

# Coginchaug Regional High School



2016-2017

Program of Studies

Dear Student and Parent:

The Coginchaug Regional High School Program of Studies includes descriptions of all courses offered during the 2016-2017 school year. As you consider what courses to select, be sure to think carefully about graduation requirements, college and vocational plans, as well as your own needs, interests, and abilities. (Student-athletes should look at the NCAA requirements for admission to colleges when planning their program.) Please discuss options with your parents before finalizing them. Keep in mind that all students must be registered for at least seven credits and Physical Education (PE) must be included in these credits.

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

Sincerely,

Brian Falcone, Principal

Beth Melillo, Guidance Director

Patrick Gustafson, Assistant Principal

Lynn Schofield, School Counselor

Leslie Stratton, School Counselor

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# *Coginchaug Regional High School*

crhs.rsd13ct.org

860-349-7215

135 Pickett Lane

Durham, Connecticut 06422

## **School Administrators**

Brian Falcone, Principal

Patrick Gustafson, Assistant Principal

## **Counseling Services**

crhs.rsd13ct.org/guidance

860-349-7221

Beth Melillo, Guidance Director

Kathy Bottini, Social Worker

Lynn Schofield, School Counselor

Stacy DellaCamera, School Psychologist

Leslie Stratton, School Counselor

Allison Glassman, Speech Pathologist

Suzanne Mediavilla, Secretary

## **Team Leaders**

Tracy Earnshaw, Practical Arts

Melissa Gonzalez-Moreno, Special Education, Applied Arts

Susan Michael, Science

Don Amodio and Michelle McClintick, English

Julie Selberg, History & Social Studies

Kate Germond, World Languages

Kathy Zygmunt, Mathematics

## **Student Athletics**

Nicholas Barbieri, Athletic/Physical Education/Health Coordinator

## **Mission Statement**

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

## **Student Learning Expectations**

The Coginchaug Regional High School graduate will:

1. Access and process information effectively.
2. Analyze, synthesize, and evaluate.
3. Communicate clearly and effectively.
4. Work collaboratively.
5. Practice the District Core Ethical Values.

## **Accreditation Statement**

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

Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purpose through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

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

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

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

## Graduation Requirements

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

1. Twenty-six (26) credits must be earned.
2. Distribution of Credits Credits
  - a. English (4 years) 4
  - b. Social Studies, including one year of U.S. History and .5 credit of American Citizenship 3.5
  - c. Science, including one year of biology 3
  - d. Mathematics 3
  - e. Physical Education (4 years, unless medically excused) 2
  - f. Health 9, 10, 11, 12 1
  - g. Fine Arts/Vocational Arts 1
  - h. Other courses of choice to reach requirements for graduation

## Promotion Requirements

Credits needed:

- to become a sophomore 5.5
- to become a junior 12
- to become a senior 19

Students must take .25 credit per year of physical education and .25 credit per year of health education. Aside from the required .25 credit per year of physical education, students must earn at least one (1) additional credit in physical education in order to meet graduation requirements. The additional one (1) credit may be earned by taking physical education elective courses and/or by participation on an athletic team for two seasons.

No student may apply more than two (2) credits of physical education towards graduation. Students may be exempted from the P.E. requirements (credits) for medical reasons, but must still earn twenty six credits (or the designated number under the phase-in process) in order to graduate.

Students are allowed to take a heavier than normal load of courses resulting in the completion of regular high school program in less than four years' time. Students desiring an accelerated program are required to submit a request for approval to the principal prior to the end of their sophomore year. Special education students must fulfill the credit requirements for graduation at a level determined by their Individualized Education Program.

## Scholastic Aptitude Test (SAT)

On October 7, 2015, the Connecticut State Board of Education adopted the Scholastic Aptitude Test (SAT) as the statewide assessment in lieu of the Smarter Balanced Assessment for Grade 11 public school students. This assessment was endorsed by Governor Malloy and approved by the U.S. Department of Education as part of Connecticut's ESEA Flexibility Request.

The SAT will be administered during the school day to all Grade 11 students in all public schools in Connecticut. One make-up day is provided. Per federal law, SAT participation rates will continue to be a component of Connecticut's accountability system.

## Assignment of Credits

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

## GRADING POLICIES

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

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

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

**For the 2017-2019 classes:** All courses are weighted equally with the exception of Advanced Placement (AP) and University of Connecticut Early College Experience classes, which receive additional weight. When weighing the AP and UConn courses and computing the GPA, grades are considered one full grade higher. Beginning with the class of 2020, we will be utilizing a new weighted GPA scale. In addition to the Advanced Placement (AP) and University of Connecticut Early College Experience classes, Honors courses will also be weighted.

## Grade Point Average Chart:

Class of 2017-2019			Beginning with the Class of 2020			
Grade	AP/UConn	Other	Grade	AP/UConn	Honors	College Prep A & B, Electives
A+	5.33	4.33	A+	5.33	4.83	4.33
A	5.00	4.00	A	5.00	4.50	4.00
A-	4.66	3.66	A-	4.66	4.16	3.66
B+	4.33	3.33	B+	4.33	3.83	3.33
B	4.00	3.00	B	4.00	3.50	3.00
B-	3.66	2.66	B-	3.66	3.16	2.66
C+	3.33	2.33	C+	3.33	2.83	2.33
C	3.00	2.00	C	3.00	2.50	2.00
C-	2.66	1.66	C-	2.66	2.16	1.66
D+	2.33	1.33	D+	2.33	1.83	1.33
D	2.00	1.00	D	2.00	1.50	1.00
D-	1.66	0.66	D-	1.66	1.16	0.66

# Description of Course Levels

## Advanced Placement Courses

Advanced Placement courses provide an opportunity for students to do college-level work while in high school. Advanced Placement courses furnish a chance to pursue a stimulating and challenging course of study. Additionally, they enhance a student's chances for obtaining admission to more competitive colleges and universities.

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

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

Students must be recommended by their teacher to enroll in Advanced Placement courses. Please refer to the individual departments for specific AP course prerequisites and descriptions.



## **University of Connecticut Early College Experience**

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

UConn ECE instructors are high school teachers certified as adjunct professors by the University. UConn ECE faculty foster independent learning, creativity and critical thinking—all important for success in college. Coginchaug offers UConn ECE courses in various disciplines. To support rigorous learning, University of Connecticut academic resources, including library and online classroom access, are available to all UConn ECE students.

UConn ECE students must successfully complete the course with a grade of C or above in order to receive university credit. UConn credits are transferable to many colleges and universities. **Students are charged a fee per course.** For additional program information visit: [www.ece.uconn.edu](http://www.ece.uconn.edu).

**Honors Level** – These demanding courses provide opportunities for the student with superior abilities. Students are challenged with rigorous expectations.

**College Prep A** – These courses provide demanding expectations for students with average to above-average abilities.

**College Prep B** – These courses challenge students to achieve subject mastery and are designed to prepare students for attendance at a four-year college.

## **OVERRIDES**

At both Coginchaug Regional High School and Strong Middle School, teachers diligently consider the placement of students in class levels. In making their recommendations, our teachers consider skill level, knowledge base, work ethic and student performance.

We stand by the recommendations made by our teachers and we caution parents to consider an override request. If parents are considering an override, then they are encouraged to speak with their child's current teacher to discuss their placement decision. See your child's counselor for an override form and more details.

## **NCAA STUDENT ATHLETE ELIGIBILITY REQUIREMENTS**

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

All College Prep B courses (formally C Level) in the areas of math, science, history, and English, as well as, Advanced Topics in Math, Elements of Algebra and Geometry, Pre-Algebra, Applied Math, and some electives.

### **Individual Opportunities**

There are a number of programs at Coginchaug that take into account the special interests and requirements of a wide range of students. See your counselor for more details on any of these options. Options include, but are not limited to.....

### **Middlesex Community College - High School Partnership Program**

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

### **Odysseyware**

Odysseyware is an online course recovery program made available to students on an as needed basis. Appropriate placement in Odysseyware is determined by the guidance department and building administration.

### **Summer School**

Students who fail a course or lose credit through the attendance policy are urged to make up the work at summer school if eligible. Summer school courses are offered through the Middletown public school system. However, other school systems' summer school courses may qualify for credit. Students must check with their counselor prior to enrolling in any summer school course and receive approval from administration. One half of the quarters in a failed course must have been passed to qualify for this option.

## Tutoring Opportunities

Students are encouraged to contribute their time by volunteering as tutors for elementary, middle school, or high school students. Arrangements can be made through the guidance office.

## Wesleyan University High School Scholars Program

Juniors and seniors with strong academic backgrounds may apply to Wesleyan to take freshman-level courses on campus. Additional information and application forms are available in the guidance office.

<b>072 CUSP (Coginchaug Senior Project)</b>	<b>Credit: .5</b>
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Prerequisite: None

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

<b>073 SAT Prep</b>	<b>Credit: .5</b>
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Prerequisite: Open to juniors

The SAT Prep Course is designed to provide an overview of the new SAT. This two quarter reading, writing and mathematics course will provide students with test taking strategies, practice questions and the review of concepts and skills necessary to score well on the exam.

\*Offered Fall 2016

## Course Planning Charts

### Freshman

<b>Subject</b>	<b>Specialty School, Two Year School</b>	<b>Four Year College or University**</b>	<b>Highly Competitive Four-Year College or University**</b>
<b>English</b>	English 9	English 9	English 9 H
<b>Math</b>	Pre-Algebra Algebra 1 Integrated Math I	Algebra 1 Geometry Integrated Math I	Algebra 1 H Geometry H
<b>Social Studies</b>	Global Studies	Global Studies	Global Studies H
<b>Science</b>	Integrated Science	Integrated Science	Integrated Science H Biology H
<b>P.E./Health</b>	P.E./Health 9	P.E./Health 9	P.E./Health 9
<b>World Language</b>	French Latin Spanish	French Latin Spanish	French Latin Spanish
<b>Fine/Voc. Arts</b>	Elective	Elective	Elective

### Sophomores

<b>Subject</b>	<b>Specialty School, Two Year School</b>	<b>Four Year College or University**</b>	<b>Highly Competitive Four-Year College or University**</b>
<b>English</b>	English 10	English 10	English 10 CP A or H
<b>Math</b>	Pre-Algebra Algebra I Integrated Math I Integrated Math II Geometry	Algebra I Integrated Math II Geometry Algebra II Pre-Calc CP A	Geometry H Algebra 2H Pre-Calculus H Trigonometry H
<b>Social Studies</b>	Western Heritage	Western Heritage	Western Heritage H UConn Mod. Euro
<b>Science</b>	Biology	Biology	Biology H Chemistry H
<b>P.E./Health</b>	P.E./Health 10	P.E./Health 10	P.E./Health 10
<b>World Language</b>	French Latin Spanish	French Latin Spanish	French Latin Spanish
<b>Fine/Voc. Arts</b>	Elective	Elective	Elective

\*\*These are typical of the courses that these colleges/universities would like to see on a student's transcript. This does not mean that if a student is not enrolled in a particular course that they will not be admitted to that type of college.

\*\*\*Additional electives are available in all subject areas.

### Juniors

<b>Subject</b>	<b>Specialty School, Two Year School</b>	<b>Four Year College or University**</b>	<b>Highly Competitive Four-Year College or University**</b>
<b>English</b>	English 11	English 11	English 11 H or CP A AP Lang. & Comp.
<b>Math</b>	Geometry Algebra 2 Integrated Math II Integrated Math III	Integrated Math III Geometry Algebra 2 Pre-Calc CP A	Algebra 2H Pre-Calculus H Trigonometry H AP Calculus AP Statistics
<b>Social Studies</b>	U.S. History Citizenship	U.S. History CP or H Citizenship	U.S. History H AP U.S. History
<b>Science</b>	Chemistry CP Physical Science Electives	Chemistry CP or H UConn Oceanography	Anatomy & Physiology AP Biology AP Chemistry UConn Oceanography Physics CP or H
<b>P.E./Health</b>	P.E./Health 11	P.E./Health 11	P.E./Health 11
<b>World Language</b>	French Latin Spanish	French Latin Spanish	French Latin Spanish
<b>Fine/Voc. Arts</b>	Elective	Elective	Elective

### Seniors

<b>Subject</b>	<b>Specialty School, Two Year School</b>	<b>Four Year College or University**</b>	<b>Highly Competitive Four-Year College or University**</b>
<b>English</b>	College Writing 1 Literature Course	College Writing 1 Literature Course UConn English	UConn English AP Literature & Comp
<b>Math</b>	Integrated Math III Geometry Algebra 2	Pre-Calculus CP A  AP Statistics	Pre-Calculus H Trigonometry H AP Calculus AB AP Statistics
<b>Social Studies</b>	American Citizenship Electives	American Citizenship AP US & Comp Gov Electives	AP US & Comp Gov
<b>Science</b>	Electives	Anatomy Physics UConn Oceanography	AP Chemistry AP Bio AP Physics
<b>P.E./Health</b>	P.E./Health 12	P.E./Health 12	P.E./Health 12
<b>World Language</b>	French Latin Spanish	French Latin Spanish	French 4 or 5 Latin 4 or 5 Spanish 4 or 5
<b>Fine/Voc. Arts</b>	Elective	Elective	Elective

\*\*These are typical of the courses that these colleges/universities would like to see on a student's transcript. This does not mean that if a student is not enrolled in a particular course that they will not be admitted to that type of college.

\*\*\*Additional electives are available in all subject areas.

## **Counseling Services**

The guidance and counseling department offers programs and services to enable and encourage each student to achieve his or her academic potential.

### **Individual Planning**

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

### **Responsive Services**

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

### **Program Management Activities**

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

### **College And Career Planning**

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

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

# BUSINESS EDUCATION

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

<b>611 Introduction to Business</b>	<b>Credit: 1</b>
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- Prerequisite: None

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

<b>631 Sports Marketing</b>	<b>Credit: .5</b>
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- Prerequisite: Open to sophomores, juniors, and seniors

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

<b>632 Business and Personal Law</b>	<b>Credit: .5</b>
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- Prerequisite: Open to sophomores, juniors, and seniors

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

\*Offered Spring 2017

# BUSINESS EDUCATION CONTINUED

<b>635 Personal Finance</b>	<b>Credit: .5</b>
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- Prerequisite: None (open to 11-12 gr. students)

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

\*Offered Fall 2016

<b>634 Investing For Your Future</b>	<b>Credit: .5</b>
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- Prerequisite: Personal Finance or permission of the Teacher

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

\*Offered Spring 2017

<b>644 Computer Applications</b>	<b>Credit: .5</b>
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- Prerequisite: None

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

\*Offered Spring 2017

<b>661 Accounting I</b>	<b>Credit: 1</b>
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- Prerequisite: Open to sophomores, juniors and seniors

Accounting I presents the introductory concepts and procedures of double-entry accounting and the accounting cycle for both service and merchandising businesses organized as sole proprietorships, partnerships, and corporations. The general journal and special journal approach is utilized. This course provides the skills needed for entry-level employment as well as a foundation for post-secondary study in accounting or other business areas.



# BUSINESS EDUCATION CONTINUED

<b>662 Accounting II</b>	<b>Credit: 1</b>
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- Prerequisite: Accounting I

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

<b>663 Accounting III</b>	<b>Credit: .5</b>
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- Prerequisite: Accounting II

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

<b>637 Marketing Essentials</b>	<b>Credit: 1</b>
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- Prerequisite: None

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

<b>638 Fashion Marketing</b>	<b>Credit: .5</b>
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- Prerequisite: Open to sophomores, juniors, and seniors

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

\*Offered Fall 2016

# BUSINESS EDUCATION CONTINUED

<b>639 Hospitality and Tourism Marketing</b>
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<b>Credit: .5</b>
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- Prerequisite: Marketing Essentials or permission of the teacher

Do you like event planning? Ever been to a hotel and think “It’d be fun to be in charge of one of these?” Well, then this course is for you! This course will take students on a journey through hospitality and tourism. Through hands-on and real-world activities, students will be prepared for employment in hospitality or tourism industries or to pursue further studies in college. Students will be able to join DECA and have the opportunity to use their expertise in hospitality and tourism to compete at state and international DECA conferences.

\*Offered Spring 2017

<b>640 Entrepreneurship</b>
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<b>Credit: .5</b>
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- Prerequisite: Grades 11-12, Intro to Business, Marketing Essentials or permission of the teacher

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

\*Offered Fall 2016

<b>645 Retail Management*</b>
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<b>Credit: 1</b>
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- Prerequisite: C or better in Introduction to Business or Marketing Essentials

Students will be responsible for all operations of *CoginShop*, our school store. This course will provide hands-on learning in purchasing, marketing, selling, inventory, management, customer service, financing, accounting, and other activities necessary for successful retail business operations. 21<sup>st</sup> century skills and project-based learning will be stressed (communication, high standards of ethics and personal behavior, critical thinking, the use of technology, and working cooperatively). Students successfully completing this course will be able to demonstrate their understanding of working with and training of employees, handling customers, human resource development, productivity, business leadership, and management/supervisory training.

\*Pending Board of Education approval

# ENGLISH

- Four credits of English are required for graduation.
- Students must take a full credit of English during each of their four years.
- All courses emphasize reading, writing, speaking, listening, viewing, and thinking.
- All courses follow a college preparatory curriculum.

**116 English 9 Honors**

**Credit: 1**

**117 English 9 College Prep A**

**118 English 9 College Prep B**

- Prerequisite: Teacher recommendation

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

**126 English 10 Honors**

**Credit: 1**

**127 English 10 College Prep A**

**128 English 10 College Prep B**

- Prerequisite: Successful completion of English 9 and teacher recommendation

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

**136 English 11 Honors**

**Credit: 1**

**137 English 11 College Prep A**

**138 English 11 College Prep B**

- Prerequisite: Successful completion of English 10 and teacher recommendation

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

# ENGLISH CONTINUED

## 161 AP English Language and Composition (English 11)

Credit 1

- Prerequisite: PSAT or SAT Evidence-Based Reading and Writing score of 600 prior to April 1 and Department recommendation.

This advanced placement college-level course is offered for selected qualified juniors who plan to take the AP English Language and Composition Exam in May. Students are required to read extensively and write critically on an author's rhetorical intention with special attention given to understand the interactions among a writer's purpose, audience, subject, and genre, and how each of these contributes to effective writing. Students will also enhance their writing skills and better understand each stage of the writing process as they develop expository, analytical, and argumentative compositions. Department recommendation will be based on PSAT scores, available prior to April 1, and teacher recommendation.

## 158 Readers' Workshop I

Credit .5

- Prerequisite: Standardized reading assessment and Department Chair recommendation

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

## 165 Readers' Workshop II

Credit .5

- Prerequisite: Teacher Recommendation

This course operates as an extension to Readers' Workshop, developing literacy skills and reading strategies necessary for success in high school, college, and career. Significant emphasis is placed on extending reading stamina and the activities of close and critical reading. Many of the texts used in this class come directly from sources used in disciplines throughout the school, such as social studies, science, and mathematics textbooks. The reading strategies will also broaden to multimedia presentations, such as fine art, internet graphics, and video. In addition, this class builds student capacity for manipulating multiple sources of information in order to address an issue, solve a problem, analyze a condition, or construct new perspectives. This course prepares students for success in a four-year college program.

# ENGLISH CONTINUED

**SENIOR ELECTIVES:** Electives are available senior year by teacher recommendation. Seniors must select one literature intensive semester course and one writing intensive semester course as denoted next to course numbers. The UConn and Senior Journalism full year courses meet both requirements. Juniors may select elective courses in addition to required coursework if space permits and with teacher recommendation.

W= Writing Intensive

L = Literature Intensive

## **171 Psychology in Literature 12 (W) - Honors**

**Credit: .5**

- Prerequisite: Teacher recommendation

In Psychology in Literature, students will examine the way authors, filmmakers, and artists depict the complexities of human behavior. Beginning with a study of psychoanalytical literary pioneers such as Sigmund Freud, we will examine evolving psychological theories and how they are portrayed in literature and art. The emphasis of this course is critical reading through the lens of various psychoanalytical theories and the analytical essay. A cross-curricular tie to Health 12 is emphasized in the Mental Health Unit. This course prepares students for success in a four-year college program.

## **177 Senior Journalism 12 (W/L) - College Prep A**

**Credit: 1**

- Prerequisite: Successful completion of English 9, 10, and 11; Teacher recommendation; Interview with adviser prior to registration.

Students in Senior Journalism demonstrate facility with various writing techniques. This advanced course includes an analysis of the role journalists play in public discourse, the ethical standards to which journalists adhere, and practice with advanced journalistic styles such as investigative and multimedia reporting. Students will work with Adobe PhotoShop, Adobe InDesign, and WordPress among other programs, as well as iPad applications and various multimedia platforms. The course requirements include firm deadlines and an expectation that participants be willing to attend and report on events occurring outside the class period. Students must take initiative in this rigorous course that prepares students for success in a four-year college program. Please note this is a full-year English course. One full credit of English in the senior year is required for graduation; if a student does not pass first semester, he or she could be at risk of not graduating.

## **174 Short Stories 12 (L) - College Prep B**

**Credit: .5**

- Prerequisite: Teacher recommendation

This course examines 'short' literature that can be read and enjoyed in one sitting. Students study the art of short fiction to understand the structure, function, and literary merit of each piece of writing, individually and as a genre. The course writing reflects both creative and literary critical essay writing. This course prepares students for success in a four year college program.

# ENGLISH CONTINUED

## **160 UConn English (W/L) – Honors**

**Credits: 1**

- Prerequisite: PSAT or SAT Evidence-Based Reading and Writing score of 650 and above, prior to April 1, and department recommendation.

This full year course is a college-level writing course that emphasizes the refinement of analytical reading and writing skills. Students are required to complete a substantial number of reading assignments and a minimum of 30 pages of polished writing per semester. Students register with and receive credit (if they earn at least a C) from the University of Connecticut for English 1010 or English 1011, and they may elect to take an Advanced Placement exam in May. This is a college course. One full credit of English in the senior year is required for graduation; if a student does not pass first semester, he or she could be at risk of not graduating.

## **175 Fantasy and Science Fiction 12 (W) - College Prep A**

**Credit: .5**

- Prerequisite: Teacher recommendation

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

## **176 Fantasy and Science Fiction 12 (W) - College Prep B**

**Credit: .5**

- Prerequisite: Teacher recommendation

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

## **172 Creative Writing 12 (L) – College Prep B**

**Credit: .5**

- Prerequisite: Teacher recommendation. Fall Semester

This course offers students the opportunity to develop their ability to write creatively and effectively in a variety of forms: poetry, short story, personal narrative, and drama. Students will produce, revise, and publish a considerable body of writing over the course of the semester. As a course requirement, students are to plan and participate in one evening Coffee House event with the community in January. This course prepares students for success in a four-year college program.

# ENGLISH CONTINUED

## **170 Introduction to Acting 12 (W) - College Prep A**

**Credit: .5**

- Prerequisite: Teacher recommendation

A highly recommended class for students considering auditioning for the school play, Introduction to Acting is an opportunity for aspiring actors to develop competency in voice, movement, character analysis, and technique. This course will allow beginning actors to find their footing and ease into performance, while allowing more seasoned performers an opportunity to enrich their skills. In addition to performing dramatic and comedic scenes and monologues, students will learn exercises that assist in the development of observation skills and concentration. All students are expected to participate fully in class since attendance and participation directly affect performance. The course will culminate in a student showcase presented to the Cuginchaug community.

## **173 Shakespeare Acting Workshop 12 (L) - College Prep A**

**Credit: .5**

- Prerequisite: Teacher recommendation

Along with the hallmarks of a traditional acting class, the Shakespeare Workshop focuses specifically on the techniques necessary for bringing the Bard's characters to life. Students will analyze and explore Shakespeare's sonnets and plays, while slowly developing the ability and confidence necessary to perform. This is a performance-based class that will require students to participate daily in exercises and scene work. The class is ideal for the young actor who has previously taken Introduction to Acting and has the maturity and work ethic necessary to further develop an Acting skill set. This course prepares students for success in a four-year college program.

## **178 The Graphic Novel 12 (L) - College Prep A**

**Credit: .5**

- Prerequisite: Teacher recommendation

This course is designed to strengthen literacy through a genre that juxtaposes drawn art with the written word. It is also designed to examine the ability of signs and symbols to evoke specific human responses as students read texts focused on human frailties. As students study the human condition through thematic analysis of each text, they will develop an understanding of how the rapidly expanding universe of the graphic novel genre reflects a variety of world cultures and values, influences the popular media, and engages a reader at an intuitive and cerebral level. Ultimately, students will be given the opportunity to write an analysis of the genre as legitimate literature, drawing from classroom discussions, critical readings, and their personal experiences with the required texts.

# ENGLISH CONTINUED

<b>153 Shakespeare 12 (L) – Honors</b>	<b>Credit: .5</b>
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- Prerequisite: Teacher recommendation

This course explores some of Shakespeare's best-known works including his sonnets and most famous plays. The emphasis is on close reading of the text, outside investigation of Renaissance topics, participation, analysis, and discussion, as well as some memorization and dramatizations of the text. Students will become acquainted with the beauty and resonance of Shakespeare's poetry and language. This course prepares students for success in a four-year college.

<b>179 Communications 12 (W) – College Prep B</b>	<b>Credit: .5</b>
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- Prerequisite: Teacher recommendation

This course offers students instruction and practice in a variety of 21st Century communication skills such as resume writing, email etiquette, as well as development in public speaking through a variety of speech formats including: demonstration, persuasion, argumentation and information. The student learns listening as well as speaking skills.



# FAMILY & CONSUMER SCIENCES

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

<b>811 Introduction to Foods and Nutrition</b>	<b>Credit: .5</b>
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- Prerequisite: None

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

<b>812 Advanced Foods and Nutrition</b>	<b>Credit: .5</b>
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- Prerequisite: Introduction to Foods and Nutrition, grade of B or higher

Students develop skills in advanced preparation of foods from all food groups. International foods, main dish preparation, family meals and a look at nutritional issues around the world.

<b>813 Gourmet Foods</b>	<b>Credit: .5</b>
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- Prerequisite: Introduction to Foods and Nutrition with final grade of B or higher

This advanced culinary course enables students to apply knowledge from previous food courses to prepare more elaborate dishes and garnishing techniques. Students will learn about the power of presentation.

<b>814 Pastry and Cakes</b>	<b>Credit: .5</b>
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- Prerequisite: Introduction to Foods and Nutrition with final grade of B or higher

This advanced culinary course enables students to apply knowledge from previous food courses to cover topics such as cake decorating, choux pastry and chocolate creations.

<b>875 Introduction to Catering</b>	<b>Credit: 1</b>
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- Prerequisite: Introduction to Foods and Nutrition, Advanced Foods and Nutrition and Instructor Approval

This program is designed for juniors and seniors in quality food production and will expose students to breakfast and luncheon preparation as well as catering on and off premises.

# FAMILY & CONSUMER SCIENCES CONTINUED

<b>816 Unified Foods</b>	<b>Credit: .5</b>
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- Prerequisite: None

This program brings students with and without intellectual disabilities together to learn the basics of food preparation, develop friendships and demonstrate appreciation and respect for each other in and out of the classroom.

<b>821 Child Development</b>	<b>Credit: .5</b>
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- Prerequisite: None

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

<b>822 Advanced Child Development</b>	<b>Credit: .5</b>
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- Prerequisite: Child Development and approval of instructor

This course continues the study of the physical, social, emotional, and intellectual development of the child. Greater emphasis is placed on practical application through work with children of different age levels in the nursery school at Coginchaug. Students investigate careers that focus on working with children.

<b>831 Introduction to Interior Design</b>	<b>Credit: .5</b>
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- Prerequisite: None

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

# FAMILY & CONSUMER SCIENCES CONTINUED

<b>835 UConn Individual and Family Development</b>	<b>Credit: 1</b>
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- Prerequisite: Interview required and B average (open to juniors and seniors only)

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

# HEALTH EDUCATION

- Each grade is enrolled in health class for one quarter of the year. Grade 9 students take health in quarter 1, grade 10 students in quarter 2, grade 12 students in quarter 3, and grade 11 students in quarter 4.
- In addition to the course content, juniors and seniors are required to complete a minimum of 7 hours of community service.

<b>Health 9</b>	<b>Credit: .25</b>
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Topics covered within the grade 9 health curriculum:

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

<b>Health 10</b>	<b>Credit: .25</b>
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Topics covered within the grade 10 health curriculum:

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

# HEALTH EDUCATION CONTINUED

## Health 11

Credit: .25

Topics covered within the grade 11 health curriculum:

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

## Health 12

Credit: .25

Topics covered within the grade 12 health curriculum:

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

## Junior and Senior Health Community Service Requirement

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

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

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

# HISTORY & SOCIAL STUDIES

- For a CRHS diploma, students must earn a total of 3.5 credits in History and Social Studies. These must include a full credit of US History and half credit of Citizenship.
- The same content curricula are presented at each level, and all levels prepare students for a four- year college program. A student’s placement is based on teacher assessment of the student’s skill development in critical and analytical thinking, reading and writing and ability to learn independently and self-monitor.

<b>216 Global Studies: The Non-Western World Honors</b>	<b>Credit: 1</b>
<b>217 Global Studies: The Non-Western World College Prep A</b>	
<b>218 Global Studies: The Non-Western World College Prep B</b>	

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

Ninth grade students begin with Global Studies which introduces the culture, geography, economics, politics, history, and contributions of the non-western world. Using examples drawn from area studies - the Middle East, Africa, East and South Asia, Central and South America - students develop facility with foundational social studies concepts and vocabulary. Course materials are supplemented with research projects with an emphasis on critical assessment of sources. Area studies lead to examination of global issues such as international economic development, modernization of developing nations, and the role of international organizations in matters of war and peace.

<b>226 The Western Heritage Honors</b>	<b>Credit: 1</b>
<b>227 The Western Heritage College Prep A</b>	
<b>228 The Western Heritage College Prep B</b>	

- Suggested Prerequisite: Global Studies

Tenth graders examine the evolution of Europe from the Renaissance to the 20th century, focusing on the development of the political, economic, cultural, and social institutions that continue to shape Western culture. Particular emphasis is placed on working critically with primary sources and using evidence to support an analysis when considering the enduring debates that reach from Classical to modern times.

<b>225 UConn Modern European History</b>	<b>Credit: 1</b>
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- Prerequisite: Department recommendation

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

# HISTORY & SOCIAL STUDIES CONTINUED

**236 United States History Honors**

**Credit: 1**

**237 United States History College Prep A**

**238 United States History College Prep B**

- Prerequisite: 1 year of Social Studies

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

**260 AP United States History**

**Credit: 1.5**

- Prerequisite: Department recommendation

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

**244 American Citizenship**

**Credit: .5**

- Prerequisite: Open to juniors and seniors

The goals of this semester course are to examine the ways citizens can exert their influence on the governing process and to prepare students to be the active participants our democracy requires. While the course focuses on analysis of the structures, functions, and operations of our government at the federal level, it will include issues at the state and local level as well. Students will examine the variety of influences that shape our policy and impact our electoral process. The content material is regularly illustrated by application to current public debate. This course meets the state Civics requirement.

# HISTORY & SOCIAL STUDIES CONTINUED

## 245 Choices and Consequences

Credit: .5

- Prerequisite: Open to juniors and seniors

This course explores the issues of individual responsibility and human rights. Based on a national curriculum developed over 20 years by the Facing History organization, the class examines how these issues relate to our responsibilities as members of society in general and of the many communities to which we belong. Both positive and negative historical examples inform students' consideration of how human beings treat one another.

Historical case studies such as the Holocaust are used to make connections between individual rights and responsibilities and community action. Materials used include text, audio, and visual resources from historical and current events.

## 246 Comparative Religions

Credit: .5

- Prerequisite: Open to juniors and seniors

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

## 247 Current Issues At Home and Abroad

Credit: .5

- Prerequisite: Open to sophomores, juniors, and seniors

Taking its material from the hot topics of the day, each quarter section of this course will explore student-selected issues as case studies. Students will learn to use the tools of various Social Studies disciplines such as media studies, sociology, and economics. The course strives to balance examination of American challenges - our response to social and demographic changes, to dilemmas created by new technologies, and to difficult controversies about which we struggle to find common ground - and global issues ranging from environmental and health concerns to international security. Topics may include debates about the death penalty, gun rights and safety, the war on drugs, resources conflict, and international terrorism. Students will be assessed through frequent analytical essays as well as individual and group presentations.



# HISTORY & SOCIAL STUDIES CONTINUED

## 248 Introduction to Psychology

Credit: .5

- Prerequisite: Open to sophomores, juniors, and seniors

In this course, students will be introduced to a variety of topics in the field of psychology including life-span development, the workings of the mind and body, learning processes, personality theory, and social psychology. The emphasis is on research, critical thinking skills, collaboration, and applications of the material to students' own experience. In each unit of study, students will examine their own assumptions and gain insight into themselves and their relationships with others.

## 249 History through Film

Credit: .5

- Prerequisite: Open to juniors and seniors

The goal of this course is to explore how history has been and continues to be depicted through the medium of film, both fictional and documentary. The class will explore a variety of themes such as contrasting the way films will romanticize war or present it with visceral hyper-realism. We will also look at the how the context and time period in which the films were made influenced them. Students will be assessed through frequent analytical essays as well as individual and group presentations. It should be noted that some of the films depict violence and other material intended for mature audiences.

## 253 History of American Women

Credit: .5

- Prerequisite: Open to sophomores, juniors, and seniors

The History of American Women is a semester course that analyzes the experiences of women in the United States from the late 19<sup>th</sup> Century to the present. Using a variety of primary and secondary source documents, students will examine evidence as they draw conclusions regarding the forces of change in society as well as the experiences unique to and shared by women of varying ethnicities and backgrounds. Rather than focusing on well-known figures and their accomplishments, the course uncovers the shared experiences of women, analyzes the way in which gender has been impacted by and impacts history, and evaluates progress toward the goal of equality for women in the US. United States.

# HISTORY & SOCIAL STUDIES CONTINUED

**261 AP US and Comparative Government**

**Credit: 1.5**

- Prerequisite: AP United States History or department recommendation

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

# MATHEMATICS

- The mathematics curriculum provides a variety of courses designed to meet the needs for mathematical competency in both academic and vocational careers.
- All ninth-grade students are required to take mathematics and are placed in math courses appropriate to their ability.
- While three credits of mathematics are required for graduation, Coginchaug highly recommends that students take four years of mathematics. The State University system required four credits of mathematics for admission.
- It is possible to earn more than four credits of mathematics at Coginchaug. One way this can be accomplished is to take both Geometry and Algebra 2 concurrently. Any course load of this nature must be approved by Guidance and the department.
- Courses in Applied Math and Pre-Algebra are designed for the student who needs a review of math skills before taking a full year of Algebra.
- Depending on the progress of the student, movement from one level to another is possible. The guidance counselor and the department must agree on these decisions.
- It is highly recommended that students purchase a graphing calculator. The school will suggest a model that can be purchased at local stores.

\*To remain in A Level students must earn a final grade of 80 or higher.\*

\*To remain in B Level students must earn a final grade of 70 or higher.\*

<b>317 Algebra I Honors</b>	<b>Credit: 1</b>
<b>318 Algebra I College Prep A</b>	

- Prerequisite: Department approval

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

<b>314 Pre-Algebra</b>	<b>Credit: 1</b>
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- Prerequisite: Department approval

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

# MATHEMATICS CONTINUED

<b>315 Applied Math</b>	<b>Credit: 1</b>
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- Prerequisite: None

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

<b>327 Geometry Honors</b>	<b>Credit: 1</b>
<b>328 Geometry College Prep A</b>	

- Prerequisite: Algebra I, Department approval

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

<b>316 Integrated Algebra and Geometry I</b>	<b>Credit: 1</b>
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This is an in-depth study of select Algebra 1 topics that emphasizes an understanding of abstract concepts, their real world applications, and their anticipated use in subsequent math courses. Topics include patterns and sequences, solving equations and inequalities in one variable, linear equations in two variables, scatterplots and trend lines. Emphasis is placed on the properties of functions and mathematical problem solving. This course prepares students for success in a four year college program.

# MATHEMATICS CONTINUED

## 326 Integrated Algebra and Geometry II

**Credit: 1**

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This course completes the study of Algebra 1 topics and continues with introductory Geometry topics. The Algebra 1 topics include systems of equations, exponential, radical, and quadratic functions, statistical analysis and probability. The Geometry portion of the course is concerned with the properties of, measurement of, and relations between lines, angles, and surfaces. Geometry stresses logical thinking and proof. Topics in this course include deductive reasoning, algebraic proofs, transformations, parallel lines and planes,

Emphasis is placed on significant connections between geometry and the real world, as well as connections between geometry and algebra. This course prepares students for success in a four year college program.

## 336 Integrated Algebra and Geometry III

**Credit: 1**

- Prerequisite: Integrated Algebra and Geometry II, Department approval

This course completes the study of Geometry concerned with the properties of, measurement of, and relations between lines, angles, surfaces, and solids. Topics include congruent triangles, coordinate geometry, similar polygons, right triangle trigonometry, circles, volume of solids, and geometric probability. Logical thinking and geometric proof are imbedded in the content. Emphasis is placed on significant connections between geometry and the real world, as well as connections between geometry and algebra. This course prepares students for success in a four year college program.

\*To be offered School Year 2017-2018

## 337 Algebra II Honors

**Credit: 1**

## 338 Algebra II College Prep A

## 339 Algebra II College Prep B

- Prerequisite: Geometry and department approval

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

\*To move up a level for Algebra 2, student must have earned a final grade of 95 or higher in Algebra 1.

# MATHEMATICS CONTINUED

**347 Pre-Calculus Honors****Credit: 1**

- Prerequisite: Algebra II and Department approval

This is a preparatory course for college calculus that focuses on the study of polynomial, rational, exponential, and logarithmic functions. This study of functions is intended to summarize important concepts and methods used in concert to prove significant theorems and to solve practical problems. In addition, the concept of limits is introduced, extending from intuitive ideas about limits to the knowledge of a generalized limit as it applies to sequences, series, and functions. Conic sections are investigated in both the rectangular coordinate system and the polar coordinate system. The three dimensional coordinate plane is investigated using vectors. Calculus topics of differentiation and integration are introduced. This course must be taken concurrently with Trigonometry. This course prepares students for success in a four year college program.

**348 Pre-Calculus College Prep A****Credit: 1**

- Prerequisite: Algebra II and Department approval

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

**349 Trigonometry Honors****Credit: .5**

- Prerequisite: Algebra II and Department approval

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

# MATHEMATICS CONTINUED

<b>350 Probability and Statistics</b>	<b>Credit: 1</b>
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- Prerequisite: Algebra II and Department approval

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

<b>360 AP Calculus</b>	<b>Credit: 1</b>
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- Prerequisite: Pre-Calculus, Trigonometry and Department approval

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

<b>362 AP Statistics</b>	<b>Credit: 1</b>
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- Prerequisite: Algebra II and Department approval

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

# MUSIC

## 951 Music Theory I

**Credit: .5**

- Prerequisite: Approval of instructor

Music Theory I is a study of the fundamentals of music, including the recognition of notes, scales, intervals, modes and chords. Musical examples from the baroque period through modern day contemporary works will be used to provide opportunities to study musical form and analysis. The course also includes sight singing, ear training, rhythmic training, and an introduction to various computer software music programs.

\*Offered Fall 2016

## 952 Music Theory II

**Credit: .5**

- Prerequisite: Music Theory I

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

\*Offered Spring 2017

## 961 Freshman Concert Band

**Credit: 1**

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

## 962 Concert Band (Grades 10-12)

**Credit: 1**

Concert Band continues on where Freshman Concert Band leaves off. In addition to the Freshman Band course description, concert band members have the opportunity to audition for and/or participate in the Shoreline Music Festival, Southern Region Music Festival, All-State Music Festival, ASBDA Honors Band, and the All-New England Music Festival. Attendance at all parades and concerts is mandatory. All Concert Band members are eligible to audition for the CRHS Wind Ensemble. This is a 45-50 member band that performs music of a more advanced difficulty level. The ensemble meets around the same time as Concert Band (utilizing the lunch waves to create a 25 minute slot for the group to rehearse each band block) and requires no additional time.



# MUSIC CONTINUED

<b>965 Jazz Ensemble</b>	<b>Credit: .5</b>
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- Prerequisite: Auditions in June

Jazz Ensemble has become a popular part of the high school instrumental program. Participating students will receive instruction in the jazz and popular music idioms and use the results in public performance. The group performs at a variety of concerts and programs throughout the year.

\*Schedule of class TBA

<b>972 Concert Choir</b>	<b>Credit: 1</b>
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Students in grade 9-12 are offered training in expression through vocal music. Choir members are made aware of music of various eras and its interpretation, as well as sight singing. Concert Choir members perform for various public concerts and assembly programs. Individual students may also be selected for the All-New England choirs by audition. All choir members are expected to attend evening rehearsals and concerts during the school year.

<b>975 Chamber Choir</b>	<b>Credit: .5</b>
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- Prerequisite: Auditions in June

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

\*Schedule of class TBA

<b>973 Show Choir</b>	<b>Credit: .5</b>
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- Prerequisite: Auditions in June

The Show Choir is an auditioned singing/dancing group for grades 9-12. Members are required to attend rehearsals. The group travels throughout the year and performs 10-15 concerts.

\*Schedule of class TBA

<b>976 Unified Music</b>	<b>Credit: 1</b>
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This course brings students with and without intellectual disabilities together to learn the fundamentals of music, develop friendships and demonstrate appreciation and respect for each other in and out of the classroom.

*\*Pending Board of Education approval*

# PHYSICAL EDUCATION

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

<b>11</b>	<b>Physical Education 9</b>	<b>Credit: .25</b>
<b>12</b>	<b>Physical Education 10</b>	
<b>13</b>	<b>Physical Education 11</b>	
<b>14</b>	<b>Physical Education 12</b>	

\*Required for grades 9, 10, 11, 12

<b>10</b>	<b>Physical Education Elective</b>	<b>Credit: .25</b>
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Students choosing this elective will be placed in regular physical education classes. They will be required to participate in all regular physical education class activities which may include some of the following: volleyball, soccer, ultimate frisbee, eclipse-ball, team handball, basketball.

<b>15</b>	<b>Body Sculpting</b>	<b>Credit: .25</b>
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Body Sculpting will have students explore the many facets of strength-training using weights and other apparatus. They will document their progress as they weight-train and will experience how strength-training can have a profound impact on body composition and fitness levels. Students will devise their personal weight training program to satisfy their body composition goals; they will also examine the role that nutrition plays in their physical growth and energy levels.

# PHYSICAL EDUCATION CONTINUED

<b>17</b>	<b>Martial Arts/Self-Defense</b>	<b>Credit: .25</b>
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Students will be taught a wide variety of hand and foot striking techniques which will increase strength, stamina, coordination, and the ability to defend oneself. Self-defense instruction is applied to a range of situations in which a person may find themselves.

<b>18</b>	<b>Racquet Sports</b>	<b>Credit: .25</b>
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This elective will cover a variety of racquet sports including tennis, eclipse-ball, badminton and pickleball. Students will be taught basic skills, rules and etiquette and will incorporate that knowledge into playing the games.

\*Offered first or fourth quarter.

<b>19</b>	<b>Touch Football</b>	<b>Credit: .25</b>
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This elective offers the opportunity to experience the game of football in a controlled environment learning the skills and strategies necessary to play an enjoyable game of football. It is played out-of-doors in all weather conditions. Conditions can be perfect, or very hot, cold, or rainy.

<b>20</b>	<b>Walk-Fit</b>	<b>Credit: .25</b>
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The Walk-Fit elective is for the student seeking a non-competitive and social path to fitness. Students will chart their progress in class as they walk with increasing speed and stamina. They will use technology and data to increase their understanding of how their body can change and improve with regular exercise. This class will be held out of doors on the track and other various walking routes around Durham.

\*Offered first or fourth quarter.

<b>21</b>	<b>Yoga &amp; Pilates</b>	<b>Credit: .25</b>
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The Yoga and Pilates elective will be a high energy partnership of physical and mental techniques which will help to revitalize the mind and body, increase strength, flexibility and the ability to concentrate. Practiced regularly, it will benefit every aspect of one's life, and peace.

# PHYSICAL EDUCATION CONTINUED

<b>29</b>	<b>Unified Sports</b>	<b>Credit: 1</b>
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- Prerequisite: Students must complete Unified Sports Prerequisite Form and must receive teacher recommendation from both a physical education teacher as well as an academic education teacher.

Unified Sports is a year-long class with out-of-school requirements. Students must be available to compete twice a quarter after school in interscholastic sporting events. Students must attend 3 evening sports banquets (Fall, Winter and Spring). Unified Sports is a collaboration between the Connecticut Interscholastic Athletic Conference and The Special Olympics. The National Federation of High Schools defines Unified Sports as an inclusive sports program that unites Special Olympics athletes (individuals with intellectual disabilities) and partners (individuals without intellectual disabilities) as teammates for training and competition.

# SCIENCE

<b>416 Integrated Science Honors</b>	<b>Credit: 1</b>
<b>417 Integrated Science College Prep A</b>	
<b>418 Integrated Science College Prep B</b>	

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

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

- **Integrated Science Honors** includes rigorous enhancement of core content with increased self-directed analysis, critical thinking, and application of advanced mathematical processes.
- **Integrated Science College Prep A** includes enhancement of core content with increased critical thinking, mathematical analysis, and comprehensive understanding of scientific concepts.

<b>426 Honors Biology</b>	<b>Credit: 1</b>
<b>427 Biology College Prep A</b>	
<b>428 Biology College Prep B</b>	

- Prerequisite: Students who wish to take Honors Biology as a freshman must also be concurrently enrolled in Integrated Science Honors and Geometry Honors or College Prep A. Teacher recommendation.

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

- **Biology Honors** includes rigorous enhancement of core content with increased critical thinking, independent analysis of source material, and comprehensive understanding of key scientific concepts.
- **Biology College Prep A** includes enhancement of core content with increased application of content to current events and application of scientific skills including reading, writing, and mathematical analysis.

# SCIENCE CONTINUED

<b>430</b>	<b>Chemistry Honors</b>	<b>Credit: 1</b>
<b>438</b>	<b>Chemistry College Prep A</b>	
<b>439</b>	<b>Chemistry College Prep B</b>	

- Honors Prerequisite: Completion of Integrated Science A and/or Biology A with a final grade of C or higher. Completion or concurrent enrollment in Algebra II A. Teacher Recommendation.
- College Prep A Prerequisite: Completion of Integrated Science A/B and/or Biology A/B with a final grade of B or higher. Completion or concurrent enrollment in Algebra II A/B. Teacher Recommendation.
- College Prep B Prerequisite: Completion of Integrated Science and/or Biology. Concurrent enrollment in Algebra II B/C. Teacher Recommendation.

Chemistry is the study of what substances are made of, how they behave, and how they are transformed. This course uses a theme-based curriculum designed to help every student make connections between chemistry in the natural world and everyday life. The six themes are Alchemy, Smells, Weather, Toxins, Fire, and Showtime. Science practices are incorporated with a guided inquiry approach. Students are expected to work independently and collaboratively to solve challenging problems. Honors Chemistry will explore topics in greater depth and at a faster pace.

<b>434</b>	<b>Physical Science</b>	<b>Credit: 1</b>
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- Prerequisite: Biology I

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

<b>442</b>	<b>Physics</b>	<b>Credit: 1</b>
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- Prerequisite: Algebra II and concurrent enrollment in Trigonometry or Advanced Mathematics

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

# SCIENCE CONTINUED

## **443 Human Anatomy and Physiology**

**Credit: 1**

- Prerequisite: Biology and Chemistry (may be concurrent with Chemistry)

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

## **444 Forensic Science I**

**Credit: .5**

- Prerequisite: None

The purpose of this course is for students to gain experience in the major investigative techniques currently used by forensic scientists, crime scene investigators, and other law enforcement agencies, and to develop an understanding of the scientific concepts which serve as the basis for these techniques. The course will focus on problem solving, with an emphasis on experimentation to collect and analyze evidence, research and evidence-based conclusions. Students will learn the methodology needed to evaluate crime scenes, the evidence collected and compare between known and unknown variables. The learning experience will include lecture, labs, research and activities. Topics of study will include history of forensic science, evidence analysis, crime scene processing, fingerprint, hair, blood, drugs and fiber analysis. This course is challenging due to the chemistry, physics, and biology content covered.

## **445 Forensic Science II**

**Credit: .5**

- Prerequisite: Forensic Science I

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

# SCIENCE CONTINUED

## 446 Biodiversity\*

Credit: .5

- Prerequisite: None

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

\* Denotes electives available to freshmen

## 447 Oceanography

Credit: .5

- Prerequisite: Integrated Science

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

## 448 Zoology

Credit: .5

- Prerequisite: Biology I

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



# SCIENCE CONTINUED

## 449 Animal Behavior\*

Credit: .25

- Prerequisite: None

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

## 451 Astronomy and Meteorology\*

Credit: .5

- Prerequisite: None

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

## 452 Geology\*

Credit: .5

- Prerequisite: None

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

## 460 AP Biology/UConn ECE Principles of Biology 1107

Credit: 1.5

- Prerequisite: Biology, Chemistry and recommendation by Science Department

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

# SCIENCE CONTINUED

## 461 AP Physics 1

**Credit: 1**

- Prerequisite: Completion or concurrent enrollment in Pre-Calculus Honors or College Prep A and Trigonometry Honors

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

## 462 AP Chemistry

**Credit: 1.5**

- Prerequisite: Completion of Chemistry A, Chemistry B, and permission of the instructor.

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

## 463 UConn Oceanography

**Credit: 1**

- Prerequisite: Completion of Honors or College Prep A Biology, or teacher approval

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

# TECHNOLOGY EDUCATION

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

<b>711 Exploring Technology</b>	<b>Credit: 1</b>
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- Prerequisite: None

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

<b>721 Exploring Manufacturing I</b>	<b>Credit: .5</b>
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- Prerequisite: None

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

<b>722 Manufacturing II</b>	<b>Credit: .5</b>
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- Prerequisite: Exploring Manufacturing I and approval of instructor

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

# TECHNOLOGY EDUCATION CONTINUED

## **724 Construction Technology**

**Credit: .5**

- Prerequisite: Exploring Technology

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

## **741 Exploring Drafting and Computer Aided Design I**

**Credit: 1**

- Prerequisite: None

This course is a full year introduction to basic technical drafting and basic computer aided design. The skills of sketching, instrument drafting, and Computer Aided Design (CAD) are basic communications that everyone needs to be exposed to in our highly technology oriented world. Areas of study included in this course are learning the basics of drafting, an introduction to DraftSight, and an introduction to Photoshop. Any student considering engineering or architecture as a career should be exposed to these disciplines.

## **742 Computer Aided Design II**

**Credit: 1**

- Prerequisite: Exploring Drafting and CAD I

This course is a full year introduction to 3D solid modeling as well as architectural CAD drafting and design. The first half of the course will be involved with creating and manipulating 3D solids using the SolidWorks software platform. The second half of the course will expose the student to architectural drafting and residential architectural design using the Chief Architect software platform. Any student considering engineering or architecture as a career should be exposed to these disciplines. Students who elect to take this course will be required to take a state sponsored concentration exam.

## **743 Computer Aided Design III - Architectural**

**Credit: .5**

- Prerequisite: CAD II

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

# TECHNOLOGY EDUCATION CONTINUED

## **744 Computer Aided Design III – Mechanical**

**Credit: .5**

Prerequisite: CAD II

This course is a half year (spring semester) computer aided design course that builds upon the earlier 3D object manipulation. Students will work on advanced engineering drafting (3D object creation, 3D assembly, and production document drawings) as well as physical manufacturing/production operations. SolidWorks software platform will be used.

Prototyping objects will be accomplished using a small 3D printer. Any student considering engineering as a career would benefit from this class.

## **745 Electronics & Robotics**

**Credit: .5**

- Prerequisite: Exploring Technology & approval of instructor

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

## **761 Introduction to Video Production**

**Credit: .5**

- Prerequisite: None

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

## **762 Advanced Video Production**

**Credit: .5**

- Prerequisite: Intro to Video Production

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

# TECHNOLOGY EDUCATION CONTINUED

**776 Introduction to Coding**

**Credit: .5**

- Prerequisite: Algebra I

This course is aimed at students with **little or no prior programming experience** but a desire to understand computational approaches to problem solving.

This course is intended for students with an interest in computer science to expose them to writing small programs, mapping real-world problems into computational frameworks, and providing insight into a computer science or electrical engineering major. The course content will include: learning the syntax of a language (Python), the process of writing and debugging a program, the process of transitioning from a problem statement to a computational formulation of a method for solving the problem, developing algorithms, and understanding data.

Using a project-based approach, there is opportunity to address interdisciplinary concepts and to differentiate between levels of ability. Students will learn not only the skills of computer science but the relevant vocabulary or language of computer scientists.

# VISUAL ART AND DESIGN

•Goals of the art program are to help students:

- Think divergently.
- Use creative problem-solving skills employing the elements and principles of art.
- Understand and demonstrate the use of a variety of media and techniques.
- Express personal vision and imagination.
- Complete quality artworks with artistic vision that synthesize skills and concepts.
- Value the relationship between art and the natural and man-made world.
- Develop an awareness of how art and design affect our world.
- Become aware of the breadth of career opportunities connected to the art and design and its creative application through technology.

<b>910 Art Foundations</b>	<b>Credit: .5</b>
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- Prerequisite: None

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

<b>911 Design</b>	<b>Credit: .5</b>
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- Prerequisite: Art Foundations or Drawing I

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

<b>912 Drawing I</b>	<b>Credit: .5</b>
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- Prerequisite: None

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

# VISUAL ART AND DESIGN CONTINUED

<b>913 Drawing II</b>
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<b>Credit: .5</b>
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- Prerequisite: Drawing I and Teacher recommendation

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

<b>921 Ceramics/Pottery I</b>
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<b>Credit: .5</b>
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- Prerequisite: Art Foundations or Drawing I and Teacher recommendation

This course involves the exploration of clay as material for sculptural design and functional forms using coil, slab, and wheel construction. The course includes glaze application, glaze composition, and knowledge of stacking and firing the kiln. A commitment to help with studio maintenance, the ability to use time and material responsibly, and excellent craftsmanship are a must for those electing pottery.

<b>932 UConn Drawing I</b>
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<b>Credit: 1</b>
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- Prerequisite: Drawing I and Teacher recommendation

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

<b>924 Crafts</b>
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<b>Credit: .5</b>
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- Prerequisite: Art Foundations or Drawing I

Crafts is an opportunity to create in a wide-range of media hands-on. Students will gain experience in various craft forms such as bead making, wire wrapped jewelry, basketry, stained glass, and kiln formed glass. This course builds on key art concepts through the introduction of various craft techniques and procedures. Skills learned will be applied toward final projects and portfolio development. Historical, contemporary and cultural craft will be examined through research, critical thinking and object analysis.



# VISUAL ART AND DESIGN CONTINUED

## 922 Ceramics/Pottery II

Credit: .5

- Prerequisite: Ceramics I and Teacher recommendation

This course is a half-year course that builds upon the prior knowledge of Ceramics I. Students will work on advanced assignments and gain expertise in ceramic art and pottery making. Students will have opportunities to specialize in areas of their particular interest such as ceramic sculpture, functional pottery or architectural tile. Students will be expected to produce quality work with attention to technique and craftsmanship. Learning to load and unload the kiln, testing glaze surfaces and new methods of clay forming and construction will be introduced. Exploring historical ceramics and the work of contemporary local ceramic artists is also included. Ceramic II students will collaborate and cooperate with other students by assisting and supporting them with their knowledge and technical skill.

## 931 Painting/Printmaking

Credit: .5

- Prerequisite: Art Foundations or Drawing I and Teacher recommendation

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

## 752 Photography I

Credit: .5

- Prerequisite: None

This introduction to photography course covers basic principles of both digital and film photography. Students enrolled in this course will be using the Elements of Art and Principles of Design to develop their skills in creating well composed photographs and art criticism. Students will learn basic Adobe Photoshop skills to make adjustments to their digital photos. In addition to digital work, the use of 35mm cameras, darkroom chemistry and equipment will also be covered. Use of a digital SLR camera and 35 mm film camera is highly recommended, but not required. Shooting assignments outside of classroom time is required.

## 763 Graphic Design Using Adobe Creative Suite

Credit: .5

- Prerequisite: Design, Drawing or teacher recommendation

The student is challenged to create a series of graphic design assignments. Students will develop their ideas, composition and design skills with traditional art materials. Students then translate their plans using various Adobe Creative Suite software.

# WORLD LANGUAGES

The World Language Department offers five years of study in each of three languages: French, Latin and Spanish. Students will explore world cultures through the target language. Acquisition of grammar and vocabulary will help students develop proficiency.

- Students who study a world language at Coginchaug will experience culture through foods, music, art, literature, guest speakers and field trips.
- To advance to the next level of a language, a student must earn both a C- or better in the previous course and the recommendation of the teacher.
- From the middle school program, some students may benefit from enrolling in the Level 1 program of the same language to improve their language proficiency.
- Students are encouraged to take more than one world language concurrently.
- College-bound students should take a minimum of three high school years of the same language.
- Students are only able to switch or add languages during course selection periods.
- Course levels are determined by teacher recommendation, based on skill assessments and classroom performance.

<b>511 French I</b>
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<b>Credit: 1</b>
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- Prerequisite: None

This introductory course provides students with the basics of communicating in French. This is accomplished through a culturally-centered approach in which students will be able to communicate about limited, familiar topics such as home and school life to perform authentic tasks. This course is recommended for incoming freshmen who are not yet proficient in the basics of sentence formation. Students succeeding in another language are strongly encouraged to take this course as a third language.

<b>521 French II</b>
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<b>Credit: 1</b>
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- Prerequisite: Minimum of C- in French I and teacher recommendation

French II advances the basics learned in Level 1 in a way that expands the students' ability to understand and communicate in French. Basic additional verb tense and vocabulary acquisition allows students to further explore the Francophone world to perform authentic tasks. Emphasis is placed on creating more personalized, simple sentences to share thoughts and ideas. Superior performance at this level may result in admittance to the French National Honor Society.

# WORLD LANGUAGES CONTINUED

<b>538 French III Honors</b>	<b>Credit: 1</b>
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- Prerequisite: Minimum of C- in French II and teacher recommendation

French III takes all that was learned in the previous two levels and moves into past narration orally and in writing. Students will be able to describe daily activities in more detail, engage in longer communicative exchanges, authentic tasks, and read a wider variety of texts, including that which is destined for native speakers. The cultural focus is based on the richness of the French-speaking Africa. Superior performance at this level may result in admittance to the French National Honor Society.

<b>545 French IV Honors</b>	<b>Credit: 1</b>
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- Prerequisite: Minimum of C- in French III and teacher recommendation

Students of French at this level will explore more complex language skills as they perform authentic tasks regarding their future lives and what might happen. Online resources including blogs, YouTube videos and songs form a support of authentic input to discuss a variety of situations. Students will make advances in comprehension using more advanced grammar structures. They will be better equipped to navigate in a French-speaking country. Superior performance at this level may result in admittance to the French National Honor Society.

<b>555 French V Honors</b>	<b>Credit: 1</b>
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- Prerequisite: Minimum of C- in French IV and teacher recommendation

French V seeks to solidify and advance the active communication skills of all previous levels. The continued use of authentic input challenges students at this level to understand and create nuanced communication in authentic tasks. Students' cultural appreciation and awareness are increased as they explore French history, Impressionism, as well as classic and contemporary popular figures.

<b>512 Latin I</b>	<b>Credit: 1</b>
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- Prerequisite: None

Students study the fundamentals of the Latin language to develop an ability to translate and read basic Latin. Students are encouraged to make connections between the history, culture, customs and mythology of ancient Rome and contemporary culture. Students will be able to give and receive comprehensible statements in the target language at a novice level.

# WORLD LANGUAGES CONTINUED

**522 Latin II**

**Credit: 1**

- Prerequisite: Minimum of C- in Latin I and teacher recommendation

After a review of Latin I language skills, students will increase their acquisition of Latin vocabulary, using it to communicate at the novice, and then intermediate, level. The focus on grammatical concepts shifts from word forms to sentence structure. As they continue to explore the history and culture of ancient Rome, students will move closer to the goal of studying the work of major Roman authors in its unadapted form.

**Latin III-IV**

**Credit: .5**

**548 Late Latin Honors**

**536 Augustan Age Latin Honors**

**534 Myth in Latin Literature Honors**

**544 Survey of Latin Literature Honors**

- Prerequisite: Minimum of C- in Latin II and teacher recommendation

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

- Late Latin covers the period from the 3<sup>rd</sup> to 6<sup>th</sup> centuries CE. Selections from the *Carmina Burana*, Geoffrey of Monmouth and other medieval texts are studied. Students will compare the style of Late Latin to that of Classical Latin authors.

\*Offered Fall 2016

- In Augustan Age Latin students study Vergil's *Aeneid* and other Golden Age authors. The life and career of Augustus and the Golden Age of Roman literature, which occurred during his principate, provide the political infrastructure on which this epic poem is cast.

\*Offered Spring 2017

- In Myth in Latin Literature students will study Greek and Roman mythology in Latin and English as well as translate selections from authors such as Ovid, Aesop and Apuleius.

\*Offered Fall 2017

- In Survey of Latin Literature a special emphasis is placed on Roman history, civilization and the expansion of the Roman Empire. Students will read selections from such authors as Cicero, Sallust, Livy and Cornelius Nepos.

\*Offered Spring 2018

# WORLD LANGUAGES CONTINUED

<b>557 Latin V Honors</b>	<b>Credit: 1</b>
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- Prerequisite: Minimum of C- in Latin III-IV and teacher recommendation

Students expand their study of Latin literature by reading a variety of Roman authors. Students will also continue their acquisition of Latin vocabulary and grammar and develop their ability to communicate in the target language at the intermediate level. During second semester, students pursue individual, in-depth explorations of a major Roman author by translating, analyzing and drawing connections to contemporary culture.

<b>514 Spanish I College Prep A</b>	<b>Credit: 1</b>
<b>515 Spanish I College Prep B</b>	

- Prerequisite: None

This introductory course in Spanish gives students the opportunity to acquire basic skills in listening, speaking, reading and writing. Culture and a study of daily life and customs of the Hispanic world are an integral part of the course. This course will have a cultural focus on Central America and the Spanish-speaking islands of the Caribbean.

<b>524 Spanish II College Prep A</b>	<b>Credit: 1</b>
<b>525 Spanish II College Prep B</b>	

- Prerequisite: Minimum of C- in Spanish I and teacher recommendation

Spanish II advances the basic skills learned in Spanish I in a way that expands the students' ability to understand and communicate. Additional verb tense and vocabulary acquisition allows students to further explore the Spanish-speaking world to perform authentic tasks. Emphasis is placed on creating more personalized, simple sentences to share thoughts and ideas. This course will have a cultural focus on Mexico.

<b>537 Spanish III Honors</b>	<b>Credit: 1</b>
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- Prerequisite: Minimum of C- in Spanish II and teacher recommendation

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

# WORLD LANGUAGES CONTINUED

## 546 Spanish IV Honors

**Credit: 1**

- Prerequisite: Minimum of C- in Spanish III and teacher recommendation

At this level students will explore more complex language skills as they perform authentic tasks regarding the past, present and future. Online resources including videos, songs, blog sites and infographics form a support of authentic input to talk about a variety of situations. Students will make advances in comprehension using more advanced grammar structures. They will be better equipped to navigate in a Spanish-speaking country. This course will have a cultural focus on South America.

## 556 Spanish V Honors

**Credit: 1**

- Prerequisite: Minimum of C- in Spanish IV and teacher recommendation

Spanish V seeks to solidify and advance the active communication skills of all previous levels. The continued use of authentic input challenges students at this level to understand and create nuanced communication in authentic tasks. Students' cultural appreciation and awareness are increased as they explore Spanish art and history, personal health, professions and future plans and classic and contemporary popular figures.

# SPECIAL EDUCATION

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

## **Individual Student Support**

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

## **Team-Taught Classes**

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

## **Academic Skills**

This course is based upon each student's Individualized Education Program (IEP). Students work towards mastery of their IEP goals and objectives, as well as reinforcement of previously mastered goals and objectives. Individualized and group reading, math, writing and language lessons are presented in a variety of ways, to suit the needs of each student. Functional academic skills and life skills are incorporated to engage students in meaningful learning.

## **Life Skills**

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

# **SPECIAL EDUCATION CONTINUED**

## **Social Thinking**

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



## **Title IX – Policy on Non Discrimination**

(Title VI, Title IX, Section 504)

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

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

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

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

Compliance with Title IX

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

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

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

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