

Coginchaug Regional High School



2022-2023

Program of Studies

Dear Student and Parent:

The Coginchaug Regional High School Program of Studies includes descriptions of all courses offered during the 2022-2023 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 course 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 school counselor or the appropriate faculty member.

Sincerely,

Matthew Warner, Principal

Katherine Trainer, Assistant Principal

Lynn Schofield, School Counselor

Leslie Stratton, School Counselor

Coginchaug Regional High School

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School Administrators

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Erin Schilling & Amanda Torres, Practical Arts

Melissa Gonzalez-Moreno, Special Education

Erika Anderson, Science

Michelle McClintick, English

Julie Lagace, Social Studies

Kate Germond, World Languages

Megan Kavanaugh, Mathematics

Athletics

Todd Petronio, 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.

Graduation Requirements – Class of 2023-2026

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

- 1) Twenty-Six (26) credits must be earned

Courses	Total credits
English (4 years)	4
Social Studies (includes 1 credit of U.S. History & .5 credit of civics)	3.5
Science, including one year of biology	3
Mathematics	3
Physical Education (4 years, unless medically excused)	1
Health/Safety Education 9, 10, 11, 12	1
Fine Arts/Vocational Arts	1
Humanities Elective	0.5
STEM Elective	3
World Language	1
Other courses of choice to reach requirements for graduation	4
Senior Capstone Project	1

- 2) 50 Hours of Community Service
 - a. Class of 2023 - 25 hours
 - b. Class of 2024 - 37.5 hours
 - c. Class of 2025 and 2026 - 50 hours

Promotion Requirements

Credits needed:

To become a Sophomore	5.5 Credits
To become a Junior	12 Credits
To become a Senior	19 Credits

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.

Assignment of Credits

Report cards are distributed and Honor Roll is computed at the end of each quarter. Students receive letter grades in which a "D-" is 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, Jazz Ensemble and SAT prep. 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.

All courses are weighted equally with the exception of Advanced Placement (AP), UCONN Early College Experience classes and Honors level classes. AP and UCONN courses are weighed one full grade higher. Honors level classes are weighted one half grade higher.

Grade Point Average Chart:

Grade	AP/UCONN	Honors	College Prep A & B, Electives
A+	5.33	4.83	4.33
A	5.00	4.50	4.00
A-	4.66	4.16	3.66
B+	4.33	3.83	3.33
B	4.00	3.50	3.00
B-	3.66	3.16	2.66
C+	3.33	2.83	2.33
C	3.00	2.50	2.00
C-	2.66	2.16	1.66
D+	2.33	1.83	1.33
D	2.00	1.50	1.00
D-	1.66	1.16	0.66

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.

Description of Course Levels

Advanced Placement Courses

Advanced Placement courses provide an opportunity for students to do college-level work while in high school. It should be understood by prospective students and their parents that an AP course is a college-level course requiring an independent work ethic, commitment to understanding, 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. **The cost of the AP exam is the financial responsibility of the student. Students who drop an AP course after the exam ordering deadline of November 15th will be charged a \$40 canceled exam fee.** 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 score). College policies vary on how Advanced Placement courses are treated.

Students must be recommended by their teacher to enroll in Advanced Placement courses. Please refer to 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. 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 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 information visit: www.ece.uconn.edu.

Honors Level Courses

These demanding courses provide opportunities for the student with superior academic abilities. Students are challenged with rigorous expectations.

College Prep A Courses

These courses provide demanding expectations for students with average to above-average academic abilities.

College Prep B Courses

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 Algebra I, II, & III, Pre-Algebra, Applied Math, and some electives.

Individual Opportunities

There are a number of programs at Cuginchaug 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.

Counseling Services

The School 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.

073 SAT Prep	Credit: .5
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- 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 SAT. This semester-long 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.

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 Cuginchaug Regional High School.

079 Career Exploration

Credit: 1

The Career Exploration Program provides students with real-world experiences in identified areas of career interest through job shadowing/partnerships, as well as exploration into personal financial topics necessary for future financial independence/success.

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. Specifically, cooperating partners (local businesses, industries, schools, medical facilities, government, and other community and service organizations) 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 Personal Finance portion of the class engages students in a number of different finance topics including, checking and savings, taxes, credit, and investing. Students will emerge with the tools necessary to become financially independent.

072 CUSP

Credit: .5

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

This course is designed to give juniors and seniors an opportunity to study a topic of special personal interest. Students conduct research related to their topic and make a final formal presentation to an audience consisting of school and community members. CUSP students 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.

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 Cuginchaug 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.

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? Then Introduction to Business is for you! Introduction to business focuses 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.

646 Marketing Essentials

Credit: .5

- Prerequisite: None

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.

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.

BUSINESS EDUCATION CONTINUED

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.

665 Social Media Marketing

Credit: .5

- Prerequisite: Open to sophomores, juniors, and seniors

Social media Marketing will allow students to see how social media influences marketing strategy and delivers real value to companies and their customers. By understanding different types of social media and the strategies used for each, students will test different promotional strategies to create compelling ads for various social media platforms and analyze various forms of media and direct promotional strategies to maximize reach. Using a Social Media Marketing Simulation, students will be able to put into practice their understanding.

661 Accounting I

Credit: .5

- 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: .5

- Prerequisite: Accounting I
- This course offered Semester 2 only

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.

BUSINESS EDUCATION CONTINUED

634 Investing in your Future	Credit: .5
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- Prerequisite: Open to Juniors and Seniors

Do you want to learn how to invest your money and about different financial options? Do you want to make your money work for you? This course introduces you to the world of money management. We will explore financial securities such as stocks, bonds, mutual funds and cryptocurrencies. We will discuss speculative investments and how to incorporate them into an investment portfolio. Understanding the major concepts in this course will enable students to make wise investment decisions that will affect their financial future.

667 Entrepreneurship 1	Credit: .5
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- Prerequisite: Open to Juniors and Seniors

In this hands-on course, students will identify the fundamentals of business ownership, the personal attributes needed to be a successful entrepreneur, and will research various business opportunities. Topics covered include the characteristics of an entrepreneur, discovering entrepreneurial opportunities, and researching and analyzing market trends.

This course will provide students opportunities to apply business practices in partnership with the CRHS School Store.

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.

In consideration of honors-level classes, the following criteria are of note: an honors student is conscientious and takes initiative when approaching assignments. In addition to demonstrating leadership in a group setting, the student participates in daily class discussions, without teacher prompting. The student constructs claims independently, moving towards more abstract thinking, especially when interpreting theme and symbolism. In terms of overall coursework, the student achieves at grade-level benchmarks in reading and writing. A minimum of an 85% or higher in an honors level English class is required to stay in the honors level English. A minimum of a 90% for the year in a college-prep English to move to honors is required for entrance into Honors.

	Grade 9	Grade 10	Grade 11 student choice of:	Grade 12 student choice of:
Suggested course sequence	English 9 Honors, CPA, or CPB	English 10 Honors, CPA, or CPB	AP Language & Composition AP Literature & Composition English 11 Honors, CPA, or CPB	Full year options: - UCONN English - AP Language & Composition - AP Literature & Composition Semester options: - Creative Writing CPA - Fantasy & Science Fiction CPA - Film as Literature CPA - Graphic Novel CPA - Psych in Literature CPA - Shakespeare CPA - Short Story CPA - Sports Literature CPA - Theater and Drama CPA
Elective Courses	Journalism Learning Lab Yearbook	American Voices Journalism Learning Lab Yearbook	American Voices Journalism Learning Lab Yearbook	American Voices Journalism Learning Lab Yearbook

ENGLISH CONTINUED

116 English 9 Honors

Credit: 1

117 English 9 College Prep A

118 English 9 College Prep B

- Prerequisite: Successful completion of English 8, and 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, non-fictional texts, and drama. Regular vocabulary study and a strong emphasis on argumentative writing and grammar skills are important components of these courses. All levels of English 9 prepare students for success in a four-year college program.

126 English 10 Honors

Credit: 1

127 English 10 College Prep A

128 English 10 College Prep B

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

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

136 English 11 Honors

Credit: 1

137 English 11 College Prep A

138 English 11 College Prep B

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

The English 11 curriculum focuses on the study of American literature. Through the study of novels, short stories, poetry, drama, and non-fiction, students become familiar with the major trends in American literature and the rich variety of literature found in a 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.

ENGLISH CONTINUED

161 AP Language and Composition

Credit: 1

- **NEW: OPEN TO JUNIORS OR SENIORS**

- Prerequisite: Successful completion of English 9 and 10, (and English 11 if taking as a senior), 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 or seniors 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.

The course offers a narrative writing unit within the first semester, where seniors will be able to finalize their college essay. This course prepares students for success in a four-year college program.

163 AP Literature and Composition

Credit: 1

- **NEW: OPEN TO JUNIORS OR SENIORS**

- Prerequisite: Successful completion of English 9 and 10, (and English 11 if taking as a senior), 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 or seniors who plan to take the AP English Literature and Composition Exam in May. In the AP English Literature and Composition course, students devote themselves to the study of literary works written in—or translated into—English. Careful reading and critical analysis of such works of fiction, drama, and poetry, selected locally by responsible educators, provide rich opportunities for students to develop an appreciation of ways literature reflects and comments on a range of experiences, institutions, and social structures. Students will examine the choices literary writers make and the techniques they utilize to achieve purposes and generate meanings.

The course offers a narrative writing unit within the first semester, where seniors will be able to finalize their college essay. This course prepares students for success in a four-year college program.

ENGLISH CONTINUED

Senior English Courses:

In an effort to diversify the senior curriculum, the CRHS English Department has created theme-based courses to encourage student choice and to foster an interest in a variety of subjects. Per CT state guidelines, every senior must take one full credit of English in their senior year, which means **seniors will each take two of these .5-credit courses**. (Each first-semester course will include a narrative unit for the college essay).

175 Fantasy & Science Fiction

Credit: .5

- Prerequisite: Successful completion of English 9, 10, and 11

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

186 Film as Literature

Credit: .5

- Prerequisite: Successful completion of English 9, 10, and 11

For an art form that's only a little more than one hundred years old, cinema has developed a rich artistic and literary tradition. In this course, students will learn to watch and analyze movies as literature and strengthen literacy skills through a sustained examination of the way writing, directing and cinematic tools and techniques create meaning. As the course will include regular in-class viewings and discussions of feature films, consistent attendance is necessary. This course prepares students for success in a four-year college program.

178 Graphic Novel

Credit: .5

- Prerequisite: Successful completion of English 9, 10, and 11

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

ENGLISH CONTINUED

151 Psychology in Literature 12

Credit: .5

- Prerequisite: Successful completion of English 9, 10, and 11

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

154 Short Stories

Credit: .5

- Prerequisite: Successful completion of English 9, 10, and 11

It's proverbial that "brevity is the soul of wit" and "good things come in small packages." In this course, students will examine 'short' literature that can be read and enjoyed in one sitting, studying the art of short fiction to understand the structure, function, and literary merit of each piece of writing, individually and as a genre. The course writing reflects both creative and literary critical essay writing. This course prepares students for success in a four year college program.

187 Sports Literature

Credit: .5

- Prerequisite: Successful completion of English 9, 10, and 11

The games that people play tell a story. In the world of sports, unscripted plots unfold in real time. Heroes are born, sacrifice is rewarded, and failure is redeemed. As these stories play out, spectators are witness to both the best and worst of human behaviors. From humility to betrayal, the story of sports encapsulates all that it is to be human. This course will explore universal themes found in sporting competition through a variety of literary forms. Further, the class will analyze the evolution of sports writing in America, from the elegant prose of early 20th century journalists like Grantland Rice to the pop-culture oriented musings of modern-day sports analysts like Bill Simmons. This course prepares students for success in a four-year college program.

188 Theater and Drama

Credit: .5

- Prerequisite: Successful completion of English 9, 10, and 11

This course will introduce students to the history and art of theater as well as scriptwriting, performing, and directing and design techniques. Students will study diverse playwrights and analyze the use of dramatic elements, character, and artistic techniques. Along with reading and viewing a variety of plays, students will study performance exercises and the fundamentals of acting. This course prepares students for success in a four year college program.

ENGLISH CONTINUED

140 Creative Writing

Credit: .5

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

This course offers students the opportunity to develop their ability to write creatively and effectively in a variety of forms including--poetry, short story, personal narrative, and drama. Students will produce, revise, and publish a considerable body of writing over the course of the semester. As a course requirement, students will plan and participate in the production of a Coffee House communication where they will share their work (TBD virtual or live event) with the community. This course prepares students for success in a four- year college program.

180 Shakespeare Workshop CPA

Credit: .5

- Prerequisite: Successful completion of English 9, 10, and 11

This course explores film adaptations of some of the Bard's best-known works: *Hamlet*, *Romeo and Juliet*, *Macbeth*, *Much Ado About Nothing*, and *Titus Andronicus*—to name a few. Though the class will study and critique modern filmmakers' interpretations of Shakespeare's plays, the starting point for all analysis will be the text itself. In what way does Shakespeare's language inspire creative choices in cinematography? How does the medium of film alter an actor's approach to performance? To what extent do these plays lend themselves to an artistic freedom on screen that celebrates the source material, and simultaneously, forges a new creative path? This course prepares students for success in a four-year college.

160 UCONN English

Credit: 1

- Prerequisite: Successful completion of English 9, 10, and 11. PSAT or SAT Evidence-Based Reading and Writing score of 600 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 1011, and they may elect, on their own accord, to take an Advanced Placement exam in May for an AP Literature and Composition credit. This is a college course. One full credit of English in the senior year is required for graduation; if a student does not pass the first semester, they could be at risk of not graduating.

ENGLISH CONTINUED

English Elective Courses:

166 Multimedia Journalism	Credit: .5
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- Prerequisite: None, open to grades 9-12
- This is a semester-long course; a student can take both semesters if desired.

Journalism is an exciting field that is shifting in this modern era of technology. The CRHS Journalism elective allows students to explore journalism first-hand as well as utilize Adobe PhotoShop, Adobe InDesign, and our online newspaper platform. In addition to experiencing mini lessons on topics such as photojournalism and the history of investigative journalism, students will write articles in a variety of styles and publish them both online and in print.

The course requirements include **firm deadlines** and an expectation that students attend and report on events occurring **outside of class**. Students assume responsibility for the school newspaper, *The Devil's Advocate*. In a given week, students may need to research, interview, edit drafts, submit drafts for review, publish final articles online, and contribute to the print layout. Though you will all practice various forms of writing and photojournalism, you will be encouraged to find a passion and develop your craft over the course of the semester--with an option to take this class more than once. This course prepares students for success in a four-year college program.

125 American Voices: Identity and Belonging in Society	Credit: .5
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- Prerequisite: Open to sophomores, juniors and seniors.

This interdisciplinary course will explore the idea of equity as defined by social constructions of race, gender, and individualism in our modern society. Using literary perspective and interpretation as well as historical context, students will explore identity and the human experience through a variety of fiction and non-fiction texts. The scope of the course will be broad, and students will have ample opportunity to explore those themes and lenses which they find both valuable and interesting.

ENGLISH CONTINUED

LL Learning Lab	Credit: .5
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- Prerequisite: Teacher recommendation, and standardized assessment data.

Students in 9-12 grade are assigned to this course based on their latest iReady and/or DRP Reading assessments, class writing results, and teacher recommendations. It is an elective credit toward graduation, running in semester-long increments. The goal for Learning Lab is to address individual students' reading and writing needs, as shown in Reading assessments and in their academic classroom performance. Students' growth will be monitored frequently. Homework will be very limited, as most work will be completed in class, with teacher supervision. Classroom lessons will be aligned with Columbia Teachers' College Reading and Writing Project practices. A student can place out of the course at mid-year or end-of-year if the midterm/final assessment results show sufficient and appropriate growth. The course is taught by a certified English teacher and Reading Consultant.

942 Yearbook	Credit: 1
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- Prerequisite: None
- Students who successfully complete the course with at least a "B" average and teacher recommendation can take the course again, earning an elective credit towards graduation.

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. Quarters 1, 2, and 3 will be dedicated to the design and completion of the yearbook. The fourth quarter will supply students with an indepth school community experience where students will produce a multimedia CRHS promotion campaign.

FAMILY & CONSUMER SCIENCES

- 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 Wellness

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 Wellness

Credit: .5

- Prerequisite: Introduction to Foods and Wellness, 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 wellness practices around the world.

814 Pastry and Cakes

Credit: .5

- Prerequisite: Introduction to Foods and Wellness 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

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.

815 Blue Devil Café

Credit: 1

- Prerequisite: Open to students in grades 11-12. Completion of Introduction to Foods & Wellness, Advanced Foods & Wellness 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	Grade 10	Grade 11	Grade 12
Course sequence	Quarter 1	Quarter 2	Quarter 4	Quarter 3
Elective Courses		EMT Training Course (must be 16 at completion of course)	EMT Training Course	EMT Training Course

091 Health 9

Credit: .25

Topics covered within the grade 9 health curriculum:

- Review of Cuginchaug Handbook: drug and alcohol policy, 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?
- Various Mindfulness Activities: How can pausing allow us to recenter ourselves?
- Current Health Issues.

092 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?
- Various Mindfulness Activities: How can you apply mindfulness at the critical moment when you experience a physical sensation, intense emotion, or condition? (special attention to exploring the effect of reactivity in health and illness). How can I bring a broader sense of awareness and presence to every moment in life, and use non-judgmental mindfulness in self-reflection and decision-making processes?
- Current Health Issues

HEALTH CONTINUED

093 Health 11

Credit: .25

Topics covered within the grade 11 health curriculum:

- Building Healthy Peer Relationships: How does understanding my personality, self-esteem and gender role perceptions impact my personal well-being?
- Personality, Self-Esteem and Emotions: How does understanding myself and my perceptions help me to maintain a healthy lifestyle?
- Preventing Violence: Review of Caginchaug Handbook policy. (i.e. bullying, sexual harassment) What do I need to know about sexual abuse and assault prevention and awareness to stay healthy and safe? 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.
- Various Mindfulness Activities: How can I use mindfulness to improve my focus, resilience and capacity to recover more quickly from challenging events?

094 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?
- Various Mindfulness Activities: How can mindfulness aid in stress reduction? How does mindfulness align experiential learning and engaged presence and increase our physiological resilience? How can changing the way you perceive and respond to difficulties and challenges impact the short-and long-term effects of stress on your mind and body?
- Mental Disorders and Suicide: How does discussion and understanding mental disorders and suicide relate to my health and well-being?
- Preparedness: How can I help my family and community prepare for and respond to a disaster or emergency? In emergency situations what are ways to prevent injuries and what skills are needed to respond in an appropriate and safe manner? What are the basic steps in first aid and CPR? What are safe behaviors to minimize risk and prevent injuries to self and others?
- 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.

HEALTH CONTINUED

096 EMT Initial Training Course

Credit: 1

- Prerequisite: Must be 16 upon completion of the course.

CRHS is proud to offer an approximately 180 hour Emergency Medical Technician (EMT) training course that meets and exceeds all State of Connecticut training requirements to become a certified EMT.

The EMT Initial Training Course is designed for those students (must be 16 upon completion of the course) who are interested in starting a career in the Emergency Medical Services field. EMTs are the first line of treatment in providing care that is critical for patient survival.

Upon completion of this program, students are then eligible to take the State of Connecticut Practical Skills exam and the National Registry of Emergency Medical Technicians (NREMT) certification exam. Most students who become certified EMTs go on to become firefighters, work on an ambulance, or work in hospitals.

A fee of \$500 is required to take this EMT Initial Training Course. Students will receive the latest edition of the Brady EMS Textbook and Workbook, a Stethoscope, a Blood Pressure Cuff, a Pen Light, and American Heart Association BLS CPR Certification. There will be several scheduled Saturday (or Sunday) practice hours the students must attend. It is also mandatory to complete 10-hours of hands-on time at the local Emergency Department

097 Global Health 1 (semester 1)

Credit: 0.5

098 Global Health 2 (semester 2)

- Prerequisite: None, open to grades 9-12
- This is a semester-long course; a student can take both semesters if desired.

Global Health is a course developed to help students gain a worldly perspective. Students will identify, understand and analyze the diverse factors that influence health, advocate for global health care efforts through fundraising projects, and evaluate how the ability to access valid information, products, and services enhance health in our local communities in comparison to Central American communities. Global Health is a cross-curricular, global humanitarian service-learning course that gives students exposure to the stark realities of global impoverishment and underdevelopment. The class collaborates with a Non-Governmental Organization (NGO) to provide students with the knowledge, skills, and attitudes necessary to engage in global humanitarian outreach and healthcare. This course provides an international service-learning experience to increase students' intercultural competence, language skills, appreciation of cultural differences, tolerance for ambiguity, and experiential understanding of complex global problems related to their academic program of study. This interdisciplinary opportunity helps students to develop, practice and apply medical Spanish skills. Through this course, students gain Spanish telemedicine experience with exposure to unique epidemiological case studies facilitated by international doctors and experience in bilingual patient care settings with fluent translators. Students learned about the differences between international health systems and challenges to access in remote communities.

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 an assessment of the student's skill development in critical and analytical thinking, reading and writing and ability to learn independently and self-monitor as determined by teacher observation and informed by objective measures (i.e. SBAC, PSAT)

	Grade 9	Grade 10	Grade 11	Grade 12
Course sequence	Global Studies Honors, CPA, CPB	UConn Modern European History Western Heritage Honors, CPA, CPB	AP US History U.S. History Honors, CPA, or CPB American Citizenship	AP Government & Politics or American Citizenship (if not taken in grade 11)
Elective Courses		- AP Psychology - American Voices - Intro to Psychology - Street Law	- AP Psychology - American Voices - Intro to Psychology - Street Law - African American/Black and Puerto Rican/Latino Studies - History through Film	- AP Psychology - American Voices - Intro to Psychology - Street Law - African American/Black and Puerto Rican/Latino Studies - History through Film

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.

HISTORY & SOCIAL STUDIES CONTINUED

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 into 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 themes in European history.

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 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 projects 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.

HISTORY & SOCIAL STUDIES CONTINUED

262 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.

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.

261 AP US Government and Politics

Credit: 1

- Prerequisite: AP United States History or Department recommendation
- ***Fulfills state graduation requirement in place of American Citizenship***

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.

125 American Voices: Identity and Belonging in Society

Credit: .5

- Prerequisite: Open to sophomores, juniors and seniors.

This interdisciplinary course will explore the idea of equity as defined by social constructions of race, gender, and individualism in our modern society. Using literary perspective and interpretation as well as historical context, students will explore identity and the human experience through a variety of fiction and non-fiction texts. The scope of the course will be broad, and students will have ample opportunity to explore those themes and lenses which they find both valuable and interesting.

HISTORY & SOCIAL STUDIES CONTINUED

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 and the ways in which filmmakers choose to depict them. 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.

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, lifespan 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.

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.

HISTORY & SOCIAL STUDIES CONTINUED

251 Street Law

Credit: .5

- Open to sophomores, juniors, and seniors

Street Law is a one-semester elective course that provides students a practical understanding of the law and legal system, and how it relates to their everyday lives. The class will focus on constitutional and criminal law, general legal principles and procedures, and individual rights as well as the roles played by lawyers, judges, and law enforcement professionals. Case studies, individual research, group discussion and debate, and mock trials are just a few of the means by which students will access the topic.

263 African American/Black and Puerto Rican/Latino Studies

Credit: 1

- Open to juniors and seniors

The course is an opportunity for students to explore accomplishments, struggles, intersections, perspectives, and collaborations of African American/Black and Puerto Rican/Latino people in the U.S. Students will examine how historical movements, legislation, and wars affected the citizenship rights of these groups and how they, both separately and together, worked to build U.S. cultural and economic wealth and create more just societies in local, national, and international contexts. Coursework will provide students with tools to identify historic and contemporary tensions around race and difference; map economic and racial disparities over time; strengthen their own identity development; and address bias in their communities.

MATHEMATICS

•The mathematics curriculum provides a variety of courses designed to meet the needs for mathematical competency in both academic and vocational careers. While three credits of mathematics are required for graduation, Cuginchaug highly recommends that students take four years of mathematics.

•It is possible to earn more than four credits of mathematics at Cuginchaug. 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 need reinforcement 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.

*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. *

Suggested course sequencing:

Grade 9	Grade 10	Grade 11	Grade 12 student choice of:
Algebra 1 (CPA or H)	Geometry (CPA or H)	Algebra 2 (CPA or H)	Pre-Calculus CPA Data Analysis Pre-Calculus H and Trig H AP Statistics
Geometry (CPA or H)	Algebra 2 (CPA or H)	Pre-Calculus CPA Pre-Calculus H and Trig H	Data Analysis AP Statistics AP Calculus
Integrated Algebra I (Full year of Algebra 1)	Integrated Algebra II (1 semester Algebra 1, 1 semester Algebra 2)	Integrated Algebra III (Full year of Algebra 2)	Data Analysis Geometry CPA
Pre-Algebra	Integrated Algebra I (All Algebra 1)	Integrated Algebra II (1 semester Algebra 1, 1 semester Algebra 2)	Integrated Algebra III (Full year of Algebra 2)

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. The following topics are included: algebraic expressions and integers, linear equations and inequalities, fractions, decimals, percent, graphing, probability and data analysis, and functions. This course prepares students for success in a four-year college program.

MATHEMATICS CONTINUED

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.

307 Integrated Algebra 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, scatter plots 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

311 Algebra I College Prep A

Credit: 1.5

- 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.

308 Integrated Algebra II

Credit: 1

- Prerequisite: Integrated Algebra I, and Department approval

This course completes the study of Algebra 1 and begins the study of Algebra 2. The Algebra 1 topics include systems of equations, exponential, radical, and quadratic functions, factoring, statistical analysis, and probability. The Algebra 2 portion of the course focuses on linear programming, function transformations, and a more in-depth study of quadratic functions. Emphasis is placed on the properties of functions and mathematical problem solving. This course prepares students for success in a four-year college program.

MATHEMATICS CONTINUED

327 Geometry Honors

Credit: 1

328 Geometry College Prep A

- Prerequisite: Algebra I, and 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 also exposes students to introductory probability and statistics. Students are introduced to effective methodologies to collect, organize, analyze, and interpret data. They also explore concepts related to probability. This course prepares students for success in a four-year college program.

309 Integrated Algebra III

Credit: 1

- Prerequisite: Integrated Algebra II, and Department approval

This course completes the study of Algebra 2. Topics include higher degree polynomial functions, complex numbers, rational functions and asymptotes, radical functions, and exponential and logarithmic functions. Attention is given to the properties of functions, mathematical modeling, problem solving, and practical applications. This course prepares students for success in a four-year college program.

337 Algebra II Honors

Credit: 1

338 Algebra II College Prep A

- 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, 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, students 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.

352 Data Analysis College Prep A

Credit: 1

353 Data Analysis

- Prerequisite: Algebra II and Department approval

Data analysis is an increasingly valuable skill in all areas of employment. It is especially useful to college bound students who plan to further their studies in the social sciences, humanities, 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.

MATHEMATICS CONTINUED

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.

LL4 Math Lab

Credit: .5

Students in grades 9-12 are assigned to this course based on teacher recommendation as a result of their iReady testing and/or classroom performance. It is an elective credit toward graduation, running in semester-long increments. This course is an extension of students' current mathematics course that provides additional focused instruction and support at the needed level of intensity. The goal of this course is for students to strengthen their understanding as well as build a strong foundation for higher levels of math supported by a certified Mathematics interventionist. Students will be expected to work individually and in small groups. Individual growth will be monitored frequently for mastery of essential skills through research based learning systems that use adaptive questioning to accurately identify strengths and weaknesses. Homework will be limited, as most work will be completed in class, with teacher supervision. A student can place out of the course at mid-year or end-of-year if the midterm/final assessment results show sufficient and appropriate growth.

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

- Prerequisite: None

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. Members of Chamber Singers will also perform with the larger Concert Choir. Auditions take place in the spring- please sign up for Concert Choir as a placeholder and you will be moved into Chamber Singers if you are selected after your audition.

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

- Prerequisite: None

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

- Prerequisite: None

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

- Prerequisite: None

This class will explore the essentials of theater including construction, design and management of stage scenery. We will also explore the processes, technologies and aesthetics of costumes, scenic painting, sound and lighting design through historical and contemporary practice.

Students will have hands-on experiences with the materials, methods, tools, techniques, and procedures used in the woodshop as we construct scenic design elements. Collaboration and innovation are the guiding foundations of this course.

This class runs for one semester and will be co-taught by the Theater Director and the Technology Education teacher.

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 1 credit in physical education during their four years.

Students will be enrolled in their required 1-quarter class (.25 credit per class) during their freshman and sophomore years at Coginchaug. Students may choose from various Physical Education Electives to meet the remainder of their graduation requirements.

- Exceptions to this program are only to be made for medical reasons backed by a Physician's explanation.

011 Physical Education 9	Credit: .25
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*Required for grade 9

Physical Education 9 is an introduction to the activities that are part of the physical education electives offered at CRHS, sports offered at CRHS, and life-long physical activities. Students will understand the difference between the components of 5 fitness and 6 components of skill. Routines will be established to introduce students to warm-up and cool-down activities. Students will understand the benefits of exercise and physical activity, and apply their knowledge to their personal wellness.

012 Physical Education 10	Credit: .25
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*Required for grade 10 and/or students who transferred to CRHS after grade 10.

Physical Education 10 is focused on the components of physical fitness. Students will be required to complete all components of the CT Physical Fitness Assessments for credit. Students will learn to set fitness goals and develop a fitness plan for self-improvement. The class content will focus on topics such as; the importance of a proper warm-up and cool-down and exercise principles. Students will be introduced to activities that are part of the physical education electives offered at CRHS, sports offered at CRHS, and life-long physical activities.

PHYSICAL EDUCATION CONTINUED

030 Team Sports Elective

Credit: .25

- Prerequisite: None

This course is designed to incorporate a full complement of team sports and lifetime sports, with fitness and conditioning exercises being a part of all activities. Students choosing this elective will be participating in various team sports. Students learn the skills, strategies, and etiquette necessary to be successful at play. 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, floor hockey, lacrosse, pickleball, badminton.

007 Backyard Sports

Credit: .25

- Prerequisite: None

This course incorporates both team sports and life-long sports. Students will learn about character, sportsmanship, and etiquette through sport. Students will lead activities such as general conditioning, proper warm-ups, and skill demonstrations. Students will learn about the responsibilities of a coach, captain, student-athlete, and managers. Content topics will include liability, negligence, policies, and equipment management. Units will focus on skill development and progression, ultimately leading to game play. Class units will incorporate activities from team sports, racquet sports, net games, and backyard games.

015 Body Sculpting

Credit: .25

- Prerequisite: None

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. This class is intended to teach the students how to use “free weights” and weight machines correctly and to enhance strength, physical fitness, decrease body fat, increase lean muscle mass, and mental discipline through individual weight training programs. This course is also designed for students who have had no experience in weight training but wish to learn about this area of fitness. It will also help all students to gain a better understanding of equipment used in order to become a more knowledgeable consumer.

PHYSICAL EDUCATION CONTINUED

010 Advanced Body Sculpting

Credit: .25

- Prerequisite: Successful completion of Body Sculpting or Department Recommendation.

This class is designed for students with experience in weight training, with weight room equipment and safety procedures and spotting. This course is intended for motivated, self-directed and interested individuals who want to continue learning new training techniques and stay in shape. Students possess the desire and motivation to increase their strength, endurance, agility, flexibility. This class is a great way to increase your lean muscle mass and decrease your percentage of body fat. Get in shape, stay in shape, and make the decision to change or improve your lifestyle.

020 Walk-Fit

Credit: .25

- Prerequisite: None

Walking for Wellness is an elective that focuses on teaching the importance of daily exercise, goal setting, and establishing an action plan for a routine. Students will learn about road safety and the fundamentals of hiking. Walking tips and strategies will be shared and practiced, and students will be introduced to a variety of ways to walk.

*Offered first or fourth quarter.

021 Yoga & Pilates

Credit: .25

- Prerequisite: None

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.

008 Dance Fitness

Credit: .25

- Prerequisite: None

The dance fitness course will introduce and allow students to experience various forms of dance fitness trends (Zumba, pound fitness, etc.). The objective of the class is to explore and learn beginning dance techniques and build awareness around the impact of dance in society, culture, and history. Students will learn various choreography and fitness routines. The course will provide an experiential learning opportunity of dance skills, techniques, improvisation, choreography and critical analysis. Students will harness their own expressive capabilities and technical skills to collaborate, create, and perform dances. Select classes will be dedicated to dance-specific body conditioning and training.

PHYSICAL EDUCATION CONTINUED

029 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.

039 Mindfulness: Put it on Pause

Credit: .25

The mindfulness elective will acquaint you with the practice of mindfulness and you will learn how this secular, scientific, evidence-based practice has become an accepted part of mainstream medicine, and discover how it can positively affect the quality of your everyday life. Throughout the program you will be consciously and systematically working with the challenges and demands of your everyday life. Your teacher will create a safe and supportive environment for this work and learning through: guided instruction in mindfulness meditation practices, gentle stretching and mindful yoga, group dialogue and discussions aimed at enhancing awareness in everyday life. This course will focus on transformational coping strategies to broaden your inner resources and enhance your resilience through mindfulness practice. You'll learn the fundamentals of interpersonal mindfulness-applying awareness and presence at times when communication becomes difficult or fraught with strong emotions. The course will provide resources to pursue mindfulness in new directions as your life and practice evolve, as well as the support systems that exist to help you continue to integrate, learn and grow. This course is a Pass/Fail grading.

SCIENCE

The CRHS Science Courses:

- build a foundation of knowledge and skills to prepare students for future academic pursuits and to appreciate the world around them,
- inspire students to be curious about scientific phenomena and become independent in their pursuit of knowledge, and
- develop a supportive and engaging environment in which students experience a variety of rigorous learning tasks.

	Grade 9	Grade 10	Grade 11 student choice of:	Grade 12 student choice of:
Suggested course sequence	Geophysical Science Biology Honors (only for the students that qualify and choose to double up in science)	Biology Chemistry (for those that took Bio in 9th grade)	Chemistry AP Chemistry AP Physics AP Biology UCONN Oceanography	Physics Anatomy & Physiology AP Chemistry AP Physics AP Biology UCONN Oceanography
Elective Courses	Zoology Forensic Science I Ocean Exploration	Zoology Forensic Science I Forensic Science II Ocean Exploration	Zoology Forensic Science I Forensic Science II Ocean Exploration Oceanography	Zoology Forensic Science I Forensic Science II Ocean Exploration Oceanography

400 Geophysical Science Honors

Credit: 1

401 Geophysical Science College Prep A

402 Geophysical Science College Prep B

- Prerequisite: None

Geophysical Science provides students the opportunity to explore Earth and Space Science through a physical science lens. Topics cover the Cosmos, Solar System Dynamics, Internal Earth Systems, Earth's Surface/Climate, and Sustainability. Geophysical Science integrates science and engineering practices such as Developing and Using Models; Constructing Explanations and Designing Solutions; Obtaining, Evaluating and Communicating information; Using Mathematical and Computational Thinking; Analyzing and Interpreting Data; and Engaging in Argument from Evidence.

SCIENCE CONTINUED

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, including ecology, biochemistry, cells and cell systems, genetics, and evolution. Examples of current issues that are covered include: genetically modified organisms, stem cell research, cloning, cancer, and human population growth. A major component of instruction will include scientific practices such as experimental design, data analysis, microscope use, and other laboratory skills.

430 Chemistry Honors

Credit: 1

438 Chemistry College Prep A

439 Chemistry College Prep B

- Honors Prerequisite: Completion of Geophysical Honors and/or Biology Honors. Completion or concurrent enrollment in Algebra II Honors.
- Chemistry College Prep A: Completion of Geophysical Honors or CPA and/or Biology Honors or CPA. Completion or concurrent enrollment in Algebra II.
- Chemistry College Prep B: 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 four themes are Weather, Alchemy, Toxins, and Fire. Science practices are incorporated with a guided inquiry approach. Students are expected to work independently and collaboratively to solve challenging problems.

442 Physics CPA

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 universe. Mathematics is an important part of the quantitative nature of physics. Through observation, experimentation, and hand-on challenges students will use physics concepts to explain the behavior of matter. Topics include motion, force, gravitation, energy, momentum, light and sound.

SCIENCE CONTINUED

443 Human Anatomy and Physiology CPA

Credit: 1

- Prerequisite: Biology

This course is designed to provide students with a thorough understanding of how the organ systems within the human body work together to maintain homeostasis, and how a failure in homeostasis results in a disease or health issue. Topics of study will include Support and Motion, Control and Coordination, Transport, Absorption and Excretion, Protection, and Reproduction. Coursework will focus on hands-on and application assessments that cultivate students' critical thinking, research, and communication skills. Real world application is a daily objective, incorporating laboratory exercises and clinical simulations.

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.

445 Forensic Science II

Credit: .5

- Prerequisite: Forensic I

Forensic Science II is a continuation of Forensic Science I. Students will apply the practices learned in Forensics I to DNA analysis, Drugs and Poisons, Toolmarks and Firearms, Human Remains as well as Imprints and Impressions. This is a hands-on lab intensive course. Analysis of evidence will utilize concepts and skills from Biology, Chemistry and Physics. Both traditional and performance task assessments will provide opportunities to demonstrate understanding and application of topics. The final unit of study will involve an independent study project based on student interest.

SCIENCE CONTINUED

447 Oceanography

Credit: .5

- Prerequisite: Biology

Oceanography is a 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.

448 Zoology

Credit: .5

- Prerequisite: None

Zoology is a semester course in which students study the diverse range of animals that exist on Earth. 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, and frog are included. Considerable time is spent on a zoological research paper or guest lecture/presentation of the students’ choosing.

450 Ocean Exploration

Credit: .5

- Prerequisite: None

This course is focused on ocean exploration through project based engineering. Students will learn the basics of soldering, design and build a ROV (remotely operated vehicle) to solve real ocean problems, design and build a model of futuristic floating homes, communicate with ocean vessels currently exploring the unknown oceans, and so much more. This is a hands-on course that will enhance your mechanical aptitude and critical thinking skills.

460 AP Biology

Credit: 1

- ****This course will not run in the school year 2022-2023.**

- 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.

SCIENCE CONTINUED

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.

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 with laboratory (MARN 1003) 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 to solve real ocean issues and will have the opportunity to present their findings to "Early College Experience" (ECE) peers at UCONN Avery point. This course goes into more depth than the semester-long oceanography class and is more rigorous as students are eligible to receive 4 college credits. Students will learn how to be successful in a college course while having the support of a high school environment.

TECHNOLOGY EDUCATION

Technology Education/STEAM programming at Coginchaug Regional High School encompasses the areas of Computer Science, Engineering and Robotics, Manufacturing, and Innovation. Students in these courses will develop skills through engaging in real-world, hands-on experiences that not only will have an immediate impact on their learning, their school, and the greater community, but will also enable them to be even more competitive in their college and/or work endeavors after graduation from CRHS. These courses reflect up-to-date advancements in technology and an evolving 21st Century global society.

723 A.P. Computer Science Principles

Credit: 1

- Prerequisite: Completion of Algebra I. Open to sophomores, juniors and seniors

This advanced placement college-level course is offered for students who plan to take the national Advanced Placement Computer Science Principles Exam in May. In this one-year course, students will be introduced to foundational concepts of computer science and will explore how computing and technology can impact the world. Students will also be exposed to the creative aspects of programming, abstractions, algorithms, large data sets, the internet, cybersecurity concerns, and computing impacts. By the end of the course, students will complete an AP Digital Portfolio. Prerequisite: Completion of Algebra 1.

714 Introductory Woodshop

Credit: .5

- Prerequisite: None

All students have the power to use their creativity, drive, and interests to make positive change happen in and out of the classroom. This one-semester course will be an inclusive, dynamic program that will emphasize professionalism and skill building in the work environment. Projects and skills will include safety, planning a project from start to finish, basic joinery, organizing a work space, and constructing with wood using various power and hand tools. Personal interest, passion, and collaboration will drive these projects. This course is a prerequisite for Intermediate Woodshop.

[Take a tour of the CRHS Woodshop here.](#)

715 Intermediate Woodshop

Credit: .5

- Prerequisite: Introductory Woodshop

This one-semester course will build upon the skills and techniques mastered in Introductory Woodshop. Students will utilize professional 3D modeling software to design their projects before constructing them. More advanced joinery and finishing techniques will be learned. We will also make visits to local woodworkers' and manufacturers' shops in an effort to learn about career options and qualifications for future college/career interests.

[Take a tour of the CRHS Woodshop here.](#)

TECHNOLOGY EDUCATION CONTINUED

729 Bike Repair and Recycling

Credit: .5

- Prerequisite: None

Bill Nye “The Science Guy” once pointed out that “there’s no machine more efficient than a human on a bicycle. Bowl of oatmeal; thirty miles; you can’t come close to that.” In this course, students will develop diagnostic and repair skills that will enable them to build, maintain, and repair bicycles and learn about the science, technology, and mechanics underlying the operation of the most efficient machine ever invented. The goal of the course is the creation of a community-focused bicycle repair and recycling workshop.

752 Photography I

Credit: .5

- Prerequisite: None

This introduction to photography course covers basic principles of digital 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 photo editing skills. Use of a digital SLR camera is highly recommended, but not required. Shooting assignments outside of classroom time is required.

761 Introduction to Video Production

Credit: .5

- Prerequisite: None

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

763 Graphic Design

Credit: .5

- Prerequisite: Art Foundations, 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 computer software. Various software packages will be utilized to create exciting graphic designs in screen and print forms.

TECHNOLOGY EDUCATION CONTINUED

768 Introduction to Engineering

Credit: .5

- Prerequisite: None

Introduction to Engineering Design introduces students to the world of engineering product design. Students learn the steps of the engineering design process and then work through those steps as they complete multiple design challenges. Students will investigate various types of engineering that include but are not limited to: force and power, energy, structures, electricity, and materials. Immersive, hands-on, project based activities are the vehicles for the topics we cover in class.

769 3D Modeling and Design

Credit: .5

- Prerequisites: Intro to Engineering & Algebra 1

This course focuses on 3D design software for real-life applications. Students will be introduced to 3D design (CAD) using advanced 3D modeling and visualization technologies such as OnShape. The course will include creating 3D models that are suitable for 3D printing as well as for CNC Machine milling. A heavy emphasis will be placed on learning how to use the software for 3D printing and CNC machining. Students will use these skills to create their own products, and explore the uses of these technologies in science, art, and technology.

779 Introduction to Coding

Credit: .5

- Prerequisite: Algebra I (may be taken concurrently)

This course is aimed at learners with **little or no prior programming experience** but a desire to understand computational approaches to problem solving. Introduction to Coding covers a basic introduction to the principles of programming, including algorithms and logic. Learners engage in hands-on programming tasks as they write and test their own code using the approaches real programmers use in the field. Learners will program with variables, functions and arguments, and lists and loops, providing a solid foundation of skills. The course begins with MIT App Inventor block-based coding and transitions to Python text-based coding. The culminating project is a text-based adventure game.

Please Note: Course content and pace may be modified based on student need and interest.

For more information: <https://youtu.be/Yc0EihX6INy>

TECHNOLOGY EDUCATION CONTINUED

780 Robotics Engineering I

Credit: .5

- Prerequisite: Algebra I (may be taken concurrently)

Learners will be introduced to the fundamentals of the physical components of a robot and programming using Python and a Raspberry Pi microcomputer. Learners will follow an iterative Engineering Design Process to analyze and improve the progress of each robot as it performs in a variety of challenges. The course begins with a GoPiGo wheeled robot with add-on components including infrared sensors, distance sensors, servo-motors, and a camera. Next, learners transition to programming walking gaits and dance moves for a custom-built quadruped robot. Finally, learners are introduced to building circuits and programming them using an Arduino microcontroller.

Please Note: Course content and pace may be modified based on student need and interest.

For more information: <https://youtu.be/shooCeR5m0U>

781 Robotics Engineering II

Credit: .5

- Prerequisite: Robotics Engineering I (or teacher recommendation)

This is a hand-on, project-based course that emphasizes the engineering design process and computational thinking. Learners broaden their knowledge of robots and programming using indoor drones and wheeled CodeBots as they participate in tiered challenges. Learners utilize problem-solving strategies by building more advanced Arduino-driven circuits which are engaging, foster innovation skills, and stimulate creativity. Learners will be challenged to innovate and extend base skills to build variations of projects that connect to real-world issues.

Please Note: Course content and pace may be modified based on student need and interest.

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.

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.

VISUAL ART AND DESIGN CONTINUED

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.

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.

VISUAL ART AND DESIGN CONTINUED

931 Painting/Printmaking	Credit: .5
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- 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.

932 UCONN Drawing I	Credit: 1
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- Prerequisite: Drawing I and Teacher recommendation

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

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.
- 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.

	Grade 9	Grade 10	Grade 11	Grade 12
Suggested course sequence	Spanish 1 CPA Spanish 2 CPA	Spanish 2 CPA Spanish 3 Honors	Spanish 3 Honors Spanish 4 Honors	Spanish 5 Honors AP Spanish
	French 1 CPA French 2 CPA	French 2 CPA French 3 Honors	French 3 Honors French 4 Honors	French 4 Honors French 5 Honors
	Latin 1 CPA Latin 2 CPA	Latin 2 CPA Latin 3 Honors	Latin 3 Honors Latin 4 Honors	Latin 4 Honors Latin 5 Honors
	Fundamentals of Spanish			
Elective Courses		UCONN Classical Mythology		

511 French I	Credit: 1
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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.

WORLD LANGUAGES CONTINUED

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.

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

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

522 Latin II

Credit: 1

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

In this course, students will explore the greater Roman world, especially how Roman values and identities varied in Britain and Egypt. Students will analyze what happens when cultures interact and the role hierarchies play. Students continue to build their vocab acquisition and to read for comprehension. The focus for grammatical skills will shift from word- to sentence-based interpretations.

558 Latin III Honors

Credit: 1

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

The focus for this course is on the birth of Rome; students will read both Livy's historical and Vergil's poetical account of the city's founding story. 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

The focus for this course is on the birth of Rome; students will read both Livy's historical and Vergil's poetical account of the city's founding story. 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.

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.

WORLD LANGUAGES CONTINUED

516 Fundamentals of Spanish

Credit: 1

- Prerequisite: Teacher recommendation

This introductory course is designed to help students learn the “basics” of the Spanish language. Students will learn words and phrases that will help them communicate in Spanish and become familiar with correct pronunciation. Some of the topics covered are: the alphabet, numbers, greetings, introductions, weather, school, hobbies, and family. Students in this course will also learn about the cultures in the Spanish-speaking world. Students will learn where Spanish is spoken worldwide and will learn about the music, art, food and other cultural practices around the world.

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

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.

560 UCONN Classical Mythology

Credit 1

- Prerequisite: Open to sophomores, juniors, and seniors

This full-year college intensive course provides students with the opportunity to explore the origin, nature, and function of myth in the literature and art of Greece and Rome. Through a combination of lectures, discussions, projects, and papers, students will examine the developments and metaphors of mythology with a critical eye. In addition to extensive use of primary sources, students will also investigate how classical myths are re-interpreted in modern art forms including theater, music, film, and games. Students register with and can receive credit from the University of Connecticut for Classics 1103.

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.

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.

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