

Coginchaug Regional High School



2018-2019

Program of Studies

Dear Student and Parent:

The Coginchaug Regional High School Program of Studies includes descriptions of all courses offered during the 2018-2019 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

Patrick Gustafson, Assistant Principal

Beth Melillo, Guidance Director

Lynn Schofield, School Counselor

Leslie Stratton, School Counselor

TABLE OF CONTENTS

MISSION STATEMENT.....	5
ACCREDITATION STATEMENT.....	5
GRADUATION REQUIREMENTS.....	6
SCHOLASTIC APTITUDE TEST.....	7
ASSIGNMENT OF CREDITS.....	7
NCAA ATHLETE ELIGIBILITY REQUIREMENTS.....	10
SENIOR FIELD EXPERIENCE.....	12
COURSE PLANNING CHARTS.....	14
COUNSELING SERVICES.....	16
BUSINESS EDUCATION.....	17
ENGLISH.....	21
FAMILY AND CONSUMER SCIENCES.....	25
HEALTH.....	27
HISTORY AND SOCIAL STUDIES.....	29
MATHEMATICS.....	34
MUSIC.....	39
PHYSICAL EDUCATION.....	42
SCIENCE.....	45
TECHNOLOGY EDUCATION.....	50
VISUAL ART AND DESIGN.....	54
WORLD LANGUAGES.....	58
SPECIAL EDUCATION PROGRAM.....	63
TITLE IX POLICY.....	66

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

Melissa Ronan, Secretary

Team Leaders

Tim Fisher, Practical Arts

Melissa Gonzalez-Moreno, Special Education, Applied Arts

Erika Anderson, Science

Michelle McClintick, English

Julie Lagace, History & Social Studies

Kate Germond, World Languages

Kathy Zygmunt, Mathematics

Student Athletics

Kory Kevorkian, Director of Athletics

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 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. 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.

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 class of 2019: 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 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.

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. 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:**

History through Film, Integrated Algebras, and Geometry I, II, & III, 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.

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.

Credit Recovery

An online course recovery program is made available to students on an as needed basis. Appropriate placement 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.

072 CUSP**Credit: .5**

- Prerequisite: None
- Now open to **juniors** who are interested

This course is designed to give juniors an opportunity to study a topic of special personal interest. During their junior 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 juniors 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.

073 SAT Prep**Credit: .5**

- Prerequisite: Open to juniors with the completion of Geometry, teacher recommendation, and evaluation of PSAT scores.

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

LL LEARNING LAB**Credit: .5**

- Prerequisite: Teacher recommendation, and standardized assessment data.

Learning Lab is a college preparatory class designed to increase students' reading comprehension, writing ability and math skills. The course is developed according to the reading, writing expectations and math standards described in the Common Core State Standards (CCSS). The primary goals for students in the English learning lab are building comprehension, increase reading stamina, learning strategies for negotiating complex literary and informational texts, writing claims building evidence, and enhancing analysis of texts. The primary goals for students in the math learning lab are to reinforce skills, content and application in both present and future math courses. This course builds skills directly related to success in a four-year college program and career readiness.

SENIOR FIELD EXPERIENCE

The Senior Field Experience will provide students with exposure to real life and real world learning opportunities. Students will choose an area of personal, academic, or professional interest and work with teachers who will advise them on their self-directed work/shadowing experience. The evaluation of student learning will be based on various projects designed to target the graduation expectations of Coginchaug Regional High School.

009 Athletic Leadership:	Credit: 1
---------------------------------	------------------

As part of the athletic leadership experience, students will cultivate and refine their own personal leadership capabilities. They will be responsible for overseeing all aspects pertaining to athletic leadership at Coginchaug and will work to enhance sportsmanship and improve the athletic culture within the school community. Responsibilities will include designing and implementing various projects, developing, administering, and analyzing surveys, collaborating with other schools in the district, and completing presentations to community stakeholders.

076 Career Exploration:	Credit: 1
--------------------------------	------------------

The Career Exploration Program is designed to provide students with real-world experiences in identified areas of career interest by working in partnership with local businesses, industries, schools, medical facilities, government, and other community and service organizations. Specifically, cooperating partners act as mentors guiding the assigned students as they work toward gaining practical experiences and skills that align with their personal learning and career goals. Each participant gains knowledge of the entry-level requirements of a profession and experiences the real-life work environment.

The job shadow experience assists students in defining their focus for postsecondary education and employment by affording them authentic learning and work opportunities to apply what they learn in the classroom to the world of work.

090 Campus Unification:	Credit: 1
--------------------------------	------------------

This experience unites students with and without disabilities to engage in extensive research, explore resources, and see their dreams become reality. Students will work collaboratively to create and implement their vision for making Coginchaug a better place than they inherited. Students will work with existing programs, create and organize events, build campus structures, and improve the future of our high school

SENIOR FIELD EXPERIENCE

CONTINUED

242 Making a Difference through Community Outreach:
--

Credit: 1

The Making a Difference through Community Outreach field experience provides students with the necessary support to successfully create and implement meaningful service activities and/or social activism campaigns/projects in an area of personal interest. Students will use their talents and interests to better our local, state, and global communities. Field experiences can include assistance in local community organizations, social justice training, organizing a community event, creating programs to help senior citizens, promoting safety and well-being, developing projects focusing on the protection of environment and animals, and so much more.

403 Exploring Teaching and Learning
--

Credit: 1

Exploring Teaching and Learning: will provide students with classroom and field experiences that will help them gain insight into the field of education. Through the experience students will examine professional responsibilities and the role of educators, observe and explore effective teaching and learning practices, and discuss critical issues in education. Students will complete independent and collaborative projects to develop organization, public speaking, writing, communication, and leadership skills.

610 Emerging Business Leaders:

Credit: 1

Emerging Business Leaders: The purpose of the Emerging Business Leaders experience is to prepare students to be effective leaders in college and careers through participation in DECA's competitive events program. Students will focus on leadership development and management skills through Chapter Campaign activities, as well as interact with local community business leaders and alumni. Students will also prepare to compete at the state DECA competition with the chance to qualify for the International DECA Competition.

Course Planning Charts

Freshman

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

Sophomores

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

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

Seniors

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

611 Introduction to Business	Credit: 1
-------------------------------------	------------------

- Prerequisite: None

More students graduate college with a degree in business than any other major. Are you interested in a career in business or want to know how to live effectively in our economic society? Than Introduction to Business is for you! Introduction to business focusses on 21st century skills necessary to becoming an effective leader in the business world. Students will participate in a number of hands on activities including playing the CT Stock Market Game and preparing a Business Innovation Plan.

631 Sports Marketing	Credit: .5
-----------------------------	-------------------

- Prerequisite: Open to sophomores, juniors, and seniors

Think you know sports? Students in Sports Marketing will explore the sports and entertainment industries and develop an extensive understanding of the marketing concepts and theories that apply to sports, entertainment and business. Students will take part in a number of hands on activities including case studies, possible field trip experiences, computer simulations, and projects.

635 Personal Finance	Credit: .5
-----------------------------	-------------------

- 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.

BUSINESS EDUCATION CONTINUED

637 Marketing Essentials

Credit: 1

- Prerequisite: Introduction to Business or permission of the teacher

Ever wanted to know what it takes to develop, produce, and promote a product or business? Marketing Essentials will explore the ever-changing world of marketing and the skills necessary for employment or pursuit of a college degree. With an emphasis on project based learning and 21st century skills, students will take part in a number of hands on activities including the DECA Idea Challenge, creation of an advertising campaign for a local business, and a marketing research project.

638 Fashion Marketing

Credit: .5

- Prerequisite: Open to sophomores, juniors, and seniors

Think you know fashion? Want to know what it takes to design, produce, and market your own line of clothing? Through real-world project based learning with an emphasis on 21st century skills, students taking fashion marketing will explore the world of design, production, and retailing of fashion merchandise. Students will take part in a number of hands on activities, culminating in the fashion marketing Fashion Show

644 Computer Applications

Credit: .5

- 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.

BUSINESS EDUCATION CONTINUED

661 Accounting I

Credit: 1

- 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.

662 Accounting II

Credit: 1

- 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.

663 Accounting III

Credit: .5

- 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.

BUSINESS EDUCATION CONTINUED

942 Yearbook	Credit: 1
---------------------	------------------

- Prerequisite: None

Students in Yearbook are the leaders and decision-makers of producing *Inferno*, the Cuginchaug yearbook. Students will complete all tasks to create a quality yearbook that reflects the pictorial history of the activities during the school year. This full year course is designed to develop basic skills in design, photography, journalism, editing, project management and marketing. Students taking this class should be self-starters, good communicators, be willing to take on new challenges and learn new skills, show initiative, be willing to work with a variety of students and interests and be a productive, contributing member of a creative yearbook staff. The course will require students to devote time during and outside of class to complete yearbook assignments and meet deadlines. Advanced publication design software will be used in the creation of the yearbook, as well as a variety of digital and social media tools.

613 Writing and Marketing for the Big Screen	Credit: 1
---	------------------

- Prerequisite: none

Do you love movies? Have you ever wanted to see what it takes to bring an idea to the big screen? Film Festival will delve into the glitz and glamour of the silver screen using 21st century skills to focus on concepts surrounding writing, acting, and producing short films. The course will culminate in students producing, marketing, and managing the CRHS Film Festival to be held in the spring.

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

- 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

- Prerequisite: Successful completion of English 9 and teacher recommendation. Though a minimum of an 85% or higher in the previous year-long English class is required for entrance into Honors English. High grades and good behavior are not definitive factors for entrance. For these reasons, a teacher recommendation is also required.

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.

ENGLISH CONTINUED

136 English 11 Honors**Credit: 1****137 English 11 College Prep A**

- Prerequisite: Successful completion of English 9 and 10 and teacher recommendation. Though a minimum of an 85% or higher in the previous year-long English class is required for entrance into Honors English. High grades and good behavior are not definitive factors for entrance. For these reasons, a teacher recommendation is also required.

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

161 AP English Language and Composition (English 11)**Credit 1**

- Prerequisite: PSAT or SAT Evidence-Based Reading and Writing score of 550 prior to March 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 understanding 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 March 1, and teacher recommendation.

ENGLISH CONTINUED

156 Senior Journalism – Honors

Credit: 1

177 Senior Journalism 12 - College Prep A

- Prerequisite: Successful completion of English 9, 10, and 11; Teacher recommendation.
- A student may elect to take Senior Journalism as an Honors course. Honors students will produce more sophisticated coverage, including opinion/editorial writing, on a consistent basis. Small group discussions and leadership roles will be required but will be tailored to student interest whenever possible.

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.

191 English 12 Honors Connections

Credit: 1

195 English 12 College Prep A Connections

- Prerequisite: Successful completion of English 9, 10, and 11 and a teacher **recommendation. Though a minimum of an 85% or higher in the previous year-long** English class is required for entrance into Honors English. High grades and good behavior are not definitive factors for entrance. For these reasons, a teacher recommendation is also required.

In the first semester, students will explore narrative writing and polish their college essay for submission while refining their definition of the writing and publication process. A focus on communication will explore the ways in which information--and disinformation--is presented in the modern world, including TED Talks, fake news, social media, and other online sources. The focus will move to literature and film study and analysis, including a Shakespearean or other play. A research unit will prepare students for writing at the college level while vetting sources and composing arguments. A culminating project will allow students to reflect upon the course material, connecting the mastery of unit objectives to real-world learning. This course, which reflects the CCSS 11-12 bands, prepares students for a four-year college program.

ENGLISH CONTINUED

194 English 12 College Prep A – Communications

Credit: 1

- Prerequisite: Successful completion of English 9, 10, and 11 and a teacher recommendation.

In the first semester, students will explore narrative writing and polish personal statements that speak to their career interests and acquired skills. Additional writing skills targeted towards communicating effectively in a career will be explored and cultivated throughout the year. A focus on communication will explore the ways in which people communicate both in speaking and in writing. Literature and film studies will encourage analysis and continue to build writing skills, with an emphasis on real-world discourse. A culminating project will allow students to reflect upon the course material, exhibiting mastery of the course objectives. This course, which reflects the CCSS 11-12 bands, prepares students for written and oral communication in a post-secondary setting.

160 UConn English – Honors

Credit: 1

- Prerequisite: PSAT or SAT Evidence-Based Reading and Writing score of 650 and above, prior to March 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.

185 Harry Potter

Credit: .5

- Prerequisite: This course will not count towards the English graduation requirement. Open to sophomores, juniors and seniors.

Students enrolled in this course will read the latter four novels of the *Harry Potter* series and are expected to come to class having read or viewed the first three installments. This course will address how the literary and cultural phenomena of the *Harry Potter* series contributes to our modern perspectives on core philosophical concepts: aesthetics, ethics and morality, epistemology, and metaphysics. Students will also consider the broader political and social implications of content within the series through formal discussion and compositions, including but not limited to narrative, argumentative, and expository writing. Curriculum is driven by the Common Core Anchor Standards of Reading, Writing, and Speaking and Listening.

FAMILY & CONSUMER SCIENCES

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

811	Introduction to Foods and Nutrition
------------	--

Credit: .5

- 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.

812	Advanced Foods and Nutrition
------------	-------------------------------------

Credit: .5

- Prerequisite: Introduction to Foods and Nutrition, grade of B or higher or teacher recommendation

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.

813	Gourmet Foods
------------	----------------------

Credit: .5

- Prerequisite: Introduction to Foods and Nutrition with final grade of B or higher or teacher recommendation

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.

814	Pastry and Cakes
------------	-------------------------

Credit: .5

- Prerequisite: Introduction to Foods and Nutrition with final grade of B or higher or teacher recommendation

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

FAMILY & CONSUMER SCIENCES CONTINUED

821	Child Development
------------	--------------------------

Credit: .5

- 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. Child Development concentrates on infancy and toddlerhood. Physical, social, emotional, and intellectual development are discussed. A play group for children ages 2 to 4 years old is planned and operated by the Child Development students.

815	Blue Devil Café
------------	------------------------

Credit: .5

- Prerequisite: Open to students in grades 11-12. Completion of Introduction to Foods & Nutrition, Advanced Foods & Nutrition or Gourmet Foods and a teacher approval.

Students will develop higher level culinary skills, take an in-depth look at how restaurants are run, and create monthly luncheons for staff and teachers in the Blue Devil Café.

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.

Health 9	Credit: .25
-----------------	--------------------

Topics covered within the grade 9 health curriculum:

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

Health 10	Credit: .25
------------------	--------------------

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 American 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.

216 Global Studies: The Non-Western World Honors

Credit: 1

217 Global Studies: The Non-Western World College Prep A

218 Global Studies: The Non-Western World College Prep B

- Prerequisite: 8th grade teacher level 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 national identity, international economic development, modernization of developing nations, and the role of international organizations.

226 The Western Heritage Honors

Credit: 1

227 The Western Heritage College Prep A

228 The Western Heritage College Prep B

- Suggested Prerequisite: Global Studies, 9th grade teacher level recommendation

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.

HISTORY & SOCIAL STUDIES CONTINUED

225 UConn Modern European History

Credit: 1

- 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.

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, 10th grade teacher level recommendation

This course is a chronological-thematic survey of the history of the United States beginning with Reconstruction and tracing the development of the nation through the late 20th century. 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.

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 address state and local level government 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

247 Current Issues At Home and Abroad

Credit: .5

- Prerequisite: Open to sophomores, juniors, and seniors

Taking its material from the topics of the day, this course will explore student-selected issues as case studies. Students will learn and apply the tools of various Social Studies disciplines such as history, civics, economics, sociology and media studies. 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, resource conflict, and international terrorism. Students will be assessed in a variety of ways including analytical essays as well as individual and group presentations.

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 learning and motivation, personality theory, states of consciousness, life span development, 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 romanticize war or present it with visceral hyper-realism. We will also look at 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.

HISTORY & SOCIAL STUDIES CONTINUED

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 19th 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.

257 AP Psychology

Credit: 1

- Prerequisite: Department recommendation; open to sophomores, juniors, and seniors

This advanced placement college-level course is offered for selected qualified sophomores, juniors, and seniors who plan to take the national AP Psychology Exam in May. In this full year course, students will be expected to read extensively and think critically as they conduct a systematic and scientific study of the behavior and mental processes of human beings. This course includes a consideration of the psychological facts, principles, and phenomena associated with the major subfields within psychology, with particular attention to the ethics and research methods used in psychological science and practice. Students will learn about the explorations and discoveries made by psychologists over the centuries as well as assess the differing psychological approaches, including biological, behavioral, cognitive, humanistic, psychodynamic, and sociocultural perspectives.

260 AP United States History

Credit: 1

- 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 tasks, and PSAT scores.

HISTORY & SOCIAL STUDIES CONTINUED

261 AP US Government and Politics	Credit: 1
--	------------------

- 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 Exam in US Government and Politics. It is an appropriate choice for students interested in pursuing a career in law, politics, government, or international relations. The course concentrates on the structures and functioning of the American governmental system with an emphasis on national-level policy-making. This material is supplemented by discussion of both current governmental and political developments and of broader principles of political science. 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 requires 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 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 suggests a TI-84 or TI 84 Plus that can be purchased at local stores.

To remain in the Honors Level, students must earn a final grade of 80 or higher.

To remain in the CPA Level, students must earn a final grade of 70 or higher.

314 Pre-Algebra	Credit: 1
------------------------	------------------

- 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.

315 Applied Math	Credit: 1
-------------------------	------------------

- 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.

MATHEMATICS CONTINUED

316 Integrated Algebra and Geometry I

Credit: 1

- Prerequisite: None

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.

317 Algebra I Honors

Credit: 1

318 Algebra I College Prep A

- 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, factoring, 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.

326 Integrated Algebra and Geometry II

Credit: 1

- Prerequisite: Integrated Algebra and Geometry I, Department approval

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, factoring, statistical analysis and probability. The Geometry portion of the course is focused on 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.

MATHEMATICS CONTINUED

327 Geometry Honors

Credit: 1

328 Geometry College Prep A

- 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.

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.

337 Algebra II Honors

Credit: 1

338 Algebra II College Prep A

333 Algebra II

- 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, matrices, 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 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 polynomial functions, 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 bearings. Attention is given to practical applications. This course must be taken concurrently with Pre-Calculus Honors. This course prepares students for success in a four-year college program.

MATHEMATICS CONTINUED

350 Probability and Statistics

Credit: 1

- Prerequisite: Algebra II and Department approval

This introductory course in probability theory and statistics is especially useful to college bound students who either plans to further their studies in the sciences, engineering, or mathematics or 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. Graphing calculators are used to extensively investigate concepts and to aid in lengthy calculations. This course prepares students for success in a four-year college program.

360 AP Calculus

Credit: 1

- 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.

362 AP Statistics

Credit: 1

- 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 and at least one year of band or choir

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.

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. Students will continue to advance their skills in the concepts taught in Music Theory I and in addition will also learn to compose and arrange music for various instrumental and vocal ensembles.

*Offered Spring Semester

962 Concert Band

Credit: 1

Concert Band is designed to challenge student musicians as they continue to develop and hone their ensemble skills. The Concert Band will perform great masterworks from the band repertoire as well as contemporary works. Concert Band members have the opportunity to audition/participate in the Shoreline Music Festival, Southern Region Music Festival, All-State Music Festival, ASBDA Honors Band. 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.

968 Wind Ensemble

Credit: .5

Wind Ensemble is an advanced level band course. The ensemble features the full instrumentation of Concert Band but with only one to three players per instrument part. This results in an ensemble of the highest skilled musicians that performs music that is more advanced than the Concert Band repertoire. Students are placed in the Wind Ensemble by audition and/or director's recommendation. Students in the Wind Ensemble must also be enrolled in Concert Band. Auditions will take place in the Spring for the following school year.

MUSIC CONTINUED

965 Jazz Ensemble

Credit: .5

- Prerequisite: Auditions in June of previous school year

The Jazz Ensemble is an auditioned band for students who play saxophone, trumpet, trombone, piano, drums, guitar and bass. Participating students will receive instruction in all genres of jazz from early blues and swing, to the great American songbook, and on through modern/contemporary big band music. The group performs at a variety of concerts and venues throughout the year. Selected members of this ensemble may be invited at the director's discretion to perform in the small 8-piece Jazz Combo. All members of Jazz Band must also be enrolled in Concert Band.

*Schedule of class TBA

967 Lab Jazz Band

Credit: 5

Class would meet outside of school day

This course provides a jazz band experience for students who did not successfully audition into the Jazz Band (965). This group is open to a varied instrumentation beyond a typical jazz band, including flute, clarinet, and french horn. This course will introduce students to both jazz and popular music styles and basic improvisation.

972 Concert Choir

Credit: 1

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 Southern Regional or All-State choirs by audition. All choir members are expected to attend evening rehearsals and concerts during the school year.

975 Chamber Singers

Credit: 1

- Prerequisite: Auditions in June of the previous school year

This group is an auditioned mixed chorus, comprised of the most advanced vocal musicians at CRHS. Members are chosen on the basis of superb singing, listening and sight-reading abilities. In addition to school concerts, Chamber singers will also perform a variety of other events including caroling during the holiday season for events around town and performing in the Middletown Exchange Club annual winter concert. Members of Chamber Singers are expected to be enrolled in Concert Choir as well. Auditions take place in the spring.

*Schedule of class TBA

MUSIC CONTINUED

973 Show Choir	Credit: .5
-----------------------	-------------------

- Prerequisite: Auditions in June of the previous school year

The Show Choir is an auditioned group of singers/dancers made up of 9th-12th graders. The group puts on many performances throughout the year including a large performance at the Durham Fair in September. Auditions take place in the spring.

*Schedule of class TBA

978 Electronic Music	Credit: .5
-----------------------------	-------------------

This hands-on course for beginners through advanced musicians allows students to utilize synthesizers and computers to write and record their own music. Students will learn how to use a music creation studio to compose using pre-existing loops. In addition, they will develop piano skills in order to record melodies and chord progressions.

966 Guitar	Credit: .5
-------------------	-------------------

This semester course is designed for students with no previous guitar experience. Students will receive guidance and direction in solving problems related to playing the guitar at a beginning level and will learn many of the different styles, skills and techniques required to become a successful guitarist. Areas of concentration include: note reading, chord study, finger-picking styles, musical forms, improvisation and performing experiences.

980 Backstage	Credit: .5
----------------------	-------------------

This course will explore the basics of theater including lighting, sound, costuming, prop construction, scene painting, stage management, backstage organization, and other relevant backstage functions. We will also explore the processes, technologies, and aesthetics of costume, scenery, and lighting design through historical and contemporary practice.

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 Coginchaug 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.

11	Physical Education 9	Credit: .25
12	Physical Education 10	
13	Physical Education 11	
14	Physical Education 12	

*Required for grades 9, 10, 11, 12

10	Physical Education Elective	Credit: .25
-----------	------------------------------------	--------------------

Students choosing this elective will be placed in regular physical education classes. They will be required to participate in all regular physical education class activities which may include some of the following: volleyball, soccer, ultimate frisbee, eclipse-ball, team handball, basketball.

15	Body Sculpting	Credit: .25
-----------	-----------------------	--------------------

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

17	Martial Arts/Self-Defense
-----------	----------------------------------

Credit: .25

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

18	Racquet Sports
-----------	-----------------------

Credit: .25

This elective will 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.

20	Walk-Fit
-----------	-----------------

Credit: .25

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 outside on the track and other various walking routes around Durham.

*Offered first or fourth quarter.

21	Yoga & Pilates
-----------	---------------------------

Credit: .25

The Yoga and Pilates elective will be a high energy partnership of physical and mental techniques which will help to revitalize the mind and body, increase strength, flexibility and the ability to concentrate. Practiced regularly, it will benefit every aspect of one's life, and peace.

29	Unified Sports
-----------	-----------------------

Credit: 1

- Prerequisite: Students must complete Unified Sports Prerequisite Form within Google Classroom and an essay.

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.

PHYSICAL EDUCATION CONTINUED

30	Team Sport - Field	Credit: .25
-----------	---------------------------	--------------------

The field elective offers the opportunity to experience the games of Touch Football, Flag Rugby, and Lacrosse in a controlled environment. Students learn the skills, strategies, and etiquette necessary to be successful at play. Activities are played outside in most weather conditions. Conditions can be cold, hot, rainy, or perfect. Proper attire is expected for the conditions of the day.

* Offered first or fourth quarter.

31	Team Sport - Court	Credit: .25
-----------	---------------------------	--------------------

The court elective offers the opportunity to experience the games of Ultimate, Floor Hockey, and Basketball. Students learn the skills, strategies, and etiquette necessary to be successful at play. Activities are played inside or outside. When outside weather conditions can be cold, hot, rainy, or perfect. Proper attire is expected for the conditions of the day.

SCIENCE

400	Geophysical Science Honors	Credit: 1
401	Geophysical Science College Prep A	
402	Geophysical Science College Prep B	

- Prerequisite: None

Geophysical Science has three main themes: Earth's Place in the Universe, Earth's Systems, and Earth and Human Activity. Earth's Place in the Universe focuses on the origin, formation, and history of the universe including Earth and Earth's solar system. Earth's Systems includes the basics and interactions between diverse systems including Earth's interior, Earth's surface, and Earth's atmosphere. The Earth and Human Activity component addresses the interactions between life on Earth and Earth's systems with a focus on atmosphere and climate including some aspects of environmental science. This course introduces students to physical science concepts of energy, matter, and systems interactions and will integrate science and engineering practices.

426	Honors Biology	Credit: 1
427	Biology College Prep A	
428	Biology College Prep B	

- Prerequisite: Students who wish to take Biology as a freshman must also be concurrently enrolled in Geophysical Science. 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. A major component of instruction will include scientific practices such as laboratory skills, microscope use, and data analysis.

SCIENCE CONTINUED

430	Chemistry Honors	Credit: 1
------------	-------------------------	------------------

438	Chemistry College Prep A	
------------	---------------------------------	--

- Honors Prerequisite: Completion of Geophysical Honors and/or Biology Honors. Completion or concurrent enrollment in Algebra II Honors. Teacher Recommendation.
- Chemistry College Prep: Completion of Geophysical CPA and/or Biology CPA. Completion or concurrent enrollment in Algebra II. 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.

434	Physical Science College Prep	Credit: 1
------------	--------------------------------------	------------------

- Prerequisite: Biology

Physical Science is the study of matter and energy. The fundamental concepts of physics and chemistry are explored. This course integrates the science practices with application to everyday life.

442	Physics	Credit: 1
------------	----------------	------------------

- Prerequisite: Algebra II Honors/CPA and concurrent enrollment in Pre-Calculus Honors/CPA

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, 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.

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 integrates chemistry, physics, and biology.

447 Oceanography

Credit: .5

- Prerequisite: Biology

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 classroom aquariums 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.

SCIENCE CONTINUED

448 Zoology

Credit: .5

- Prerequisite: Biology

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.

460 AP Biology

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. Students will be expected to take the AP Biology exam in May.

461 AP Physics 1

Credit: 1

- Prerequisite: Completion or concurrent enrollment in Pre-Calculus Honors and Trigonometry Honors and recommendation by Science Department

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.

SCIENCE CONTINUED

462	AP Chemistry	Credit: 1.5
------------	---------------------	--------------------

- Prerequisite: Completion of Chemistry Honors/CPA and recommendation by Science Department

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 Biology Honors/CPA and recommendation by Science Department

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 hands 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.

711 Exploring Technology	Credit: 1
---------------------------------	------------------

- 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.

721 Exploring Manufacturing I	Credit: .5
--------------------------------------	-------------------

- 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.

TECHNOLOGY EDUCATION CONTINUED

722 Manufacturing II

Credit: .5

- 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.

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.

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 3D printer. Any student considering engineering as a career would benefit from this class.

752 Photography I

Credit: .5

- Prerequisite: None

This introduction to photography course covers basic principles of digital and film photography. The course is designed to develop technological and visual literacy in the field of photography. Students enrolled in this course will develop their skills in creating well composed photographs by producing exhibits and publishing digital photography content in several media formats. Composition, lighting, and photo manipulation are also components of this course. 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.

761 Media Marketing

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.

TECHNOLOGY EDUCATION CONTINUED

763 Graphic Design

Credit: .5

- Prerequisite: Design, Drawing or teacher recommendation

This course will familiarize students with the concepts of design principles, layout techniques, logo design, custom graphics, vector and pixel design, computer illustration and graphic printing technologies. Students will develop their ideas, composition and design skills and translate their designs into digital form using Adobe Creative Suite Software. Various software packages will be utilized to create exciting graphic designs in screen and print forms.

775 Robotics and Coding

Credit: .5

- Prerequisite: Algebra I
- Co-Taught by a Technology Education Teacher and a Mathematics Teacher

This interdisciplinary course engages students' natural curiosity and imagination through creative problem solving and challenges applying math, science, technology and engineering. Using a low cost, credit-card sized computer, the students begin with basic circuitry and build on those skills to assemble small robots which include drive train motors, servo motors, LEDs, and sensors. Concurrently, students are introduced to Python coding leading up to programs controlling the robot, culminating in autonomous movement using the sensors to react to the environment.

Students will complete tiered challenges via a project-based curriculum providing a solid foundation to easily explore other languages and skills. Students will be required to purchase a Raspberry Pi.

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.

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.

910 Art Foundations	Credit: .5
----------------------------	-------------------

- 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.

911 Design	Credit: .5
-------------------	-------------------

- 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.

VISUAL ART AND DESIGN

912 Drawing I	Credit: .5
-------------------------	-------------------

- 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.

913 Drawing II	Credit: .5
--------------------------	-------------------

- 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.

921 Ceramics/Pottery I	Credit: .5
----------------------------------	-------------------

- 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.

VISUAL ART AND DESIGN

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.

924	Crafts
------------	---------------

Credit: .5

- 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.

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.

VISUAL ART AND DESIGN

932 UConn Drawing I	Credit: 1
----------------------------	------------------

- 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.

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.

511 French I

Credit: 1

- 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.

521 French II

Credit: 1

- 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

538 French III Honors

Credit: 1

- 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.

545 French IV Honors

Credit: 1

- 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.

555 French V Honors

Credit: 1

- 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.

WORLD LANGUAGES CONTINUED

512 Latin I

Credit: 1

- Prerequisite: None

This course focuses on Phaedrus, the 1st century CE Roman author who translated *Aesop's Fables* into Latin. Students will build a working vocabulary, demonstrate understanding of elementary grammar concepts and develop the ability to read for comprehension. The structure and function of fables will be analyzed as students explore the stories.

522 Latin II

Credit: 1

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

In this course, students read the epigrams of the 1st century CE poet Martial and Pliny the Elder, the 1st century BCE natural historian. Students continue to build their vocab acquisition and to read for comprehension. Students will analyze the style and significance of the authors' works. The focus for grammatical skills will shift from word- to sentence-based.

558 Latin III Honors

Credit: 1

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

The focus for this course is on Latin Prose: Pliny the Younger, Cicero, Caesar or one the Roman historians. Students continue to read for comprehension. Grammatical structures and vocabulary will be addressed as the texts demand. Students will analyze the style and significance of the authors' works.

559 Latin IV Honors

Credit: 1

- Prerequisite: Minimum of C- in Latin III and a teacher recommendation

An exploration of Latin epic poetry will include Vergil's *Aeneid* and Ovid's *Metamorphoses*. Students continue to read for comprehension. Grammatical structures and vocab will be addressed as the texts demand; students will scan dactylic hexameter and analyze the style and significance of the authors' works.

WORLD LANGUAGES CONTINUED

557 Latin V Honors

Credit: 1

- Prerequisite: Minimum of C- in Latin IV and a teacher recommendation

In the first semester, students will explore the elegiac poetry of Catullus (84-54 BCE). In addition to reading for comprehension, building their vocabulary skills and adding to their grammar skills, students will scan the several meters used by Catullus. In the second semester, students will pursue individual, in-depth explorations of a major Roman author by translating, analyzing and drawing connections to contemporary culture.

513 Spanish I

Credit: 1

- 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.

523 Spanish II

Credit: 1

- 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.

537 Spanish III Honors

Credit: 1

- 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.

WORLD LANGUAGES CONTINUED

546 Spanish IV Honors

Credit: 1

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

At this level student 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.

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.

510 AP Spanish

Credit: 1

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

AP Spanish seeks to engage students in the exploration of culture in both contemporary and historical contexts. The course emphasizes communication by applying the interpersonal, interpretive and presentational modes of communication in real-life situations. Student's cultural appreciation and awareness are increased as they explore cultural products, practices and perspectives of a variety of Spanish speaking countries.

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.

SPECIAL EDUCATION CONTINUED

Life Skills

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

each student is to acquire the skills necessary in order to reach his/her highest level of independence.

Social Thinking

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

051 Developmental Skills I

Credit: .5

052 Developmental Skills II

- Prerequisite: Must be a student who has an Individualized Education Plan (IEP)

Developmental Skills is a course designed to provide academic support and resources for students who have an Individualized Education Plan (IEP). Students work with a resource teacher and support staff to develop and strengthen their skills as outlined by their IEP objectives. In addition, students will learn strategies and skills that address such areas as self-advocacy, 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.

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 the Director of Pupil Services and Special Education, 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 the Director of Pupil Services and Special Education, Regional School District #13, 135A Pickett Lane, Durham, CT, 860-349-7203.