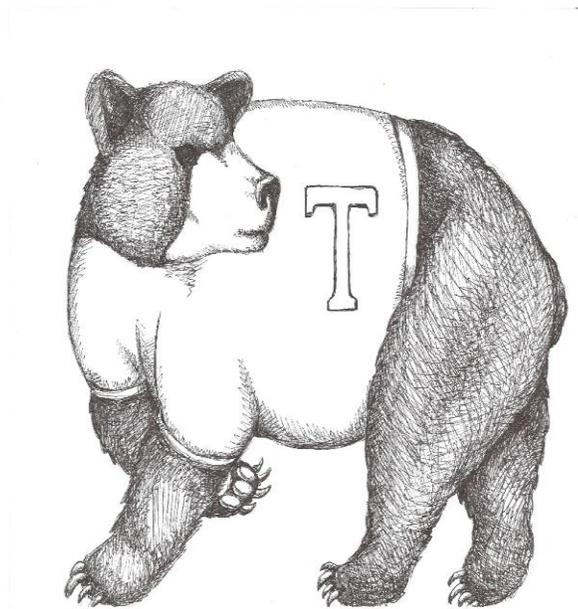


THOMASTON HIGH SCHOOL  
PROGRAM OF  
STUDIES



*Live to Learn, Learn to Live*

2017 – 2018

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## *I. District Performance Standards*

### **a. Language:**

***Reading-*** Students will respond to prompts about fictional and non-fictional text. The fictional pieces will be literature based and will meet the Common Core State Standards in literacy.

***Writing-*** Students will respond to prompts about a non-fictional piece of literature that is information-based and will meet the Common Core State Standards in literacy. The essays will be focused, organized, detailed and edited according to standard English conventions.

- b. **Mathematics:** Within the content of the course in which the student is enrolled, he/she will satisfactorily complete multi-step mathematical problems, which require demonstration of basic math operations including fractions or decimals. The student will be provided with any required formulas and may use a calculator in completing the task. The student shall also explain in writing either how he/she arrived at each answer or justify each answer in writing.
- c. **Technology:** Each student must successfully complete a multi-media presentation that demonstrates computer competencies. The student must select the appropriate technology and software and use the technology independently. The graduation requirement is taught within an existing course or may be completed in another course with the teacher's approval in advance.
- c. **Portfolio/Capstone Project:** Beginning with the class of 2020, all students must successfully complete a four-year portfolio which is finalized with a Capstone Project. Students complete the Capstone Project within a one-semester course.

For the classes of 2017-19, the Capstone Project is a component of the civics curriculum and may be completed in any of the civics courses that are currently offered.

# GENERAL INFORMATION

## COURSE REQUIREMENTS

### COURSE LOAD

All students must be enrolled in a minimum of six (6) courses, including English, each semester. Students are encouraged to exceed these minimal requirements.

### GRADUATION REQUIREMENTS

For the graduating class of 2017-19, to graduate from Thomaston High School, a student must have earned a total of 24 credits including courses in the following subject areas:

<i>Course</i>	<i>Credit</i>
English	4
Math	3
Science	3
Social Studies <i>US. History 1 credit Required</i> <i>Civics .5 Required</i>	3
Fine Arts/Vocational Ed. <i>Art, Business, Industrial Education, Family and Consumer Science, Music</i>	1
Physical Education <i>.5 credit for 2 years</i>	1
Health	.5
Introduction to Information Technology	.5
Electives	8
<b>Total</b>	<b>24</b>

*Note: School-to-Career credit may account for no more than .5 of the total credits required for graduation.*

Per General Statute 10-221a, commencing with the graduating class of 2020, and for each graduating class thereafter, all Thomaston High School students must satisfactorily meet the following requirements prior to graduation and /or being granted a diploma:

- a. All students must meet a minimum of 25 units of credit.
- b. All students must earn units of credit as dictated by the following credit distribution requirement.

<i>Course</i>	<i>Credit</i>
English	4 credits
Mathematics <i>Algebra I, Algebra II, and Geometry required</i>	4 credits
Science <i>Biology, Chemistry, and Physics required</i>	3 credits
STEM <i>Pre-Calc., Calc., Robotics, Uconn Physics, or STEM Lab</i>	1 credit
Social Studies <i>US History (1 credit) Required</i> <i>Civics (.5) Required</i>	3 credits
Physical Education	1 credit
Health	.5 credit
Fine Arts <i>Art or Music</i>	1 credit
Humanities <i>Art, Music, Psychology, Language Arts, Digital Media, Digital Arts</i>	1 credit
Introduction to Information Technology	.5
Personal Finance	.5
Vocational	1 credit
World Language	2 credits
Senior Project (Demonstration)	.5 credit
Electives	2
<b>Total</b>	<b>25</b>

*Note: School-to-Career credit may account for no more than .5 of the total credits required for graduation.*

## SEQUENTIAL PROGRAMS OF STUDY

While all students must meet the requirements of our core program, it is necessary for each student to select their elective program carefully and in accordance with long-range educational and vocational goals. In addition to yearly course selection, students should develop a sequential four-year program of studies, which is designed to meet the requirements of their post high school plans.

The range of options at the high school level varies considerably, and covers a wide spectrum of study for the purpose of immediate college entrance and other post-secondary training programs. Because of the range of options available, students must begin planning early and select their program in a manner consistent with their post high school plans.

## COLLEGE PREPARATION

Students planning to continue their education at the college or university level following high school should seriously consider the inclusion of the following courses in a four year sequential program:

ENGLISH	Minimum	4 credits
MATH	Minimum	4 credits
SCIENCE	Minimum	3 credits
STEM	Minimum	1 credit
SOCIAL STUDIES	Minimum	3 credits
WORLD LANGUAGE	Minimum	3 credits

## CURRICULUM COURSE LEVELS

Our curriculum challenges students at three levels. All students are strongly encouraged to work hard to meet the requirements to access at least one Level 2 course by their Junior year.

- Level 1: AP (Advanced Placement) or ECE (Early College Experience)
- Level 2: Honors
- Level 3: College Preparatory

Level 1: AP (Advanced Placement) courses (Calculus, Statistics, Biology, Chemistry, Physics, and Psychology) are offered to students who meet the prerequisites for college-level work. Students enrolled in AP courses are expected to take the national AP exam in May. ECE (Early College Experience) courses are offered by the University of Connecticut in English 11, English 12, US History and Physics to coincide with or replace existing AP Curriculum.

**Note: Early College Experience (ECE):** Early College Experience (ECE) is an opportunity for students to take UConn courses while still at Thomaston High School. Every UConn ECE course is equivalent to the same course at the University of Connecticut. Courses are taught at Thomaston High School by high school instructors who have been certified as adjunct faculty members by the University of Connecticut. Our students benefit by taking college courses in a familiar setting with an instructor they know. UConn credits are accepted at many colleges and universities across the country. UConn ECE is an accredited member of The National Alliance of Concurrent Enrollment Partnerships (NACEP). Program fees are \$35 per registered course credit plus \$20 University Resource fee (3 credits=\$125, 4 credits=\$160).

Level 2: Honors courses offer a rigorous and challenging curriculum for high-achieving students who are motivated to work in greater depth and breadth than what is offered in the college preparatory curriculum. The honors courses are explicitly intended to lead to Level 1 courses as Junior and/or Seniors.

Level 3: This is a rigorous standard college preparatory curriculum for the college-bound student and for students pursuing post-secondary training in a vocational field.

## COURSE SELECTION GUIDELINES

Students wishing to select an honors course (Level 2), regardless of department, must achieve a minimum grade in the identified prerequisite course(s).

Students wishing to select a college course (Level 1), regardless of department, must achieve a minimum grade in the identified prerequisite course(s) and secure a teacher recommendation.

Teacher recommendations are considered for entry into Level 1 courses and will be based upon each student's quality of work and consistency of effort. Consideration will also be given to the scores each student has achieved on standardized assessments (SBAC, PSAT, SAT).

## GRADING SYSTEM

90-100 Exemplary

80-89 Proficient

70-79 Developing

65-69 Basic (No Credit Earned)

50-64 Below Basic (No Credit Earned)

A minimum of a 70 is required as a passing grade to earn course credit. We implement a numerical grading system with 100 as the highest possible grade, 50 as the lowest possible grade, and 70 as the lowest passing grade.

## CLASS RANK/GPA

Class Rank is based on students' cumulative grade point average (GPA). GPA is computed using a weighted formula that assigns point values to grades based upon course level difficulty. Colleges ask for GPA and class rank at the end of junior year.

### Weighting Scale

Level 3 courses (College Preparatory) are given a weight of 1.0, Level 2 courses (Honors) are given a weight of 1.25, and Level 1 courses (Advanced Placement/UConn ECE) are given a weight of 1.50.

## HONOR ROLL

The honor roll for grades 7-12 is computed quarterly and printed in the local press, including *Town Times* and *Waterbury Republican American*. Students must be in attendance and registered for a full class load at Thomaston High School to be eligible for the honor roll.

**High Honors:** 93 average and any quarter grade below a 90 in any class disqualifies

**Honors:** 87 average and any quarter grade below 80 in any class disqualifies

*Note: P.E. is not calculated into the Honor Roll*

***To be eligible for the Honor Roll, students must be in good all-around academic standing. Students who are chronically late, chronically absent, or chronically non-compliant will not be eligible for the Honor Roll. This will be based solely on teacher reports.***

## SCHEDULING PROCEDURE

The Course Selection Guide as presented is designed to give all students at Thomaston High School the greatest possible individual educational opportunity. However, the size of the school makes it necessary to acknowledge the following limitations in the scheduling process.

1. In the event of scheduling conflict or difficulty, preference will be given to the grade in which the particular course in question is normally offered.
2. Students will be asked to provide alternative choices in some areas; these alternatives will be scheduled if first choice courses cannot be satisfied.
3. Courses with low enrollment are subject to elimination.

## GUIDANCE SERVICES

All students will meet with their counselor to assist them in making decisions concerning their educational program. Students and parents are urged to make use of the college and school catalogues located in the Guidance Office to assist them with the investigation of educational opportunities upon graduation from high school. Students are also urged to use the many books, pamphlets, and resource materials located in the occupational information library in the Guidance Office to assist them in making wise vocational decisions.

The primary purpose of this department is to provide those services that may offer an improvement in a student's educational experience by assisting with educational, vocational, personal, and social decision making. Guidance makes available services that help students to identify interests, understand their strengths and weaknesses, and make realistic educational plans.

Appointments with the guidance counselor may be arranged by students before, during and after school.

## SCHOOL-TO-CAREER PROGRAM

School-to-Career programs are designed to give Thomaston High School students the opportunity to relate their course of study to the world of work. School-to-Career programs link student, school and the workplace through school-based learning, work-based learning, service learning, and connecting activities. Some of these programs include: career exploration, job shadowing, workshops, field trips, career fairs, work programs and internships. However, these services are not offered as an entitlement. **No more than .5 credit in any School-to-Career program may be used to satisfy graduation requirements.**

## **HIGH SCHOOL PARTNERSHIP PROGRAM**

High school juniors and seniors with a B average may qualify to take college level courses for credit through the High School Partnership Program with Northwestern Connecticut Community College (NCCC). Eligible students may take one or two courses in the fall and/or spring semester and earn up to six (6) college credits per semester. At NCCC, all entry-level courses are available to high school students on a space available basis. Northwestern Connecticut Community College (NCCC) is fully accredited and credits earned may be transferred to other colleges and universities. **There is no tuition or fee charge** but participating students are responsible for books, supplies and transportation.

### **INTERVENTION**

#### **SCHOLASTIC MATH PROGRAM**

**Course # 7950**

This is a foundational Mathematics course implemented as a supplementary intervention designed to provide an understanding of the underlying mathematical concepts required to provide a successful transition to Grade 8 Common Core Mathematics and Algebra. Topics covered: computation with multiplication, division, and operations with fractions.

#### **LIFE SKILLS PROGRAM**

**Course # 9505**

This program consists of a coordinated set of learning activities that will prepare the student for life after high school. The student and parents or guardians will work with special education and regular education teachers, related service providers, guidance counselors, social workers, paraprofessionals, and post-secondary personnel to help the student move toward independent living.

The curriculum is taught at three levels based on the student's individual needs. Upon completion of the course, the student will possess a portfolio in which the student's strengths are highlighted. Both formal and informal situational and self-assessments of academic, vocational and life skills abilities will be performed to assist in a seamless transition to post-graduation services.

#### **Program Components**

- Communication and social skills
- Self-advocacy
- Independent living skills
- Community-based learning and supported employment
- Assistance with preparation and planning for post-secondary education
- Recreational opportunities

- Agency collaboration

1 Credit  
Level 3

No Prerequisite  
Grades 9-12

## **VOCATIONAL SKILLS**

**Course # 9504**

This is a full year course that will help prepare special education students for postsecondary education and entry into the workforce by providing students with the tools and skills necessary to succeed. Content of the course will be centered on career readiness, job acquisition and retention, and technology skills. As related to the workplace, they will learn about ethics, diversity, regulations, and continuing education. The students will be able to create a portfolio that includes evidence of vocational skills and resource materials that will assist them as they prepare to seek future employment. This curriculum is based on The Cooperative Work Education Framework from the Connecticut State Department of Education.

1 credit  
Level 3

No Prerequisite  
Grades 11-12

# **COURSE DESCRIPTIONS**

## **GRADE SEVEN AND EIGHT**

Grades 7 and 8 are housed in a separate wing at Thomaston High School. We make every effort to prevent interaction between high school and middle school students that is not deliberately planned. With that said, some common areas exist such as the library, computer labs, and classrooms where electives are taught.

All students take English, Reading, Science, Social Studies, and Math. In addition to the core curricular courses, a variety of electives are offered to middle school students. Math and Reading intervention courses are available to our middle school students, as well. Teachers in each grade level team meet to discuss and coordinate curriculum, student activities, and to monitor achievement.

### **ENGLISH Grade 7**

**Course # 7020**

General Description: The primary aim of the seventh grade English program is the development of process writing skills while also honing in on listening, speaking, and presentation skills. The study of grammar, vocabulary, and punctuation are critical elements embodied within the course as well. The main area of study includes three writing units: Narrative, Informational Writing with a research component, and the Art of Persuasion. Texts: Elements of Language (1st course) and various mentor texts for vocabulary study and writing development.

### **ENGLISH Grade 8**

**Course # 8020**

General Description: The eighth grade English program includes reading, listening, thinking and speaking with an emphasis on process writing. The study of mechanics, usage, grammar, and vocabulary development contributes to the ultimate goal of language proficiency. There will be an emphasis on Narrative Writing, Informational Essays, and Position Papers with a coinciding research element. Texts: Elements of Language (2nd course) and a variety of mentor texts to support vocabulary study and writing development.

### **READING Grade 7**

**Course # 7110**

General Description: The grade seven reading curriculum introduces the elements of literature and assists students in responding to literature. The novels and short stories focus on cultural diversity, prejudice, and finding one's place in society. There is a strong focus on responding to open ended questions, literary concepts, thematic concepts along with helping students to form a general understanding, develop an interpretation, make connections to the text, and to examine content and structure. Outside reading is a requirement in this course, which assists students in becoming lifelong readers and critical thinkers.

Novels:

*The Witch of Blackbird Pond*  
*The Cay*  
*Dragon Wings*  
*Stargirl*  
*Elsewhere*

*The Devil's Arithmetic*  
*Roll of Thunder, Hear My Cry*  
*The House on Mango Street*  
*Homeless Bird*  
*Farewell to Manzanar*

**READING Grade 8**

**Course # 8121**

General Description: The grade eight reading program assists students in becoming lifelong readers and critical thinkers. The focus of the literary lessons concentrates on author technique, thematic concepts, historical and cultural contexts, as well as helping students to critique and analyze novels, short stories and poetry. The program will include whole-class instruction coupled with student-centered literature circles. In addition, students will be required to complete outside reading to reinforce and enhance skills learned through the curriculum.

Text: *Literature and Integrated Studies*

Novels:

*The Good Earth*  
*Call of the Wild*  
*A Tree Grows in Brooklyn*  
*The Outsiders*  
*As You Like It*  
*The Pearl*  
*Night*  
*Speak*

*The Time Machine*  
*The Hunger Games*  
*The Hobbit*  
*The Giver*  
*The Book Thief*  
*Watership Down*  
*Sold*

**MATH (7)**

**Course # 7305**

In Grade 7, instructional time should focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

**MATH (8)**

**Course # 8305**

In grade 8 Students solve real world problems through the application of algebraic and geometric concepts. Students represent a wide variety of real world contexts through the use of real numbers and variables in mathematical expression, equations, and inequalities. Students construct arguments using verbal and written explanations accompanied by expressions, equations, inequalities, models, and graphs, tables and other data displays. Students model problem situations symbolically, graphically, tabularly, and contextually. Students consider

available tools when solving a mathematical problem and decide when certain tools might be helpful. Students continue to refine their mathematical communication skills by using clear and precise language in their discussions with other and in their own reasoning. Students routinely seek patterns or structures to model and solve problems. Students use repeated reasoning to understand algorithms and make generalization about patterns.

## **ALGEBRA (8)**

**Course # 8300**

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. Because it is built on the middle grades standards, this is a more ambitious version of Algebra I than has generally been offered. The concepts taught deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. **TI 83/84 series calculator is recommended.** Grade eight students receive high school credit for this course.

1 Credit

Prerequisite: Score of advanced on SBAC and teacher recommendation

## **SCIENCE (7)**

**Course # 7400**

The seventh grade science curriculum incorporates the state content standards and expected performances in three major areas of study. The Life Science program includes the structures and functions of the digestive, respiratory, circulatory, and muscular-skeletal systems. The Earth science program includes the various land formations as a result of constructive and destructive forces. The Physical science program explains the relationships involved in energy transfer through the application of forces. Students must demonstrate mastery of the learning objectives in each area and are assessed for class prep and participation, homework completion, and test and lab performance.

## **SCIENCE (8)**

**Course # 8400**

The eighth grade program offers students a balanced background in three major areas of study: life science, Earth & space science and physical science. The life science study will include cells and heredity, and the structure and function of the human reproductive system. Earth and space science will focus on the universe, our solar system and the Earth's movements in space. The physical science component will include the study of inertia, forces and motion, and the analysis of forces as applied to structural design. Emphasis is placed upon hands-on activities that allow students to inquire, discover, and problem solve.

**SOCIAL STUDIES (7)****Course # 7200**

The seventh grade course is the study of world geography. Map essentials and other geographic tools are learned and used by students to study the topography, history and culture of countries as well as the current issues of concern around the world. The Five Themes of Geography: Location, Place, Human/Environment Interaction, Regions and the Movement of People, Goods and Ideas are applied to each country that is studied.

**SOCIAL STUDIES (8)****Course # 8200**

Eighth grade social studies curriculum presents the scope of U.S. History from exploration to pre-civil war, specifically focusing on geography, citizenship and research. In addition, students will work with maps, complete projects, write essays, learn vocabulary and discuss current events so as to build a foundation for future U.S History studies.

**GRADE SEVEN AND EIGHT ELECTIVES**

Middle school students take four elective courses including physical education each school year. The elective courses are designed to let students explore various disciplines and get a sense of those areas they would like to pursue. Students may choose electives from the following courses:

**ADVANCED MATH (8)****Course # 8520**

This course is supplemental to students' regular math class, designed for students who are interested in exploring mathematical concepts at a deeper level and enriching the knowledge that they've already gained from their previous and current math courses. It is exploration and discovery-based and is recommended for students who are ready and able to think critically on their own to solve problems and complete projects.

**PRINCIPLES OF ENGINEERING (7)****Course # 7515**

This survey course of engineering exposes students to major concepts they will encounter in college engineering courses. Students employ engineering and scientific concepts in the solution of engineering design problems. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges.

Prerequisite: Score of Advanced or Proficient on Math SBAC with teacher recommendation

## **PRINCIPLES OF ENGINEERING (8)**

**Course # 8515**

Principles of Engineering is a Middle School-level course of engineering. The course exposes students to some of the major concepts that they will encounter in a postsecondary engineering course of study. POE gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based (APPB) learning. Used in combination with a team approach, APPB learning challenges students to continually hone their interpersonal skills, creative abilities, and problem solving skills based upon engineering concepts. Students will employ engineering and scientific concepts in the solution of engineering design problems. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. The course of study includes: Mechanisms, Energy Sources, Energy Applications, Statics, Material Properties, Material Testing, and Kinematics.

Prerequisite: Score of Advanced on Math SBAC or Proficient with teacher recommendation

## **SPANISH EXPLORATION 7**

**Course # 7711**

The Middle School Spanish Rotation provides an opportunity for students to be introduced to the Spanish language and cultures. Students will study basic vocabulary, learn about the different customs of Spanish speaking countries, and develop an understanding and appreciation of other world languages and cultures. **Note- this course may only be taken in grade 7 or 8, not both.**

## **SPANISH EXPLORATION 8**

**Course # 8808**

The Middle School Spanish Rotation provides an opportunity for students to be introduced to the Spanish language and cultures. Students will study basic vocabulary, learn about the different customs of Spanish speaking countries, and develop an understanding and appreciation of other world languages and cultures. **Note- this course may only be taken in grade 7 or 8, not both.**

## **WOODWORKING (7/8)**

**Course # 7510**

This entry-level course is designed to teach the basic concepts of Tech Ed through a woodworking format. Under the guidance of the Tech Ed instructor all students will plan, draw and build products in accordance with the woodworking industry. Teamwork, Shop Safety, Mathematics and the proper use of tools and equipment will be the focus of this program. Each student will work to the full potential of his or her capabilities. All projects assigned will be at the level of difficulty appropriate to the student. Once completed, the projects will be the personal property of the student. All lumber and hardware will be provided by the Tech Ed Department.

**ART (7/8)****Course # 7500**

Students in grades 7th and 8th may elect to take visual arts for one semester. The art room is a unique learning environment where students are inspired to realize their potential, as individuals, as students, as artists, and as members of our community. Each student will build upon their elementary art skills through a variety of methods and materials. This course is designed to meet the developmental needs of future artists and prepare them for the high school art program.

**PHYSICAL EDUCATION (7/8)****Course # 7800/8800**

Physical education classes are designed to promote total fitness of students through selected physical activities. Students are given opportunities to develop a sense of fair play, positive values, and the perception of self and others. Various sports and fitness activities are covered throughout the semester in order for students to learn skills and concepts that will enable successful participation now and later in life.

*Note: Eighth grade students are required to take the Connecticut Physical Fitness Assessment.*

**BAND (7/8)****Course # 8600**

An ensemble class for students in grades seven and eight devoted to further developing the requisite skills and knowledge essential to being a high functioning member of a performing ensemble. No prior experience is necessary, however, it is preferable, and students will be responsible for obtaining their own instrument if there aren't any available from the school. Repertoire is drawn from a variety of styles in order to give students as varied a musical experience as their abilities allow. Students enrolled in the Middle School Band (and who are prepared to do so) will be expected to join with members of the High School Band for all public performances.

**CHORUS (7/8)****Course # 8500**

Chorus is a continuation of the vocal program from the Center School in which students learn vocal techniques and music appropriate for their age level. Chorus has a general focus on vocal music, including literature from the folk, popular, and Broadway genres, and there is an emphasis on singing in two, three, or four parts. This is a full year course and required performances include a winter and spring concert, as well as the Thomaston High School Graduation. Other performances such as festivals, tours, exchange programs, and trips may also be included in the yearly program. New students to the program will be accepted and placed through an audition process to determine vocal level.

**FAMILY AND CONSUMER SCIENCE (7/8)****Course # 8530**

Students in grade seven and eight may elect to take Family and Consumer Science for one semester. This is an exploratory course that will focus on food and nutrition, design, and interpersonal development. Students will be introduced to a variety of equipment through numerous projects. Participation in this course will provide students with the opportunity to work in the kitchen/lab, utilize the sewing machines, and develop life skills. **Note- this course may only be taken in grade 7 or 8, not both.**

## GRADES NINE THROUGH TWELVE ELECTIVES

# ART

### ART I

Course # 6216

A beginning level art course, Art I has students explore and develop skills based on the elements of art and principles of design. The academics of art are explored through a variety of practical experiences: basic drawing, painting, design, graphics and collage. The class incorporates creative expression in both 2-D and 3-D techniques. Students are also exposed to the process of critiquing art as well as art history as it relates to various projects. This semester course is a prerequisite for Art 2.

.5 Credit  
Level 3

No Prerequisite  
Grades: 9 - 12

### ART II

Course # 6226

In addition to the skills mastered in Art I, the Art II student will be encouraged to experiment and become more independent in order to develop a personal style. Students will be evaluated on works produced, individual progress, and work habits. The process of self-reflection will be greater developed to include peer critique.

.5 Credit  
Level 3

Prerequisite: Art I  
Grades: 9 - 12

### ART III

Course # 6230

Art III is a full year course. This course is designed to develop an understanding and study of artists and cultural styles through a broad range of art experiences and enriching personal encounters with a more in depth understanding of techniques. Essential skill development and practice in a variety of media along with experiences in criticism, history, and aesthetics, provide multiple avenues of learning.

1 Credit  
Level 3

Prerequisite: Art I & Art II  
Grades: 10 - 12

### ART IV

Course # 6245

This full year course is an advanced level art course for students who are interested in continuing to develop their art skills and self-expression in an effort to expand their portfolios. Students enrolled in this course will use gained knowledge to explore advanced concepts to develop expertise in techniques and materials through a structured developmental process. Students will

be encouraged to submit portfolios, for review, with colleges of their choice.

1 Credit  
Level 2

Prerequisite: Art I, Art II, Art III  
Grades: 11-12

### **CERAMICS (Semester I)**

**Course # 6260**

Ceramics, a semester course, is an introductory course designed to promote individual expression and ideas while gaining an understanding of the nature of clay and the ceramic process. Wheel-thrown work, a variety of hand built methods, decorative techniques and firing methods provide a basis for gaining insight into design principles, and historical and contemporary work.

.5 Credit  
Level 3

Prerequisite: Art I, Art II, Art III  
Grades: 11-12

### **SCULPTURE (Semester II)**

**Course # 6250**

This is an introductory course in sculpture with an emphasis on the materials, techniques, tools and processes of three-dimensional sculptural forms. A variety of materials will be used including paper, plaster, clay and stone. Modeling, carving and molding will be explored.

.5 Credit  
Level 3

Prerequisite: Art I, Art II, Art III  
Grades: 11-12

### **PAINTING I**

**Course # 6270**

An introductory course in painting designed to introduce the student to the materials and techniques of painting. Emphasis is on compositional elements, organization and arrangement within the painting. Materials will include pastels, watercolor, tempera, acrylic and oil on a variety of surfaces.

.5 Credit  
Level 3

Prerequisite: Art I, Art II, Art III  
Grades: 11-12

### **PAINTING II**

**Course # 6275**

An advanced course in painting with an emphasis on personal interpretation and development, designed to incorporate both representational and abstract modes of painting. Emphasis is on independent studio work using a variety of materials.

.5 Credit  
Level 2

Prerequisite: Art I, Art II, Art III, Painting I  
Grades: 11-12

# BUSINESS/TECHNOLOGY

## **INTRODUCTION TO INFORMATION TECHNOLOGY      Course # 6111**

Introduction to Information Technology will give students the opportunity to learn how to use the Microsoft Office Suite effectively. Students will be introduced to basic techniques in Microsoft Word, Excel, Access, Publisher and PowerPoint. Proper communication skills will also be addressed in this course. They will also be introduced to a sampling of business courses offered. **This course is required for graduation and is recommended to be taken by Sophomore year.**

.5 Credit  
Level 3

No Prerequisite  
Grades: 9-12

## **DIGITAL ARTS I      Course # 6188**

Students in Digital Arts will develop essential technology skills by utilizing a variety of computer applications and software. Students will explore digital photography, basic animation, blogs, creating Webpages and portfolio development. A variety of software such as Photoshop, Pencil, ToonBoom Studio, and applications such as Adobe Photo Express and Instagram will be utilized. Digital Arts I is a project based course. A final portfolio of work will be required.

.5 Credit  
Level 3

No Prerequisite  
Grades: 9-12

## **DIGITAL ARTS II      Course # 6189**

Students in Digital Arts II will develop advanced technology skills illustrating their expertise with complex techniques in software applications such as Photoshop, Toon Boom Studio, Flash, Illustrator along with a variety of advanced applications. Digital Arts II is a project-based class. A final portfolio of work will be required.

.5 Credit  
Level 3

Prerequisite Digital Arts I  
Grades: 9-12

## **DIGITAL MEDIA I & II      Course # 6191(I)/# 6192 (II)**

Digital Media examines video editing, digital recording, storyboards, lighting techniques, film genres, web design, computer animation, design publishing and various software programs such as Final Cut Pro, Adobe Creative Suites, and iMovie. Digital Media is a project-based class and requires basic computer knowledge. Students will develop an understanding of the following

technologies: digital imaging, film and computer generated visual effects as well as an understanding of visual and digital media literacy. Additionally, students will be responsible for producing morning announcements.

.5 Credit  
Level 3

Prerequisite: Digital Arts I & II  
Grades: 10-12

### **DIGITAL MEDIA III**

**Course # 6194**

The Advanced Digital Media course is a challenging video production course with the prerequisite of Digital Media I, II and Digital Arts I, and II. Students will utilize advanced editing software such as Final Cut Pro and a variety of sophisticated digital photography and animation software. Students will produce content for the WTHS studios, channel 21 and will have the opportunity for real world filming experience with hands on projects involving industry professionals in the fields of television, video and film production.

1 Credit  
Level 2

Prerequisite: Digital Arts I & II, Digital Media I & II  
Grades: 11-12

### **ACCOUNTING I**

**Course # 6110**

This course is designed to introduce the accounting cycle for sole proprietorships, as well as partnerships and corporate business entities. Students will prepare and interpret accounting journals, ledgers, and basic financial statements. Various careers in accounting will also be discussed.

1 Credit  
Level 3

No Prerequisite  
Grades: 10-12

### **ACCOUNTING II**

**Course # 6125**

Accounting II is designed for those students who are considering a career in accounting as well as those students planning on studying business administration in college. This is an advanced course that will focus on the application of generally accepted accounting principles used in business transactions. Accounting for merchandising firms, as well as the preparation, analysis and interpretation of financial statements are going to be covered. Computer applications (Excel and QuickBooks) will be utilized.

1 Credit  
Level 2

Prerequisite: Accounting I  
Grades: 11-12

**PERSONAL FINANCE****Course # 6155**

This course is designed to introduce students to the fundamentals of personal money management skills and the financial planning process. Students will learn how to keep and balance a checkbook, develop a simple personal financial plan, create a personal budget, investigate savings and investment options, and develop strategies for effective debt and credit management, and select insurance. In addition to financial skills, students will develop soft-skills (ie., interview skills), an underlying focus throughout the course. This course is a graduation requirement for all students graduating in 2020 and later.

.5 Credit  
Level 3

No Prerequisite  
Grades: 10-12

**DESK TOP PUBLISHING I****Course # 6170**

Using advanced word processing skills, emphasis in this course is placed on realistic tasks required in the business world. Desktop publishing skills are used in this course to create a variety of layouts, learning proper design techniques and graphic designs. Students are going to learn and use computer software including Adobe In Design and PhotoShop to create and produce camera-ready copy for final publication. This course designs and creates the yearbook production, The Owl.

.5 Credit  
Level 3

Prerequisite: Intro to Information Technology  
Grades 11-12

**DESK TOP PUBLISHING II****Course # 6175**

Desktop Publishing II is designed for those students who are considering a career in graphic arts as well as those students planning on studying business administration in college. This is an advanced course that will focus on the application of layouts, creating proper design techniques and graphic designs. Students will use computer software including Adobe In Design and PhotoShop to create and produce camera-ready copy for final publication. This course designs and creates the yearbook production, The Owl.

.5 Credit  
Level 3

Prerequisite: Desk Top Publishing I  
Grades: 12

**AP COMPUTER SCIENCE PRINCIPLES****Course # 6100**

This course provides an introduction to basic principles of computer science (CS), including programming in App Inventor, a graphical programming language for Android mobile devices. This is a projects-based course. Students will learn CS principles by building socially useful mobile apps and reflecting on the impacts of their work. This course involves a strong writing

component. Students will maintain a portfolio of their work, which will include several performance tasks in the areas of programming, data analysis, and the impact of computing technology.

1 Credit  
Level 1

No Prerequisite  
Grade: 10-12

# ENGLISH

## ENGLISH 9 (2)

Course # 1100

The major aim of this course is to improve the student's competency in the areas of grammar, reading, writing, speaking, and listening. A minimum of five important works from the list below will be studied in depth. Students will do individual projects and reports. Grammar, vocabulary and spelling skills will be strengthened.

### Readings:

*The Odyssey (unabridged)*  
*Romeo and Juliet*  
*Of Mice and Men*

*To Kill a Mockingbird*  
*Animal Farm*

### Optional:

*Fahrenheit 451*

1 Credit  
Level 2

Prerequisite: 87 in Grade 8 English and Reading  
Grade: 9

## ENGLISH 9 (3)

Course # 1110

The purpose of this course is to further develop the student's ability to write and to speak effectively and to broaden his/her appreciation of literature through the reading and discussion of novels, short stories, poetry and drama. At least four major works from the list below will be studied. Grammar, vocabulary and spelling skills will be strengthened.

### Readings:

*The Odyssey (abridged)*  
*Romeo and Juliet*  
*Whirligig*

*Animal Farm*  
*To Kill a Mockingbird*  
*Of Mice and Men*

1 Credit  
Level 3

No Prerequisite  
Grade: 9

## ENGLISH 10 (2)

Course # 1200

This course is designed to challenge and improve the student's skill in critical reading and writing skills. At least six literary works from the list below will be read, discussed, and analyzed with an emphasis on author's style. Response essays will be analytic in nature. Individual projects and research will be required. Grammar, vocabulary, and spelling skills will be strengthened through the writing process.

Readings:

*Oedipus Rex*  
*Antigone*  
*The Old Man and the Sea*  
*The Catcher in the Rye*  
*A Raisin in the Sun*

*Julius Caesar*  
*A Midsummer Night's Dream*  
*Lord of the Flies*  
*A Separate Peace*

1 Credit  
Level 2

Prerequisite: 80 in English 9 (2) or 87 in English 9 (3)  
Grade: 10

**ENGLISH 10 (3)**

**Course # 1210**

This course will develop and improve the student's ability to read critically and to communicate clearly in writing and speaking. At least five literary works from the list below will be read, discussed, and analyzed. Response essays are required. Individual projects and research will be required. Grammar, vocabulary, and spelling skills will be taught and strengthened through lessons and the writing process.

Readings:

*Oedipus Rex*  
*Antigone*  
*Lord of the Flies*  
*Catcher in the Rye*  
*A Separate Peace*

*A Midsummer Night's Dream*  
*Julius Caesar*  
*A Raisin in the Sun*  
*The Old Man and the Sea*

1 Credit  
Level 3

No Prerequisite  
Grade: 10

**UCONN ENG1010: Rhetoric & Legal Issues (1)**

**Course #1504**

Rhetoric and Legal Issues is designed to challenge students in the reading, interpretation, and analysis of major works of fiction and non-fiction, with a focus on the uses of rhetoric and exposition. This is an ECE (Early College Experience) course that allows students the opportunity to earn college credit upon successful completion. Consequently, the demands and expectations of this course exceed those of other high school English courses. Course studies will include focus on the following:

Rhetorical Strategies  
Rhetorical Modes  
Rhetorical Fallacies

Rhetorical Appeals  
Standardized Test Preparation  
Vocabulary Enrichment

Case Studies  
Film/Documentary Analysis  
Topical Research

1 Credit  
Level 1

Prerequisite: 87 in English 10 (2) and/or Teacher Recommendation  
Grade: 11

**ENGLISH 11 (2)****Course # 1300**

This course is designed to offer students a solid background in American Literature. Works will be covered in appropriate context so students will leave the course with an understanding of the influences of literature on culture. Course readings will include novels, plays, short stories, and non-fiction works from the course anthology. Students will be expected to read independently as a supplement to works read in class. There will be an increased emphasis on written expression, with a particular focus on preparing students for the amount and variety of writing they will be required to do in college. As it is an honors level course, the rigor of the course will be evident in the work load as well as the depth of class discussion.

Works May Include:

*The Crucible*  
*The Scarlet Letter*  
*The Adventures of Huckleberry Finn*  
*Uncle Tom's Cabin*  
*My Antonia*  
*Ethan Frome*  
*The Great Gatsby*  
*The Jungle*

Additional Author Studies May Include:

Anne Bradstreet  
 Benjamin Franklin  
 Edgar Allen Poe  
 Washington Irving  
 Henry David Thoreau  
 Ralph Waldo Emerson  
 Jack Kerouac  
 Jon Krakauer

1 Credit  
 Level 2

Prerequisite: 80 in English 10 (2) or 87 in English 10 (3)  
 Grade: 11

**ENGLISH 11 (3)****Course # 1310**

This course is designed to offer students a solid background in American Literature. Works will be covered in appropriate context so students will leave the course with an understanding of the influences of literature on culture. Course readings will include novels, plays, short stories, and non-fiction works from the course anthology. There will be an increased emphasis on written expression, with a particular focus on preparing students for the amount and variety of writing they will be required to do in college.

Works May Include:

*The Crucible*  
*The Adventures of Huckleberry Finn*  
*My Antonia*  
*Ethan Frome*  
*The Great Gatsby*  
*The Natural*  
*The Jungle*

Additional Author Studies May Include:

Anne Bradstreet  
 Benjamin Franklin  
 Edgar Allen Poe  
 Washington Irving  
 Henry David Thoreau  
 Ralph Waldo Emerson  
 Jon Krakauer

1 Credit  
 Level 2

No Prerequisite  
 Grade: 11

**UCONN ENG 1011: LITERATURE AND COMPOSITION (1)****Course # 1505**

Literature and Composition is designed to challenge students in the reading, interpretation, and analysis of major works of fiction, poetry, and drama. This is an ECE (Early College Experience) course that allows students the opportunity to earn college credit upon successful completion. Consequently, the demands and expectations of this course exceed those of other high school English courses. Students will focus on analytical writing about literature in close reading responses, formal analysis essays, and scholarly research essays. In addition to the anthology, course reading may include:

*The Canterbury Tales**Hamlet**Jacob's Room**The Awakening**The Picture of Dorian Gray**Their Eyes Were Watching God**Crime and Punishment**1984**Brave New World**Catch 22*

1 Credit

Level 1

Prerequisite: 87 in English 11 (2) or 80 in UCONN English 1010 and/or Teacher Recommendation

Grades: 11-12

**ENGLISH 12 (2)****Course # 1402**

This course is designed to offer students a solid background in British Literature. Works will be covered in appropriate context so students will leave the course with an understanding of the influences of literature on culture. There will be an increased emphasis on written expression, with a particular focus on preparing students for the amount and variety of writing they will be required to complete in college. As it is an honors level course, the rigor of the course will be evident in the workload as well as the depth of class discussion. In addition to the textbook, course readings may include:

**Shakespeare: *Macbeth, Othello, or Hamlet***Poetry By:

William Blake

Emily Bronte

Alfred, Lord Tennyson

Robert Browning

Elizabeth Barrett Browning

John Keats

Robert Burns

Works May Include:*Wuthering Heights**Jane Eyre**Wide Sargasso Sea**Picture of Dorian Gray**Heart of Darkness**1984*

1 Credit

Level 2

Prerequisite: 80 in English 11 (2) or 87 in English 11 (3)

Grade: 12

**ENGLISH 12 (3)****Course # 1410**

This course is designed to offer students a solid background in British Literature. Works will be covered in appropriate context so students will leave the course with an understanding of the influences of literature on culture. There will be an increased emphasis on written expression, with a particular focus on preparing students for the amount and variety of writing they will be required to complete in college. In addition to the textbook, course readings may include:

*Hamlet**Othello**Wuthering Heights**Jane Eyre**Wide Sargasso Sea**Picture of Dorian Gray**Heart of Darkness*Poetry by:

John Keats

William Blake

Emily Bronte

Alfred, Lord Tennyson

Robert Browning

Elizabeth Barrett Browning

1 Credit

Level 3

No Prerequisite

Grade: 12

**ENGLISH ELECTIVES****THE JOURNEY OF THE SELF (2)****Course # 1425**

This course will focus on literature dealing thematically with the individual's quest for self-identity and individual truth within the human condition. Selected works will center on the concept of discovering wisdom and truth through intense personal experience. Students will continue to develop skills related to thematic analysis, personal connection, and critical response. Works to be studied may include:

*Journey to Ithaca**Siddhartha**The Alchemist**The River Why**Life of Pi**The Heart is a Lonely Hunter**The Bread Givers*

.5 Credit

Level 2

No Prerequisite

Grades: 10-12

**SCIENCE FICTION (2)****Course # 1430**

This is a challenging, reading-intensive course that explores how science fiction is a reflection of the political and social climate of the times. The course focuses on science fiction from the 19<sup>th</sup> and 20<sup>th</sup> centuries, including the genre's origins, the Golden Age, dystopias, and post-apocalyptic fiction. Students will read a variety of short stories as well as novels. Students will develop critical thinking skills through the analysis and application of abstract concepts in journal entries and the creation of film or short stories as well as in one essay.

Topics include: How does science fiction explore the effects of advanced technology and scientific knowledge on humankind? What does it mean to be human? What is the purpose of the alien in science fiction works? What is the fate of humanity?

In addition to the text *Decades of Science Fiction*, works may include:

<i>Do Androids Dream of Electric Sheep</i>	<i>The Road</i>
<i>Childhood's End</i>	1984
<i>The Golden Compass</i>	<i>Brave New World</i>
<i>Oryx and Crake</i>	<i>Fahrenheit 451</i>

.5 Credit  
Level 2

No Prerequisite  
Grades: 10-12

**WORLD MYTHOLOGY:  
LEGENDS, FAIRYTALES AND MYTHS (2)**

**Course # 1435**

This course will examine legends, myths and fairytales from various peoples around the world, as well as explore how both individuals and society influence these genres. Students will learn to better differentiate between these genres, and apply this knowledge to their own creative work. We will compare early versions of famous stories to their modern counterparts using film, short stories, and modern day fairy tales. Students will consider how the process of filmmaking impacts the audiences' perception of the story. Students will explore and analyze consistent mythological patterns, symbols, and characteristics across worldwide cultural lines.

**Readings:**

<i>Hans Christian Anderson</i>	<i>D'Aulaire's Book of Greek Myths</i>
<i>The Brothers Grimm</i>	<i>Mythology by Edith Hamilton</i>
<i>Charles Perrault</i>	<i>Select cultural myths</i>
<i>The Legend of King Arthur and his Knights</i>	<i>The Epic of Gilgamesh</i>

.5 Credit  
Level 2

No Prerequisite  
Grades: 10-12

**CREATIVE WRITING (2)**

**Course # 1440**

This course is designed for students who want to explore their own writing talents and styles. Students will study works of both poetry and prose in order to model the technique and artistry of some of the great writers. Students will be responsible for creating and maintaining a writing portfolio comprised of their original work.

.5 Credit  
Level 2

No Prerequisite  
Grades: 10-12

**JOURNALISM (2)**

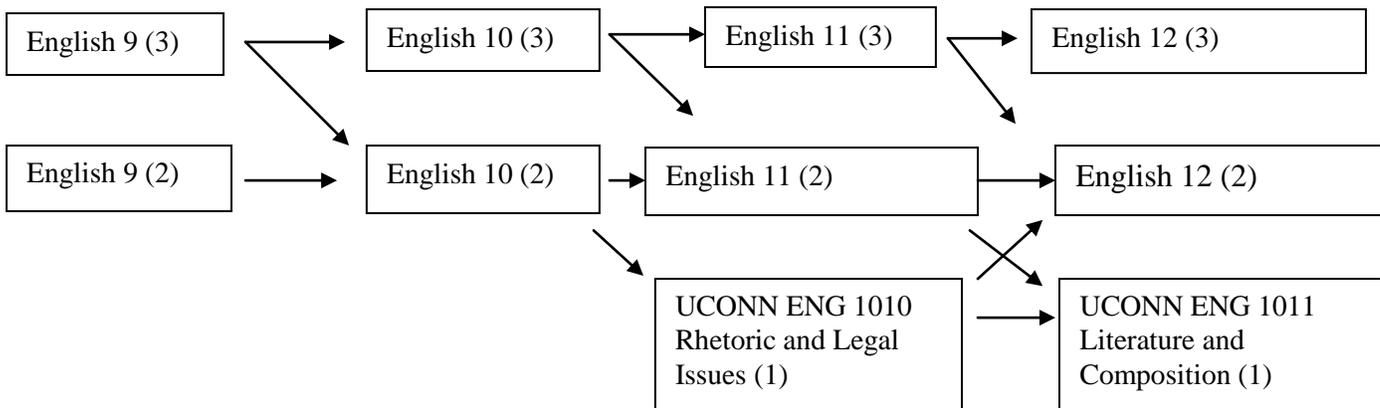
**Course # 1445**

Students will learn to write news and feature stories as well as editorials, reviews, and opinion pieces for the purpose of professional publication. Course work will require articles to be written on a daily basis, and students will engage in the following activities: peer editing, peer-reviewing, interviewing, film review to name a few. Text: Inside the Writer’s Mind.

.5 Credit  
Level 2

No Prerequisite  
Grades: 10-12

**ENGLISH COURSE SEQUENCE**



***Elective English classes must be supplemental to English 9 - 12***

The Journey of the Self  
Science Fiction  
Journalism

World Mythology: Legends, Fairytales, and Myths  
Creative Writing

# FAMILY AND CONSUMER SCIENCE

## FASHION MERCHANDISING AND DESIGN

Course # 6455

Students will be provided an in-depth view of the various aspects in the field of fashion .An overview of fashion design, fashion promotion, and marketing will be explored. Students will have an opportunity to design, manufacture and merchandise fashion items as well as apply the fundamentals of the retail industry through the course's boutique. Students will be introduced to various careers in the fashion industry.

.5 credits  
Level 3

No Prerequisite  
Grades: 9-12

## FOOD AND NUTRITION

Course # 6425

Learn how to make healthy and nutritious food decisions, plan meals and prepare food safely. The course will cover areas of food production, preservation, nutrition, planning, marketing, and preparation. A classroom and laboratory half-year course is open to grades 9-12. Certification for safe food handling will be offered in this course

.5 Credit  
Level 3

No Prerequisite  
Grades: 9-12

## CULINARY ARTS

Course # 6426

This second level course provides a more in depth view of the food service industry. Areas to be covered include culinary safety, the food service industry, and quality food service practices, the professional kitchen and culinary applications. Culinary Arts is a classroom and laboratory full year course open to grades 10-12 who have taken Food and Nutrition. This course is designed for the student interested in entering the culinary profession.

1 Credit  
Level 3

Prerequisite: Food and Nutrition  
Grades: 10-12

## CHILD DEVELOPMENT

Course # 6450

Students will study growth and development of the child from prenatal through their adolescence. The class will focus on the importance of the role of the caregiver and his/her effect on the development of the child. This is a hands-on course. Students will observe and work with children at each stage of development via classroom guests and a student/teacher program coordinated with the Pre-kindergarten class at Black Rock Elementary School.

All students would benefit from this course; however, we strongly recommend this course for those who intend to enter the following fields: Education, Medical, and Mental Health.

1 Credit  
Level 3

No Prerequisite  
Grades: 9-12

## **ADULT LIVING**

**Course # 6445**

From getting along with roommates and coworkers to choosing an apartment or using credit wisely, this course presents real life situations that students will encounter in early adulthood. Areas covered focus on personal development, living on your own, career planning, and consumer education. Current issues will also be explored. A half-year course offered to juniors and seniors.

.5 Credit  
Level 3

No Prerequisite  
Grades: 11-12

# INDUSTRIAL EDUCATION

## **CONSTRUCTION TECHNOLOGY (3)**

**Course # 6511**

This course instructs students in the basic fundamentals of the construction industry. Students will learn the steps involved in constructing a residential house on-site through various hands on activities. The activities include but are not limited to the following: framing, plumbing, electrical, sheet rocking, and roofing. Students will also plan, design and construct individual and group projects utilizing the tools, equipment and machines needed to complete these projects. Safe handling of tools and equipment, proper planning techniques and teamwork will be emphasized in this class.

.5 Credit  
Level 3

No Prerequisite  
Grades: 9-12

## **MANUFACTURING (3)**

**Course # 6512**

This course will instruct students in the workings of the manufacturing industry through a variety of individual and group activities. Activities will include individual projects planned, designed, manufactured and marketed using conventional tools, equipment and marketing strategies. Students will also complete an enterprise mass production project as a class activity or in small groups and prepare written and/or video documentation of their work. The manufacturing industry of Thomaston and/or the surrounding area will also be explored.

.5 Credit  
Level 3

No Prerequisite  
Grades: 9-12

## **CAD I (Basic Drafting Techniques) (3)**

**Course # 6535**

This course is designed to introduce students to the world of drafting using traditional methods of instruction as an introduction and progressing to CAD as the primary tool of instruction. Students will learn how to create single view and multi-view drawings using graph paper, mechanical drawing equipment and CAD. Students will also learn the commands necessary to produce basic isometric drawings as well. This course is a hands on learning experience that reinforces basic math skills, technological literacy, academic and personal development and technical knowledge. Individual ability is taken into consideration and students are challenged to achieve to their highest level, knowledge, and career awareness. Emphasis is placed on individual ability and students' progress at their own rate.

.5 Credit  
Level 3

No Prerequisite  
Grades: 9-12

**CAD II (Advanced Drafting Principles) (3)****Course # 6540**

This course is designed for the student who has an interest in learning the advance concepts of producing drawings used in industry utilizing the computer and the corresponding CAD software. Students will be guided through the correct commands to learn how to produce orthographic, section view, auxiliary view, and working drawings. Proper dimensioning techniques and model making will be included to help with the problem solving tasks required to complete the drawings. Students with engineering and/or manufacturing career interests will most benefit from this course.

1 Credit  
Level 3

Prerequisite: CAD I  
Grades: 10-12

**CAD III (Architecture and Solid Modeling) (3)****Course # 6550**

This course will allow students the opportunity to experience the basic drafting techniques, building codes and conventions used in producing architectural drawings. Students will utilize CAD software to produce a set of residential house plans. Students will research different examples of house plans on the Internet, trade magazines and other sources before deciding on their house design. Students will also construct a scale model of their house to match their specifications. Students will also be introduced to basic Solid Modeling procedures and techniques as they are applied in manufacturing and industry as well as Master Cam software to produce projects on a computer aided router.

1 Credit  
Level 3

Prerequisite: CAD II  
Grades: 10-12

**WOODWORKING I (3)****Course # 6508****WOODWORKING II (3)****Course # 6509**

The courses are designed to give student in woodworking, full access to all power tools and equipment in the Tech Ed. shop. Under the guidance of the Tech Ed. instructor, all students will plan, create blueprints, and build products in accordance with the woodworking industry. Students will work independently on their projects. Each student will work to the full potential of his or her capabilities. All projects assigned will be at the level of difficulty appropriate to the student. Once completed the projects will be the personal property of the student. All lumber and basic hardware will be provided by the Tech Ed. department. Students are responsible for all specialty hardware.

.5 Credit  
Level 3

Prerequisite: Construction Technology and Manufacturing  
Grades: 11-12

## **SMALL ENGINE REPAIR TRAINING COURSE**

**Course #6560**

Offered through Naugatuck Valley Community College

*Course Objective:* The Small Engine Repair course would provide the student with an introductory knowledge and entry level skills to gain employment in the field of small engine repair.

*Course Objectives:* Upon completion of the program, students will be able to:

- Understand the role of a small engine technician and the career opportunities in the outdoor power equipment field
- Describe the basic operation of small engines and identify the parts of a typical small engine
- Discuss the theory and operation of the cooling, lubrication, and fuel of a typical small engine
- Describe the theory and operation of the electrical systems of a small engine, including the operation of the ignition system
- Describe how to disassemble, rebuild, and reassemble a typical two-stroke and four-stroke engine
- Identify the types of drive trains found in outdoor power equipment and summarize how to service lawn and riding mowers as well as garden tractors
- Identify the typical troubleshooting and repair procedures for the most common types of outdoor power equipment
- Describe the ownership and management of an outdoor power equipment repair business

1 credit  
Level 0

No Prerequisite  
Grades: 9-12

# PHYSICAL EDUCATION/HEALTH

**Physical Education (Grade 9)**

**Course # 6715**

**Physical Education (Grade 10)**

**Course # 6725**

**Physical Education (Grades 11 or 12)**

**Course # 6735**

## **The Physical Education component will include:**

- Fundamental fitness concepts
- Fundamental fitness training including weights and cardiovascular activities
- Sport skills in a variety of team and individual sport activities
- Knowledge of physical and psychological benefits derived from health related fitness activities
- Knowledge of rules, strategies, and sportsmanship behaviors will be reinforced and other related information concerning lifetime fitness maintenance will be taught.

\*10<sup>th</sup> grade students are required to take the Connecticut Physical Fitness Assessment

.5 Credit

No Prerequisite

Grade 9: Will attend physical education class daily for one semester.

Grade 10: Will attend physical education class daily for one semester.

Grades 11-12: May attend physical education class daily for one semester.

## **HEALTH**

**Course # 6750**

This course enhances and empowers the physical, mental, and social well-being of our students' lives through demonstrating healthy behaviors and making informed decisions. Students learn various health skills and practice and apply the skills to content taught while reflecting on their own personal health and lifelong wellness. Skills will include accessing valid information, products, and services, decision-making, goal-setting, analyzing external and internal influences, using effective communication, and advocating a healthy position. Units include, but are not limited to, nutrition, personal fitness, diseases, sexually transmitted diseases, drug prevention, and relationships. Health Education is a one-semester course required for graduation.

.5 Credit  
Level 3

No Prerequisite  
Grade: 10

## PHYSICAL EDUCATION ELECTIVES

### EXERCISE SCIENCE I

Course # 6755

This is an introduction to fitness and movement concepts through participation in various activities including resistance training, dance, aerobics, and yoga. This course provides the opportunity to study the scientific principles of movement and exercise, benefits of engaging in physical activity, injury prevention strategies, and developing good nutritional habits towards living a long, safe, and healthful life.

.5 Credit

Level 3

No Prerequisite

Grades: 10-12

*Note: Sophomores may select Exercise Science I in place of PE 10. This course may only be taken once in high school.*

# MATHEMATICS

## **ALGEBRA (3)**

**Course # 3110**

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. Because it is built on the middle grades standards, this is a more ambitious version of Algebra I than has generally been offered. The concepts taught deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. **TI 83/84 series calculator is recommended.**

1 Credit  
Level 3

No Prerequisite  
Grade: 9

## **ALGEBRA STEM LAB**

**Course # 3120**

Learning is collaborative and project-based; students work closely together in a hands-on way to solve real-world problems. This course will focus primarily on problem-solving skills, helping students develop into creative, critical thinkers. Students will apply Algebra concepts, as well as basic math skills, such as fractions, percentages, ratios, and proportions to practical situations. Projects are assigned based on math readiness; therefore, every student is appropriately challenged and may move at a pace specifically tailored to their current functioning.

1 Credit  
Level 3

No Prerequisite  
Grade: 9-12

## **GEOMETRY (2)**

**Course # 3202**

## **GEOMETRY (3)**

**Course # 3210**

The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Geometry (2) moves at a more rapid pace and requires work with more difficult proofs and greater depths of understanding.

1 Credit  
Level 2  
Level 3

Grade 9-11  
Prerequisite: 87 in Algebra  
Prerequisite: Algebra

### **GEOMETRY STEM LAB**

**Course # 3220**

Learning is collaborative and project-based; students work closely together in a hands-on way to solve real-world problems. This course will focus primarily on problem-solving skills, helping students develop into creative, critical thinkers. Student will apply Geometry concepts, as well as basic math skills such as probability and statistical inference, and fundamentals of plane and solid geometry to practical situations. Projects are assigned based on math readiness; therefore, every student is appropriately challenged and may move at a pace specifically tailored to their current functioning.

1 Credit  
Level 3

No Prerequisite  
Grade: 9-12

### **ADVANCED ALGEBRA (2) ADVANCED ALGEBRA (3)**

**Course # 3300  
Course # 3310**

The prerequisite course is geometry. Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Advanced Algebra (2) moves at a more rapid pace and requires greater understanding of the theory of mathematics. **TI 83/84 series calculator is required.**

1 Credit  
Level 2  
Level 3

Prerequisite: 80 in Geometry (2) or 87 in Geometry (3)  
Prerequisite: Geometry  
Grades: 10-12

### **PRE-CALCULUS (2) AND (3)**

**Course # 3400/3410**

This course integrates the concepts of calculus with topics of discrete mathematics. It provides the opportunity for students to investigate topics such as extrema, graph theory, trigonometry, and mathematical applications. Students will find themes that unify their understanding of mathematics and prepare them for courses they will need in college. Pre-Calculus (2) moves at a more rapid pace, requires greater understanding of the theory of mathematics, and prepares

students for AP Calculus. **TI 83/84 series calculator is required.**

1 Credit  
Level 2  
Level 3

Prerequisite: 80 in Advanced Algebra (2) or  
87 in Advanced Algebra (3)  
Prerequisite: Advanced Algebra

### **STATISTICS (3)**

**Course # 3415**

The purpose of this course is for students to grasp basic statistical concepts and techniques and to relate these concepts to real-world examples. Topics include probability, hypothesis testing, correlation and regression. **A TI 83/84 series graphing calculator is used extensively and is required.**

1 Credit  
Level 3

Prerequisite: Advanced Algebra  
Grades: 11-12

### **ADVANCED PLACEMENT STATISTICS (1)**

**Course # 3425**

This is a full-year advanced placement course in statistics comparable to first year courses in colleges and universities. It is devoted to the study of probability and statistical concepts and techniques and the application of these concepts to real-world examples. It is expected that students who take this AP course will seek college credit or placement, or both, from institutions of higher learning. **A TI 83/84 series graphing calculator is used extensively and is required.**

1 Credit  
Level 1

Prerequisite: 87 in Advanced Algebra (3) 83 in Advanced  
Algebra (2) and Teacher Recommendation  
Grades: 11-12

### **ADVANCED PLACEMENT CALCULUS AB (1)**

**Course # 3500**

This is an advanced placement course in calculus and related topics comparable to first year courses in colleges and universities. Most of this full year course is devoted to the study of differential and integral calculus. It is expected that students who take this AP course will seek college credit or placement, or both, from institutions of higher learning. **Graphing TI 83 or TI83 Plus, or TI 84 is required or TI89.** UConn ECE has been proposed to run concurrently with this class.

1 Credit  
Level 1

Prerequisite: 80 in Pre-Calculus (2) and Teacher  
Recommendation  
Grades: 11-12

## MATHEMATICS COURSE SEQUENCE

8th	9th	10th	11th	12th
Algebra	Geometry (2)	Adv. Algebra (2)	Pre-Calculus (2)	AP Statistics (1) AP Calculus AB (1) Statistics (3)
Math 8	Algebra(3)	Geometry (3)	Adv. Algebra (3)	Pre-Calculus (3) Statistics (3) AP Statistics (1)
	STEM Algebra	STEM Geometry		

**Note:**

- 1. All students enrolled in level 3 Algebra and Geometry are required to take a supplemental STEM Math while in grade 9 and 10.**
- 2. Highly motivated students are encouraged to transition from level 3 to level 2 courses. High school students wishing to move to level 2 may be required to take two Math courses during the same academic year in order to complete the transition. Examples: Geometry and Advanced Algebra may be taken concurrently  
PreCalculus and AP Statistics may be taken concurrently**

# MUSIC

## CHORUS

Course # 6345

An ensemble class dedicated to performance of choral literature. Repertoire is drawn from a variety of styles in order to give students as varied a musical experience as their abilities allow. There is an emphasis on developing singing skills, and the pure enjoyment of singing. This is a full-year course and required performances include a winter and spring concert, as well as Thomaston High School graduation. Students are encouraged to participate in music festivals including All-State, Berkshire League, ACDA Honors Choir, and university festivals. Any student with a desire to sing is encouraged to enroll. New students to the program will be accepted and placed through an audition process to determine vocal level.

1 Credit  
Level 3

No Prerequisite  
Grades: 9 – 12

## BAND

Course # 6310

An ensemble class dedicated to the performance of wind band literature. This class is open to students in students in grades 9-12; with preference to those students have prior experience. Repertoire is drawn from a variety of styles in order to give students as varied a musical experience as their abilities allow. Smaller sub-groupings may be formed with the intention of exploring and performing more modern genres, such as jazz, blues, and rock. Emphasis is placed on developing playing skills and enjoying music. Students must play in all public performances. Students are encouraged to participate in other music festivals including All-State and Berkshire League festivals. Bass players are also welcome.

1 Credit  
Level 3

No Prerequisite  
Grades: 9 – 12

## MUSIC THEORY

Course # 6380

Music Theory is a semester long course design to introduce the student to the fundamentals, resources, and practices of Western music from the 17<sup>th</sup> century to the present day. Through class discussion, listening experiences, assignments, and composition projects, students will develop a foundation of knowledge of the following musical elements: melody, harmony, rhythm, form, and composition. This class is an excellent choice for students interested in music, composition, or those who plan to continue studying music beyond high school.

.5 Credit  
Level 2

No Prerequisite  
Grades: 9-12

**PIANO I****Course # 6360**

This course is designed to teach the fundamentals of piano playing. Instruction will focus on proper playing technique and encompass a variety of musical styles: folk, rock, pop, blues, classical, and more. You will learn a vocabulary of chords, accompaniment patterns, and improvisational techniques. You will also learn how to play melodies in several positions and possibly participate in ensemble playing. While the class is designed as an introductory course, students will be encouraged to go as far in their learning as their effort allows.

1 Credit  
Level 3

No Prerequisite  
Grades: 9-12

**PIANO II****Course # 6365**

This course is designed to expand upon students' skills and knowledge that they developed in piano 1. Students will learn to perform music of multiple genres and styles, as well as to perform music in a small group setting (public performance optional, not required). In addition, this course will spend time focusing on sight reading, playing by ear, and also song-writing.

1 Credit  
Level 3

Prerequisite: Piano I  
Grades: 10-12

# SCHOOL-TO-CAREER

The following courses are open to students in grades 9-12. Students must apply for each course with the School-to-Career Coordinator. Emphasis will be placed on academic and employability skills through teacher and employer evaluations. **No more than .5 credit in any school-to-career program may be used to satisfy graduation requirements.**

## **WORK PROGRAM**

**Course # SCWV**

A half-year course open to students in grades 10-12. Students work 200 paid hours at a work site connected to a career interest. This course is designed to assist students with vocational and employability skills needed in the work place. Employers evaluate the student's performance according to the SCAN Skills and the student must complete a work-centered report.

.5 Credit

Prerequisite: Working Papers  
Grades: 10-12

## **COMMUNITY VOLUNTEER**

**Course # SCCV**

A half-year course open to students in grades 9-12. Students must volunteer 50 hours in a project, class or club with direct service to the community. Passing evaluation from the advisor or teacher and documented hours of service are required.

.5 Credit

No Prerequisite  
Grades: 9-12

## **WORK VOLUNTEER**

**Course # SCWV**

A half-year course designed to teach vocational and social skills at the work site. The work site must be related to the student career interest and 50 hours of unpaid work must be completed during a semester. Passing evaluations from employer for work performed, and completion of a work-centered report are required.

.5 Credit

No Prerequisite  
Grades: 9-12

## **INTERNSHIP**

**Course # SCIP**

A half-year course that is open to seniors. It is a program designed to provide a meaningful work-based learning experience for students in their career interest area, which reinforces and

makes relevant the classroom learning experience. Students will intern for 60 hours per semester.

Requirements:

- Maintain a weekly journal
- Evaluated quarterly by employer based on work related competencies
- Complete a related project for presentation at end of internship
- Maintain good attendance at intern site (three absences allowed)

.5 Credit

Prerequisite: Job shadow at Intern site prior to application.  
Teacher or Guidance Counselor  
recommendation suggested.

Grade: 12

# S C I E N C E

*Note: All Science offerings include a weekly laboratory period.*

## **BIOLOGY (3)**

**Course # 4230**

This course covers living organisms from the simplest to the most complex, which includes topics on cellular structure and function, microbes, sexual and asexual reproduction, molecular biology, heredity and evolution. The interaction between living organisms and their environments will be investigated.

1 Credit  
Level 3

No Prerequisite  
Grades: 9

## **BIOLOGY (2)**

**Course # 4220**

This course covers living organisms from the simplest to the most complex, which includes topics on cellular structure and function, microbes, sexual and asexual reproduction, molecular biology, heredity, and evolution. The interaction between living organisms and their environments will be investigated. This honors course will cover these topics in greater detail.

1 Credit  
Level 2

Prerequisite: 87 in previous Science course  
Grades: 9

## **CHEMISTRY (3)**

**Course # 4330**

Chemistry is the science dealing with the composition of materials and changes that these materials may undergo. A strong emphasis is placed on real-world applications of chemistry, laboratory procedures, and problem solving. Students must have taken Algebra or be currently enrolled in an algebra course.

1 Credit  
Level 3

Prerequisite: Biology, Algebra I  
Grades: 10

## **CHEMISTRY (2)**

**Course # 4310**

Chemistry is the science dealing with the composition of materials and changes that these materials may undergo. A strong emphasis is placed on analytical chemistry, laboratory procedures, and problem solving. This is an accelerated course intended for students with strong science and math backgrounds. Students must have passed Advanced Algebra or be currently enrolled in it.

1 Credit	Prerequisite: 87 in Algebra and 87 Biology (3)/ 80 in Biology (2)
Level 2	Grades: 10

### **INTRODUCTORY PHYSICS (3)**

**Course # 4410**

The course is designed to provide the student with basic introduction to the principles of physics and offers firsthand experience on learning in the laboratory. The basic concepts of Newtonian mechanics, fluids, heat, electricity and magnetism, light, sound, relativity and quantum mechanics are examined through lecture and laboratory investigations. An emphasis is placed on a conceptual understanding of physics though a good understating of math is important.

1 credit	Prerequisite: Advanced Algebra (may be taken concurrently)
Level 3	Grades: 11

### **HONORS PHYSICS**

**Course # 4420**

Physics deals with various types of energy, the transformation of that energy and the behavior of matter in relation to energy. A strong emphasis is placed upon laboratory investigations and problem solving that stresses analysis and critical thinking skills. Topics include the study of classical mechanics (ie., the relationship between force, motion, work, energy and power, gravitation and planetary motion, wave motion and vibrations, fluid power and heat, electricity, and magnetism). Modern theoretical physics and its expansion on Newtonian Physics is also explored.

1 credit	Prerequisite: 80 in Advanced Algebra (2) or 87 in Advance Algebra (3) and Chemistry
Level 2	Grade: 11

### **UCONN/AP PHYSICS I**

**Course # 4421**

The goal of UCONN Physics is to provide students with the identical course offered by the University of Connecticut and is the equivalent of one semester of college physics. This course emphasizes quantitative and qualitative explanations of physical phenomena and requires strong algebra, geometry and trigonometry skills. Topics studied include Newtonian Mechanics, wave phenomena, energy and thermodynamics. This will be conducted primarily through inquiry based laboratory experiments and problem solving activities, reinforced with class discussion. Students should be prepared to devote a significant amount of time to working on problem sets, writing lab reports, and working on projects outside of class. UCONN Physics is an accelerated course in college level, non-calculus based physics. *Students who complete this course may qualify for up to four (4) UCONN credits. Please note that students will be charged per course*

*credit by the University of Connecticut. It is expected that students participate in the AP Exam for this course.*

1 credit	Prerequisite: 80 in Pre-Calc. (2) and Physics (2) or 87 in Pre-Calc. (3) and Physics (3) and Teacher Recommendation
Level 1	Grades: 12

## SCIENCE ELECTIVES

### ENVIRONMENTAL SCIENCE (3)

**Course # 4320**

Environmental Science will begin with an introduction to ecology, during which time students will explore the diversity and complexity of interactions in various biomes ecosystems. The second half of the course will focus on how humans impact the environment, leading to enhanced awareness and understanding of some of the major environmental problems facing us today. Students involved in S.A.G.E. are strongly encouraged to enroll in this course.

1 Credit	Prerequisite: Biology
Level 3	Grades: 11-12

### ANATOMY AND PHYSIOLOGY (2)

**Course # 4360**

This is a college preparatory human anatomy and physiology course designed for students who are considering a career in the sciences, particularly life sciences, medical sciences, or sports medicine. It covers basic life chemistry, organization of the human body, cells, tissues, and body systems. Further material addresses health issues and common disorders. Animal dissection is included.

1 Credit	Prerequisite: 87 in Biology (3) or 80 Biology (2) and Chemistry(2)
Level 2	Grades: 11-12

### UCONN PHYSICS I/II

**Course # 4422**

The goal of UCONN Physics is to provide students with the identical course offered by the University of Connecticut and is the equivalent of two semesters of college physics. UCONN Physics requires a serious commitment from students. This course emphasizes quantitative and qualitative explanations of physical phenomena and requires strong algebra, geometry and trigonometry skills. Topics studied include Newtonian Mechanics, wave phenomena, energy, thermodynamics, electricity and magnetism, light, quantum mechanics and modern physics. This will be conducted primarily through inquiry based laboratory experiments and problem solving activities, reinforced with class discussion. Students should be prepared to devote a significant amount of time to working on problem sets, writing lab reports, and working on projects outside

of class. UCONN Physics is an accelerated course in college level, non-calculus based physics. Students who complete this course may qualify for up to eight (8) UCONN credits. Please note that students will be charged per course credit by the University of Connecticut.

1 credit	Prerequisite: 87 AP Calculus (1) (may be taken concurrently) and 90 Pre-Calc. (2) and Teacher Recommendation
Level 1	Grades: 12

### **ADVANCED PLACEMENT BIOLOGY (1)**

**Course # 4500**

This course is equivalent to an introductory college biology course and will follow the A.P. Biology Syllabus administered by the Educational Testing Service. While there will be an emphasis on Molecular Biology, a wide range of topics will be covered, including cell structure and physiology, classical and molecular genetics, population genetics and evolution, plant and animal systems and physiology, and ecology. Laboratory investigations in each of these topics are an integral part of this course. In addition, students will be required to take the A.P. Biology Exam and write a research paper. Students who successfully complete the A.P. Exam can generally receive college credit for Introductory Biology, depending on their college's A.P. scoring policy. *Students are expected to participate in the AP Exam for this class.*

1 Credit	Prerequisite: 87 in Biology (3) or 80 in Biology (2) and 80 Chemistry (2) or 87 in Chemistry (3) and Teacher Recommendation
Level 1	Grades: 11-12

### **ADVANCED PLACEMENT CHEMISTRY (1)**

**Course # 4525**

AP Chemistry is a second year chemistry course that serves as an introductory college level chemistry course. The curriculum is based on the national AP Chemistry syllabus and provides investigations into topics of general inorganic chemistry with special emphasis on the quantitative aspects of such topics as bonding, acid/base reactions, kinetic theory, gas laws, thermo-chemistry, and thermodynamics. Students will be required to complete a summer reading assignment prior to entering this course in the fall. Students may earn college credits for their achievement in this course. The credit may be awarded by some colleges for achievement on the A.P. Examination. **A registration fee is associated with the A.P. Examination. It is expected that students participate in the AP Exam for this class.**

1 Credit	Prerequisite: 87 in Advanced Algebra (3) or 80 in Advanced Algebra (2), and 87 in Chemistry (3) or 80 Chemistry (2) and Teacher Recommendation
Level 1	Grades: 11-12

**ELEMENTARY ROBOTICS (3)****Course # 4431**

This course will teach fundamental topics in robotics focusing on mobile robots and illustrations of the current state of the art research applications. Course information will be tied to lab experiments with students investigating such physical concepts as gears, torque, electromagnetic waves, etc. by constructing and programming test beds, collecting data and drawing conclusions. Using the engineering design team concept as a model, students will work in small groups to research, design, and program and construct robotic devices, culminating in an end of semester robot contest. Students must be computer proficient, have an eye for detail and enjoy creating mechanical processes from abstract ideas.

1 credit  
Level 3

No Prerequisite  
Grades: 9-12

**ROBOTICS I (2)****Course # 4432**

This 2<sup>nd</sup> year robotics course provides more in-depth topics of robot mechanisms, dynamics, and intelligent controls. Topics include planar and spatial kinematics, and motion planning; mechanism design for manipulators and mobile robots, multi-rigid-body dynamics, control design, actuators, and sensors; wireless networking, task modeling, human-machine interface, and embedded software. Projects provide experience with servo drives, real-time control, and embedded software. Students will design and fabricate working robotic systems in a group-based team project.

1 credit  
Level 2

Prerequisite: Elementary Robotics  
Grades: 10-12

**ROBOTICS II (2)****Course #4433**

This course will teach fundamental topics in robotics. Students will apply the scientific method and build on physics and mathematics concepts by investigative research that requires inquiry, data collection, and analysis. Students will study the basics of PLC (Programmable Logic Controller) and how PLC's influence the industrial environment. Students will be able to write computer programs that can be used to control the processes. Students will be able to write and debug software. Students will study and gain practice in aspects of mechanical engineering (gear ratios, level laws, torque), computer programming (Robot C language), and electronics (Ohm's law, use of a multi-meter, radio signal transmission). Using the engineering design team concept as a model, students will work in small groups to research, design, program, and construct robotic devices. Students must be computer proficient and enjoy creating mechanical processes from abstract ideas.

1 Credit  
Level 2

Prerequisite: Robotics I  
Grade: 11-12

**INTRO TO FORENSIC SCIENCE (2)****Course #4434**

Forensic Science is the application of science to those criminal and civil laws that are enforced by police agencies in a criminal justice system. This class incorporates Biology, Chemistry, Physics, Entomology, Earth Science, Human Anatomy and Molecular Biology. Major topics include processing a crime scene, collecting and preserving evidence, identifying types of physical evidence, organic and inorganic analysis of evidence, hair, fibers, and paint, toxicology, serology, DNA, fingerprints, ballistics, and forensic pathology. The main focus of this course will be to emphasize the evidential value of crime scene and related evidence and the services of what has become known as the crime laboratory.

1 credit

Prerequisite: 87 in Biology (3) or 80 Biology (2)  
87 in Chemistry (3) or 80 in Chemistry (2)

Level 2

Grades: 11-12

**CERTIFIED NURSE AIDE****Course # 9999**

This course will prepare the successful participant for State of Connecticut Certification. Nurse Aides care for patients in their homes, long-term care facilities, hospitals, physicians' offices and clinics. The student will participate in classroom discussion and lectures, have a chance practice basic nursing skills in a simulated lab setting, and then gain experience in a long-term care clinical experience. Course content will include work safety, communication and documentation, medical/legal ethics, anatomy and physiology, medical terminology, and pathophysiology. In addition, students will receive American Heart Association Basic Life Support for Health Care Providers certification. Students who successfully complete the program will be eligible for State of Connecticut Certification testing which is provided at the conclusion of the course.

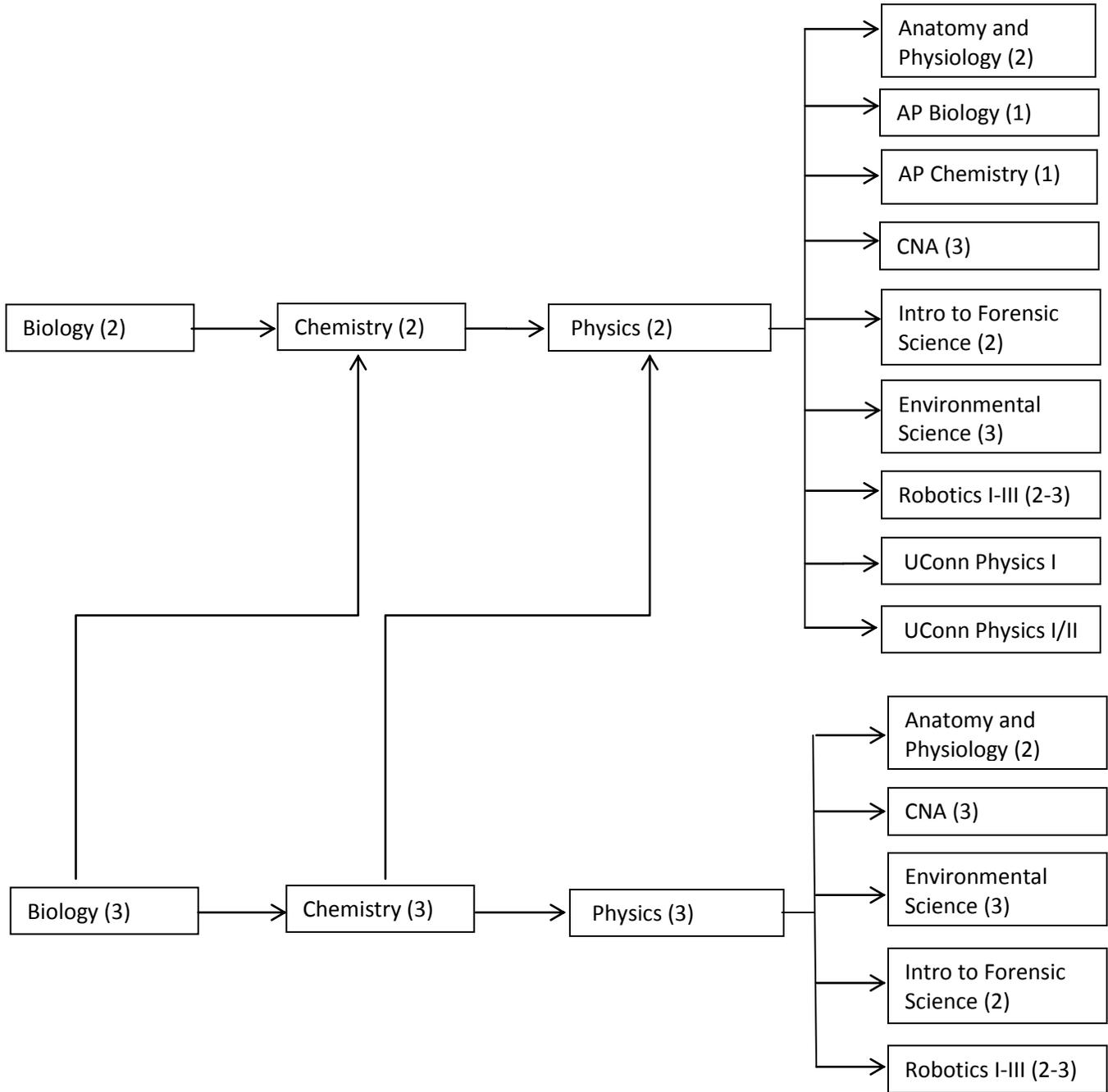
1 credit

Prerequisite: Biology

Level 0

Grades: 11-12

## SCIENCE COURSE SEQUENCE



# SOCIAL STUDIES

## **WORLD CIVILIZATION (2)**

**Course # 2100**

Intended to serve as a first year course in world history, this course covers world civilization from ancient times to the 1600's. Emphasis is on the political, economic, and social structures of civilizations – East and West, but particularly on Western ideas and institutions which influence contemporary civilization. This course emphasizes critical reading and thinking as well as document analysis. The ability to write a cohesive five paragraph essay is expected. Independent research skills will be emphasized.

1 Credit  
Level 2

Prerequisite: 87 in Grade 8 Social Studies  
Grades: 9-12

## **WORLD CIVILIZATION (3)**

**Course # 2110**

Intended to serve as a first year course in world history, this course covers world civilization from ancient times to 1600 A.D. Emphasis is on the political, economic, and social structures of civilizations, particularly those which have influenced contemporary civilization. This course will develop critical reading and thinking and enable students to strengthen writing skills. The development of basic research skills will be emphasized. Development of essay writing skills will be addressed.

1 Credit  
Level 3

No Prerequisite  
Grades: 9-12

## **WORLD BACKGROUND FOR AMERICAN HISTORY (2) Course # 2200**

World Background for American History deals with the social, political and economic development of the nations of the world from 1500 to the 20<sup>th</sup> century. Major themes of modern history will be explored including absolutism, revolution, industrialization, liberalism, socialism, nationalism, imperialism, conflict and conflict resolution. This course requires very strong critical reading and analytical writing skills. These skills will be developed by extensive use of primary sources and frequent essay writing. Students are expected to demonstrate independent research skills in oral presentations and research papers.

1 Credit  
Level 2

Prerequisite: 80 in World Civilization (2) or 87 in  
World Civilization (3)  
Grades: 10-12

**THE MODERN WORLD (3)****Course # 2210**

The Modern World focuses on the political, economic, and social development of contemporary civilization. Major themes including the development of democracy, industrialization, imperialism, conflict and conflict resolution will be explored. This course will develop and expand critical thinking and writing skills. Students will learn to develop research skills for oral and written presentation. Essay writing will also be emphasized.

1 Credit  
Level 3

No Prerequisite  
Grades: 10-12

**UNITED STATES HISTORY (3)****Course # 2310**

United States History explores the truly fascinating story of our country's history. This required program offers students a comprehensive survey of the main themes and concepts of United States history. Within the framework of this survey, vivid details about American life provide for concrete learning experiences.

United States History presents broad social, political and economic developments of each period in our history with particular emphasis on the lives of the people. Content will focus on the 20<sup>th</sup> century with the first quarter used as a review of the country's founding documents, expansion and the Civil War. This development of our country's history has been placed in a framework of world events. Students develop skills in analyzing and evaluating major issues and in interpreting historical material.

1 Credit  
Level 3

No Prerequisite  
Grade: 11

**UCONN UNITED STATES HISTORY 1501/1502 (1)****Course # 2510**

UConn U.S. History is designed to challenge students in processing information in order to understand continuity and change in American History. Using a variety of preliminary and secondary sources, emphasis will be placed on careful reading, exact writing, perceptive evaluation and divergent thinking as the history of the United States unfolds. This is an ECE (Early College Experience) course that allows students the opportunity to earn six (6) college credits upon successful completion of the course. Demands and expectations exceed those of traditional high school courses. Course studies will focus on the following:

Document Analysis

Essay Development

Lesson Application

1 Credit  
Level 1

Prerequisite: 87 in Modern World or 80 in World  
Background and Teacher Recommendation  
Grade: 11

**CIVICS: AMERICAN AND WORLD CITIZENSHIP (2)      Course # 2402**

The NEW YORK TIMES is used daily in this class. The course is designed to assist the student in understanding and evaluating the complex problems of the present day world. Students are given an opportunity to express their individual opinions and to engage in critical analysis of the opinion of others. Thinking, writing and research skills are emphasized. Students are required to write a term paper and to do other individual research projects each marking period. Students are required to prepare for and participate in the Model UN conference Field Trip. There is a cost associated with this trip for which the students will bear some responsibility. It is recommended that students taking this course have had above average performance in World Background for American History and UCONN U.S. History. This course meets state requirements for civics education.

1 Credit	Prerequisite: 87 in U.S. History (3) or 80 in UCONN U.S. History
Level 2	Grade: 12

**CIVICS AND CONTEMPORARY ISSUES (3)      Course # 2425**

Newspapers, on-line current events and magazines will be used in this class to focus on understanding issues affecting the world. Students will discuss and analyze local, state, national and world events and explore their historical basis. Thinking, speaking and writing skills are emphasized. The student may enroll in this course as an elective for one half of the year and earn ½ credit. This course meets state requirements for civics education.

.5 Credit	Prerequisite: U.S. History
Level 3	Grade: 12

**CIVICS AND THE LAW (3)      Course # 2430**

Practical Law focuses on law that is of sensible use in everyday life. The course is designed to provide students with an understanding of their legal rights and responsibilities, knowledge of everyday legal problems and the ability to analyze, evaluate, and in some cases, resolve legal disputes. Areas of law covered will include constitutional law, criminal and juvenile justice, individual rights, and civil rights, and selecting an attorney. This course meets state requirements for civics education. A mandatory trip to an area court is included. Students are also expected to complete a civics project as part of the course and graduation requirements.

.5 Credit	Prerequisite: U. S. History
Level 3	Grade: 12

**PSYCHOLOGY (3)****Course # 2460**

Psychology introduces students to the field with an emphasis on social psychology, the study of individuals in interaction with others, including individuals as well as groups. The course will examine the methods used by social psychologists to understand human behavior and some of the most important social concepts and theories. The course will provide students a framework for application of the social psychological perspective to their own lives and their interactions with other people and groups.

.5 credit  
Level 3

No Prerequisite  
Grades: 11-12 (Seniors have 1<sup>st</sup> preference)

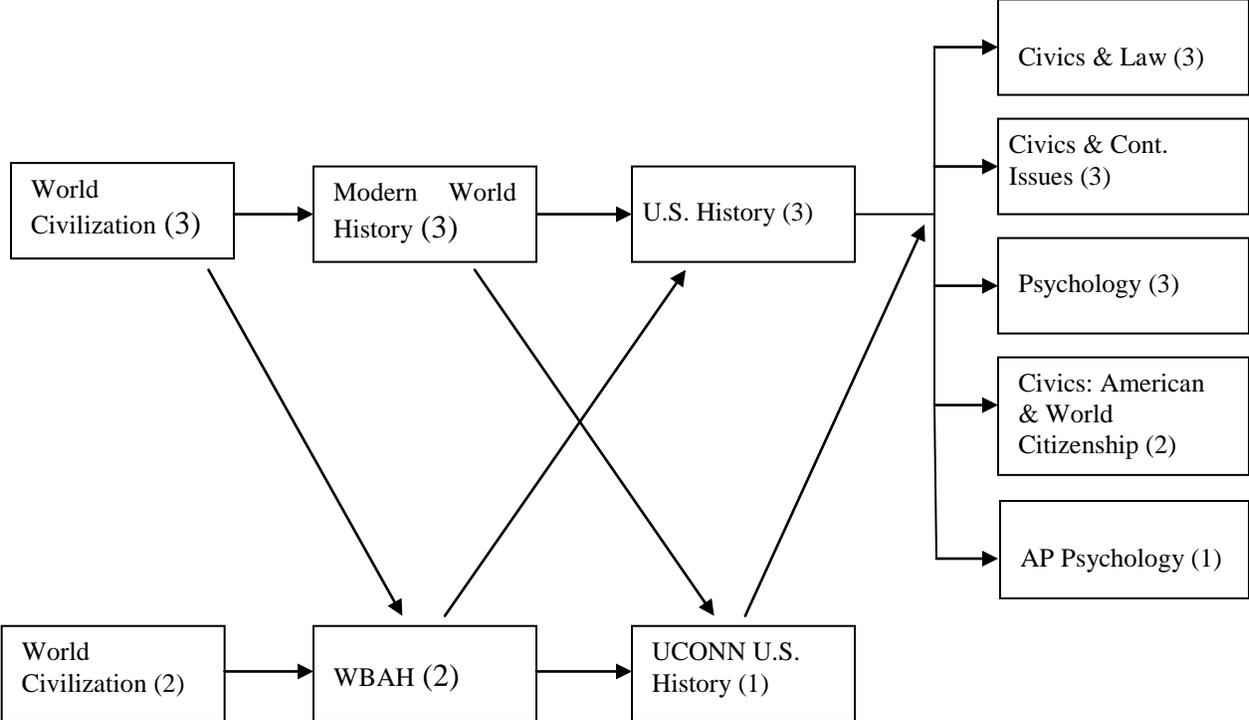
**AP PSYCHOLOGY (1)****Course # 2470**

The Advanced Placement course in Psychology is designed to challenge our students in the basic areas of study that correspond to introductory college level psychology courses. Students will be introduced to the systematic and scientific study of the behavior and mental processes of human beings and animals. They will be exposed to psychological facts, principles, and phenomena associated with each of the major subfields within psychology. This course also examines the ethics and methods psychologists use in their science and practice. An emphasis will be placed on preparing students for the Advanced Placement Examination. It is recommended that students participate in the AP Exam.

1 Credit  
Level 1

Prerequisite: 80 in level 2 or 87 in level 3 previous year  
History course and Teacher recommendation  
Grades: 11-12

# Social Studies Course Sequence



# WORLD LANGUAGE

## **SPANISH I (3)**

**Course # 5210**

Spanish I introduce students to the basics of listening, speaking, reading and writing Spanish. Learning focuses on everyday life in the Spanish-speaking countries of the world. Students will be able to engage in basic conversations, read authentic materials and write about themselves and others. Students will learn about the different customs of Spanish speaking countries, and develop an understanding and appreciation of other world languages and cultures. Students may have the opportunity to visit Spanish-speaking countries.

1 Credit  
Level 3

No Prerequisite  
Grades: 9-12

## **SPANISH II (3)**

**Course # 5220**

This course continues to develop the communication skills learned in Spanish I. Students are expected to communicate in Spanish as much as possible. They will further develop their abilities to listen, speak, read and write Spanish. There is a continued exploration of the Spanish speaking world and its cultures. Students may have the opportunity to visit Spanish-speaking countries.

1 Credit  
Level 3

Prerequisite: Spanish I  
Grades: 9-12

## **SPANISH III (2)**

**Course # 5230**

Spanish III continues to build on the prior knowledge and skills developed in Spanish I and II. Students will refine their communication skills through acquisition of new vocabulary and grammar and a variety of reading, listening, writing and speaking activities. They will apply their skills and knowledge when reading novelettes and expressing their opinions on various topics through writing. Daily conversation in Spanish is expected. Students' use of the language reflects a deeper understanding of the culture of Spanish-speaking countries. Students may have the opportunity to visit Spanish -speaking countries

1 Credit  
Level 2

Prerequisite: Students must demonstrate proficiency in language through performance on a proficiency test.  
Grades: 10-12

**SPANISH IV (2)****Course # 5240**

Spanish IV is for the student who demonstrates a strong command and interest in the language. Students will refine their communication skills through a variety of authentic materials such as music, movies, novels, and newspapers articles. At this level, students are expected to communicate primarily in Spanish.

1 Credit  
Level 2

Prerequisite: Students must demonstrate proficiency in language through performance on a proficiency test.

Grade: 11-12

# ONLINE WORLD LANGUAGE

Students have the opportunity to take a variety of world languages offered through our online classroom. Students will learn about everyday life in different parts of the world. Students will be able to engage in basic conversations, read authentic materials and write about themselves and others. Students will learn about the different customs of countries, and develop an understanding and appreciation of other world languages and cultures.

Various courses will be available that will require a strong independent work habit.

***This is a pilot program, the first 16 students to register and who meet the prerequisite will be accepted.***

1 Credit

Prerequisites: 87 or better in a Language Arts class and  
2 Teacher Recommendations from any prior  
teachers to verify the student is capable of  
working independently.

Level 2

Grades 9-12

# **BRISTOL TECHNICAL EDUCATION CENTER**

## **Purpose:**

The programs at the Bristol Technical Education Center (BTEC) prepare students for entry-level employment or for higher education through theoretical and hands on experiences to serve the needs of business and industry.

## **Program:**

BTEC offers a ten-month intensive program in each technical area, which is open to junior or senior high school students. Upon successful completion of the program, students receive a Technical Certificate. In addition to the technical training, students enrolled in the BTEC program will need to complete their core subject classes at Thomaston High School through an on-line computer program.

## **Tuition:**

There is no tuition for high school students. All students must obtain the basic tools needed in their technical area and are expected to purchase clothing and equipment necessary to meet certification and safety requirements.

## **Admission Procedures:**

Any individual who wishes to be considered for admission to the Bristol Technical Education Center must file a Bristol Technical Education Center application form, which is available through the Guidance Department in the high school. Students must also complete a day shadowing at BTEC, which is arranged through the guidance department.

Students must carefully schedule their courses in conjunction with their counselor beginning with the sophomore year in order to meet the necessary scheduling requirements.

Selection of applicants is determined by a cooperative effort between sending school counselors and the Bristol Technical Education Center Guidance Department on the basis of the following criteria: completion of the necessary state and high school requirements, academic achievement, attendance, interview, and availability of openings in the desired trade area.

## **Programs at Bristol Tech:**

- Automotive Technology
- Culinary Arts
- Electronics
- Heating, Ventilation, Air Conditioning and Refrigeration (HVACR)

- Manufacturing Technology
- Welding/Metal Fabrication

### **Technology Course Descriptions:**

**Automotive Technology** – The automotive area offers instruction in the diagnosis and service techniques for motor vehicles. The first semester consists of a laboratory program where theory instruction is combined with practical application on operational jobs and projects. The second semester consists of theory programs with actual service and repair of late model customer-owned vehicles. The student works in a service atmosphere under the supervision of an instructor.

**Culinary Arts** – Students train to enter the culinary arts field as apprentice cooks, chefs or bakers in the hotel and restaurant industry. The course provides instruction in planning and preparing menus. Instruction emphasizes recipes, proper food preparation, baking, ordering, inventory control, dining room management and banquet and catering service. The total program is planned to raise the level of student proficiency through both production and individual dining experience. A modern cafeteria kitchen serves as the training area for the program.

**Electronics** – Students receive instruction in AC/DC theory, motors and motor controls, with emphasis on solid-state devices, digital electronics theory, and practical troubleshooting and servicing of electronic equipment. Electricity and house wiring is also covered. Students apply the above to the repair, troubleshooting and servicing of electronic equipment, office machines and computers. Students receive credit toward an apprenticeship in the electrical field.

**Heating, Ventilation, Air Conditioning and Refrigeration (HVACR)** – Students receive instruction in a broad range of environmental control areas, including heating, cooling and refrigeration systems. This includes basic electricity, circuitry, troubleshooting and the methods used for the installation of types of heating, cooling and refrigeration systems. Instruction is given on commercial and residential central air conditioning, ventilation, boilers and burners. Students receive credit toward apprenticeship in air conditioning, heating, cooling, oil burners or plumbing. EPA Certification is also offered.

**Manufacturing Technology** – The Manufacturing Technology Program provides instruction on metal millers, grinders, lathes, and computer numerical machinery (CNC). The machines contain computer controllers that direct the machine's operation. Theory is taught every day and is directed to all phases of information needed to use the various machines and machine accessories, as well as, set up and operational procedures. The remainder of the day is project oriented, and the students make the tools necessary, such as V-blocks, 1-2-3 blocks and drill gauges.

**Welding** – The welding profession is a very important part of the manufacturing and construction field. Students receive training in all phases of welding including: Oxyacetylene Cutting and Brazing, Shielding Metal-Arc, M.I.G., T.I.G., and Plasma Cutting and Welding.

Students receive instruction in shop math, blueprint reading, welding theory and safety. The students are exposed to fabrication and repair through production work and projects using various types of metals. Certification is available for students who successfully complete the course.