

Valley Regional High School

Program of Studies

2021



2022

Region 4 School District
Deep River, Connecticut

**Valley Regional High School
256 Kelsey Hill Road
Deep River, CT 06417**

www.vrhs.reg4.k12.ct.us

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SCHOOL PROFILE

Valley Regional High School is a comprehensive high school serving students in grades nine through twelve from the towns of Chester, Deep River, and Essex.

Valley enjoys a favorable student/teacher ratio with adequate support staff including three school counselors, one and one-half social workers and a part-time school psychologist. Administrative leadership is provided by a principal and an associate principal.

Since opening in 1952, Valley has continued a rich tradition of meeting the needs of each of its students through both traditional and elective courses that challenge students to pursue their individual interests.

Students are encouraged to participate in a wide range of extracurricular offerings, including student government; service groups; applied, fine, and performing arts; and athletics.

Valley combines high academic expectations and an appreciation for the arts with an emphasis on attention to each student.

Valley's high academic expectations are reflected in a wide selection of advanced electives and encourages in-depth discussions and authentic learning opportunities.

VALLEY REGIONAL HIGH SCHOOL FACULTY AND STAFF

Mr. Michael Barile..... Principal

Dr. Carolyn Gbunblee..... Associate Principal

Fine Art Department

Laura Hilton, Coordinator
Maryann Donagher
Val Kropiwnicki, Kevin Lam

English Department

Jessica Dwyer, Coordinator
Carolyn Crehan, Erin Dayton
Kristin Madden, Elizabeth Nischan, Maureen Virgulto
Denise Dalton

Mathematics Department

Kimberly White, Coordinator
Christopher Allegretti, Augusta Ferretti, Renee Fragola
Jeffrey Swan, Kathryn Ryan

Physical Education Department

Virginia King, Coordinator
Timothy King
Chelsea Sierra

Science Department

Margaret Kimmett, Coordinator
Jonathan Corbett, Eric Latronica
Amanda Mezick, Deborah Montenegro
Donna Peano Dickerman

School Counseling Department

Lorraine Duffy, Coordinator
Sarah McKinney
Kori Milardo

Special Education Department

Cynthia Maiolo, Coordinator
Leslie Fazzuoli, Coordinator
Teresa Cobb,
Judith Redhead, Kevin Woods

Office Staff

Sheila Robida
Josephine Costanzo, Cynthia Downie
Valerie Owen, Alison King, Tina Stoddard

Social Studies Department

Donald Perreault, Coordinator
Russell Arrigoni, Jeffrey Bernardi
Jean Bish, Allison Liftig, Sasha Weiss-Sanford

Career & Technology Education Department

Maria Ehrhardt, Coordinator
Jaimie Bickelhaupt, John Kopcha, Christopher LeQuire,
Robert Sanchez, Jennifer Taliercio

World Languages Department

Rachael Rose, Coordinator
Cheryl Albaine, Elizabeth Sawyer
Kathleen Wheaton

Library Media Specialist

Kristine Schmidt

Network Technician

Danielle Etes

School-to-Career

Mary Hambor

School Nurse

Sally Riggio

School Psychologist

Violet McNerney

School Social Workers

Brad Pitman
Jennifer Marino
Temple Frey

Speech & Language Pathologist

Chelsea Bristol

Talented and Gifted

Kyle Fitch

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VRHS Core Values and Beliefs & Vision of the Graduate

VRHS CORE Values and Beliefs:

We are committed to developing our students to be inquiring, knowledgeable, and caring people who are willing to take academic risks and work both independently and collaboratively to meet the challenges that face them at personal, community, career, and global levels.

Vision of the Graduate

VRHS students will learn the skills necessary to be responsible, adaptable, respectful, and ethical in the following academic, social, and civic areas:

- Critical and creative problem solving
- Analysis and evaluation of information
- Personal and professional communication of knowledge for diverse audiences
- Community service and civic engagements
- Personal wellness and accountability

SCHOOL COUNSELING DEPARTMENT

The school counselors are here to assist students in the areas of academic, career and personal/social development. In addition to providing individual services, counseling is offered in a variety of settings including classrooms, or small groups. The school counselors consult and collaborate with classroom teachers, CORE teachers, the social worker, school psychologist, school to career coordinator, and parents in understanding and meeting the needs of all students in the school environment.

Self-awareness is an important part of this process. There are many ways the counseling staff can help students gain a better understanding of themselves. Interest profile assessments, investigating values, career exploration/awareness, and review of standardized test scores are just some of the areas that can give the student valuable information in the decision-making process throughout high school. The counselors are here to advise and assist all students and support them in their future educational and career planning, and to help them with any personal/social issues they may encounter. Students may visit the counseling office during the day to request a pass to meet with their counselor and/or to use the counseling resource center.

SELECTING COURSES

This Program of Studies is designed to aid students and their parents in making informed decisions concerning course selection. All courses are described in detail by department. Levels offered in a particular course can be found below each course title. Each course number is followed by the level. Particular attention should be paid to the requirements, prerequisites, and academic level of each course. Further questions relating to courses may be directed to the school counseling department or the specific academic department.

In addition, teachers, department coordinators, and a student's CORE teacher all play an important role in advising students in this selection process. Teachers are responsible for recommending the appropriate academic level for each student in required courses. They also serve as an excellent resource in suggesting courses within their department which can broaden or deepen the school experience for each student. If a student is recommended for a level that the student would like to change, a parent override form must be filled out and turned in when the course selection sheet is due.

The selection of courses is a process which involves the student, the parents, teachers, counselors, department coordinators and school administrators. It is an important procedure that can have a lasting impact on each student's future. Credit requirements for each grade are listed on the following pages. In addition to credits, please make note of the following requirements:

- A. In grades 9 and 10, a total of seven credits must be taken. If the student passes all classes each year, in grade 11, a total of six credits must be taken as a minimum, with the option for one study hall per semester. If the student fails one or more classes, they will not be allowed a study hall in grade 11. Seniors are permitted to take five credits (plus one credit for Capstone) if they have sufficient credits to graduate.
- B. Generally, students must pass a minimum of 4.5 credits to be placed in 10th grade, 11.5 credits to be placed in 11th grade and 18.5 credits to be placed in 12th grade.

In addition to successful completion of the credits required, a graduate of Valley Regional High School will demonstrate proficiency in the following four areas:

- A. Reading: Objective: Students will demonstrate the ability to decode and comprehend written language, both fictional and nonfictional. Students must demonstrate successful completion of 4 credits of English.
- B. Writing: Objective: Students will demonstrate a proficient ability to write, showing both the interpretation of a text and a critical stance in reaction to text.
- C. Critical Thinking: Objective: Students will demonstrate the ability to access, analyze, and draw conclusions from information.
- D. Speaking/Communication: Objective: Students will demonstrate the ability to speak before a group. Students must pass four years of oral presentations of summer reading. Directions for summer reading projects are provided in the summer reading booklet posted on www.vrhs.reg4.k12.ct.us during the 4th quarter of school.

Class of 2022: Credit Distribution and Requirements for Graduation

25.5 Total Credits Required to Graduate

English: 4 credits

- 9th 1 credit
- 10th 1 credit
- 11th 1 credit
- 12th 1 credit

Social Studies: 3 credits

- Global Studies 2 1 credit
- The Constitution and Civic Responsibility .5 credit
- US History 1 credit
- Contemporary Issues .5 credit
(Can take Western Civilization in place of CI)

Mathematics: 3 credits

- 1 credit _____
- 1 credit _____
- 1 credit _____

Note: The following Business Education courses may be counted toward the mathematics graduation requirement: Accounting 1, Accounting 2, and Personal Finance.

Science: 3 credits

- Biology 1 credit
- Chemistry 1 credit
- Physics, Int. Science, AP Bio, AP Chem, IB Bio, or IB Physics 1 credit

Physical Education: 1 credit

- .5 credit
- .5 credit

Health: .5 credit

- .5 credit

Fine Arts, Vocational Education, or Technology Education: 1 credit

- 1 credit _____

Summer Reading: .5 credit

- 9th .125 credit
- 10th .125 credit
- 11th .125 credit
- 12th .125 credit

Capstone Experience

- 11th-12th 1 credit

Electives: 8.5 credits

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Classes of 2023, 2024, & 2025 : Credit Distribution and Requirements for Graduation

25.5 Total Credits Required to Graduate

English: 4 credits

- 9th 1 credit
- 10th 1 credit
- 11th 1 credit
- 12th 1 credit

Social Studies: 3 credits

- Global Studies 2 1 credit
- The Constitution and Civic Responsibility
.5 credit
- US History 1 credit
- Contemporary Issues .5 credit
(Can take Western Civilization in place of CI)

Mathematics: 3 credits

- 1 credit _____
- 1 credit _____
- 1 credit _____

Note: The following Business Education courses may be counted toward the mathematics graduation requirement: Accounting 1, Accounting 2, and Personal Finance.

Science: 3 credits

- Biology 1 credit
- Chemistry 1 credit
- Physics, Int. Science, AP Bio,
AP Chem, IB Bio, or IB Physics 1 credit

World Language: 1 credit

- 1 credit _____

Physical Education: 1 credit

- .5 credit
- .5 credit

Health: 1 credit

- Health 1 .5 credit
- Health 2 .5 credit

Fine Arts, Vocational Education, or Technology Education: 1 credit

- 1 credit _____

Summer Reading: .5 credit

- 9th .125 credit
- 10th .125 credit
- 11th .125 credit
- 12th .125 credit

Capstone Experience

- 11th-12th 1 credit

Electives: 7 credits

- _____
- _____
- _____
- _____
- _____
- _____
- _____

ADDITIONAL PROCEDURES

- A. The School Counseling Department and/or administration will notify in writing the parents of seniors who have not met the standards for graduation in any area, and provide the requisite steps for completion of graduation requirements.
- B. At the beginning of the school year, each senior shall be notified by his/her school counselor of his/her status relative to meeting the standards for graduation.

SCHEDULE CHANGE POLICY

- A. Before the start of any course, a student can modify his or her schedule in consultation with the School Counseling Department.
- B. **Once the scheduling process is completed, the schedule is set, and the semester has begun, schedule changes are only permitted within the first three days of a new semester.** The administration may waive the deadline for changes ONLY for the following reasons:
 - 1. Exception by a physician
 - 2. Determination by a teacher, department coordinator, school counselor and parent that the student is incapable of meeting the academic challenge of the course content
 - 3. To accommodate changes in academic plans/goals as determined appropriate by counselor, teacher, administration, and parents/guardians
 - 4. As a result of the creation of a prescriptive program by the Planning & Placement Team

RANK IN CLASS

Rank in class is based upon the “Guidelines for Working with Grade Point Average and Rank-in-Class” published in the National Association of Secondary School Principals’ Bulletin. The following stipulations are modifications to the guidelines as they apply to Valley Regional High School.

- A. Class rank is computed for all Valley Regional High School students. Class rank is weighted based on the leveling guidelines below.
- B. Rank in Class is cumulative. Ongoing/cumulative ranks are reported to the colleges at the time of application. A final rank is included on the final transcript upon graduation.
- C. Marks in all courses, except physical education and those designated as level 0, are used in determining class rank. Additional credits beyond 7 per year will be counted as a level 0 course.
- D. In determining class rank, all failing as well as passing marks for any courses are included. Courses receiving a P are not included in ranked courses.
- E. In determining class rank, all students at a given grade level are included.

RANK IN CLASS FOR GRADUATION PURPOSES

In order to determine the top graduate of the senior class, the following guidelines will be used:

- A. The final class ranking for the top graduates (valedictorian, salutatorian, honor essayist and top ten percent of the senior class) will be determined at the close of the third quarter.
- B. In order to be eligible for consideration as a top graduate, a student must have attended four consecutive semesters at VRHS, starting with second semester sophomore year.
- C. In the case of transfer students, the sending school, whenever possible, will supply numerical grades. When not possible, the following scale will be used to translate letter grades:

A+	=	98
A	=	94
A-	=	90
B+	=	88
B	=	84
B-	=	80
C+	=	78
C	=	74
C-	=	70
D+	=	68
D	=	64
D-	=	60
F	=	below 60

LEVELING GUIDELINES

The following weighted model will be utilized for purposes of determining class rank.

Grade in courses will be multiplied by the following weight factors:

AP/IB/UCONN	=	1.2
Level I	=	1.1
Level II	=	1.0
Level 0	=	no weight

A basic unweighted GPA on a 4.0 scale is provided on the transcript.

In order to enhance our efforts to teach students, we at Valley Regional High School have developed guidelines to accurately determine student level placement. The process to be followed (in determining a student's appropriate level placement in a specific subject matter) will incorporate consideration of the student's past *academic performance*, and when necessary, available standardized test scores.

Experience has shown that the most accurate predictor of appropriate level placement is the observations and evaluations of the classroom teacher. When the student has mastered prerequisite material based on departmental criteria, he or she will be considered for recommendation to the appropriate level for each subject.

COLLEGE AND POSTSECONDARY PLANNING

CAMPUS VISITS

Plan to visit the colleges that you are seriously interested in. The best time to visit is when the colleges are in full session. Seniors are allowed two (2) excused absences for college visitations, and must fill out a visitation form, located in the school counseling office, prior to the visit. Most colleges have open houses on Saturdays or Sundays.

COLLEGE ADMISSIONS TESTING

Admission to college depends on many factors including the results of the SAT I (Scholastic Achievement Test) and/or SAT II administered through the College Board. Most four-year colleges and a few two-year colleges require SAT I scores. Some also require SAT II subject tests. The SAT II tests measure subject mastery in specific academic areas. Each individual student must request to have their scores sent to the colleges they are applying to directly from College Board.

All colleges also accept the ACT (American College Testing Program Assessment). This battery includes tests in Reading, Math, Science, and an optional writing section. Information about these tests is available in the School Counseling Department Resource Center (or at the direct link from our website) or www.collegeboard.org (for the SAT) or www.actstudent.org (for the ACT).

COURSE REQUIREMENTS FOR COLLEGE ADMISSION

These differ from institution to institution. As a result, students should consult their school counselor and plan an academic program that meets specific college requirements and potential career objectives.

Generally minimum preparation for a four-year college should include:

- 4 credits of English
- 3 credits of a laboratory science
- 3-4 credits of college preparatory math
- 3-4 credits of social studies
- 2-3 credits of a world language

By following the college preparatory program as outlined, a student should have little difficulty in meeting high school course requirements which will be considered along with other admission requirements.

Minimum requirements for admission to two-year colleges vary depending upon the program of interest.

EARLY DECISION

Schools with an early decision plan will accept applications from students who are able to say, "This is the school I wish to attend and, if accepted, I will attend." Early decision is binding. Students must withdraw any other applications if accepted. Applications are usually due in early November. All necessary papers, including Standardized Test Scores must be on file at the college before action can be taken. Under this plan, colleges will inform the student of their decisions around the middle of December.

EARLY ACTION

Schools with an early action plan will accept students early also. But unlike early decision, it is not binding. Students may apply to other colleges and do not have to commit until May 1. Acceptance is usually known before winter break.

FINANCING A COLLEGE EDUCATION

A college education is an expensive endeavor and costs continue to rise. Students are encouraged to apply for scholarships for which they meet the criteria. Colleges and the state and national governments recognize the financial dilemma. Financial aid is based upon ability to pay as determined by an analysis of a family's assets and liabilities. To determine eligibility for aid do the following:

1. Complete and mail the FAFSA (Free Application for Federal Student Aid) as soon as possible (beginning October 1st) of your senior year. Please be aware of all deadlines. This information is available on our website, from the School Counseling Department Resource Center or at www.fafsa.ed.gov. Check with colleges to determine if other forms are also needed. The CSS profile is available on-line in the fall and can be required earlier than January. Check your specific college catalogue for deadlines. There is also a direct link to this on the counseling website.
2. Complete and mail individual colleges financial aid forms if required. The College Scholarship Service will notify you about your expected family contribution (EFC). Each college will also send you information about aid in the form of a Financial Aid package. (This package might include grants, loans and work-study).

3. A Financial Aid Workshop is offered annually each fall. Please check the yearly calendar for this year's date.

MILITARY SERVICE

ARMED FORCES

The personal benefits offered by the Armed Services from the standpoint of an education and a variety of adult experiences are boundless. All the services conduct a network of schools to train the individual in a number of civilian job-related skills including technology, mechanics, food services, health services, administration, clerical tasks, arts, etc. Some graduates, who have found it difficult to achieve in high school, begin to formulate plans in the service. Their objectives and place in future life begin to take on new importance.

All services require that the applicant has completed a minimum of a high school education. The senior who will earn a high school diploma in June can enlist by going through the enlistment procedure while still in school and have the privilege of choosing the month he will actually be inducted.

Guaranteed training is offered to the student who enlists. The occupational field and level of training are determined by the score on a battery of tests that are taken before enlistment. All levels of training offer a wide selection of occupational and job skill programs.

The Connecticut National Guard has an enlistment policy that is most beneficial to college bound students who plan to attend college in state. See your school counselor for details.

SERVICE ACADEMIES

Students who are interested in a career as a military officer and feel they can meet the rigorous physical, mental, and personal requirements and be nominated by a U.S. congressman or senator should consider one of the service academies. The application procedures are practically the same for all academies with the exception of the Coast Guard Academy that does not require nomination by a congressman or senator. The application process for service academies begins early in the junior year.

SELECTIVE SERVICES

All males, 18 years of age, must register for selective service. You may register during the 30 days prior to your birthday. Failure to register makes you ineligible for federal financial aid.

TESTING

All students in grade 11 will be participating in the PSAT and the SAT over the course of the year. PSAT'S taken in 11th grade are the qualifying tests used annually by the National Merit Scholarship Corporation to determine scholarship winners. In addition, students in 9th and 10th grade will also take their level of the PSAT during the school day in the fall.

Those students who wish to take additional SAT or ACT assessments should contact their counselor. Information is available in the School Counseling Resource Room and students can register at www.collegeboard.org or www.actstudent.org. All college entrance assessment questions should be directed to the student's counselor. Any student for which a testing fee might be a financial hardship should speak to their school counselor about applying for a fee waiver.

SAT/ACT PREPARATION

The School Counseling Department has information on programs that may be used to prepare for the SAT testing program. There are many web-based programs available online. (www.khanacademy.org/sat is one example). See your counselor for details. Information is also posted on the counseling link on the Valley website along with information about local SAT prep classes.

SENIOR YEAR

Seniors who choose to take or retake SATs/ACTs should do so early in their senior year so that these scores are available to the college of their choice.

The SATs are offered in August, October, November, December, March, May and June. (www.collegeboard.org)

The ACTs are offered in September, October, December, February, April, June and July. Students should check the websites for registration deadlines. (www.actstudent.org)

Course Offerings Recommended by Grade Level

Career and Technical Education Offerings

Course Name	Credit	Level	9	10	11	12
Accounting 1	1	II/0		X	X	X
Accounting 2 (Middlesex ECA Course)	1	I			X	X
Computer Applications 1	.5	II/0	X	X	X	X
Computer Applications 2	.5	II/0		X	X	X
Computer Programming	.5	II/0	X	X	X	X
Entrepreneurship	.5	II/0		X	X	X
Personal Finance	1	II/0			X	X
IB Business and Management	2*	AP/IB			X	
Business Law (school years beginning with even calendar year)	1	II/0		X	X	X
Global Business	1	I		X	X	X
Marketing	1	II/0		X	X	X
Nutrition and Food Production 1	.5	II/0	X	X	X	X
Nutrition and Food Production 2	.5	II/0		X	X	X
Textiles and Design 1	.5	II/0	X	X	X	X
Textiles and Design 2	.5	II/0		X	X	X
Intro to Early Childhood Education	.5	II/0	X	X	X	X
Architectural Design	.5	II/0	X	X	X	X
Building and Construction	.5	II/0	X	X	X	X
Engineering Design	.5	II/0	X	X	X	X
Graphic Arts (Middlesex ECA Course)	1	II/0		X	X	X
Manufacturing	.5	II/0	X	X	X	X
Materials Processing	.5	II/0	X	X	X	X
Photography	.5	II/0	X	X	X	X
Technical Drafting	.5	II/0	X	X	X	X
Advanced Architectural Design	1	II/0		X	X	X
Advanced Engineering Design	1	II/0		X	X	X
Advanced Graphic Arts (Middlesex ECA Course)	1	II/0		X	X	X
Advanced Manufacturing	.5	II/0		X	X	X
Advanced Materials Processing	.5	II/0	X	X	X	X
Advanced Photography (Middlesex ECA Course)	.5	II/0		X	X	X

Fine Arts Offerings

Course Name	Credit	Level	9	10	11	12
Art Foundations	.5	II/0	X	X	X	X
Ceramics	.5	II/0	X	X	X	X
Drawing	.5	II/0	X	X	X	X
Painting	.5	II/0	X	X	X	X
Sculpture	.5	II/0	X	X	X	X
Design	.5	II/0	X	X	X	X
Functional Ceramics	.5	II/0	X	X	X	X
Jewelry Design and Fabrication	.5	II/0	X	X	X	X
Advanced Studio Art	1	I		X	X	X
AP Art History	1	AP/IB			X	X
AP Studio Art	1	AP/IB			X	X
IB Visual Arts	2*	AP/IB			X	
Concert Band	1	II/0	X	X	X	X
Concert Chorus	1	II/0	X	X	X	X
Concert Band/Concert Chorus Alternating	1	II/0	X	X	X	X

Music Appreciation (school years beginning with odd calendar year)	.5	II/0	X	X	X	X
Music Theater (school years beginning with even calendar year)	.5	II/0	X	X	X	X
Vocal Class	.5	II/0	X	X	X	X
Piano Class	.5	II/0	X	X	X	X
Music Theory (UConn ECE Course)	.5	AP/IB	X	X	X	X
AP Music Theory (UConn ECE Course)	1	AP/IB			X	X
IB Music	2*	AP/IB			X	

English Offerings

Course Name	Credit	Level	9	10	11	12
English 9	1	I/II	X			
English 10	1	I/II		X		
English 11	1	I/II			X	
AP English Language and Composition	1	AP/IB			X	X
IB Literature	2*	AP/IB			X	
AP English Literature and Composition	1	AP/IB			X	X
English 12 (World Literature)	1	I/II				X
IB Core	1.0*	AP/IB			X	
Creative Writing	.5	II	X	X	X	X
Public and Professional Communications	.5	II	X	X	X	X
The Media & You	.5	II			X	X

Mathematics Offerings

Course Name	Credit	Level	9	10	11	12
Algebra Foundations	1	II	X			
Algebra 1	1	I/II	X	X		
Geometry	1	I/II	X	X	X	
Algebra 2	1	I/II	X	X	X	X
Pre-Calculus	1	I/II		X	X	X
AP Calculus AB	1	AP/IB			X	X
AP Calculus BC	1	AP/IB			X	X
Statistics	.5	I/II		X	X	X
AP Statistics	1	AP/IB		X	X	X
IB Mathematics Applications and Interpretations	2*	AP/IB			X	
IB Mathematics Analysis and Approaches	2*	AP/IB			X	

Physical Education and Health Offerings

Course Name	Credit	Level	9	10	11	12
Physical Education	.5	0	X	X	X	X
PE Fit	.5	0		X	X	X
Health 1	.5	II	X			
Health 2	.5	II/0		X		

Science Offerings

Course Name	Credit	Level	9	10	11	12
Biology	1	I/II	X			
Chemistry	1	I/II		X		
Integrated Science	1	II			X	X
Physics	1	I/II		X	X	X
Anatomy & Physiology (Middlesex ECA Course)	1	I/II			X	X
Forensics	.5	II			X	X
Marine Biology	.5	II			X	X
AP Biology (UConn ECE Course)	1	AP/IB			X	X
AP Chemistry (UConn ECE Course, offered in school years beginning with an even calendar year)	1	AP/IB			X	X
IB Biology	1*	AP/IB			X	X
IB Chemistry	2*	AP/IB			X	
IB Physics	1*	AP/IB			X	X

Social Studies Offerings

Course Name	Credit	Level	9	10	11	12
Global Studies 2	1	II	X			
The Constitution and Civic Responsibility	.5	I/II		X		
U.S. History	1	I/II			X	
AP US History	1	AP/IB			X	
IB History	2*	AP/IB			X	
Contemporary Issues	.5	I/II				X
Western Civilization 1 (UConn ECE Course)	.5	AP/IB				X
Western Civilization 2 (UConn ECE Course)	.5	AP/IB				X
African-American/Black Studies	.5	II/0		X	X	X
Puerto Rican/Latinx Studies	.5	II/0		X	X	X
20th Century History Through Sports (school years beginning with even calendar year)	.5	II	X	X	X	X
Global Conflict & Human Rights (school years beginning with even calendar year)	.5	II	X	X	X	X
Psychology (school years beginning with even calendar year)	.5	II		X	X	X
Advanced Psychology	1.0	I			X	X
20th Century Warfare (school years beginning with odd calendar year)	.5	II	X	X	X	X
History of American Women (school years beginning with odd calendar year)	.5	II	X	X	X	X
Sociology (school years beginning with odd calendar year)	.5	II		X	X	X
IB Global Politics	2*	AP/IB			X	
IB Psychology	2*	AP/IB			X	

Special Education Offerings

Course Name	Credit	Level	9	10	11	12
Academic Assistance	.5	0	X	X	X	X
Functional Academics	1	0	X	X	X	X
Skill Center: Social Studies	1	0	X	X	X	X
Skill Center: Science	1	0	X	X	X	X
Life Skills	1	0	X	X	X	X
Career and Transition Readiness	1	0	X	X	X	X

World Language Offerings

Course Name	Credit	Level	9	10	11	12
French 1	1	II	X	X	X	X
French 2	1	II	X	X	X	X
French 3	1	I		X	X	X
Advanced French (Option for AP, IB, or UConn ECE Course)	1	AP/IB			X	X
Spanish 1	1	II	X	X	X	X
Spanish 2	1	II	X	X	X	X
Spanish 3	1	I		X	X	X
Spanish 4	1	I			X	X
AP Spanish	1	AP/IB				X
IB Spanish	2*	AP/IB			X	

*One credit will be awarded at the end of junior year. The remaining credit will be awarded at the completion of the course during senior year.

CAREER AND TECHNICAL EDUCATION DEPARTMENT

PHILOSOPHY

Technology is the application of theory and knowledge to solve problems and meet human needs. This department includes a comprehensive, hands-on educational program that applies academic knowledge and technical skills utilizing a variety of activities and projects that result in a concrete product and prepares our students for their roles as productive and responsible citizens, whether it is as future business owners, employees, or consumers.. It provides students with an opportunity to explore communication, construction, production techniques and technologies. We encourage lifelong learning by challenging our students to apply the knowledge and skills they learn in real world situations. Students gain cognitive and problem solving skills using methods of design, production, research, and analysis. The students are taught to effectively and safely use the tools, resources, processes and concepts of technology to provide them with a comprehensive education. The courses offered are an integral part of the total academic structure that provides students with the competencies to be competitive in a business and technology oriented society.

BUSINESS EDUCATION DEPARTMENT COURSE LISTING

Accounting 1

#BUS1010 – Level II with a Level 0 option Prerequisite: None

Open to 10-12 graders only

Credit: 1

At the end of this class, students will understand the day-to-day financial operations of a business. Working independently and collaboratively, students will access, analyze, and draw conclusions from basic financial activities, such as sales and purchases, using a variety of working papers and practice sets. By applying Generally Accepted Accounting Principles (GAAP), students will post transactions from a journal into the correct ledger accounts, maintaining accurate account balances. They will then create a trial balance, determine appropriate period-ending adjustments, and prepare financial statements needed to show a business's financial condition. Personal financial management skills, such as reconciling a bank statement and reviewing payroll information will also be covered. This class is strongly recommended to all students choosing to pursue a career in business, including business ownership. *This course may be counted towards the mathematics graduation requirement.*

Accounting 2

#BUS1021 – Level I Prerequisite: Accounting 1

Credit: 1

Working at an advanced level, students will further investigate the meaning and application of Generally Accepted Accounting Principles (GAAP). Working independently and collaboratively, students will access, analyze, and draw financial conclusions related to sole proprietorships, partnerships, and corporations, using both traditional and computerized systems. Also included will be advanced topics, such as corporate organization, cost and management accounting, and interpreting and analyzing financial statements. This class is strongly recommended to all students who are considering a career in Accounting, as well as those who will be taking accounting and business courses after high school. Successful completion of both Accounting 1 and Accounting 2 earns the student a college credit in Basic Accounting from Middlesex Community College, which may be transferable to many colleges and universities. *This course may be counted towards the mathematics graduation requirement. Students may apply for Middlesex Community College credit.*

Computer Applications 1

#BUS5050 – Level II with a Level 0 option Prerequisite: None

Credit: .5

Students use basic application skills from Microsoft Office, including the Word (word processing), Excel (spreadsheet), and PowerPoint (presentation) applications. Word processing skills are taught on a business-oriented and personal-use basis, including memo and letter writing, resumes and cover letters, report formatting, text and font formatting, and other skills. Spreadsheet skills include basic formulas and formatting techniques. PowerPoint presentations include skills required for basic classroom presentations. Proper keyboarding techniques are reviewed, stressing correct fundamental methodology which, when used on a life-long basis, promote a healthy practice of skills.

Computer Applications 2

#BUS5060 – Level II with a Level 0 option Prerequisite: Computer Applications 1

Open to 10-12 graders only

Credit: .5

Computer Applications 2 is a continuation of Computer Applications 1 and introduces the students to the more in-depth features of the Microsoft Word application (tables and mail merge documents), and Excel applications (functions, charts, and graphs). The Access database application is used for creating and manipulating data in tables and forms. PowerPoint skills include adding advance multimedia elements, such as sound and video. Publisher production includes cards, brochures, and other printed materials. Students work to comprehend written instructions, access, analyze and draw conclusions from spreadsheet and database information, create appropriate and meaningful publications and presentations.

Computer Programming

#BUS6000 – Level II with a Level 0 option Prerequisite: None

Credit: .5

This course will teach students how to program using visual programming language. It will introduce students to the basic principles of computer programming: computational thinking, collaboration, computing practice and programming, computer and communication devices, as well as community, global, and ethical impacts with a focus on the application of computer programming in a business environment. Students will integrate problem solving, 21st century learning skills, mathematical concepts, STEM topics, and critical thinking in project-based applications.

Entrepreneurship

#BUS3020 – Level II with a Level 0 option Prerequisite: None

Open to 10-12 graders only

Credit: .5

This course will provide students with skills necessary to own a small business; including developing a business plan, financing the business, understanding various legal requirements, and implementing appropriate management concepts and practices. Students will learn how to develop a successful, ethical, and socially responsible business. Working independently and collaboratively, students will access, analyze, and draw conclusions regarding how to best organize and run a business in the global business environment. In creating a business plan, students will write proficiently, and speak effectively while presenting the plan to the class.

Marketing

#BUS3030 – Level II with a Level 0 option Prerequisite: None

Open to 10-12 graders only

Credit: 1.0

This course will provide students with skills and knowledge of how a product/service is conceived, priced, promoted and distributed. Extensive focus will be placed on the primary marketing concepts of product, price, promotion and distribution within the sports and entertainment industries. Lessons will focus on both global and domestic current marketing issues and strategies. Students will develop products and appropriate promotional pieces based on defined target markets. Themes of study may include areas such as retail, sports, entertainment, or hospitality marketing. Case studies will present students the opportunity to analyze and write responses regarding current marketing trends. Students will also have a hands on experience running the school store with focus on promotion, sales, finance, and buying procedures.

Personal Finance

#BUS2000 – Level: II with a Level 0 option Prerequisite: None

Open to 11-12 graders only

Credit: 1

The focus of this class is to develop and maintain personal money records, employment records, budgets, savings and investment plans, and everyday skills needed to be a wise and responsible consumer. Students will also be introduced to credit and the consequences of mismanagement of credit. Students will apply mathematical skills to solve a variety of personal finance applications and use spreadsheet software to develop and maintain personal finance records. To further enhance learning, students will develop a personal budget plan and use Virtual Business personal finance software simulation. *This course may be counted towards the mathematics graduation requirement.*

Global Business

#BUS3040 – Level I

Prerequisite: any business course or Economics *Open to 10-12 graders only*

Credit: 1.0

Students will develop the appreciation, knowledge, skills and abilities needed to live, work, and compete in a 21st century global marketplace. An overview of international business activities and the economic, cultural, and political environment of global businesses will be covered. Students will work extensively with acquiring, analyzing, and interpreting data as related to international business. Students will also recognize the global impact of business transactions. This course is recommended for students pursuing a career in business management, marketing, economics or international business.

IB Business and Management

11th HL: #BUS7001 12th HL: #BUS7003

2 Credits (1 credit grade 11, 1 credit grade 12) Prerequisite: None

The business management course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. The course is organized into five areas of study which include: business organization and environment, human resource management, finance and accounts, marketing, and operations management. Students are required to take the associated IB exam.

FAMILY AND CONSUMER SCIENCE DEPARTMENT COURSE LISTINGS

Nutrition and Food Production 1

#FCS1010 – Level II with a Level 0 option Prerequisite: None

Credit: .5

Nutrition and Food Production 1 introduces students to cooking basics and healthy eating while providing them essential skills for use in home or professional kitchens. Students will learn how to prepare food through a variety of cooperative and independent learning activities. These laboratory experiences strengthen comprehension of STEM concepts and standards. There is an emphasis on safety and sanitation related to personal health and food service, appropriate use of kitchen utensils and equipment, as well as a focus on proper culinary vocabulary and calculations. Students will identify, cook and serve a variety of foods aligned with the study of nutrition and how it relates to overall wellness.

Nutrition and Food Production 2

#FCS1020 – Level II with a Level 0 option Prerequisite: Nutrition and Food Production I *Open to 10-12 graders only*

Credit: .5

Nutrition and Food Production 2 provides an opportunity to advance the skills and knowledge established in Nutrition and Food Production 1. The goal of this course is to continue developing strong food preparation skills with a greater focus on the field of culinary arts. Students will learn how to prepare food through a variety of cooperative and independent learning activities while exploring their own food aesthetic. These laboratory experiences strengthen comprehension of STEM concepts and standards. Students will further study kitchen safety and sanitation, appropriate use of professional kitchen utensils and equipment, demonstrating use of proper culinary vocabulary and calculations. Students will learn various cooking and food presentation techniques aligning their work with those in the restaurant industry. This course also includes an introduction to dietetics as well as an exploration of the many job opportunities related to working in the hospitality and health field.

Textiles and Design 1

#FCS2010 – Level II with a Level 0 option Prerequisite: None

Credit: .5

Textiles and Design is a project oriented learning course where students learn the elements and principles of design, textile qualities and care, hand and machine sewing, an introduction to clothing construction and about textiles related career options in the fashion and art industry. Within each unit of study students are able to choose from a variety of projects including sneaker designs, fiber forms, loom knitted hats, tote bags, pillow cases, garments and other creations. Along with a concrete set of sewing skills, students will learn how to envision and critique their work while also developing an understanding of sustainable fashion. .

Textiles and Design 2

#FCS2050 – Level II with a Level 0 option Prerequisite: Textiles and Design 1

Credit: .5

This course is designed for students who have continued interest in the fields of design, apparel, textiles, and clothing construction. Successful completion of Textiles and Design I is required. This is a hands-on course where individual projects using design fundamentals will be completed to further develop students' artistic skills. Experiences include creating a sustainable textile art piece, styling with proper purchasing techniques, fittings and alterations, advance machine and pattern work, and an exploration of careers in the fashion and interior design industry. Students will present a runway show or gallery exhibit of their work and are responsible for specialty materials with class access to basic supplies.

Intro to Early Childhood Education

#FCS2020 – Level II with a Level 0 option Prerequisite: None

Credit: .5

This is an introductory course to the field of early childhood education in which students will create and lead learning engagements and lessons while also developing an understanding of children's literacy. Emphasis on historical perspectives and theories, understanding important milestones, health and safety issues as well as curriculum development and practice. Students will have hands-on experience in observing and working with young children and their families as well as an opportunity to participate in infant simulations. Focus on birth to kindergarten following NAEYC standards and practices.

TECHNOLOGY EDUCATION DEPARTMENT COURSE LISTINGS

Architectural Design

#TEC3010 – Level II with a Level 0 option Prerequisite: None

Credit: .5

This is an exploratory course designed to acquaint the student with entry-level skills in the field of architectural design and drawing. Emphasis is on basic home construction, terms and vocabulary, and drawing skills. Students will develop a complete design package of a basic residential home using 2-D and 3-D Architectural CAD techniques.

Building and Construction

#TEC4050 – Level II with a Level 0 option Prerequisite: Materials Processing

Credit: .5

This course introduces students to the technology of the building trades. Besides serving an exploratory, pre-vocational purpose, it also provides future homeowners with a basic knowledge of carpentry, masonry and other phases of construction. The course is designed to develop the student's home improvement skills and increase his/her expertise as a consumer of home improvement products.

Engineering Design

#TEC2010 – Level II with a Level 0 option Prerequisite: Technical Drafting

Credit: .5

**Students may apply for Middlesex Community College Credit. See page: 49*

This project based course is designed to acquaint the student with entry-level skills in the field of Mechanical and Engineering Drawing. All design work will be created using up to date CAD software and techniques. Students will design, develop and build a given engineering project. Use of Computer Aided Manufacturing software and related equipment, along with other tools, will be used to manufacture components to the students' design. Topics include working drawings, machine design, screw threads, and tolerancing. A design project will serve as the catalyst for the application of Physics and the development of problem solving skills using the Design Process.

Graphic Arts

#TEC5010 – Level II with a Level 0 option Prerequisite: Photography

Credit: 1

**Students may apply for Middlesex Community College Credit. See page: 49*

The course is designed to provide a comprehensive sampling of the basic skills used in the graphic arts field. Areas covered are design and layout, advertising, marketing presentation skills and other methods of graphic communication. Students are expected to participate independently and collaboratively on homework, class discussions and projects/assignments in relation to the graphic arts world. In this course students will be participating, examining and working with local companies/businesses in designing and creating advertising material and be able to present these projects and concepts in a business type environment. A textbook and other print and non-print materials are provided.

Manufacturing

#TEC1020 – Level II with a Level 0 option Prerequisite: None

Credit: .5

This course introduces students to the technology of manufacturing. The students will be exposed to the basics of what manufacturing encompasses at an established manufacturing company. Besides serving an exploratory, pre-vocational purpose, it also provides students with career possibilities that surround and support manufacturing, and other local trades such as automotive technicians and auto body experiences.

Materials Processing

#TEC4000 – Level II with a Level 0 option

Prerequisite: None

Credit: .5

This course is designed to teach students the safe and proper use of materials, machines and tools while processing rough *lumber and other unprocessed materials* from a raw material into a finished project/product. Students will learn about project design, procedural processing, and basic joinery and finishing processes. This laboratory class will be taught with a hands-on approach with special attention being paid to problem-solving skills, and 21st century skills while emphasizing shop safety, at all times.

Photography (Chemical and Digital)

#TEC6000 – Level II with a Level 0 option Prerequisite: None

Credit: .5

Introduction to Photography will explore and analyze the evolution, principles, supplies, equipment, processing, enhancement, digital manipulation, digital advertisements and presentation of professional images to use in their own photo assignments. This course exposes students to the skills used by a certified trained photographer, students should expect to study and read. Creative assignments and most photographic assignments will be expedited to be completed outside of class. For the course objectives to be met, the student should expect to spend 98% of the period hands on. Necessary supplies to complete all projects are provided; any additional supplies must be purchased. Graded homework will be expected.

Technical Drafting

#TEC1050 – Level II with a Level 0 option Prerequisite: None

Credit: .5

**Students may apply for Middlesex Community College Credit. See page: 49*

A basic course in the fundamentals of Mechanical Drawing in which topics include technical lettering, three-view visualization and drawing, dimensioning, pictorials and an in-depth introduction to computer aided drafting. Also included is an overview of careers and opportunities in drafting.

Advanced Architectural Design

#TEC3040 – Level II with a Level 0 option Prerequisite: Architectural Design

Credit: 1

Students will build on the skills learned in the previous course to create Architectural presentations of their own advanced designs. Topics include section views, interior elevations, interior and exterior lighting presentations, landscape design, and site integration. Research and application of energy efficiency will also be explored. (May be taken for credit a second time, with approval of instructor)

Advanced Engineering Design

#TEC2040 – Level II with a Level 0 option Prerequisite: Engineering Design

Credit: 1

Students will build on the information and skills learned in the previous course to create an advanced engineering project. Topics include advanced CNC manufacturing, lofting, sheet metal design and manufacturing, and basic mold design and manufacturing. A group design project in the area of machine design and/or robotics will culminate the engineering experience. (May be taken for credit a second time, with approval of instructor)

Advanced Graphic Arts

#TEC5020 – Level II with a Level 0 option Prerequisite: Graphic Art 1

Open to 10-12 graders only

Credit: 1

**Students may apply for Middlesex Community College Credit. See page: 49*

This course is designed for a more in-depth study and concentration in the graphic communication field. Textbooks and other print and non-print materials are provided. Graded homework should be expected.

Advanced Manufacturing

#TEC1025– Level II with a Level 0 option Prerequisite: Manufacturing and consent of instructor

Credit: .5

This course builds on the experience gained in Introduction to Manufacturing. Students select three areas of interest where they would like to concentrate while experiencing working in a manufacturing facility. This experience will enhance career potential in manufacturing and trades. Completion of the series of studies in manufacturing (Manufacturing & Advanced Manufacturing) can make students eligible to receive a 200 hour pre-apprenticeship certification from the State of Connecticut.

Advanced Materials Processing

#TEC4010 – Level II with a Level 0 option Prerequisite: Materials Processing

Credit: .5

This course is designed to further the student's abilities and develop more advanced techniques for using wood or other materials as industrial mediums. Major emphasis will be placed on design and material layout, proper use of tools and machinery as well as shop safety. In depth exploration of joinery techniques and finishing techniques will be one of the highlights of this class, along with the planning needed to create several individual projects. With each year of advanced materials processing, the students will be given the opportunity to further develop their skills on an individual basis. Students will be taught from a laboratory style, hands-on approach with the freedom to create custom projects. Students will be expected to demonstrate logical thinking and problem-solving skills while showcasing 21st century skills.

Advanced Photography (Chemical and Digital)

#TEC6100 – Level II with a Level 0 option

Prerequisite: Introduction to Photography

Credit: .5

**Students may apply for Middlesex Community College Credit. See page: 54*

This course is designed for a more in-depth study and concentration in the photography world. This advanced photography course provides a real world, serious approach to professional photographic education, where specialized training is completed within the semester. The mission of the Advanced Photography course is to provide students who have an expanded interest in photography with a means of developing their artistic approach and technique. Students will build an understanding of the skills needed in the commercial photography, advertising, and marketing professions. Students will practice studio photography and focus in the industry standard software Adobe Photoshop and Lightroom. The Advanced Photography course is an extension of the Introduction to Photography course, and is recommended for students with a distinct passion and respect for photography.

ENGLISH DEPARTMENT

PHILOSOPHY

The English department uses a literary-based approach to instruction. The department believes that in order to be a productive and responsible citizen, a student's ability to read, write, and speak effectively is crucial. Through reading, writing, and discussion of both fiction and nonfiction text, the department will provide students with the knowledge and skills necessary for effective communication in the world. Our students will write proficiently for a variety of audiences and deconstruct, analyze, and evaluate materials or ideas. To develop an understanding of both self and others, students will work independently and collaboratively. It is our hope that the social, intellectual, and creative opportunities within the department will cultivate each student's unique talents and encourage lifelong reading habits.

ENGLISH DEPARTMENT COURSES

Required Courses:

In accordance with the Common Core State standards, the word "text" refers to fiction and nonfiction, print and non-print, including but not limited to: novels, drama, short stories, poems, textbooks, essays, speeches, letters, short videos and film excerpts, cartoons, charts, tables, diagrams, graphs, multimedia presentations, websites, blogs, images, and more.

English 9

#ENG2101 – Level I; #ENG2102 – Level II

Prerequisite: None

Credit: 1

This required freshman survey course combines reading, writing, grammar, the study of vocabulary, and the examination of literary elements from many genres: novel, poetry, short story, drama, and nonfiction.

English 10

#ENG2201 – Level I; #ENG2202 – Level II

Prerequisite: English 9

Credit: 1

This required sophomore survey course takes the study of literary elements further. Critical reading strategies, including investigation of syntax, structure, mechanics and style, are emphasized. Writing and Socratic discussion are used as vehicles for communicating analytical thought. PSAT study included.

English 11: American Literature

#ENG2301 – Level I; #ENG2302 – Level II

Prerequisite: English 10

Credit: 1

Student understanding and appreciation of the American experience is enhanced through critical analysis of texts from 1800s to the present day. Cultural influences on American literature are explored as readings incorporate more comparative critical commentary and writings become increasingly centered on citing evidence from the text.

AP English Language and Composition

#ENG3010 – Level AP

Prerequisite: English 11 Level 1 or English 10 Level 1; teacher recommendation

Credit: 1

This course is part of the UCONN ECE Program. In order to receive UCONN credit, students must register with UCONN. For further information, please consult the ECE coordinator in the counseling department.

This course is designed for avid readers and writers intending to attend a competitive four-year college or university and is the equivalent of college introductory courses in composition. Recognizing and analyzing rhetorical elements through independent critical analysis are at the center of this course. Students examine and interpret expository, narrative, and persuasive prose from interdisciplinary *nonfiction* readings of many time periods. Students will identify and explain rhetorical strategies and techniques, apply these techniques to their own writing, and synthesize sources to create and sustain arguments. There is a heavy emphasis on Socratic seminar skills and peer conferencing. Participation and regular attendance are significant parts of this course. Students are expected to give at least one speech to the class. Students should expect to revise papers repeatedly and spend more time on extensive reading and writing. Assessments include possible assigned reading and writing (in *addition* to the school wide Summer Reading Program) and/or film viewings the summer prior to enrollment and submission of work to school writing contests. Students are required to take the AP exam in English Language and Composition.

IB Literature

11th SL: #ENG7500

12th SL: #ENG7502

11th HL: #ENG7501

12th HL: #ENG7503

Prerequisite: English 10 and teacher recommendation; Only available to IB Diploma Program students

2 Credits (1 credit grade 11, 1 credit grade 12)

The language A: Literature course introduces students to the analysis of literary texts with respect to their “mother-tongue” entitlement. The course is organized into three areas of study: readers, writers, and texts; time and space; and intertextuality. The course is student-centered and focuses on close analysis of a writer’s style and purpose. Course texts are multicultural and emphasis is placed on constructing meaning through cultural context and thematic comparison. Socratic discussion is an integral part of the course. Students should also expect to revise papers repeatedly and spend considerable time on extensive reading and writing. Students are expected to take the externally-assessed IB assessments at the end of the course.

AP English Literature and Composition

#ENG3110 – Level AP

Prerequisite: English 11 Level 1 or AP Language and Composition; teacher recommendation

Credit: 1

AP Literature and Composition continues instruction in critical reading and expository writing at an advanced level. The course requires study of prose, poetry, and drama with texts ranging from classics to modern works. Throughout their study, students will focus on composition of the written word and the meaning of the work, examining how an author uses language, structure and style to achieve a purpose. Classes are conducted as seminars: students are expected to develop, to recognize, and to refine their critical thinking skills through papers, debates, study of literary criticism, and tests. As this is a college-level course, students are expected to demonstrate the ability to perform independently at the college level. Students will also spend time directly preparing for the AP test. Assigned reading and writing (*in addition* to the school wide Summer Reading Program) and/or film viewings are required the summer prior to enrollment. Students are required to take the AP exam in English Literature.

IB Core

11th: #ENG7505

12th: #ENG7507

1.0 Credits, 0.5 Credits each year

This course is only available to IB Diploma Program students to complete the required core diploma components which include: Theory of Knowledge, Extended Essay, and Creativity, Activity, and Service (CAS). TOK challenges students to question what they know, how they know it, and to what extent they can be certain of that knowledge. Students will consider how theories, ideas, and patterns work across disciplines or fall short. Two semesters.

English 12: (World Literature)

#ENG2401 – Level I; #ENG2402 – Level II

Prerequisite: English 11 or AP Language and Composition

Credit: 1

Recognizing and analyzing sophisticated literary elements through independent critical analysis including argumentation are at the center of this course. Students may study texts from Africa, the Middle East, Asia, Latin America and the Anglo tradition. An important goal of the class is to promote an understanding of such works in their cultural/historical contexts as well as examine the elements that unite different literary traditions. The resume and college essay will also be covered.

Academic Skills Lab – Reading/Writing

Fall- #ENG8000

Spring- #ENG8002 – Level 0

Credit: .5

Elective Credit; Must be recommended by student’s counselor

Prerequisite: Students are assigned to this class based on standardized test scores, academic performance in English and social studies classes, and/or teacher recommendations with the approval of the instructor, counselor, and the administration.

This course will assist students in organizational, study and test-taking strategies, and in reading/writing skills such as note taking, summarizing, and making inferences.

Electives courses offered:

Creative Writing

#ENG4502– Level II

Prerequisite: None

Credit: .5

In this writing-intensive course, students will develop more sophisticated writing skills by imitating the styles and techniques of authors of successful fiction, nonfiction, poetry, and drama. Students will engage in daily writing and the creation of original short stories, drama, micro-fiction, poetry, memoir, reviews and other creative nonfiction pieces and create a final portfolio. Students must be prepared to share their writing in peer conferences or by reading aloud their work to the class.

Public and Professional Communications

#ENG5505 – Level II

Prerequisite: None

Credit: .5

Students will develop and refine communication proficiency with a strong emphasis on public speaking, writing, and listening. Students will practice clear, courteous, concise and correct communication skills on both personal and professional levels. The development of visual tools to accompany communications as well as identifying purpose and audience will also be addressed. Students will actively research and analyze information on various topics to incorporate into weekly speeches delivered to the class.

The Media and You

#ENG5302– Level II

Prerequisite: English 9 and 10

Credit: .5

Students will develop media literacy: the ability to question, to understand, to interpret, to analyze, and to evaluate the content, intent, and effects of the mass media. The major units in this course may include advertising, newspapers, television, the Internet, music, movies, and visual culture with emphasis on exposure to the unfamiliar. Every viewing is accompanied by written work and class discussion. Students will also be expected to complete one special project related to their choice of media. In addition, there will be quizzes, projects, and weekly writing. Students and parents should know that mature media and R-rated material will be part of this class.

FINE ARTS DEPARTMENT

PHILOSOPHY

Valley Regional High School's academic expectations are supported and reinforced in all fine arts classes. The school's social and civic expectations are aligned with departmental expectations. The content of all art classes aligns with state and national art and music standards.

In visual arts, the work of our students evolves in classes where ideas, critical thinking, and processes of visual language are explored. There is a strong emphasis on the elements and principles of design and on observation. Through assignments that include art history, art criticism, aesthetics and production, we challenge our students to be expressive, to solve problems creatively and to use class time productively.

The goal of the music courses is to challenge and nurture through the music experience the intellectual, creative, psychomotor, aesthetic, social, and emotional development of all students, according to their levels of ability and interest in a supportive, structured, and secure environment. The scope of music education is three-fold: to aid in the well-balanced social, aesthetic, and artistic development of students, to provide the proper environment for students who wish to pursue higher education in music, and to produce musically literate adults.

ART DEPARTMENT COURSE LISTING

Art Foundations

#ART1000 – Level II with a Level 0 option

Prerequisite: None

Credit: .5

Art Foundations focuses primarily on the elements of art and principles of design. Both two-dimensional and three-dimensional mediums will be explored in this course as students study compositional design. Students will be given an overview of 19th and 20th Century Art history.

Ceramics

#ART5000 – Level II with a Level 0 option

Prerequisite: Art Foundations

Credit: .5

Clay techniques and processes including wheel throwing, pinch, coil, slab building, extruder, sculpting, and surface treatment will be covered. Students will apply these processes and techniques to creative problem solving assignments. Students develop ideas beyond the scope of entry level Ceramics. Students will study Ceramic Art History through the formal criticism process.

Drawing

#ART2000 – Level II with a Level 0 option

Prerequisite: Art Foundations

Credit: .5

Drawing from life and the elements/principles of design are emphasized. Subjects include figure, still life, architecture and landscape drawing in a variety of media such as pen and pencil, charcoal and pastels. Some outside drawing is required.

Painting

#ART3000 – Level II with a Level 0 option

Prerequisite: Art Foundations

Credit: .5

This is a course in beginning techniques in painting using acrylic, tempera or watercolor. These techniques will be prefaced and supported by a background in drawing. Subjects include figure, still life and/or landscape in a variety of media. Emphasis is on observation and the elements and principles of design.

Sculpture

#ART4000 – Level II with a Level 0 option

Prerequisite: Art Foundations

Credit: .5

Students will explore the three-dimensional design continuum and develop a personal sculptural aesthetic through the use of various materials. Students in this class will also have the opportunity to collaborate on a large-scale group sculpture project.

Design

#ART1100 – Level II with a Level 0 option

Prerequisite: Art Foundations

Credit: .5

This studio course is offered for the student who wishes to obtain a greater understanding of creative problem solving. Areas of concentration may include clothing and jewelry design, furniture design, ergonomics, architecture, and industrial design. Students will also study production methods and costs in an effort to understand what it takes to turn design concepts into consumer products.

Functional Ceramics

#ART4950 – Level II with a Level 0 option

Prerequisite: None

Credit: .5

This studio course is offered for the art student who wishes to obtain a greater understanding of functional ceramic production methods creating objects that can be used in everyday life; cups, plates, bowls, etc. using a variety of methods including: wheel throwing, handbuilding, slab and the extruder. Surface treatments and design will be an integral component of the curriculum.

Jewelry Design and Fabrication

#ART7070 – Level II with a Level 0 option

Prerequisite: None

Credit: .5

Silver, aluminum, bronze and copper along with other materials and findings will be used to fabricate student designed wearable sculpture. The history of jewelry and jewelry making techniques across various times and cultures will also be explored. (May be taken more than once for credit, with approval of instructor)

Advanced Studio Art

#ART8010 – Level I

Prerequisite: Art Foundations and at least one of the following - Drawing, Painting, Ceramics or Sculpture or approval from the instructor

Credit: 1

This course is designed to allow students to further their artistic study in drawing, sculpture, painting, printmaking, jewelry making, or design and aid in the development of a fine art portfolio suitable for college admission. Experimentation, observation, and the elements of art/principles of design are the themes explored in this course.

AP Art History

#ART8500 – Level AP

Prerequisite: None

Open to 11-12 graders

Credit: 1

The AP Art History course will engage students at the same level as an introductory college art history survey course. It is intended for the serious student and provides the opportunity to explore, in depth, art from the Paleolithic period through postmodernism, including both European, and non-European cultures. The course will teach students to understand works of art through historical, contextual and visual analysis. Through readings, research, slides, videos, and museum visits, students will view significant artworks from around the world. Many colleges and universities offer advanced placement and/or credit to students who perform successfully on the AP Art History exam. Students are required to take the AP exam for AP Art History.

AP Studio Art

#ART8040 – Level AP

Prerequisite: Art Foundations and at least one of the following - Drawing, Painting, Ceramics or Sculpture

Credit: 1

This course is intended for motivated students who are seriously interested in advanced study in art. Through the creation of works that exhibit quality, concentration and a broad exploration of artistic concepts and media use, the student prepares a portfolio that is presented for the AP exam. Students may focus on a 2-dimensional or 3-dimensional portfolio. Students are required to submit an AP Studio Portfolio.

IB Visual Arts

11th HL: #ART7501

12th HL: #ART7503

2 Credits (1 credit grade 11, 1 credit grade 12) Prerequisite: None

The visual arts course is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is organized into three areas of study including: theoretical practice, art-making practice, and curatorial practice.

MUSIC DEPARTMENT COURSE LISTING

Concert Band

#MUS1050 – Level II, with a Level 0 option

#MUS1000 – Level II, alternate (use this course number if joining chorus as well as band) with a Level 0 option

Prerequisite: Minimum playing and reading skills

Credit: 1

Emphasis is placed on development of technical facility and musicianship through large and small ensemble experience. Various styles of band and chamber literature will be studied and performed. Participation carries with it the responsibility of attendance at rehearsals, pep band performances, concerts outside the school day, as well as individual practice. Performances include concerts, parades, home football games, adjudication festivals, performances throughout the district, and graduation. Band members are eligible for participation in Southern District, New England, All-State Festivals, and may audition for Jazz Band.

Concert Chorus

#MUS2050 – Level II, with a Level 0 option

#MUS2000 – Level II, alternate (use this course number if joining band as well as chorus) with a Level 0 option

Prerequisite: None

Credit: 1

The chorus is open to students in grades 9-12. The emphasis will be on vocalization techniques, music reading, and rehearsal skills of a wide range of choral literature. The chorus performs for Winterfest, the Spring Concert, and often workshops or festivals. Participation carries with it responsibility of attendance at rehearsals and concerts outside the school day. In addition to the concert chorus, students may be selected for advanced ensembles through audition. Advanced students may audition for CMEA Southern Region Choir and All-State Choir, the NEMFA New England Choir, and Valley select ensembles including Cameratta (TTBB), Encore (SATB), and Voce (SSAA).

Music Appreciation

#MUS4500 – Level II with a Level 0 option (offered in school years beginning with odd calendar year)

Prerequisite: None

Credit: .5

Music Appreciation is open to any students in grades 9-12 that have an interest in the origin and evolution of music. Students will study the development of western music from the Medieval era to 21st century music. Other areas of focus include pitch and rhythm identification, instrument recognition, and music performance. Students will learn to play an instrument during this course (no previous experience necessary). Students may use a school instrument (limited availability) or may bring one from home.

Music Theater

#MUS5000 – Level II with a Level 0 option (offered in school years beginning with even calendar year)

Prerequisite: None

Credit: .5

Music Theatre is open to any students in grades 9-12 that have an interest in the performing arts. This course will focus on the use of verbal and nonverbal communication skills as it relates to stage performance but can also be applied to real life situations. Students will have the opportunity to explore the basics of acting through improvisation, group scenes, monologues, and creating an entire production from scratch with emphasis on script writing, lighting and sound fx, costume, props, staging, and performance. (This course may be taken more than once for credit, with the approval of the instructor).

Music Theory

#MUS4000 – Level AP

Prerequisite: 1 semester of band and/or choir or permission of the instructor

Credit: .5

This course is part of the UCONN ECE Program. In order to receive UCONN credit, students must register with UCONN. For further information, please consult the ECE coordinator in the counseling department.

Open to all students interested in learning the fundamentals of music theory. Topics include treble/bass/alto clef pitch reading, rhythm grouping and notation, rhythm error detection and correction, simple and compound time signatures, circle of fifths progression, interval analysis, triad identification and construction, and roman numeral analysis. No previous music background is necessary. Basic keyboarding and singing will also be covered in this course.

Piano Class

#MUS1125 - Level II with a Level 0 option

Prerequisite: None

Credit: .5

Piano Class is for beginner, intermediate or advanced students. Students will work at their own pace with personalized instruction and weekly performance checks. Students will perform music from various etude books, music by composers ranging in eras from classical to 20th century, and popular music.

Vocal Class

#MUS2500 – Level II with a Level 0 option

Prerequisite: None

Credit: .5

This course is open to all students in grades 9-12 who desire to improve their vocal technique and music reading skills. Concentration will be placed on individual vocal technique through vocal exercises, breath management, and vocal literature of various periods, as well as developing music reading abilities through the Kodaly method. Basic piano skills will also be introduced. (May be taken more than once for credit, with approval of instructor)

AP Music Theory

#MUS4100 – Level AP

Prerequisite: Music Theory with teacher recommendation and/or permission of the instructor

Credit: 1

This course is part of the UCONN ECE Program. In order to receive UCONN credit, students must register with UCONN. For further information, please consult the ECE coordinator in the counseling department. Students must have taken MUS1011 (Music Theory) in order to be eligible to register for MUS1012.

The Advanced Placement Program (AP) course and examination in Music Theory are intended for students who wish to complete studies in secondary school that are equivalent to a first-year collegiate level music theory course focusing on fundamental terminology, notation skills, composition, score analysis, and aural skills. The course prepares students for further study in college by requiring higher level thinking skills as well as independence of thought. Aural skills such as melodic dictation, sight-singing, and listening/evaluating are integral to the course. Students are required to take the AP exam.

IB Music

11th HL: #MUS7501 12th HL: #MUS7503

2 Credits (1 credit grade 11, 1 credit grade 12)

Prerequisite: Music Theory with teacher recommendation and/or permission of the instructor

Involving aspects of the composition, performance and critical analysis of music, the course exposes students to forms, styles and functions of music from a wide range of historical and socio-cultural contexts. Students create, participate in, and reflect upon music from their own background and those of others. The course is organized into four areas of study which includes: musical perception, creating, solo performing, and group performing. Students are required to take the associated IB exam.

MATHEMATICS DEPARTMENT

PHILOSOPHY

The Mathematics Department endeavors to broaden the background and ability of every student. Students at all levels will have opportunities to develop both written and oral mathematical communication skills, problem solving skills and use technology as a part of their mathematical experience which is based on a balance of conceptual and procedural aspects of the subject. In alignment with the school's Mission Statement, the Mathematics Department encourages and expects students to understand written language, write proficiently, and speak effectively using the English language and mathematical language. Students will develop their critical and creative problem solving skills by identifying essential information needed to solve a problem, potential methods that can be used to find a solution, choosing the most effective method to solve a problem, and reflecting on both the problem solving process and the learning experience. This critical and creative component of mathematics is evident in all classes in the department. Students are also encouraged to work independently and collaboratively to help prepare them to participate in a global community and to act respectfully and responsibly in these learning environments. The department strives to build productive and responsible citizens who understand and acknowledge the consequences of their actions and are prepared to become lifelong learners of mathematics.

MATHEMATICS DEPARTMENT COURSE LISTING

Algebra Foundations

#MTH2003 – Level II

Level based on Grade 8 teacher recommendation

Credit: 1

Topics of study in this course include basic math operations, working with signed numbers, order of operations, working with real numbers, ratio, proportion, and percent, solving equations and writing equations from words, working with formulas, the coordinate plane, and linear equations. The class is designed to prepare students for Algebra 1. Technology used in the study of pre-algebra includes the graphing calculator.

Algebra 1

#MTH2021 – Level I; #MTH2022 – Level II

Level based on Grade 8 teacher recommendation

Credit: 1

This is a course in algebra emphasizing both the understanding of concepts and the acquisition of basic skills. Topics covered include one- and two-variable statistics, linear equations, inequalities, and systems, functions including exponential and quadratic, and quadratic equations. The graphing calculator is used throughout the course.

Geometry

#MTH3021 – Level I; #MTH3022 – Level II

Prerequisite: Algebra 1 and teacher recommendation

Credit: 1

Topics of study in this course include inductive reasoning, constructions, properties of lines and angles, triangles and other polygons, the circle, area and volume, the right triangle, similarity; deductive reasoning, area and volume of solids, right triangle trigonometry, and proof. Geometric concepts are first introduced visually; then analytically, then inductively, and finally, deductively. The content will be explored and enhanced with the use of programs such as GeoGebra.

Algebra 2

#MTH4021 – Level I

Prerequisite: Geometry and teacher recommendation

Credit: 1

This course includes the study of topics needed for Pre-Calculus and Calculus. Topics include analyzing equations and inequalities, systems of linear inequalities, polynomial and radical expressions, solutions to quadratic and higher degree equations and inequalities, rational expressions, equations, and functions, and discrete math topics. This course continues the implementation of technology through the use of the graphing calculator and calculator based labs. ***Please note: This course must be taken at the Level 1 offering if the student intends to enroll in Pre-Calculus Level I.***

Algebra 2

#MTH4022 – Level II

Prerequisite: Geometry and teacher recommendation

Credit: 1

This course requires the development of a reasonably high level of mathematical skill and technique. Topics include analyzing equations and inequalities, graphing linear relations and functions, systems of linear equations and inequalities, polynomials and radical expressions, solutions of quadratic and higher-degree equations and inequalities, and rational expressions, equations, and functions, as well as discrete math topics. This course continues the implementation of technology through the use of the graphing calculator and calculator based labs.

Pre-Calculus

#MTH5021 – Level I

Prerequisite: Algebra 2 Level I with a grade of 85 or above and teacher recommendation

Credit: 1

The purpose of this course is to prepare students for college level calculus through the study of polynomial, rational, piecewise and circular functions. Matrices and conic sections are studied, as well as exponential and logarithmic functions. In addition, characteristics such as domain, range, inverse, transformation, and continuity and end behavior are used to analyze and describe both algebraic and trigonometric graphs. The relationship between circular functions and trigonometric functions is made explicit and these functions, together with their identities, are explored. ***Please note: This course must be taken at the Level I offering if the student intends to enroll in AP Calculus AB or AP Calculus BC.***

Pre-Calculus

#MTH6000 – Level II

Prerequisite: Algebra 2 and teacher recommendation

Credit: 1

Students will gain a greater understanding of topics covered in Algebra II with the addition of concepts connected to polynomial, rational, piecewise, and circular functions. Matrices, vectors, and conic sections will also be introduced, as well as exponential and logarithmic functions. In addition, characteristics such as domain, range, inverse, transformation, and continuity and end behavior are used to analyze and describe graphs. The relationship between circular functions and trigonometric functions is made explicit and these functions, together with their identities, are explored.

AP Calculus AB

#MTH5510 – AP Level

Prerequisite: Pre- Calculus Level I and teacher recommendation.

Credit: 1

Calculus is the study of change and motion. Limits, derivative and integration techniques as well as their applications are studied in detail. Students will determine the rate at which the area of a circular oil slick increases, approximate the surface area of a pond, and find the instantaneous velocity of an object in flight. Students in this course will be prepared and are required to take the AP Calculus AB exam.

AP Calculus BC

#MTH5520 – AP Level

Prerequisite: Pre-Calculus Level I and teacher recommendation

Credit: 1

Calculus BC encompasses all topics of Calculus AB with additional topics including applications of integration, an introduction to differential equations, transcendental functions, techniques of integration and infinite series. Students in this course will be prepared for and are required to take the AP Calculus BC exam.

Statistics

#MTH6001 – Level I; #MTH6000 – Level II

Prerequisite: Algebra 2 and teacher recommendation

Credit: .5

Statistics is an elective that emphasizes working with data and uses statistical analysis ideas to analyze real problems. Applications will be drawn from a broad range of interests, including but not limited to business, nursing, and law-enforcement. The curriculum includes data collection and graphing, data analysis, data production and design of experiments.. Problems will require students to make judgments based on their analysis of the data. Use of a graphing calculator with statistical capabilities is mandatory for students in this course.

AP Statistics

#MTH6006 – AP Level

Prerequisite: Algebra 2 and teacher recommendation

Credit: 1

The AP Statistics course emphasizes collecting, analyzing and drawing conclusions from data as the main concepts discussed. Students are exposed to four broad conceptual themes: 1. Exploring Data: Describing patterns and departures from patterns 2. Sampling and Experimentation: Planning and conducting a study 3. Anticipating Patterns: Exploring random phenomena using probability and simulation 4. Statistical Inference: Estimating population parameters and testing hypotheses. Use of a graphing calculator with statistical capabilities is mandatory for students in this course. Students in this course will be prepared for and are required to take the AP Statistics exam.

IB Mathematics Applications and Interpretations

11th SL: #MTH7000

12th SL: #MTH7002

Prerequisite: Geometry and teacher recommendation

2 Credits (1 credit grade 11, 1 credit grade 12)

This mathematics courses will enable students to develop mathematical knowledge, concepts, and principles, develop logical, critical and creative thinking, employ and refine their powers of abstraction and generalization with an emphasis on statistics, modeling, and problem-solving with technology. Students are required to take the associated IB exam.

IB Mathematics Analysis and Approaches

11th SL: #MTH7004

12th SL: #MTH7006

11th SL: #MTH7005

12th SL: #MTH7007

Prerequisite: Algebra 2 and teacher recommendation

2 Credits (1 credit grade 11, 1 credit grade 12)

This mathematics courses will enable students to develop mathematical knowledge, concepts, and principles, develop logical, critical and creative thinking, employ and refine their powers of abstraction and generalization with an emphasis on calculus, and real and abstract applications, sometimes with technology. Students are required to take the associated IB exam.

PHYSICAL EDUCATION & HEALTH DEPARTMENT

PHILOSOPHY

Physical activity and a healthy lifestyle are of value to all humans throughout their entire lives. The Physical Education and Health program at Valley Regional is presented in such a manner as to offer all students the opportunity to gain the necessary knowledge and to help acquire the appropriate physical and social skills that are essential in developing an active lifestyle that can last forever. The program offers the opportunity for all students to develop and maintain a level of physical fitness necessary for maximum growth and development. One of the major goals of our program is to prepare students for participation in the global community of lifelong fitness.

DEPARTMENTAL REQUIREMENTS

One credit of Physical Education is required for graduation. All Physical Education courses are semester courses worth one-half credit. All requests for temporary or permanent exemption from Physical Education should be brought directly to the school counselor and the Physical Education Department Coordinator. One-half credit in Health Education is a requirement for graduation. To meet this requirement, all 9th grade students must enroll in the semester long Health 1 course.

PHYSICAL EDUCATION & HEALTH DEPARTMENT COURSE LISTING

Physical Education

#PEH1000 – Level 0

Prerequisite: None

Credit: .5

In Physical Education, students engage in various kinds of fitness and game activities in classes. Physical fitness/resistance training will be stressed during at least 2 class periods a week throughout the semester. While in the weight room, students will keep a log of their workout sessions from which they can access, analyze and draw conclusions about their individualized workout plans. During this time, students will be responsible for working independently or collaborating with workout partners to modify and adjust individual workout sessions in order to achieve personal improvement goals. Various outdoor fitness and game/sport activities include: disc golf, flag/tag football, golf, group games, soccer, softball, recreation and leisure studies unit, speedball, tennis, track events, ultimate frisbee, walking. Indoor sport and recreation activities can include: badminton, basketball activities, broomball, high intensity interval training workouts, indoor soccer, indoor ultimate frisbee, partner or line dancing, pickleball, speedball, team handball, ultimate frisbee, volleyball, weight training, POUND Fitness, SHOCKWAVE, Zumba and 7 Minute Cardio.

PE – FIT

#PEH3000 – Level 0

Credit: .5

Prerequisite: Open to all sophomores, juniors, and seniors; Runs first semester only. **It can fulfill the second year/.5 credit of required PE credit during a student's sophomore, junior and/or senior year.** Otherwise, if a student takes PE Fit more than once, that student will receive an elective credit in PE for this course. Students in this particular PE FIT class will be participating in fitness sessions during the activity portion of PE Class. Activities of study during this portion of PE FIT Class can include, but are not limited to: Barre Fitness, Bellydance/Bhangra Dance, Body Beast, Boot Camp, Cardio Kickbox, CIZE, High Intensity Interval Training, Hip-Hop Aerobics, Insanity, Jazzercise, Kettlebell, Meditation, Partner and Line Dance, Personal Training Programs, Pilates, Piyo, Plyoga, POUNDFitness, Resistance Band Training, Rowing in the Circuit, Sculpting, SHOCKWAVE, Spin, STRONG by Zumba, T25, Tabata Bootcamp, Tae-Bo, Tae-Chi, The Tracy Anderson Method, Turbo Jam, Weight Room Training, Yoga, and Aqua Zumba, Zumba, Zumba Sentao, Zumba Step, Zumba Toning.

Health 1

#PEH5000 – Level II

Prerequisite: None

Credit: .5

The goal of this required ninth grade course is for students to understand the characteristics of a healthy lifestyle. To this end, students will study issues related to health and how these issues impact their daily lives. The development of decision making skills emphasizing the consequences of one's choices is woven into each unit. Students will work cooperatively in small and large groups to research, create information pamphlets, produce and organize presentations, perform skits, and brainstorm the topics presented in class. The following topics will be introduced and discussed throughout the course: strategies to live a healthy and active lifestyle; strategies to live a lifestyle free of tobacco, alcohol and other non prescribed drugs; explore ways to avoid risk-taking activities that cause intentional and unintentional bodily injuries or diseases; discuss and analyze the physical, mental, emotional and sexual changes that occur throughout a lifetime.

Health 2

#PEH6000 – Level II with a Level 0 option

Prerequisite: Student must be at least a sophomore having passed Health 1

Credit: .5

This elective course is provided to those upperclassmen interested in pursuing a career in a health related field. As research is a focus in this course, students will be expected to access, analyze, and draw conclusions about current health issues. Students in Health 2 will study topics such as stress and stress reduction strategies, alcohol and drug related issues and problems, infectious and lifestyle diseases as well as healthy personal relationships as they strive to understand and emulate the characteristics of a healthy lifestyle.

SCIENCE DEPARTMENT

PHILOSOPHY

Our philosophy is that students should engage in the process of science, discovering for themselves its meaning, opportunities, frustrations and limitations. While theories and facts form the skeleton of each course, our goal is to help students develop a working knowledge of the scientific method, using their critical thinking and reasoning skills. Most science courses are laboratory and activity based experiences. Technology, the use of computers and other tools to model and enhance the learning experience, is an integral part of the science program. The science program at Valley Regional will provide students with the skills to analyze and make informed decisions about problems and issues they will encounter in life. Students who participate in science courses at Valley Regional High School are provided with the opportunity to develop the five major academic competencies identified in the VRHS 21st Century Learning Expectations document.

SCIENCE DEPARTMENT COURSE LISTING

Biology

#SCI2001 – Level I; #SCI2002 – Level II

Level recommendation from the middle school

Credit: 1

Students are challenged to use critical reasoning and use the investigative process of science. Students will be required to complete units on their own and present a project to the class. The laboratory, hands-on approach of instruction is divided into various selected themes including structure/function, cause/effect, and systems. This course fully supports the Next Generation Science Standards.

Chemistry

#SCI3301 – Level I; #SCI3002 – Level II

Prerequisites: Biology, Algebra 1, and teacher recommendation

Credit: 1

This course provides an introduction to chemical concepts and applications illustrating the principles of chemistry. Students use a variety of techniques to analyze data and draw conclusions about major concepts in chemistry. Topics of study include atomic and molecular structure, chemical bonds, conservation of matter and stoichiometry, chemical reactions, and organic chemistry. Problem-solving skills and mathematical manipulation are an integral part of the course. Emphasis is placed on conceptual understanding, problem solving and technical writing. Students are required to write several formal lab reports.

Integrated Science

#SCI5202 – Level II

Prerequisites: Biology

Credit: 1

In this course, the study of concepts concerning the physical world is integrated with the study of relationships between the natural sciences. Content areas explored include: Waves and the Universe, Gravity and Motion, The Ongoing Formation of Earth, Energy and Electricity, and Waves and Communication. The course emphasizes the importance of science practices with the application of modeling and simulations, laboratory experiments, and research projects.

Physics

#SCI4001 – Level I; SCI4002 - Level II

Prerequisites: Biology, completion of Geometry Level I (for Level I); Biology, completion of Geometry (for Level II) and teacher recommendation

Credit: 1

This course is an approach to contemporary physics, stressing the relationships of theory and experimentation, conceptual understanding and problem solving. Each topic is developed sequentially starting with the simpler ideas and moving on to the more complex ideas. The laboratory portion of the course offers a wide variety of challenging experiments in solving problems by observation and measurement. Each aspect of the course serves to strengthen the students' understanding of physical phenomena.

Electives:

Anatomy and Physiology

#SCI5601 – Level I; #SCI560 – Level II

Prerequisite: Biology

Credit: 1

This course is designed to provide a wide variety of experiences to help the student learn about the structure and function of the human body. The course is divided into a study of various systems and themes with the human animal as the center of study. Topics include the study of the bodily systems, nutrition and disease; and how each organ and systems interact to make the complete human organism. Dissection of various samples is integrated into the instruction of the course.

Forensics

#SCI5302 – Level II

Prerequisites: Biology

Credit: .5

Forensics is an introductory general science elective. This class is a project-based laboratory course with an emphasis on scientific techniques and analytical strategies. Students will utilize web-based tutorials, case-studies, and other independent projects to explore various applications of scientific principles to matters of law. Topics include analysis of fingerprints, hair and fibers, blood and bodily fluids, and anthropology. Students will also explore careers in forensics and aspects of law and criminal justice.

Marine Biology

#SCI5102 – Level II

Prerequisites: Biology

Credit: .5

This course explores such subject matter as seawater and its composition, the ocean floor and its sediments, ocean tides, waves and shorelines, as well as the plants and animals that inhabit the ocean. Course is a discussion/lab. Students are expected to complete an oral presentation project as part of their final grade.

AP Biology #SCI2300 – Level AP

Prerequisites: Chemistry and teacher recommendation

Credit: 1

This course is part of the UCONN ECE Program. In order to receive UCONN credit, students must register with UCONN. For further information, please consult the ECE coordinator in the counseling department.

This course provides students with the opportunity to pursue two semesters of college level biology at the high school level. The areas to be covered by the course will be the principles and process of molecular and cellular life, utilization of energy, maintenance and regulation of the internal environment of organisms, gene activities, ecology, and the origin of life and diversity of forms of life. As this is a college level course, students are expected to demonstrate the ability to perform independently at the college level. Students will also spend time directly preparing for the AP test.

Requirements: Assigned reading and writing (in *addition* to the school wide Summer Reading Program) and/or projects over the summer prior to classes beginning in the fall. Students are required to take the AP exam in AP Biology. *Note: It is recommended that students take Anatomy and Physiology prior to taking AP Biology.*

AP Chemistry

#SCI3600 – Level AP (offered in school years beginning with even calendar year)

Prerequisites: Chemistry and teacher recommendation

Credit: 1

This course is part of the UCONN ECE Program. In order to receive UCONN credit, students must register with UCONN. For further information, please consult the ECE coordinator in the counseling department.

This course is designed to provide a foundation for more advanced students in Chemistry. The topics covered include: the atomic theory, the laws and theories concerning the physical and chemical behavior of gases, liquids, solids, and solutions. The properties of some of the more familiar elements and their components are discussed. The laboratory work involves quantitative measurement for the laws of chemical combination, as well as qualitative measurement for equilibrium systems.

Requirement: Students are required to take the AP exam in AP Chemistry.

IB Biology

#SCI7500

Prerequisite: Biology and teacher recommendation

2 Credits (1 credit grade 11, 1 credit grade 12)

The biology course is an investigation of the living world. Studies progress from the structure and function of cells to the interactions within whole ecosystems. Core topics covered in biology include: cell biology, molecular biology, genetics, ecology, evolution and biodiversity, and human physiology. HL topics include: nucleic acids, metabolism, cell respiration and photosynthesis, plant biology, genetics and evolution, and animal physiology. Human physiology will be studied as an optional topic. Students will also participate in practical activities, individual investigations, and a group project. Students are required to take the associated IB exam.

IB Chemistry

11th HL: #SCI7505

12th HL: #SCI7507

Prerequisite: Biology, Algebra 1, and teacher recommendation

2 Credits (1 credit grade 11, 1 credit grade 12)

The chemistry course is a study of matter and energy and their interactions. There is an emphasis both the physical environment in which we live and biological systems. Core topics covered in chemistry include stoichiometric relationships, atomic structure, periodicity, chemical bonding and structure, energetics/thermochemistry, chemical kinetics, equilibrium, acids and bases, redox processes, organic chemistry, measurement and data processing. HL topics include atomic structure, the periodic table—the transition metals, chemical bonding and structure, energetics/thermochemistry, chemical kinetics, equilibrium, acids and bases, redox processes, organic chemistry, measurement and analysis. Medicinal chemistry will be studied as an optional topic. Students will also participate in practical activities, individual investigations, and a group project. Students are required to take the associated IB exam.

IB Physics

#SCI7508

Prerequisite: Biology, Geometry, and teacher recommendation

2 Credits (1 credit grade 11, 1 credit grade 12)

The physics course studies the phenomena of the universe from the smallest particles to the vast galaxies. Through observations, data collection and analysis, conclusions about the physical world can be derived. Core topics covered in physics include measurements and uncertainties, mechanics, thermal physics, waves, electricity and magnetism, circular motion and gravitation, atomic, nuclear and particle physics, energy production. HL topics include wave phenomena, fields, electromagnetic induction, and quantum and nuclear physics. Imaging will be studied as an optional topic. Students will also participate in practical activities, individual investigations, and a group project. Students are required to take the associated IB exam.

SOCIAL STUDIES DEPARTMENT

PHILOSOPHY

It is the philosophy of the Social Studies Department at Valley Regional High School to provide students with the enduring knowledge and skills necessary to become lifelong learners and productive citizens in a global society. By understanding their connections to the past, students will recognize the commonality as well as respect the diversity of people across time, and appreciate the delicate balance of rights and responsibilities in an open society. Understanding the enduring struggle to find the proper balance between protecting the rights of the individual and promoting the common good is essential to our citizenship.

As citizens, they should be active contributors to a society that is increasingly interdependent with other nations of the world as they develop an understanding of America within the global community. With this students will develop a sense of empathy and the habits of thoughtful analysis and reflective thinking.

SOCIAL STUDIES DEPARTMENT COURSE LISTING

Global Studies

#SOC1102 – Level II

Prerequisite: None

Credit: 1

The focus of this heterogeneously grouped course is the 20th Century through the present, including the historical worldwide events and regional geography, culture, and history. Designed in thematic units, this course will focus on two areas of study, *The 20th Century Crisis, 1914-1945*, and *Toward A Global Civilization, 1945 – Present*. Analytical skills will be introduced and practiced systematically throughout the course to develop students into critical and historical thinkers. These skills include: research; access, analysis, and drawing conclusions from information; writing; and working independently and collaboratively. With the focus being the 20th Century, students will understand their place within modern history and become prepared to participate in the growing global community.

The Constitution and Civic Responsibility

#SOC2101 – Level I; #SOC2102 – Level II

Prerequisite: Global Studies-2

Credit: .5

Students will be introduced to the framework of the United States Constitution and the functions of federal, state, and local government. Within this framework, students will become familiar with the historical and philosophical foundation of our system of government and the process by which the United States Constitution was established and continues to be the basis for our constitutional democracy. Students will also investigate the rights and responsibilities of citizenship. One of the main goals of this course is to encourage active civic participation. Students will confront such questions as: What is civic participation and how can I be involved? How has the meaning of citizenship evolved? What is the balance between the rights and responsibilities of citizenship? What is the role of the citizen in the community and the nation? How can I make a positive difference? The Constitution and Civic Responsibility course addresses these questions through a variety of exercises including: mock trial, debate, Congressional hearing, and town meeting. Students will practice critical thinking skills through non-fiction reading, information analysis, and persuasive writing. The Constitution and Civic Responsibility is a state-mandated curriculum offering.

U.S. History

#SOC5251 - Level I; #SOC5252 - Level II

Prerequisite: Constitution and Civic Responsibility

Credit: 1

This course is a history of the United States from the years following the War of 1812 to September 11, 2001. The approach is chronological and topical. Topics include: The Age of Jackson, the rise of Sectionalism and the coming of the Civil War, Reconstruction and the South, Industrial America, Progressivism, World War I & II, the Jazz Age, Surviving the Great Depression, the Cold War at Home and Abroad, the Vietnam Era, and Modern America. The course places an emphasis on helping each student develop their individual writing skills as they pertain to history. Each student will be expected to complete a research project.

AP US History

#SOC3300 – Level AP

Prerequisites: The Constitution and Civic Responsibility and teacher recommendation.

Credit: 1

The Advanced Placement Program (AP) course and examination in United States History are intended for qualified students who wish to complete studies in secondary school equivalent to college introductory courses in U.S. History. The course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students will learn to assess historical materials – their relevance to a given interpretive problem, their reliability, and their importance – and to weigh the evidence and interpretations presented in historical scholarship. Students are required to take the AP exam in AP US History.

IB History

SL: #SOC7500

11th HL: #SOC7501

12th HL: #SOC7503

Prerequisite: The Constitution and Civic Responsibility and teacher recommendation

2 Credits (1 credit grade 11, 1 credit grade 12)

The history course is a world history course based on a comparative, multi-perspective approach to history and focused around key historical concepts such as change, causation, and significance. It involves the study of a variety of types of history, including political, economic, social and cultural, encouraging students to think historically and to develop historical skills. The course is organized into four areas of study which include: the move to global war, authoritarian states (20th century), the cold war: superpower tensions and rivalries (20th Century), and history of the Americas.

Contemporary Issues

#SOC4051 – Level I; #SOC4052 – Level II

Prerequisite: U.S. History or AP United States History

Credit: .5

Contemporary Issues is a required course for seniors, grade 12, and is needed to complete the student criterion for graduation unless the student takes Western Civilization. We will be investigating the complexity of current issues through critical thinking involving research, analysis and synthesis, open and civil discussion, and the use of varied disciplines to further our understanding of today's world. A major portion of the course is an independently produced senior portfolio project. In addition, this course is designed to do the following:

- expand student horizons concerning domestic and international issues in preparation for participation in a global community;
- utilize critical thinking skills in support of student opinions and the evaluation of varied viewpoints;
- fine tune the skills needed to accomplish useful and academically sound independent research involving extensive reading, writing, and speaking;
- optimize student participation in discussion of pertinent topics and issues related to current and future concerns;
- prepare you to be productive and responsible citizens who continue to search for solutions to the issues and problems of the day;
- capitalize on senior maturity and responsibility to gain confidence in working independently and collaboratively.

Western Civilization 1

#SOC5010 – Level AP

Prerequisite: U.S. History or AP United States History and teacher recommendation

Credit: .5

This course is part of the UCONN ECE Program. In order to receive UCONN credit, students must register with UCONN. For further information, please consult the ECE coordinator in the counseling department.

This course is an overview of the major developments of Western Civilization from Antiquity to the Protestant Reformation (Ancient, Medieval and Renaissance History). It assesses our indebtedness to the achievements of those who laid the foundation of modern Western Society. These include: the development of political institutions, legal systems, economic growth and cultural expression. As a college course in history, our study is centered on the practice, and not just the study, of history. Students are expected to be disciplined and self motivated. A desire to learn coupled with an innate intellectual curiosity is underpinnings of being successful in this course. History is as much or more about asking questions, and determining which questions to ask, as it is about answering them. This idea is central to this course.

Western Civilization 2

#SOC5020 – Level AP

Prerequisite: U.S. History or AP United States History and teacher recommendation

Credit: .5

This course is part of the UCONN ECE Program. In order to receive UCONN credit, students must register with UCONN. For further information, please consult the ECE coordinator in the counseling department.

Similar in its approach to Western Civilization I, this course is an overview of the developments in Modern Western Civilization. Our study begins with the Enlightenment and its impact upon the Age of Revolution, The Foundations of Modern Nations in the Nineteenth Century, the impact of industrialization upon nations and society, and an assessment of the Twentieth Century as an era of competing ideologies. Primary emphasis will be placed upon the intellectual history and how ideas have shaped our history. As mentioned, above, our study is centered on the practice, and not just the study of history. Therefore, students are asked to delve into history with insightfulness and self discipline expected of a college student. This course may be taken independently of Western Civilization I.

Elective courses

IB Global Politics

11th HL: #SOC7504

12th HL: #SOC7506

Prerequisite: The Constitution and Civic Responsibility

The global politics course explores fundamental political concepts such as power, equality, sustainability, and peace in a range of contexts and at a variety of levels. It allows students to develop an understanding of the local, national, international and global dimensions of political activity, as well as allowing them the opportunity to explore political issues affecting their own lives.

Global politics draws on a variety of disciplines in the social sciences and humanities. It helps students to understand abstract political concepts by grounding them in real-world examples and case studies, and also invites comparison between such examples and case studies to ensure a transnational perspective. Developing international mindedness and an awareness of multiple perspectives is at the heart of this course. It encourages dialogue and debate, nurturing the capacity to interpret competing and contestable claims. Students are required to take the associated IB exam.

African-American/Black Studies

#SOC7520 – Level II

Credit: .5

Puerto Rican/Latinx Studies

#SOC7521 – Level II

Credit: .5

These courses are 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.

Elective courses offered in school years beginning with even calendar year

Global Conflict and Human Rights

#SOC1200 – Level II

Prerequisite: Global Studies 2

Credit: .5

Eleanor Roosevelt, the woman behind the Universal Declaration of Human Rights, once wrote, “Where, after all, do universal human rights begin? In small places, close to home...unless these rights have meaning there, they have little meaning anywhere.” This course will examine human rights close to home and throughout the world. It is a human right to learn about human rights. Students will understand the importance of human rights as well as how human rights were and are still violated today, including in acts of genocide. Topics covered will include the Armenian Genocide, the Holocaust, the Khmer Rouge and the Killing Fields, the Rwandan Genocide, Bosnia and Srebrenica, Crisis in Darfur, and Syria, as well as topics based on student interest. This class will encourage students to take active roles in protecting human rights through projects and discussions.

20th Century History Through Sports

#SOC7150 – Level II

Prerequisite: Global Studies 2

Credit: .5

The 20th century witnessed monumental events that forever shaped history. Sports and athletic achievements have consistently aided in the shaping of that history. Sports have always been a means to express both political and social awareness on various topics. This elective will examine how various sporting events have impacted the course of 20th century world history by analyzing the effect that the sport has had on creating social awareness and, ultimately, social and political change throughout the world. Topics will include: 1920s and the birth of the sports hero, Hitler’s 1936 Munich Olympics, Breaking the Color Barrier - Jackie Robinson, the Superbowl and the Marketing of Football, 1980 Miracle on Ice during the Cold War, the fall of Apartheid in South Africa and the Rugby World Championship, and the fall of the Soviet Union and its impact on the 1992 Summer Olympics. This course is for the student who wishes to view 20th century history through an alternate lense.

Psychology

Open to 10-12 graders only

#SOC6202 – Level II

Prerequisite: Global Studies 2

Credit: .5

This Social Studies elective is centered on the introduction of psychology as a distinct subject area. The course will emphasize learning and cognitive processes, workings of the body and mind, transition through the lifespan, personality and individuality, adjustment and breakdown and human relations. It should be emphasized that this course will treat psychology as a subject matter with distinct body of knowledge including vocabulary, subject analysis, rational justifications, in-depth essays, problem solving and significant reading and research.

Elective courses offered in school years beginning with odd calendar year

20th Century Warfare

#SOC7202 – Level II

Prerequisite: Global Studies 2

Credit: .5

This course will be a survey of the causes, execution, and effects of armed conflict over the last century. The course will focus on the various types of warfare including, but not limited to, total war, armed manifestations of the Cold War, wars of liberation, as well as guerilla war, terrorism, and the planning and preparation of nuclear war. It is hoped that during the course, students will develop an understanding of the following: the causes of war, diplomacy and its role in the prevention of war, the relationship between geography and war, the military tactics, weaponry, and strategy of the various types of war, ideologies that give cause to war and the effect that war has on society as it is fought as well as the aftermath.

Students will examine a number of essential questions including:

1. Why do nations have war?
2. What effect does war have on nations and the people within them?
3. Is war inevitable?
4. Is war ever justified?

Advanced Psychology/IB Psychology

#SOC6204 - Level I; IB 11- SOC7510; IB 12 SOC7511

Advanced Psychology is intended for the student who wants a more in-depth study of the subject. The course picks up where Psychology leaves off and uses case studies as a means of understanding. Topics include Body and Behavior, Altered States of Consciousness, Sensation, and Perception, Theories of Personality, Psychological Disorders, and Therapy and Change. Students need to be self-motivated since independent research will be central to the class. For those wishing to study Psychology at college, this is the course for you.

Sociology

Open to 10-12 graders only

#SOC6102 – Level II

Prerequisite: Global Studies 2

Credit: .5

Sociology is the study of groups, or social structures, and the impact these organizations have over the thoughts, feelings, and actions of individuals. Its major focus is on how people interact with one another in society. In addition to social structures, students will examine how social control, deviance, and social inequalities (race, gender, and age) all impact society. How society reacts to these are studied through understanding the beliefs, traditions, and norms play in culture. The roles people play in society will also be examined. Students will engage in sociological observation and inquiry by conducting several individual and group ‘experiments’.

History of American Women

#SOC7102 – Level II

Prerequisite: Global Studies 2

Credit: .5

This course will examine famous women from the colonial era to the present but the focus will be on ordinary women from varying backgrounds; their role in shaping our world has traditionally been unrecognized in the history books. How does our perception of U.S. and world history change when women are placed at the center rather than on its margins? In addition to gaining a historical perspective, students will critically analyze the successes and struggles of women around the world today.

SPECIAL EDUCATION DEPARTMENT

PHILOSOPHY

The Special Education Department offers classes to meet the individual needs of students identified with disabilities according to Federal and State guidelines.

It is the goal of the Special Education Department to ensure that each student with a disability has the opportunity to acquire the knowledge, skills and competencies consistent with his/her potential. The Special Education Department provides a continuum of services to support the instructional needs of students with disabilities.

An IEP team (consisting of the student, parents, teachers, administrators, counselors, and specialists) meets annually to develop an Individualized Education Plan. The IEP team works collaboratively to develop an appropriate program (including goals, objectives, transition and related services) for the individual student. When available and appropriate, students may be placed in co-taught classes in core academic areas. A student's program may also include the following courses:

SPECIAL EDUCATION DEPARTMENT COURSE OFFERINGS

Academic Assistance

Fall- #LRS1010 Spring- #LRS1012

Credit: .5

The purpose of Academic Assistance is to reinforce classroom concepts as well as address specific IEP goals. Study, time management, and self-advocacy skills will also be taught throughout the course. Assistance with classroom assignments will be provided to support student learning. Students will be encouraged to manage and complete all assignments successfully. The expectation is for students to assume responsibility for completing portions of assignments on their own time. Special education teachers will collaborate with subject area teachers to ensure individual student success.

Functional Academics

#LRS1200

Credit: 1

Within this course, students work towards mastery of set goals and objectives in Language Arts and Mathematics, as well as reinforcement of previously mastered skills. Individualized reading, group reading, math, and writing lessons are presented in a variety of ways to suit the needs of each student. Students are challenged to comprehend written language and communicate effectively, as well as access, analyze, and draw conclusions from a variety of sources. Applying learned skills in real-life scenarios is a focus of this course.

Skill Center: Science

#LRS3400 – Level 0

Credit: 1

This course strives to promote student independence in the identification and application of science skills. The course is individualized, based on student need. Subjects explored vary and may include, but are not limited to: nutrition, the life cycle, weather, mapping, and the environment. Emphasis is placed on the process of science: discovery, meaning, opportunity, frustrations and limitations. Hands on activities and basic and/or modified lab procedures are taught throughout the course. Selected items from the science curriculum are integrated to reflect the general education program. In this course, students are expected to access, analyze and draw conclusions from information as well as work independently and collaboratively.

Life Skills

#LRS3905

Credit: 1

This course is designed to help students learn essential life skills in order to successfully transition from high school to independent living and work. 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. Specific topics of study will be determined by each student's Individualized Education Plan (IEP), and may include maintaining a personal living environment; personal hygiene; shopping for food, clothing and personal care items; preparing simple meals; making personal appointments; utilizing recreation and leisure time; job exploration and readiness skills; community mobility; problem solving; and managing personal finances. This class will include field trips into the community (ie. restaurants, Y.M.C.A., grocery stores, etc.) in order to practice targeted skills in real-world settings.

Career and Transition Readiness

#LRS3900

Credit: 1

This course strives to promote and transition students to independent life after high school. Topics may include self-awareness, punctuality & attendance, personal hygiene, communication skills, relationships with supervisors and co-workers, leisure skills, budgeting, job seeking skills, interviewing techniques, business correspondence, household management, internet safety, money management and access to community services. In this course, students will be expected to actively participate in planning for their future while learning skills to successfully integrate into life after high school. Students are challenged to comprehend written language and communicate effectively, as well as work independently and collaboratively throughout the course. Students will engage in community-based field trips to practice skills in real-life situations.

WORLD LANGUAGES DEPARTMENT

PHILOSOPHY

The mission of the World Language Department is to inspire students to foster a lifelong interest and curiosity in languages, cultures, and global communication while increasing proficiency and confidence in all language modalities. Our department abides by state, national, and ACTFL standards. Our department offers yearly travel experiences to use their language in the real world in Spain and France. Our 21st century learning expectations are for students to be able to communicate effectively and be able to interact and engage effectively in the global society.

WORLD LANGUAGE DEPARTMENT OFFERINGS

FRENCH OFFERINGS

French 1

#WLA2010 – Level II

Prerequisites: None

Credit: 1

This course introduces students to French culture and language structures. We are aiming for students to become proficient in speaking, reading, writing, and listening at the Intermediate Low level by the end of the year. Our focus is on practical speech in real world settings. We focus on basic grammar, syntax, vocabulary, and cultural understandings for students to move forward in their linguistic proficiency.

French 2

#WLA2020 – Level II

Prerequisites: Middle School French OR High School French 1 AND Teacher Recommendation

Credit: 1

Aimed at expanding upon students' speaking, reading, writing, and listening proficiencies on a variety of themes and topics, they will be able to describe and act in various scenarios with more complex verb tenses, syntax, and vocabulary that facilitate communication in a variety of tenses. Students will be able to use a greater variety of words, phrases, complex statements, and be more easily understood by others speakers and language learners.

French 3

#WLA2030 – Level I

Prerequisites: French 2 AND Teacher Recommendation (or Placement Test)

Credit: 1

French 3 focuses on moving students towards the intermediate mid ACTFL proficiency level of speaking, reading, writing, and listening. Students will be able to express themselves on a wider range of topics, in greater length and description, be easily understood, and have infrequent syntax, grammar, and vocabulary errors. Students will be able to speak with great fluidity and spontaneity.

French 4

#WLA2040 – Level AP

Prerequisites: French 3 AND Teacher Recommendation (or Placement Test)

Credit: 1

This course is part of the UCONN ECE Program. In order to receive UCONN credit, students must register with UCONN. For further information, please consult the ECE coordinator in the counseling department.

French 4 focuses on honing and advancing all speaking, reading, writing, listening, and cultural skills. Students will be able to speak in paragraph length on variety of complex themes in the Intermediate High ACTFL proficiency level. They should be able to use and understand a wide range of topics and narrations and be able to use expanded vocabulary and be prepared to take AP course. They should be able to sustain conversations on a variety of AP themes.

AP French: Language and Culture

#WLA2060 – Level AP

Prerequisites: French Conversation: Cultural Topics AND Teacher Recommendation

Credit: 1

This AP French course is parallel to a third-year college level course in French Language and Culture. This course builds upon prior skills and knowledge of concepts, culture, and language. Students will be able to understand and express themselves more accurately, coherently, and fluently.

(Students must complete a summer review packet prior to taking AP French)

IB Language - French

#WLA7004

11th HL: #WLA7505

12th HL: #WLA7507

Prerequisite: French 2 and teacher recommendation

The goal of language B courses is the acquisition and use of language in a range of contexts and for different purposes while, at the same time, promoting an understanding of another culture through the study of its language. The courses are organized into five areas of study which include: identities, experiences, human ingenuity, social organization, and sharing the planet.

SPANISH OFFERINGS

Spanish 1

#WLA3010 – Level II

Prerequisites: None

Credit: 1

This course introduces students to Spanish culture and language structures. We are aiming for students to become proficient in speaking, reading, writing, and listening at the Intermediate Low level by the end of the year. Our focus is on practical speech in real world settings. We focus on basic grammar, syntax, vocabulary, and cultural understandings for students to move forward in their linguistic proficiency.

Spanish 2

#WLA3020 – Level II

Prerequisites: Middle School Spanish OR High School Spanish 1 AND Teacher Recommendation

Credit: 1

Aimed at expanding upon students' speaking, reading, writing, and listening proficiencies on a variety of themes and topics, they will be able to describe and act in various scenarios with more complex verb tenses, syntax, and vocabulary that facilitate communication in a variety of tenses. Students will be able to use a greater variety of words, phrases, complex statements, and be more easily understood by others speakers and language learners.

Spanish 3

#WLA3030 – Level I

Prerequisites: Spanish 2 AND Teacher Recommendation (or Placement Test)

Spanish 3 focuses on moving students towards the intermediate mid ACTFL proficiency level of speaking, reading, writing, and listening. Students will be able to express themselves on a wider range of topics, in greater length and description, be easily understood, and have infrequent syntax, grammar, and vocabulary errors. Students will be able to speak with great fluidity and spontaneity.

Spanish 4

#WLA3040 Level I

Prerequisites: Spanish 3 AND Teacher Recommendation (or Placement Test)

Credit: 1

This course is part of the UCONN ECE Program. In order to receive UCONN credit, students must register with UCONN. For further information, please consult the ECE coordinator in the counseling department.

Spanish 4 focuses on honing and advancing all speaking, reading, writing, listening, and cultural skills. Students will be able to speak in paragraph length on a variety of complex themes in the Intermediate High ACTFL proficiency level. They should be able to use and understand a wide range of topics and narrations and be able to use expanded vocabulary and be prepared to take AP course. They should be able to sustain conversations on a variety of AP themes.

IB Language - Spanish

#WLA7000

11th HL: #WLA7001

12th HL: #WLA7003

Prerequisite: Spanish 2 and teacher recommendation

1 credit

The goal of language B courses is the acquisition and use of language in a range of contexts and for different purposes while, at the same time, promoting an understanding of another culture through the study of its language. The courses are organized into five areas of study which include: identities, experiences, human ingenuity, social organization, and sharing the planet. Students are required to take the associated IB exam.

AP Spanish: Language and Culture

#WLA3060 Level AP

Prerequisites: Spanish Conversation: Cultural Topics AND Teacher Recommendation

Credit: 1

This AP Spanish course is parallel to a third-year college level course in Spanish Language and Culture. This course builds upon prior skills and knowledge of concepts, culture, and language. Students will be able to understand and express themselves more accurately, coherently, and fluently.

(Students must complete a summer review packet prior to taking AP Spanish.)

ADDITIONAL SECONDARY OPPORTUNITIES

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME (IBDP)

The International Baccalaureate Diploma Programme (IBDP) is a two-year, holistic educational program for juniors and seniors anchored in the IB learner profile and approaches to teaching and learning. The program provides an internationally accepted qualification for entry into higher education and is recognized by many universities worldwide. Upon successful completion of the program, students have an opportunity to earn college credit and preferred admission status as some post-secondary institutions.

Through the program, students will:

- be encouraged to think independently and drive their own learning
- take part in programmes of education that can lead them to some of the highest ranking universities around the world
- become more culturally aware, through the development of a second language
- be able to engage with people in an increasingly globalized, rapidly changing world.

The IB learner profile aims to develop learners who are: Inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective. Approaches to teaching and learning (ATL) are deliberate strategies, skills, and attitudes that permeate the IB teaching and learning environment. The approaches to learning focus on thinking, communicating, social, self-management, and research skills. Approaches to teaching are based on inquiry, focused on conceptual understanding, developed in local and global contexts, focused on effective teamwork and collaboration, differentiated to meet the needs of all learners, and informed by formative and summative assessment.

Students interested in learning more about the program can refer to the IBDP program of studies or contact the program coordinator.

INDEPENDENT STUDY

The purpose of an independent study at Valley Regional High School is to allow students the opportunity to explore curricular areas. Interested juniors or seniors should consult a counselor to make arrangements. All Independent Studies are designated Level 0.

ADVANCED PLACEMENT PROGRAM

VRHS Course Name	VRHS Credit
AP Art History	1
AP Biology	1
AP Calculus AB	1
AP Calculus BC	1
AP Chemistry	1
AP English Language & Comp.	1
AP English Literature & Comp.	1
AP French: Language and Culture	1
AP Music Theory	1
AP Spanish: Language and Culture	1
AP Statistics	1
AP Studio Art	1
AP U.S. History	1

It is the philosophy of Valley Regional High School that participation in an Advanced Placement course is reserved for those students who are interested in challenging themselves beyond the regular curriculum. Students who choose to participate in these courses have the opportunity to send a powerful message to colleges and universities, receive college credit, and support their admission to more selective schools. With that in mind, the following regulations will apply to all Advanced Placement courses offered at Valley Regional High School.

Students who enroll in an Advanced Placement course will be required to take the Advanced Placement exam in that course. Failure to do so may result in a letter grade demotion of the student's final grade.

Students who enroll in an Advanced Placement course will be required to submit payment for the Advanced Placement exam in the fall of the current school year. Students who fail to participate in the Advanced Placement exam will not receive a refund of their payment. Financial assistance for said payment is available. Please see the associate principal for more information.

Those students who enroll in an Advanced Placement course and fail to participate in the Advanced Placement exam will have their transcripts corrected to remove the term "Advanced Placement" from the course title. Additionally, all colleges and universities that these students have applied to will be notified of this change.

The policies governing the granting of Advanced Placement credits vary from college to college. Students should consult the specific college catalog for further information. The Advanced Placement Testing program is not connected with the University of Connecticut Early College Experience Program. These are two distinct programs, but, in some cases, students taking UCONN courses may choose to take the AP exam in that area as well.

UNIVERSITY OF CONNECTICUT'S EARLY COLLEGE EXPERIENCE PROGRAM

The UCONN Early College Experience Program is designed to allow high school students an opportunity to pursue college-level courses for which they will receive full college credit at UCONN.

A Valley Regional student entering the University of Connecticut could have already completed several of their freshman requirements. If the student chooses to enter another university, UCONN, upon request, will provide an official transcript of all the courses taken and credits earned through the University program.

Procedures for Admission

During the regular scheduling process at the high school, any student wishing to select a UCONN credit eligible course should do so at that time. All Early College Experience Program courses are clearly marked in this course catalog. To receive UCONN credit a student must also complete a UCONN ECE application. Students wishing to earn UCONN credit should pick up a UCONN ECE application from the school counseling office before the start of class. If you sign up for a class, which is eligible for UCONN credit, you will be mailed application instructions that allow you to apply to receive this credit.

Credit

If the University has accepted the student into the program, completion of all course work requirements with a grade of a "C" will earn the student full college credit at UCONN. The student will also receive the usual high school credit. Grades lower than a C will be given an audit status.

Withdrawal

UCONN has clearly delineated timelines for withdrawing from a course. Typically a student may not withdraw from a course after the add/drop period has expired. If a student is taking a UCONN course without earning UCONN credit, the VRHS schedule change policy is in effect.

Transfer of Credit

All credits under the UCONN Early College Experience Program are accepted at UCONN, and transfer of UCONN credits to other institutions is a strong possibility for the student. It is recommended that the student always contact his/her college or university prior to making arrangements for transfer of credits from UCONN. Transfer of credits from UCONN is not automatic and acceptability of such credits rests with the receiving school.

COURSES AVAILABLE

The following courses are part of the UCONN Early College Experience Program:

<u>VRHS</u>	<u>UCONN</u>	<u>Credit</u>	<u>VRHS Credit</u>
AP Biology	BIOL 1107	4	1
AP Chemistry	CHEM 1127Q	4	1
Music Theory	MUSI 1011	3	.5
AP Music Theory	MUSI 1012	3	1
AP English Lang. & Composition	ENG 10104	3	1
French IV	FREN 3250	3	1
AP French	FREN 3268	3	1
Western Civilization I	HIST 13003	3	.5
Western Civilization II	HIST 14003	3	.5

NOTE: Classes will not meet unless a minimum enrollment is attained. Such minimum enrollment is established by the Board of Education.

Inquiries concerning UCONN's Early College Experience Program at Valley Regional High School should be directed to the ECE Coordinator in the counseling department.

For more information, visit www.ece.uconn.edu

MIDDLESEX COMMUNITY COLLEGE COLLEGE CAREER PATHWAYS PROGRAM

Valley Regional High School, in partnership with Middlesex Community College (MxCC), provides opportunities for students to earn college credit while in high school. Credits earned are free of charge and can be applied to an Associate's Degree or transferred to colleges accepting credits from Middlesex Community College. (At this time, all Connecticut State University system schools accept these credits.)

For 2020-21, the following courses will be offered for Middlesex Community College credit:

<u>VRHS course:</u>	<u>Teacher:</u>	<u>Middlesex course:</u>
Accounting 2	Ms. Bickelhaupt	ACC 100
Advanced Graphic Arts	Mr. LeQuire	DGA 125
Advanced Photography	Mr. LeQuire	DGA 120
Anatomy & Physiology*	Dr. Peano or Mrs. Montenegro	BIO 110
Graphic Arts	Mr. LeQuire	DGA 110

*Anatomy & Physiology (BIO 110) requires a placement test in English and/or math in order to be eligible for college credit. Students should see the School-to-Career Coordinator for more information about participating in the College Career Pathways program.

MIDDLESEX COMMUNITY COLLEGE PARTNERSHIP PROGRAM

High school juniors and seniors may enroll in selected college courses at Middlesex Community College free of charge. Interested students can pick up applications from the School Counseling Office. Students who have a "B" average, are ranked in the top 20% of their class, and are recommended by a counselor may enroll in a maximum of one (1) college credit course each semester on a space available basis.

CAPSTONE

The Capstone Experience is an independent project or internship which helps students develop important 21st century skills in critical thinking, problem-solving, communication and collaboration. The Capstone Experience is designed to be the culmination of each student's academic experience at Valley Regional High School and allows students to demonstrate the school's academic, civic and social competencies. It is a unique opportunity for students to merge their various interests, passions and curiosities with their academic lives. The Capstone Experience is a requirement for graduation.

SCHOOL-TO-CAREER PROGRAM

Philosophy

The School-to-Career program offers all VRHS students opportunities to explore and define their career interests and develop college and career readiness skills that will prepare them for higher education, employment and career success. The School-to-Career program affords students authentic opportunities to apply what they learn in the classroom to the world of work.

The School-to-Career Coordinator serves as a liaison between the school and the community and coordinates the following community-based activities.

- **Career Internship**

This is an opportunity for students to work with professionals in a career field that they are interested in pursuing after graduation. Career internships may be paid or unpaid. Credit will be determined by number of contact hours and other requirements identified in the Career Internship Guidelines and determined by consultation with the School-to-Career Coordinator. A grade of pass (P) or fail (F) will be given. Students interested in participating in the internship program should see the School-to-Career Coordinator. Completion of an internship through the School-to-Career Program will fulfill the senior Capstone requirement.

- **Job Shadowing**

This is an opportunity for students in grades 9-12 to spend a day or part of a day observing/working with an individual in his/her place of employment to learn more about a career of interest. No credit is given for job shadowing. Students interested in job shadowing should see the School-to-Career Coordinator.

- **Work – Based Learning**

Work-Based Learning is an opportunity for students to gain school credit for work experience either as a part of the school day or outside of the school day. The work-based learning experience should relate to a career field that the student is thinking about pursuing after graduation; however, this is not a requirement to participate in the program. The amount of credit awarded will be determined by the number of hours worked and other requirements identified in the Work-Based Learning Guidelines. (200 hours = .5 credit; 400 hours = 1 credit). Students may earn up to two full credits in this program during their four years of VRHS. This program is open to selected sophomores, juniors and seniors. Students will obtain applications and return all paperwork (i.e. time logs/pay stubs and evaluations) to the School-to-Career Coordinator. A grade of pass (P) or fail (F) will be given. Students interested in participating in Work-Based Learning should see the School-to-Career Coordinator.

VOLUNTEER SERVICE PROGRAM

Grades: 9, 10, 11, 12

Credit: 1/4 to 2

All students at Valley Regional High School are eligible to earn academic credit for certain volunteer service if specific requirements are met. These include approval of the work site by the Volunteer Service Coordinator, attainment of certain goals and objectives, and the number of hours spent in volunteer work. The Volunteer Service Coordinator maintains a list of placements (i.e., day care centers, convalescent homes, elementary schools, Tri-Town Youth Service Bureau), monitors progress, and evaluates performance. Credit is awarded based on the total number of hours volunteered. (100 hours = .5 credit, and 200 hours = 1 credit) A student can earn up to two full credits in this program during the four years at VRHS. It should be noted that this service can be spread over one semester, one year, or longer, pending the approval of the Volunteer Service Coordinator and the administration.

VIRTUAL HIGH SCHOOL PROGRAM

Valley Regional High School's membership in Virtual High School allows students to take courses online. Virtual High School offers courses each semester. Although anyone may participate, students who are good independent learners may benefit the most from this opportunity. High school credit will be determined after successful completion of the course.

The following guidelines apply:

1. The VHS program shall be viewed as an enrichment opportunity for students, not as a replacement for VRHS class offerings.
 2. Seat availability is limited; therefore, registration preference will be given based on seniority.
 3. Interested students should discuss options with their school counselor and the VHS coordinator.
 4. Enrollment in VHS must be approved by the student's counselor and the administration.
 5. Students must agree to all VHS policies posted at <http://thevhscolaborative.org/> and the Distance Learning Policies of Regional School District 4.
 6. Parent/guardian must give permission for the student to take the course and authorize the Regional School District 4 to obtain and forward records or information to appropriate VHS personnel.
 7. The student's school counselor must recommend the student for participation in the VHS course.
 8. The last day to drop a VHS course is five calendar days after the course begins.
1. Students may apply to register for ONE VHS course and courses are approved on a first-come, first-served basis according to their seniority and the time-stamp of the VHS registration request form.
 2. There is no guarantee that the course(s) applied for will be available. Available seats are assigned in the following order: Rising seniors, juniors, then sophomores. The Virtual High School (VHS) Site Coordinator will register students online as soon as the completed application is received and the enrollment period begins. If the student is enrolled, they will be notified about course title, login and password information through their Region 4 Gmail.
 3. The full VHS catalog is available online at <https://vhslearning.org/catalog>. The VHS catalog indicates prerequisites, VHS Levels, Grade Level, Semester and VHS policies. Students are responsible for reading and understanding the policies of VHS.
 4. Students are responsible for maintaining email and/or verbal communication with the Site Coordinator, Mrs. Ehrhardt, and your VHS teacher throughout the course regarding your progress, media material, etc.
 5. Students taking an AP course are required to take the AP exam and have scores reported to both VHS and VRHS. AP courses usually have required summer assignments.
 6. The final date to drop a VHS course is five CALENDAR days, including weekends and holidays, after the course start date. After that time, students are required to remain in the course and grades will be based on the work completed through the remainder of the class.
 7. Grades are updated in Power School approximately every three weeks. The most current grade is always the grade posted in your course. Weekly emails regarding your login history and grades will be sent via email to both students and parents.

SUMMER READING

The intent of the Valley Regional High School summer reading program is to challenge students to become lifelong readers and learners by encouraging them to read during non-instructional time. Through this reading program, the school promotes intellectual stimulation social awareness, diversity of viewpoints, and independent thinking. Summer reading written (via chromebook) and oral presentation assessments are typically delivered the first week of school in a student's C.O.R.E. group. One book from a specific list is required as well as the viewing of a TED Talk also from a specific list. For yearly program details, visit the Summer Reading booklet at http://www.vrhs.reg4.k12.ct.us/student_resource/summer_reading

Students must pass all four years of Summer Reading as a graduation requirement.