:**

***Grades 11-12, .5 of a Carnegie Unit***

This course will offer students the opportunity to learn the social, economic and political backgrounds of contemporary issues confronting our society. It will afford students the opportunity to prepare for the world in the 21<sup>st</sup> century. This course is designed to expose students to the issues and varying viewpoints they will face as they become productive members of the global community. A variety of media will be used to cover the course curriculum.

Enrollment Capacity: 25

**MODEL UNITED NATIONS:**

***Grades 10 – 12, .5 of a Carnegie Unit***

This course will focus on the issues, goals, and procedures of the United Nations and will prepare students for participation in Model United Nations conferences. As a class and international club, Model United Nations aims replicate the rigorous yet successful process international leaders must go through to find agreeable solutions major problems in the world today. By actively engaging in discussion about global issues from both the past and the present, this course hopes to create engaged students knowledgeable on the workings of the United Nations. Enrollment Capacity: 25

**PSYCHOLOGY OF THE MIND:**

***Grades 10 – 12, .5 of a Carnegie Unit***

This course is an introduction to the basic concepts and methods of modern psychology with an emphasis on the biological bases of behavior. Major topics of study will include Research Methods, the Brain, Sensation/Perception, Consciousness, Memory, Stress, Psychological Disorders and Treatments. This course requires a high level of student participation evident in the forms of demonstrations and projects. Although Psychology of The Mind is an elective, it is highly recommended for all high school students. This course is also highly recommended (but not required) before taking Advanced Placement Psychology. It aligns with the STEM Pathway. Students DO NOT need to take Psychology of the Self before taking Psychology of the Mind Enrollment Capacity: 25

**PSYCHOLOGY OF THE SELF:*****Grades 10 – 12, .5 of a Carnegie Unit***

This course is an introduction to the basic concepts and methods of modern psychology with an emphasis on the social sciences. Major topics of study will include Approaches to Psychology, Human Development, Thinking, Learning, and Social Psychology. This course requires a high level of student participation evident in the forms of demonstrations and projects. Although Psychology of the Self is an elective, it is highly recommended for all high school students. It aligns with the Humanities and CALS pathways. This course is also highly recommended (but not required) before taking Advanced Placement Psychology. Students DO NOT need to take Psychology of the Mind before taking Psychology of the Self. Enrollment Capacity: 25

**ADVANCED PLACEMENT PSYCHOLOGY:*****Grades 11-12, 1 Carnegie Unit***

This is a one year college level course that follows the challenging plan of instruction issued by the Advanced Placement Board. In May, the student will take the Advanced Placement Examination administered by the A.P. Board nationwide. Successfully passing this the AP exam may earn a student college credit.

The course itself will introduce the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology including Human Development, Learning, Social Psychology, Sensation and Perception, the Nervous System, Psychological Disorders, Consciousness, Memory, Intelligence, Thinking and Language, Motivation and Emotion and Personality. Students also learn about the ethics and methods psychologists use in their science and practice. It is highly recommended (although not required) that students take Psychology of the Mind and/or Psychology of the Self before enrolling in AP Psychology. Due to the challenging nature of an AP course, students who enroll should have a strong work ethic and be independent workers. To enroll in this course, teacher recommendation by each student's current social studies teacher **is** required. Enrollment Capacity: 25

**MODERN UNITED STATES HISTORY*****Grade 11, 1 Carnegie Unit***

This full-year, required course is dedicated to the study of historical, cultural, political and economic forces and events that shaped United States history in the modern era. Essential social studies skills, such as reading and writing, will be used and reinforced throughout the course. Furthermore, students will frequently analyze primary source documents in their quest to think like an historian and make their own decisions about history. As a result of this course, students will gain an appreciation of the many people, events, and concepts that have shaped our nation. Enrollment Capacity: 25

## **MODERN GLOBAL HISTORY THROUGH FILM:**

*Grades 11 - 12, .5 of a Carnegie Unit*

This course will explore the post-World War II world through film. Its purpose is to help students develop critical thinking skills as they enhance their knowledge of modern history and culture. Selected films will be used to explore topics such as historical inaccuracies, political climate, attitudes of society, biases of producers and writers, along with the need for box office appeal. By watching, discussing, and writing about films, students will examine how motion pictures create a window into modern culture and society and learn how to read films as cultural texts that help us better understand history and culture.

Enrollment Capacity: 25

## **CRIMINOLOGY:**

*Grades 11 - 12, .5 of a Carnegie Unit*

This introductory course examines the multi-disciplinary science of law-making, law-breaking, and law-enforcing. It reviews theories and data predicting where, when, by whom and against whom crimes happen. It also addresses the prevention of different offense types by different kinds of offenders against different kinds of people. Police, courts, prisons, and other institutions are critically examined as both preventing and causing crime. Enrollment Capacity: 25

## **INTERDISCIPLINARY**

UConn ECE American Studies

*Grades 12, Level 1, 2 WHS Units, 1 English and 1 History and 3 UConn Credits*

AMST 1201

UConn Early College Experience (ECE) is a program that allows motivated students to take UConn courses in high school for both high school and college credit. Every course taken through UConn ECE is equivalent to the same course at the University of Connecticut. American Studies 1201 is a three-credit course that focuses on the broad question of “What is an American?” The University *Course of Studies* labels it a multi-disciplinary inquiry into the diversity of American societies and cultures. In this course, American history, literature, film, and culture will be examined and analyzed individually, and in the ways in which they work together as facets of the American identity.

This course is offered as a double-block (back-to-back periods), and fulfills one full unit of required English and an additional full unit as a History elective. It is an excellent option for students who are interested in pursuing careers in the humanities, and also for those who are intrigued by American art, film, pop culture, and literature and the ways in which they reflect society and historical events.

## TECHNOLOGY EDUCATION DEPARTMENT

All course offerings are dependent upon adequate student enrollment requests.

TECHNOLOGY EDUCATION DEPARTMENT SEQUENCE SELECTIONS			
Grade 9	Grade 10	Grade 11	Grade 12
*Engineering Concepts(1.00 credit)	*Engineering Concepts(1.00 credit)	*CADD/Technical Drafting (1.00 credit)	CADD/Technical Drafting (1.00 credit)
*Photography and Video Production (.50 credit)	*CADD/Technical Drafting (1.00 credit)	Construction I (1.00 credit) Construction II (1.00 credit)	Construction I(1.00 credit) Construction II(1.00 credit)
*CADD/Technical Drafting (1.00 credit) Construction I(1.00 credit) Architectural Design (.50 credit)	Construction I(1.00 credit) Construction II(1.00 credit) Architectural Design (.50 credit)	*Photography and Video Production(.50 credit) Architectural Design (.50 credit)	*Photography and Video Production(.50 credit) Architectural Design (.50 credit)
	*Photography and Video Production (.50 credit)	Transportation I(1.00 credit) Transportation II(1.00 credit)	Transportation I (1.00 credit) Transportation II(1.00 credit) Transportation III(1.00 credit)
Introduction to Mechanical Principals (.50 credit)	Introduction to Mechanical Principals (.50 credit)		
	*Video Production/Photography II (1.00 credit)	Video Production/Photography II (1.00 credit)	Video Production/Photography II (1.00 credit)
		Media Applications III (1.00 credit)	Media Applications III (1.00 credit)
*Visual Communications (1.00 credit)	*Visual Communications I, II(1.00 credit)each	*Visual Communications I, II (1.00 credit)each	Visual Communications I, II (1.00 credit)each
	*Transportation I (1.00 credit)	Independent Study (1.00 credit)	Independent Study (1.00 credit)
	Product Design (.50 credit)	Product Design (.50 credit)	Product Design (.50 credit)

\* Successful completion of these courses will satisfy the technology performance standard, the achievement of which has been required for graduation since 2006.

Career Clusters: Architecture & Construction; Arts, A/V Technology & Communications; Information Technology; Manufacturing; Science, Technology, Engineering & Mathematics; Transportation, Distribution & Logistics

Technology Education courses are for everyone. It does not matter if the student is male or female, or if one will end one's formal education with high school or go on to college. Technology Education courses will benefit everyone. Each student lives in an ever-changing technological society and must have the ability to adapt. Since most adults will change jobs several times during their lifetime, these courses can help develop the flexibility needed to succeed in the world of work. Technology Education will help the

student gain experience in solving problems and in becoming alert and aware consumers. It will also provide opportunities to use knowledge of science, math and other related subjects in a practical and meaningful way.

The following courses are designed for students interested in pursuing the field of technology, but are also available to all students in Grades 9-12. Areas of specialization are sequentially arranged from I - III. All grade 10 students are encouraged to select a major area of specialization in Technology Education as a means of acquiring a job-entry level skill upon graduation or for vocational college and post-graduate trade school aspirations.

## **TRANSPORTATION PROGRAM**

### **INTRODUCTION TO MECHANICAL PRINCIPLES**

***Grade 9-10, .50 Unit***

This course is for students with no previous experience with mechanics. Students will be using hand tools, test equipment, and small engines, students will study mechanical, electrical and hydraulic principles. Technical theory and shop safety will also be stressed. Enrollment Capacity: 16

### **TRANSPORTATION I**

***Grades 10-12, 1 Unit***

This is an exploratory course designed to teach students general laboratory skills and trade procedures. It will also introduce numerous technical systems. Students will be allowed to bring automobiles and power equipment into the WHS auto lab for maintenance, diagnostics and repair. Enrollment Capacity: 16

### **TRANSPORTATION II**

***Grades 11-12, 1 Unit***

***Prerequisite: Transportation I***

This course is designed for the student seriously interested in developing specialized skills and knowledge in the automotive trade and transportation industry. Automotive support systems, alternative power sources and their technology will be learned. Enrollment Capacity: 16

***This course may fulfill the Solves Problem Effectively academic expectation.***

### **TRANSPORTATION III**

***Grade 12, 1 Unit***

***Prerequisite: Transportation II***

This course is designed for the students who are seriously interested in developing saleable skills in the automotive and transportation industry. In addition to working on automobiles, specific careers in the industry will be explored. Enrollment Capacity: 16

## **ENGINEERING/CADD/DRAFTING PROGRAM**

### **ENGINEERING CONCEPTS**

***Grades 9-10, 1 Unit***

This “Hands on Minds on” course is designed for all students who are interested in Technology and hands on problem solving. Students will have experiences in designing, constructing and testing various solutions to open ended problems. Students will work alone and in teams. Topics covered include, among other things: Energy (transformations, renewable/nonrenewable, mechanical, electrical...); Power (fluid, mechanical, electrical...). Hands on lab activities coincide with and reinforce each concept. This fun course also exposes students to the different career clusters in the field of technology. This course is a great introduction to and preparation for courses offered in the Technology Department. Enrollment Capacity: -14 (seating capacity)

***This course may fulfill the Solves Problem Effectively academic expectation.***

### **ARCHITECTURAL DESIGN**

***Grades 9-12, .50 Unit***

This practical course in architecture will acquaint students with the important elements of residential house design. Students in this course will use manual and computer aided drafting (CAD) techniques to study architectural design. A set of residential house plans will be drawn and evaluated. Major topics will include: primary design considerations, the environment, construction materials, mechanical systems, planning/zoning and codes, plan views, details, sections, schedules and elevations. Enrollment Capacity: 14

### **CADD / TECHNICAL DRAFTING**

***Grades 9-12, 1 Unit***

This challenging course is designed for students with a strong math and technical background who are interested in interior design, engineering, architecture, and drafting design. Students learn basic drafting skills then prepare drawings in the CADD lab using the latest software including Solid Works, AUTOCADD, and various Architecture programs. Hands on engineering models will also be produced. Enrollment Capacity: 14

***This course may fulfill the Uses Technology Effectively academic expectation.***

### **PRODUCT DESIGN**

***Grades 10-12, .50 Unit***

***Prerequisite: CADD, Engineering Concepts, Exploring Visual Arts or Drawing***

We live in a “Designed World”. Tradeoffs between “Form and Function” will be explored relative to various/diverse design fields such as: Engineering, Product, Industrial, graphic and Packaging. Students will work individually and on teams to solve numerous 2 & 3D design challenges. Topics covered will include: The fundamentals of design, the design loop, product development life cycle, reverse engineering, modeling, critiquing and analysis. Enrollment Capacity: 14

## **COMMUNICATIONS PROGRAM**

### **VISUAL COMMUNICATIONS I**

***Grades 9-12, 1 Unit***

This course is designed for students who are interested in computer graphics, printing, media, or graphic design. It is an introductory course that explores the major printing areas and design techniques. Student projects and activities include computer graphics using high-end graphics software (Adobe CS5 including *Photo Shop* and other design programs). Various hands-on printing jobs and techniques are explored. They may include shirts, posters, pads, and printing for school/community. Enrollment Capacity: 18

### **VISUAL COMMUNICATIONS II**

***Grades 10-12, 1 Unit***

*Prerequisite: Visual Communications I*

This course includes advanced graphic design and printing skills. Students will complete projects using industry standards and techniques. Mass production jobs and commercial printing orders will be experienced. The graphic arts industry and career opportunities will be emphasized. Enrollment Capacity: 18

***This course may fulfill the Uses Technology Effectively academic expectation.***

### **PHOTOGRAPHY and VIDEO PRODUCTION**

***Grades 9-12, .50 Unit***

*Prerequisite: Students must have access to a digital camera (not a cell phone camera) to bring to class.*

This class explores both photography and video. In photography, students will learn proper parts and use of the camera including composition, angles/viewpoints, lighting, special effects, scanning / manipulating pictures using Photo Shop, and colorizing black and white photos. In video production, students will learn about video cameras, microphones and proper techniques to taking good videos. When videos are complete, students will learn video editing software to enhance their projects. Enrollment Capacity: 18

### **VIDEO PRODUCTION/PHOTOGRAPHY II**

***Grades 10-12, 1 Unit***

*Prerequisite: A grade of 80 or better in Photography and Video Production*

This is a hands-on application course. Students will build on the skills learned in Photography and Video Production while adding new advanced video techniques and concepts. Students will work throughout the school for their production material. Enrollment Capacity: 16

***This course may fulfill the Practices or Performs Effectively academic expectation.***

### **MEDIA APPLICATIONS III**

***Grades 11-12, 1 Unit***

*Prerequisite: A grade of 80 or better in VIDEO PRODUCTIONS/PHOTOGRAPHY II*

This is a hands-on application course. Students will build on the skills learned in Video productions and Photography II, while adding new advanced video techniques and concepts. They will apply their knowledge to broadcast out video/media content to local access TV. Students will work throughout the school and the studio for their production material. Enrollment Capacity: 16



## **CONSTRUCTION TECHNOLOGY PROGRAM**

### **CONSTRUCTION I**

***Grades 9-12, 1 Unit***

In this course, students will be introduced to problem solving techniques with forest products, jig and fixture design, and product development. Students will learn how to safely operate various woodworking tools and machines. Individually based projects are designed to sequentially develop student skills beginning exclusively with hand tools progressing to hand held power equipment and stationary machines. Enrollment Capacity: 16

### **CONSTRUCTION II**

***Grades 10-12, 1 Unit***

*Prerequisite: Successful completion of Construction I*

Upon successful completion of Construction I, students will be exposed to more difficult problems and situations. Groups of two or more students will be responsible for developing leadership, accountability, timelines and completion of assigned projects as in a “Real World” job shop. Service projects will be accomplished for the school and Greater Wolcott community. Enrollment Capacity: 16

***This course may fulfill the Practices or Performs Effectively academic expectation.***

## **INDEPENDENT STUDY**

### **INDEPENDENT STUDY (Visual Communications, Construction and Video Production)**

***Grade 11-12, 1 Unit***

*Prerequisite- Successful Completion of highest level in course- (Visual Communications 2, Construction 2 and Video Production/Photography 2)*

This class is for advanced students in Visual Communications or Construction who wish to continue their coursework in the area. This course cannot take the place of major subject offerings. Enrollment Capacity: 16

## WORLD LANGUAGE DEPARTMENT

All course offerings are dependent upon adequate student enrollment requests.

**World Language - Can receive credit from 8<sup>th</sup> grade if the following criteria is met: Final Exam Spanish 1 (HS) and French I (HS), Grade 65.**

	Honors	College and Career Readiness
<b>GRADE 9</b>	Spanish II French II	Spanish I, II French I, II Latin I
<b>GRADE 10</b>	French II, III Spanish II, III	French I, II, III Spanish I, II, III Latin I, II
<b>GRADE 11</b>	French II, III, IV Spanish II, III, IV	French I, II, III, IV Spanish I, II, III, IV Latin I, II, III  <b><u>Electives</u></b> Spanish For Health Professionals (.50 credit / Half Year Course)
<b>GRADE 12</b>	French II, III, IV Spanish II, III, IV Spanish Composition/UConn ECE French V / UCONN ECE	French I, II, III, IV Spanish I, II, III, IV Latin I, II, III, IV  <b><u>Electives</u></b> Spanish For Health Professionals (.50 credit / Half Year Course)

Career Clusters: Government & Public Administration, Business Management & Administration; Education & Training; Human Services

### **FRENCH I:**

***Grades 9-12, College and Career Readiness, 1 Unit***

This is an introductory course structured in a traditional college prep mode. An introduction to basic structures and culture is presented. The four skills – listening, responding, reading and writing are reinforced by the use of tapes. Enrollment Capacity: 25

## **FRENCH II: Honors and College and Career Readiness**

### ***Grade 9-12 1 Unit***

*Prerequisite: Successful completion of French I or successful completion of traditional French in Grades 7 & 8*

This course is a continuation of French I. Mastery of the formation and usage of the French tenses are emphasized. Listening, reading, writing and speaking skills are reinforced with appropriate textual material. Enrollment Capacity: 25

## **FRENCH III: Honors and College and Career Readiness**

### ***Grade 10, 1 Unit***

### ***Grades 11-12, 1 Unit***

*Prerequisite: Successful completion of French II*

This course is a continuation of French II. Review of all essential grammar from Levels I and II is included with more advanced grammar and tenses. Literary readings, oral expression and composition are stressed. Enrollment Capacity: 25

***This course may fulfill the Reads Effectively academic expectation.***

## **FRENCH IV: Honors and College and Career Readiness**

### ***Grade 11, 1 Unit***

### ***Grade 12, 1 Unit***

*Prerequisite: Successful completion of French III*

This course is a refinement of methods and material learned during the first three years of French study. Review of grammar is continued but emphasis is on literature, composition and oral skills. Enrollment Capacity: 25

***This course may fulfill the Speaks Effectively academic expectation.***

## **FRENCH V: French Language & Culture UCONN ECE**

### ***Grade 12, 1 WHS Unit and 3 UConn Credits***

***Prerequisite: Teacher recommendation from French IV language teachers will be considered. Approval from UCONN for qualified students to receive college credit.***

This course is the study of French and Francophone culture and history through fiction, non-fiction, journalism and film. Emphasis on perfecting both oral and written expression through discussion, presentations, and composition on assigned topics. Enrollment Capacity: 25

## **SPANISH I:**

### ***Grades 9-12, 1 Unit***

This course is an introduction to the fundamentals of modern Spanish. The student is introduced to the four areas of language usage: speaking, writing, reading and understanding spoken Spanish. Enrollment Capacity: 25

## **SPANISH II: Honors and College and Career Readiness**

### ***Grade 9-12 1 Unit***

*Prerequisite: Successful completion of Spanish I or successful completion of traditional Spanish in Grades 7 & 8*

This course concentrates on improving those skills acquired in Spanish I. A thorough review of tenses is undertaken at the beginning of the year. The student is introduced to more advanced structures such as the past, future and conditional tenses using the text Santillana. Enrollment Capacity: 25

## **SPANISH III: Honors and College and Career Readiness**

### ***Grade 10, 1 Unit***

### ***Grades 11-12, 1 Unit***

*Prerequisite: Successful completion of Spanish II*

Spanish III introduces the students to Spanish life, customs, geography and literature. The course emphasizes a more structured grammatical context, the aural/oral approach, and a structural composition program in the target language. The student will be challenged to use the language in all four communicative modes. Enrollment Capacity: 25

***This course may fulfill the Reads Effectively academic expectation.***

## **SPANISH FOR HEALTH PROFESSIONALS**

### ***Grades 11-12, .50 Unit***

*Prerequisite: Successful completion of Spanish III*

In this course, students will acquire Spanish vocabulary focusing on the needs of Health Care Professionals. Students will study elements of Spanish grammar and structure with an emphasis on communication. This course will develop listening and speaking skills as well as writing and reading skills. Students will become familiar with Hispanic culture focusing on the needs of Health Care providers. Enrollment Capacity: 25

## **SPANISH IV: Honors and College and Career Readiness**

### ***Grades 11-12, 1 Unit***

*Prerequisite: Successful completion of Spanish III*

In this course, the student continues the study of Hispanic literature, art, culture, and history (both peninsular and American). Students will read and respond to authentic non-fiction prose as well as literature: poems, short stories and excerpts from novels.. Composition and written assignments are compulsory. Short grammar review lessons are covered as needed. Conversations and role-playing are an integral part of this course. Students should expect to give presentations in the target language. Enrollment Capacity: 25

***This course may fulfill the Speaks Effectively academic expectation.***

## **SPANISH V – SPANISH COMPOSITION/UConn ECE**

### ***Grade 12, 1 WHS Unit and 3 UConn Credits***

*Prerequisite: Teacher recommendation from Spanish IV and V language teachers will be considered.*

*Approval from UCONN for qualified students to receive college credit.*

This course is the study and practice of advanced writing and composition from the rough draft to the final version. Students will employ advanced grammar and advanced vocabulary to meet success in the course and will participate in various discussions in the target language as directed by the teacher. Enrollment Capacity: 25

## **LATIN I**

***Grades 9-12, College and Career Readiness, 1 Unit***

This is the first course in the study of Latin language and culture. Intensive study of grammar, vocabulary and syntax is supplemented by translation. Particular stress is placed upon the correlation between Latin and English grammar. Latin culture and its effect on English and American institutions is an integral part of the course, which can provide an excellent background for study of medicine, law, origin of the English language and semantics. Enrollment Capacity: 25

## **LATIN II**

***Grades 10-12, College and Career Readiness 1 Unit***

*Prerequisite: Successful completion of Latin I*

A brief review of first year grammar is followed by a study of the uses of the imperative and subjunctive moods. The first semester will include both Latin grammar and readings. The second semester will be devoted almost exclusively to Caesar's Gallic Wars. Enrollment Capacity: 25

## **LATIN III**

***Grades 11-12, (College and Career Readiness) 1 Unit***

*Prerequisite: Successful completion of Latin II*

Insufficient enrollment may require combining Latin III and IV. The course content consists primarily of an intensive study of Cicero's orations against the Cataline conspirators, and portions of his essays. A study of advanced Latin syntax will also constitute a portion of the course content. Enrollment Capacity: 25

## **LATIN IV**

***Grade 12, (College and Career Readiness) 1 Unit***

*Prerequisite: Successful completion of Latin III*

Insufficient enrollment may require combining Latin III and IV. This course will include a comprehensive study of at least four books of Virgil's *Aeneid*. Supplementary readings will include selections from *Ovid*, and *Catullus*, and medieval selections. Enrollment Capacity: 25

## **SPECIAL EDUCATION PROGRAMS AND RELATED SERVICES**

### **ACADEMIC SUPPORT CENTER**

In compliance with state and federal statutes, Wolcott High School provides a wide range of programs and services designed to meet the specific educational needs of students whose disabilities have an impact on their education. Students receive core instruction from content specific teachers in the classroom. Special Education teachers provide specialized support through the Academic Support Center. The purpose of the service is to work on student goals and objectives by providing strategies for learning while delivering instruction to ensure optimal student learning and growth.

Other available Special Education Support Services include: transition guidance in the career center, school-based counseling, physical and occupational therapy, speech and language therapy, and adaptive physical education.

## **LIFE SKILLS PROGRAM**

The Wolcott High School Life Skills Program is designed to meet the needs of each student's individual educational plan. Students enrolled in this program will develop both independent living and work skills while working within the school and community. Students will take part in a wide range of learning opportunities that will be a combination of small group activities, individual work, and class discussions as well as hands-on activities and field trips that will help better prepare students to transition to daily living after high school.

Students will explore the following areas of instruction:

- Social and Interpersonal Skills which includes an awareness of self and others, decision making, problem solving as well as social skills strategies, and self-advocacy
- Independent and Personal Life Skills such as money management, clothing care, food preparation, personal health care, healthy relationships
- World of Work involves the development of skills related to employment; job search and, specific work skills, work etiquette, basic work behaviors, job seeking skills, effective communication with others
- Leisure includes student's personal interests and community resources

## **PHOENIX PROGRAM**

The Phoenix Program is an alternative educational program housed within Wolcott High School designed for students who experience difficulty achieving academic success in the traditional high school setting. The program is designed to meet the individual needs of the student by utilizing a small teacher-to-student ratio with an emphasis on individualized instruction. Phoenix utilizes a behavioral level system to improve student behaviors, increase on-task performance, and provide strategies for resolving conflicts. The program also provides a transition program that helps prepare the students to enter the world of work.

## **WORK TRANSITION PROGRAM**

This program is designed for students with disabilities whose transitional goals require vocational training in the community workforce. The work experience is monitored by a Transition Coordinator and on-site WHS staff for students placed in the community setting. This program is typically designed for students that have graduated from WHS and are aged 18-21. This program also includes on site work experience at WHS and a small teacher-to-student classroom ratio with an emphasis on developing life skills and skills needed for employment.

## **OTHER PROGRAMS**

### **EDGENUITY VIRTUAL ACADEMY**

Wolcott High School offers online supplemental courses to CT high school students as a complement to traditional courses through Edgenuity Virtual Academy. Curriculum will engage students by connecting real world applications to learning through problem solving and/or project-based learning assignments. From Credit Recovery courses, available on a flexible enrollment basis, to Advanced Placement and World Languages with fixed start and end dates, all courses are taught by certified teachers. Course curriculums accredited by Advance ED and approved by NCAA and all Advanced Placement courses are College Board approved. Below are listed just a sampling of the online courses the Edgenuity Virtual Academy offers. A complete course listing is available in our guidance office.

Environmental Science

Human Geography

Sociology

3D Art I – Modeling

3D Art II - Animation

### **SELF HELP AND PERSONAL EXPLORATION (SHAPE)**

*Grades 10-12, 1 Unit*

Self Help and Personal Exploration (SHAPE) is a unique program designed to help students to stay on track in school while also helping them to begin to explore the personal story that is the journey of their lives.

Students who join SHAPE are enrolled in a fully credited course in which they attend a peer based group each day. The SHAPE group consists of 9-11 students who take part in a point and status system that is designed for students to take responsibility for themselves while also learning to support and confront their peers.

SHAPE students are fully mainstreamed students who learn to strive, to communicate, and to succeed as students while developing a closer bond of community with peers in a group that fosters community consciousness, self-knowledge and personal growth. Enrollment: 45 student maximum.

### **STUDENT TRANSITION EDUCATION PROGRAM (S.T.E.P.)**

The Student Transition Education Program (S.T.E.P.) is an integrated program designed to provide a continuum of services to support students in need of additional strategies to make success in the traditional high school setting. Based on individual need, services are provided in the self-contained S.T.E.P. classroom and/or general education classrooms. Academic support is ensured through collaboration between regular education teachers, a special education teacher, and paraprofessionals. Behavioral support is provided through individual student plans, daily scheduled check-ins, and weekly counseling sessions. Parent communication and regular team meetings are essential components of this program.

## **BRISTOL TECHNICAL EDUCATION CENTER**

The Satellite School offers Juniors or Seniors one full year Vocational-Technical program in which students earn credit toward Wolcott High School graduation requirements. The school day begins at 8:15 AM and ends at 1:45 PM. Transportation is provided. Upon successful completion of the school program, students receive a trade certificate in one of the following areas:

Machine Tool	Welding Shop	Automotive	Culinary	CADD
Environmental Systems (Heating/Air Conditioning)				

Any individual who wishes to be considered for admission to the Satellite Program must file a Satellite School application that is available through the Wolcott High School Guidance Office. Selection of applicants is determined by a cooperative effort between Wolcott High School Counselors and the Bristol Guidance Department on the basis of the following criteria: successful completion of the previous grade, academic achievement, attendance, interview, and availability of openings in the desired trade area.

*Physical Education and Health are not offered at Bristol Tech satellite school and must be completed through Wolcott High School.*

## **COLLEGE AND UNIVERSITY AFFILIATIONS**

Wolcott High School is one of a select group of Connecticut high schools which is affiliated with the University of Connecticut's Early College Experience Program for superior high school students. In this program, the University designates specially selected members of the high school staff to be University instructors. These teachers offer regular university courses at the freshman-sophomore college level to superior high school students who have been accepted into the program through application. In order to qualify for enrollment, the student must have achieved Honors grades in the first two-three years of high school in all subjects taken and have fulfilled University requirements for program entrance. Specific eligibility outlines are available in the Guidance Office. This high school also offers a number of Advanced Placement courses for our students for college credit.

## **HIGHER EDUCATIONAL CENTER IN WATERBURY ACCESS PROGRAM**

ACCESS (Accumulate College Credit Earned at Secondary Schools) is a program that makes it possible for students to earn college credit at Naugatuck Valley Community College and Tunxis Community-Technical College for certain business and vocational courses taken at Wolcott High School. There are no tuition costs or other fees for this program.

This program will enable students to complete their college requirements at NVCC or Tunxis earlier than usual or, if they wish, take more advanced courses while at NVCC. Students may also be able to transfer these credits to other colleges.

Interested students should check with an applied education, a business and/or vocational teacher for details about the program. Courses eligible for credit are Exploring Culinary Arts, Marketing II, Public Speaking, Algebra II, Ecology, CADD/Technical Drafting and Anatomy and Physiology.

Students wishing to participate in this program must let their teacher know at the beginning of the course, and fulfill all of the requirements in the course outline. For college credits, please note that grade requirements vary by course. Please refer to individual course descriptions.



## **NAUGATUCK VALLEY COMMUNITY COLLEGE: CAREER PATHWAYS PROGRAM**

This program offers an opportunity for Juniors and Seniors (who maintain a B average) to earn three college credits while taking courses at Wolcott High School. The courses that are currently articulated with NVCC are; Exploring Culinary Arts, Ecology, Anatomy and Physiology, Marketing II, Public Speaking, Algebra II, and CADD. Registration forms are completed by the student and approved by the high school. The college admissions office provides the final approval for all registrations. This partnership was made possible with the use of the College Career Pathways (Perkins) Grant.

## **TUNXIS COMMUNITY COLLEGE PARTNERSHIP PROGRAM**

This program offers tuition-free courses for high school juniors and seniors who have maintained a “B” average. These students may be eligible to attend classes during the afternoon or evening. Courses at Tunxis may be taken for personal interest, career exploration or to begin a college transcript. Registration forms are completed by the student and approved by the high school but the college admissions office has final approval of the registrants. Transportation and cost of the books is the responsibility of the student.

## **OTHER COLLEGE PROGRAMS**

Other programs for accelerated students include Wesleyan Center for Creative Youth Summer Program.

## **COLLEGE/UNIVERSITY CREDIT**

College credit in high school is also available through programs at the University of Connecticut - French, Spanish, Chemistry, Physics, Biology, English, Engineering, and Calculus, American Studies and Child Development.

College credit may also be earned in high school through Advanced Placement courses in Studio Art, Music Theory, Psychology, Biology, Chemistry, Physics, Calculus, U.S. Government and Politics, U.S. History, and English. Students must successfully complete the course and pass a standardized exam, and AP Stats.

**ATHLETICS – BOYS**

<b>Baseball</b>	Varsity Junior Varsity Freshman
<b>Basketball</b>	Varsity Junior Varsity Freshman Unified Sports
<b>Cross Country</b>	Varsity
<b>Football</b>	Varsity Junior Varsity Freshman
<b>Golf</b>	Varsity
<b>Indoor Track</b>	Varsity (CO-ED)
<b>Lacrosse</b>	Varsity
<b>Soccer</b>	Varsity Junior Varsity Unified Sports
<b>Tennis</b>	Varsity
<b>Track &amp; Field</b>	Varsity
<b>Weightlifting:</b>	Varsity/ Co-ed

**ATHLETICS – GIRLS**

<b>Softball</b>	Varsity Junior Varsity Freshman
<b>Basketball</b>	Varsity Junior Varsity Freshman Unified Sports
<b>Cross Country</b>	Varsity
<b>Cheerleading</b>	Varsity Junior Varsity (CO-ED)
<b>Soccer</b>	Varsity Junior Varsity Unified Sports
<b>Tennis</b>	Varsity
<b>Track &amp; Field</b>	Varsity
<b>Volleyball</b>	Varsity Junior Varsity Freshman
<b>Lacrosse</b>	Varsity