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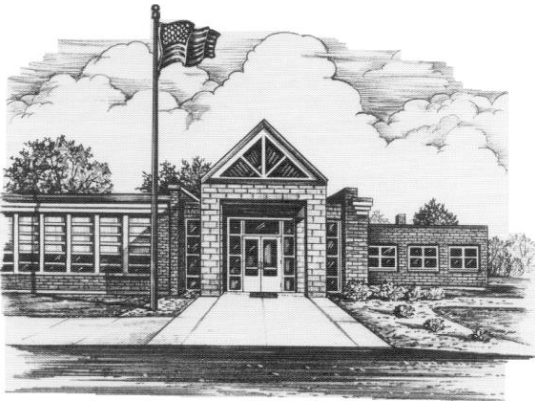
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Principal's Message

Dear Students:

As you begin the process of selecting courses for the 2017/2018 school year, we wanted to take this opportunity to remind you all to take advantage of the plethora of course offerings you have to choose from at Wheeler! We are tremendously proud of these opportunities that we can continue to provide you, regardless of our size. We continue to add and modify our existing program so you are provided a top notch educational experience which prepares you for whatever path you may choose to take after graduation. This *Program of Studies* summarizes our academic policies, graduation requirements and a summary of the courses we will be offering for the 2017/2018 School Year. Please review the *Program of Studies* carefully and use it as a guide to help you make these important academic decisions.

As you begin to make your course selections, please review *Planning for a Successful High School Program* and the *Graduation Requirements (pg. 5)*. Wheeler students are all taking courses under the new set of Graduation Requirements. Our Program of Studies has been designed to fit these new requirements. As you will see courses are designated into a specific *cluster* based on the new requirements and the course descriptions are listed alphabetically. If you have any questions, please see your school counselor. In addition, please discuss your course selections with your teachers; this conversation would be most valuable.



As the Mission of Wheeler High School clearly states: *Wheeler High School/Middle School, in partnership with families and community, is to provide students with the education that will best help them to live a life of accomplishment and satisfaction in a complex and changing world*, it is critical to keep this in mind while selecting your courses for next year. We suggest that you build the strongest possible academic foundation that you can, not only for college, but more importantly, for life itself. High school is a unique opportunity- one that allows you to experiment with new experiences, learn valuable skills, test yourselves in new ways, and generally, prepare yourselves for your future success.

We cannot stress enough that as you are all choosing your academic courses, please remember to challenge yourselves by trying something new. Remember to plan ahead, while at the same time; surround yourselves in a school environment that pushes you all to your fullest potential in and outside of the classroom. Colleges continue to increase their acceptance requirements just as we at Wheeler continue to offer educational options to help you meet these new requirements. In addition to the traditional course work, there are many exciting opportunities for real enjoyment here at Wheeler, and each year we are proud to offer new and exciting options for you to choose from. High School is a perfect opportunity to test the waters to hopefully help you begin to make decisions in life that will guide you all towards a meaningful future.

Sincerely,

Kristen St. Germain
Principal

Ryan Chaney
Associate Principal

Administration and Faculty

Board of Education

Mr. Robert Carlson, *Chairperson*
Mrs. Christine Wagner, *Vice Chairperson*
Mr. David McCord
Mr. Phil Mendolia
Mr. Alex Karpinski
Mr. Walt Mathwich, *Secretary*
Dr. Darren Robert
Mrs. Julia Buzzee

Music

Mr. Zach Thomas, *Instrumental Music*
Mrs. Carolyn Bennett, *Choral and General Music*

Art

Ms. Sarah Baumann
Mrs. Melissa Lincoln-Fortier

Physical Education/Health

Mrs. Trish Albamonti
Mrs. Ellen Turner
Mr. Carl Weber

English

Mrs. Claire Benedict
Mrs. Jessica Cawley
Mrs. Marybeth Tavares
Mr. Joseph Cawley

Science

Mr. Andreas Connal-Nicolaou
Mr. Michael Shugrue
Mrs. Colleen Hawrylik

Special Services/Education

Mrs. Linda Costanza, *Social Worker*
Mrs. Carley Higginbotham, *School Psychologist*
Mr. Ryan Austin, *Special Education*
Mrs. Elizabeth Cantelli, *Special Education*
Ms. Karen Gallo, *Special Education*

School Nurse

Mrs. Stephanie Patrick, *R.N.*
Mrs. Tina Leiper, *School Health Aide*

School Counseling

Miss Christine Rogers
Miss Nancy Liner

Administration

Mr. Peter L. Nero, *Superintendent*
Mrs. Kristen St. Germain, *Principal*
Mr. Ryan Chaney, *Associate Principal*
Mrs. Susan Costa, *Special Services Director*

Technology Education

Mr. David Bradanini
Mrs. Noel Devine

Virtual High School

Mrs. Carolyn Bennett
Ms. Paloma Autran

Business

Mr. Kyle Legnos
Ms. Liz McCusker

Computers

Ms. Liz McCusker

World Language

Mrs. Janet Devaux, *French*
Ms. Paloma Autran, *Spanish*
Ms. Ivelisse Hernandez, *Spanish*

Social Science

Mr. William Heughins
Mrs. Shannon Curioso
Mr. Seth Mann

Mathematics

Ms. Kimberly McKay
Mr. James Cervini
Mrs. Allison Reyes
Mr. David Grande

Library/Media Specialist

Ms. Annie Oosterwyk

Secretarial

Mrs. Cara Walz-Burton, *Secretary to the Admin.*
Mrs. Emily Knowles, *School Counseling Secretary*
Mrs. Melody Melia, *Secretary/ Attendance*

MISSION

Wheeler High School/Middle School, in partnership with families and community, is to provide students with the education that will best help them to live a life of accomplishment and satisfaction in a complex and changing world.

ACADEMIC EXPECTATIONS

Reading
Writing
Problem Solving
Critical Thinking
Communication
Collaboration
Technology

SOCIAL/CIVIC EXPECTATIONS

Demonstrate Honesty
Demonstrate Responsibility
Demonstrate Respect
Demonstrate Safety

CORE VALUES

We are committed to the belief that ALL children are capable and have a fundamental right to attain high levels of educational achievement so they can have highly rewarding lives and demonstrate responsible citizenship.

We believe that in order to have the largest impact upon student learning and to provide opportunity for high level achievement, it must start with the instructional core, specifically through:

- ~Changing the role of the student in the instructional process to be active participants;
- ~Ensuring a high level of complexity of the content within the curriculum;
- ~Supporting the knowledge and skill development of teachers

We believe that in order to ensure an environment for continuous improvement we must constantly review and improve systems and structures so our focus can remain on learning for ALL students.

Wheeler High School Graduation Requirements

To graduate from the North Stonington Public Schools, a student must have earned a minimum of twenty-four (24.0) credits in the clusters below and complete their Senior Project for a total of twenty-five (25.0) credits.

Cluster 1: Science, Technology, Engineering and Mathematics (STEM)	8.0
Math	4.0
Science	3.0
STEM Elective	1.0
Cluster 2: Humanities	9.0
English	4.0
Social Studies	3.0
Fine Arts	1.0
Humanities Elective	1.0
Cluster 3: Career and Life Skills	3.5
Physical Education	2.0
Health	1.0
Personal Finance	0.5
World Language	2.0
Electives	1.5
Senior Project	1.0
TOTAL GRADUATION CREDITS	25.0

Planning a Successful High School Program

Planning a successful high school program is done in collaboration with teachers, students, parents/guardians, school counselors, and staff. Teachers will give academic recommendations and students will choose from a variety of electives. Students should choose their electives based on graduation requirements, strength or interest in a particular subject area, post-secondary plans, and career interest.

Grade Level Promotion

All high school students must take a minimum of 6 credits per school year and can carry a maximum of 7 credits. At the end of grade 9, a student must earn 6 credits, including a credit in English I, for promotion to grade 10. At the end of grade 10, a student must earn 12 credits, including a credit in English II, for promotion to grade 11. At the end of grade 11, a student must earn 18 credits, including a credit in English III, for promotion to grade 12.

Course Levels

Advanced Placement Courses/ECE: Advanced Placement and Early College Experience courses are college level courses and are extremely rigorous. Grade prerequisites and teacher recommendations are required.

Honors Courses: Honors courses are rigorous courses that are intended for students in the top 20% of their class. Grade prerequisites and teacher recommendations are required.

Academic Courses: Academic courses are challenging and will prepare students for a variety of post-secondary options.

Non-Leveled Courses: Some courses offer non-leveled sections for students who work at a different pace, with more focus on building essential skills needed to find success in the class. The content of the course will not change, is still challenging and will prepare students for a variety of post-secondary options. These courses are scheduled as deemed necessary by the School Counseling office and administration.

A course with leveled sections looks like: **Course** Course (#####) Academic Course (#####) Honors Course (#####)

Advanced Placement

Advanced Placement (AP), offered through College Board, are college level courses taught in a secondary school environment. AP courses are taught by highly qualified high school teachers whose curriculum is guided by the College Board *AP Course Descriptions*. Students who take AP courses have the opportunity to receive college credit, depending on how they score on the AP exam (a 3, 4, or 5) and as determined by individual colleges and universities. Students who take an AP course are required to take an AP exam, usually given in May.

***PLEASE NOTE: The Board of Education has recently approved an AP fee at Wheeler. If a student registers for one (1) AP course, there is a \$50.00 flat fee that will go towards their AP exam fee. If a student registers for two (2) or more AP courses, there is a \$100 flat fee that will go towards their AP exam fees. These fees will be charged at the start of each school year that a student enrolls in an AP course(s) and must be paid in full by September 15th. The AP fee will not exceed the \$100 flat fee for any student each year.**

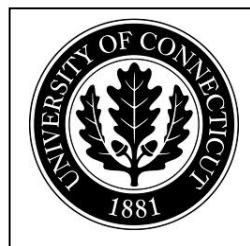
Wheeler High School offers the following AP courses:

American Government and Politics
Biology
English Language

English Literature
Statistics
World History

University of Connecticut Early College Experience

The *University of Connecticut's Early College Experience* (ECE) provides academically motivated students the opportunity to take university courses while still in high school. These challenging courses allow students to preview college work, build confidence in relation to their readiness for college, and earn college credits that provide both an academic and financial head start on a college degree. Wheeler High School ECE instructors are certified adjunct professors by UConn faculty and create a classroom environment fostering independent learning, creativity and critical thinking – all pivotal for success in college.



To support this rigorous learning, University of Connecticut library resources are available to all enrolled ECE students. ECE students must successfully complete the course with a grade of C or better in order to receive university credit. UConn credits are transferable to many colleges and universities. Upon completion of the course, students should request a UConn transcript for their records. These transcripts will be useful when determining if specific colleges or universities accept UConn credit. Please note, UCONN charges the following fees: a three credit course is \$125 and a four credit course is \$160. There is also a \$25 add/drop fee for late enrollment, or dropping the course during the UCONN assigned add/drop period. All registrations for ECE courses require a consent form completed and signed by both student and parent/guardian, which will clearly outline all deadlines and fees. For additional information visit: www.ece.uconn.edu or see your school counselor.

Wheeler High School offers the following ECE courses:

Calculus I
Calculus II
English Literature
French

Spanish
United States History, to 1877
United States History, Since 1877



Three Rivers College Career Pathways

Three Rivers Community College (TRCC) offers a *College Career Pathways (CCP)* program, which is a dual enrollment program. Wheeler's certified instructors of these courses are certified Three Rivers faculty members. Students in these courses gain exposure to the academic challenges of college while in their familiar high school environment, earn college credit, and are eligible for a college transcript when they successfully complete the course. Concurrent enrollment supports the collaboration between high school teachers and college faculty, thus encouraging the alignment of secondary and postsecondary curriculum. CCP courses will be designated in the course description. The following CCP course is being offered: *Chemistry*. To qualify, students must earn a C or better in Algebra I, a B or better in Academic or Honors English II, a score above 500 in the mathematics section of the PSAT, and a score above 450 in the reading and writing section of the PSAT.

Virtual High School

Wheeler High School provides on-line opportunities to expand our course offerings and provide a strong academic extension to our traditional academic program. Students may consider taking a course through the *Virtual High School (VHS) Collaborative*. Candidates must be independent and self-motivated since all course work is completed online at the student's own pace. A course taken through VHS is part of a student's 6.0 required minimum courses for the year and a class period is built into the student's schedule to complete assignments. The selected course **MUST** be unavailable for the student to take at Wheeler either because it is not offered or because it would not fit into the student's schedule. Please see your school counselor for the application. To see a list of courses please visit their website: <http://thevhscollaborative.org/>

Independent Study Policy

The primary objective of the Independent Study Program is to provide students an opportunity to design, with assistance of faculty members, an individual course or project that is above and beyond the required academic experience. Independent Study is for serious, mature, and well-motivated students who possess the intellectual ability and self-discipline to pursue a program of intense and focused study. It will be the primary responsibility of the supervising teacher to help the student in his/her pursuit of the independent study goals. An application form and outline must be picked up in the School Counseling Office, completed and approved by the student, parent/guardian, teacher, school counselor, and principal before any such program can begin.

The following criteria will be applied in determining whether a student should be allowed to participate in this program:

1. A completed form must be submitted to your school counselor by **September 16** for any proposed independent study to take place in the fall semester, and by **February 10** for any proposed independent study to take place in the spring semester.
2. Students must have met or show evidence that they will meet all Wheeler Course Requirements.
3. Independent study credits cannot be used to meet credit or distribution requirements for graduation, EXCEPT on those rare occasions when the schedule of our small school will make it impossible to schedule required courses. In these rare instances on-line courses may be accepted to meet credit and distribution requirements. **This will occur only after all other possibilities have been exhausted.**
4. The student must have exhausted all departmental courses that relate to the independent study.

NCAA Certification

Many college athletic programs are regulated by the National Collegiate Athletic Association (NCAA) which has established rules for eligibility, recruiting and financial aid. In general, student athletes who wish to participate in athletics as college freshmen must meet these NCAA requirements. See the NCAA Eligibility website for specific information – www.eligibilitycenter.org. Most students who are interested in playing Division I or II sports at the college level should register with the NCAA during their sophomore year. Please see your school counselor for a copy of the “NCAA Quick Reference Guide” and for course requirement information.

Standardized Testing

College Board provides assessments designed to measure college and career readiness. These assessments measure skills in critical reading, writing and mathematics, uses targeted feedback to assist students in improving skills, and provides students with a customized study plan. Ninth grade students will be administered the PSAT 8/9. All tenth and eleventh grade students will be administered the PSAT/NMSQT, which is a precursor to the SAT assessment. Juniors taking the PSAT/NMSQT may become eligible for the National Merit Scholarship Program, which provides scholarships to high-achieving juniors. Currently, all tenth grade students will be administered the CAPT Science assessment and all eleventh grade students will take the SAT assessment in the spring of their junior year as the Connecticut state assessment.

Senior Project

The Wheeler Senior Project challenges students to demonstrate and display mastery of the skills acquired while attending Wheeler High School. One of the goals of the Senior Project is to allow students to take control of and have a powerful voice in their own education and development, both as learners and as individuals. Student choice and personal interest are valued and recognized during each phase of the Senior Project. It is an opportunity for students to demonstrate what they know and are able to do by showcasing these achievements in a real world situation.

This graduation requirement provides students with the opportunity to apply and broaden their knowledge and skills in an area of personal interest. Throughout their senior year, under the guidance of their senior English teacher, community mentors and the Senior Project Committee, seniors will complete an educational experience determined to be worthy in scope and content. Students will receive a grade based on their completed portfolio, presentation and paper. The Senior Project Committee and English teacher will determine the final grade.

Transfer Students

Students transferring into the North Stonington Public Schools system will receive credit for the courses passed from their previous district. However, transfer students are responsible for meeting Wheeler High School’s graduation requirements. For example, if a student transferred to Wheeler High School without World Language credits they would need to take two credits by the end of their senior year. Students must be in residence for four complete semesters to receive class rank.

Assessments (Finals & Midterms)

For one-credit, full-year courses, examinations are given at the conclusion of each semester – one at midpoint and one at the end of the school year. For half-credit courses, a final will be given at the end of the semester. All examinations, except selected classes, are one and one-half hours in length. All students must arrive on time and remain in class for the full duration of the exam period. Students taking the AP test will not be required to sit for a final exam. Seniors are exempt from taking a final exam if they have a 90% or higher average in that class. If a student is ill and cannot take their exam(s), the principal must be notified in order to make alternative arrangements to make up the exam. Besides illness, no other excuse for missing the exam will be accepted, unless the principal is notified and grants permission.

PowerSchool/Reporting Student Progress

Wheeler High School uses Power School, a web-based grading system, with a portal that allows parents/guardians and students the ability to log on to see student progress. Students and parents are encouraged to stay informed of academic performance online via Power School. If a parent/guardian does not have access to a computer, and would like a paper copy of a student’s grade report, contact the School Counseling Department. Also contact the School Counseling Department if any parent/guardian or student is having difficulty accessing their account and the online portal.

Report Cards: Report cards will be mailed home at the end of each semester. Accompanying the traditional report card will be an additional report, which assesses students in grades six through twelve, on the following 21st Century Academic and Social Expectations: Reading, Writing, Problem-Solving, Critical Thinking, Communication, Collaboration, Technology, Honesty, Responsibility, Respect, and Safety.

Marking System

Wheeler High School uses a traditional grading system:

A+ (97 – 100)	A (93 – 96)	A- (90 – 92)
B+ (87 – 89)	B (83 – 86)	B- (80 – 82)
C+ (77 – 79)	C (73 – 76)	C- (70 – 72)
D+ (67 – 69)	D (63 – 66)	D- (60 – 62)
F (0 – 59)		

- To receive credit in any subject, a student must achieve a passing grade (D- or higher).

Class Rank/GPA

Class rank will be determined by multiplying the grade point value weight of the grade earned in a course by the credit value. (F grades receive no weight.) The result is then divided by the total number of units attempted. Class rank is published at the end of a class’ junior year. Students must be in residence for four complete semesters to receive class rank.

Grade and Quality Point Table

Grade	Level 0 (Non-honors/Electives)	Level 1 (Honors)	Level 2 (AP/ECE)
A+	4.30	4.63	4.96
A	4.00	4.33	4.66
A-	3.70	4.03	4.36
B+	3.30	3.63	3.96
B	3.00	3.33	3.66
B-	2.70	3.03	3.36
C+	2.30	2.63	2.96
C	2.00	2.33	2.66
C-	1.70	2.03	2.36
D+	1.30	1.63	1.96
D	1.00	1.33	1.66
D-	0.70	1.03	1.36
F	0.00	0.00	0.00
I	0.00	0.00	0.00
P	0.00	0.00	0.00
W	0.00	0.00	0.00

** Students will receive a W on their transcript if they choose to drop a course after the schedule change deadline has passed.

Honor Roll

To be eligible for the Honor Roll, the following requirements must be met:

High Honors: Students in grades 9 - 12 achieving grades between A- and A+ or with only one grade in the B to B+ range (excluding Physical Education) will receive high honors.

Honors: Students in grades 9 - 12 achieving grades between B- and A + or with only one grade in the C to C+ range (excluding Physical Education) will receive honors.

Please Note: Physical Education grades must be in the A, B or C range for a student to be included on the honor roll.

Course Selection

To graduate from the North Stonington Public Schools, a student must earn a minimum of twenty-four academic credits and one credit for successful completion of their Senior Project to equal 25 total credits. Course descriptions are listed on pages 12 to 28. Courses that are required for graduation are identified in the course description and it is recommended that students create a schedule that includes challenging courses. When choosing courses, it is important to keep in mind post-secondary plans. Students planning on furthering their education are encouraged to take four years of each academic subject, as this will greatly improve an applicant's credentials. In addition, choosing electives to highlight talents and demonstrate interests will help to fully develop a student's transcript.

Prerequisites

Because of the sequential nature of certain courses and the necessity of establishing a firm foundation prior to moving on to advanced work, several courses have prerequisites listed. Please take these prerequisites into account when registering for courses.

Credit Definitions

One credit is a value given to a subject that is offered daily for the entire year and a half-credit is given to a course that meets daily for a semester. Credits are earned at the end of the school year for both full year and semester courses.

Preparing and Changing Schedules (Add/Drop)

Students may add or drop a course. However, there is a time frame that needs to be adhered to. If the add/drop is taking place within the first three days of the new semester, students may do so with a school counselor's approval.

If an add/drop takes place after the first three days of the semester, students must adhere to the following:

1. Student must make an appointment with their school counselor to request an Add/Drop Form, and to discuss reasons for the schedule change.
2. Student must arrange a conference with the classroom teacher to discuss reason for the drop.
3. If applicable, student must arrange a conference with the classroom teacher they are hoping to add to their schedule.
4. Students have a three week add/drop window to make a schedule change without receiving a W (Withdrawal) on their transcript.
5. A class drop will not be allowed if it causes the student to go below the minimum required credits.
6. Parent approval on the Add/Drop form is also required.

If an add/drop takes place after the allotted three-week window, students must do the following:

1. Student must make an appointment with their school counselor to request an Add/Drop Form, and to discuss reasons for the schedule change.
2. Student must arrange a conference with the classroom teacher to discuss reason for the drop.
3. If applicable, student must arrange a conference with the classroom teacher they are hoping to add to their schedule.
4. Students will receive a W (Withdrawal) on their transcript for any class dropped after the three-week window has expired unless deemed otherwise by administration.
5. A class drop will not be allowed if it causes the student to go below the minimum required credits.
6. If a student is failing a course at the time of the drop, that student will automatically lose eligibility for honor roll for that marking period.
7. Parent approval on the Add/Drop form is also required.

Parental Override

If a parent/guardian and student choose to appeal the recommendation of a teacher for level placement in a particular course, they must follow the outlined procedure:

1. Discuss the recommendation with the teacher before requesting an Override Form from your school counselor.
2. Turn in an override form with all necessary signatures by the date that all schedule requests are due.
3. Override forms received after the assigned date will be considered on an individual basis after the master schedule is developed, depending on class sections and size.
4. If a student/parent overrides a class against a faculty recommendation, parents and students understand that a future level change may not be possible as outlined on the course override form.
5. Override students will be reviewed at the end of the first month of class and students who are struggling may be recommended to move to their original placement level, if there is an available seat in the class.

Course Descriptions

While all of our courses incorporate many of our Academic Expectations, each course description includes at least one on which the instructor assesses the students. School administration and classroom teachers may, on occasion, decide to switch the assessed expectation based on the course and classroom needs.

Cluster 1: Science, Technology, Engineering and Mathematics

MATHEMATICS

ACADEMIC CALCULUS (4445)

1 CREDIT

The objective of this course is to give students an introduction to Calculus I to help prepare them for college Calculus I. The course emphasizes a multi-representational approach to calculus, with concepts being expressed graphically, numerically, analytically, and verbally. The four major topics that are covered are limits, derivatives, indefinite integrals and definite integrals. Prerequisite: Completion of *Precalculus (4432 or 904430)* with a C or better or teacher recommendation.

Academic Expectation: Problem Solving

ADVANCED PLACEMENT STATISTICS (904447)

1 CREDIT

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data: describing patterns and departures from patterns; sampling and experimentation: planning and conducting a study; anticipating patterns: exploring random phenomena using probability and simulation; and statistical inference: estimating population parameters and testing hypotheses. Students who successfully complete the course and exam may receive credit, advanced placement or both for a one-semester introductory college statistics course. ***Please note, this course carries an AP exam fee of \$50, payable by September 15th. Students taking more than one AP course will be charged a flat fee of \$100 total. For more details, please refer to page 6.*** Prerequisite: Completion of *Algebra II* with a C or better.

Academic Expectation: Critical Thinking

ALGEBRA I *Algebra I (4409); Academic Level (4411); Honors Level (904411)*

1 CREDIT

Algebra I is the **second year** of a three or four-year college preparatory sequence in mathematics, with particular emphasis on applications of algebra to real-life situations. Concepts from geometry, statistics, probability and other branches of mathematics are integrated with the algebra. This course will cover the following topics: patterns and sequences, linear equations and inequalities, functions, linear functions, scatter plots and trend lines, systems of equations, exponential and logarithmic functions, and quadratic functions. **This course is a graduation requirement.** Prerequisite: Completion of *Geometry* and teacher recommendation.

Academic Expectation: Problem Solving

ALGEBRA II *Algebra II (4430); Academic Level (4431); Honors Level (904420)*

1 CREDIT

This course is the **third year** of a four-year college preparatory sequence in mathematics, and a second year algebra course emphasizing communications and problem-solving. Increased attention will be paid to connections among math topics, between math and other curriculum areas, and between math and daily life. Students will be required to represent situations verbally, numerically, graphically, geometrically, and symbolically. Content for this course will include: review of linear functions, quadratic functions, polynomial functions, rational exponents and radical functions, exponential and logarithmic functions, and rational functions. **This course is a graduation requirement.** Prerequisite: Completion of *Algebra I* and teacher recommendation.

Academic Expectation: Problem Solving

DISCRETE MATH (4441)

.5 CREDIT

This course is designed for students who are interested in learning about math topics outside of algebra that extend into the everyday world around us. Topics include: matrices, logic and puzzles, voting methods, paths and networks, cryptography, probability and statistics. Prerequisite: Completion of *Algebra II* or teacher recommendation.

Academic Expectation: Problem Solving

ECE CALCULUS I (914445)

.5 CREDIT

UCONN Course Number: MATH 1131Q

The objective of this course is to enable students to utilize their prior knowledge to appreciate and understand calculus conceptually and provide them an experience with its methods and applications. This course will meet the requirements of the University of Connecticut Math 1131 (Calculus I). The course emphasizes a multi-representational approach to calculus, with concepts, results and problems being expressed graphically, numerically, analytically and verbally. The four major topics that are covered are limits, derivatives, indefinite integrals and definite integrals. The emphasis of instruction is to balance teaching the skills, understanding the concepts to make connections and the use of technology to explore, discover and reinforce the concepts of calculus. Students may potentially receive college credit for this course by successfully completing the ECE exam in January. **Please note, this is a four credit course and costs \$160. For more details, including late add/drop fee, please refer to page 6.** Prerequisite: Completion of *Honors Precalculus* with a B- or better or teacher recommendation.

Academic Expectation: Critical Thinking

ECE CALCULUS II (914446)

.5 CREDIT

UCONN Course Number: MATH 1132Q

This course will continue upon the concepts from Calculus I. Topics will include transcendental functions, integral calculus, differential equations, polar coordinates, infinite sequences and series, parametric equations, with applications to the physical sciences and engineering. The emphasis of instruction is to balance teaching the skills, understanding the concepts to make connections and the use of technology to explore, discover and reinforce the concepts of calculus. Students may potentially receive college credit for this course by successfully completing the ECE exam in June. **Please note, this is a four credit course and costs \$160. For more details, including late add/drop fee, please refer to page 6.** Prerequisites: Completion of *ECE Calculus I* with a C or higher.

Academic Expectation: Critical Thinking

GEOMETRY *Geometry (4422); Academic Level (4421); Honors Level (904400)*

1 CREDIT

This course is the **first year** of a four-year college preparatory sequence in mathematics, including the following topics with particular emphasis on problem solving, justification of conclusions, and mathematical rigor: transformations and the coordinate plane, congruence, proof, construction, polygons, similarity, trigonometry, circles, surface area, volume, and probability. **This course is a graduation requirement.** Prerequisite: Teacher recommendation

Academic Expectation: Technology

PRE-CALCULUS *Academic Level (4432); Honors Level (9004430)*

1 CREDIT

Pre-Calculus is a rigorous full year course intended to prepare the student for the study of calculus. Topics include: review of linear, absolute value, and quadratic functions, polynomial functions, rational functions, exponential and logarithmic functions, trigonometric ratios and functions, trigonometric identities and equations, sequences and series, and conic sections. Prerequisite: Completion of *Algebra II* or teacher recommendation. Upon recommendation of the teacher, a student may take Pre-Calculus for semester 1 and receive a half a credit.

Academic Expectation: Problem Solving

STATISTICS (26)

.5 CREDIT

Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Through the use of both probability theories and statistics it is designed to foster an appreciation for the role of statistics in society and an understanding of statistical procedures and provides experiences with problems from a variety of fields. Prerequisite: Successful completion of *Algebra II* or teacher recommendation.

Academic Expectation: Problem Solving

SCIENCE

ADVANCED PLACEMENT BIOLOGY (900556)

1 CREDIT

This course is a college-level biology class. While each college is different, students who receive a 4 or a 5 on the AP exam may receive college credit for this course. This course will include the following units: chemistry of life, study of the cell and its processes, genetics, evolutionary mechanisms, diversity of life, plants, animal form and function and ecology. The course content prepares students for the AP Exam. Students will study one unit during the summer before taking this course. ***Please note, this course carries an AP exam fee of \$50, payable by September 15th. Students taking more than one AP course will be charged a flat fee of \$100 total. For more details, please refer to page 6.*** Prerequisite: Successfully completed *Biology* and is a junior or senior. **Academic Expectation: Critical Thinking**

APPLICATIONS IN AGRISCIENCE (SCI506)

.5 CREDIT

This class is divided into three basic segments: Forestry, Agricultural Practices and field experience, where students will have a hands-on, experiential learning practice. The class will have lab components in various outdoor settings, including describing the classification and anatomy of local tree species based on leaf, bark, flower, and fruit structures. The class will also have a lab component within our greenhouse, where students will explore aquaponics and how farming can thrive in various environments. Prerequisite: This course is open to juniors and seniors.

Academic Expectation: Collaboration

BIOLOGY Academic Level (521); Honors Level (900520)

1 CREDIT

This 10th Grade course covers the study of biology as it relates to living organisms, theoretical concepts, and laboratory analysis. The class studies the structure and functions of organisms from the molecular and cellular level to the organism level. Heredity, evolution, and the origin of life are also included. An individual project is required. Health issues are discussed. **This course is a graduation requirement.** Prerequisite: Teacher recommendation

Academic Expectation: Reading

CHEMISTRY Academic Level (532); Honors Level (900530)

1 CREDIT

Three Rivers Community College Course: CHE K101-Introduction to Chemistry*

Chemistry is a science that deals with matter; its composition or changes in composition. As a college-preparatory course it covers areas such as: atomic/molecular structure, chemical/physical changes, chemical/physical properties, the mole concept, stoichiometrical relationships, and factors that influence reactions. The course is geared toward students needing a rigorous approach that would prepare them for science-related careers. ***This course may be taken for Three Rivers Community College credit. For more details, please refer to page 7.*** Prerequisite: Successfully complete *Algebra I* with a C or better and Teacher recommendation.

Academic Expectation: Collaboration

ENVIRONMENTAL ISSUES (528)

.5 CREDIT

This half-year course will focus on the basic concepts of environmental science and the application of these concepts to the issues facing us today. Individual and group projects will be a major part of the course. Prerequisite: This course is open to juniors and seniors.

Academic Expectation: Critical Thinking

FORENSICS (503)

.5 CREDIT

This is a half-year introductory course. Forensic science is the application of a broad spectrum of sciences to answer questions of interest to the criminal justice system. This course covers, but is not limited to, crime scene evidence collecting, fingerprints, fibers analysis, blood, ballistics, and forensic DNA. Individual research and group projects will be a major component of this course. Each topic will be reinforced with laboratory experiments or inquiry-based activities. Prerequisite: This course is open to juniors and seniors.

Academic Expectation: Collaboration

HONORS PHYSICS (900538)

1 CREDIT

Learn to better understand the world around you by becoming familiar with the basic concepts of physics. Develop a solid conceptual understanding of the major topics in physics through laboratory investigations and discover the mathematical language of physics by using algebra-based equations. Units of study include: mechanics, heat, sound, electricity and magnetism, light, atomic and nuclear physics, and relativity. This course is appropriate for all motivated students with an interest in the laws of nature. Prerequisites: Successfully pass *Chemistry* and *Algebra II* with a B- or better, and teacher recommendation.

Academic Expectation: Problem Solving

INTEGRATED SCIENCE (GRADE 9) *Integrated Science (517); Academic Level (511); Honors Level (900512)* **1 CREDIT**

This course will explore concepts in physical, chemical, life, and environmental sciences. Students will learn to think and act like scientists and engineers in order to understand these topics and discover how solutions to environmental problems are developed. A combination of research projects and laboratory investigations will allow students to evaluate information from a variety of sources and come to their own research-based conclusions. Students in the honors-level course will be expected to consistently produce high quality work, propose academically challenging investigations, and generate insightful conclusions. Prerequisite: Teacher recommendation

Academic Expectation: Reading

OCEANOGRAPHY (527)

.5 CREDIT

This half-year course is an introduction to the science of oceanography. The physical, chemical and biological conditions of the ocean as well as contemporary issues will be examined. Prerequisite: This course is open to juniors and seniors.

Academic Expectation: Writing

TECHNOLOGY/ENGINEERING/COMPUTERS

COMPUTER PROGRAMMING (660)

.5 CREDIT

We live in a highly connected technological world. The common international link is computer programming language skills. This course will teach students the overarching principles of computer programming. Students will learn to write programming code and apply these skills to solve real world problems.

Academic Expectation: Technology

CREATIVE DESIGNS USING COMPUTER TECHNOLOGY *Introductory Level (957); Advanced Level (958)* **.5 CREDIT**

Students will use Photoshop programs to create graphic designs, advertisements, brochures and digital drawings. The use of digital cameras and computer scanners are an integral part of this course. Class size limited to 25 students because of computer availability. Prerequisite for Advanced Level: Successful completion of *Creative Designs using Computer Technology (957)*

Academic Expectation: Technology

GRAPHIC DESIGN (1016)

1 CREDIT

In this course students study the design and layout of materials for print. Students are exposed to graphic design computer applications such as Adobe InDesign and Illustrator. This is a good course for anyone interested in design. Class limit: 12 because of computer availability.

Academic Expectation: Critical Thinking

INNOVATION AND INVENTION (1015)

1 CREDIT

Students will study engineering concepts and principles. Students will identify a problem, and design a solution using the engineering design process. They will build a prototype and test their solution. This course is a good course for anyone interested in engineering. Some examples of student projects include robot design and the invention of complex machines.

Academic Expectation: Critical Thinking

MATERIALS PROCESSING (701)

1 CREDIT

This course provides an introduction to material processing. Technical drafting equipment, sketching and machinery are used to create several different wood working projects. Aspects of orthographic projections and geometric dimensioning and tolerancing will be discussed and applied in this course. Manufacturing principles for material removal, forming, joining and finishing will be discussed and incorporated in this class.

Academic Expectation: Problem Solving

MATERIALS PROCESSING II (703)

1 CREDIT

This course is a continuation of Introduction to Materials Processing. Students are encouraged to develop greater skills in advanced machine operations. Emphasis is placed on independence in the selection of tools, processes, set-ups, estimating, and computing a bill of materials. Prerequisite: Successful completion of *Materials Processing (701)*.

Academic Expectation: Problem Solving

TECHNICAL DRAFTING/CAD (704)

.5 CREDIT

This course provides an introduction to geometric construction. Technical drafting equipment, sketching and AutoCAD are used to reinforce drafting techniques. Aspects of orthographic projections and geometric dimensioning and tolerancing will be discussed and applied in this course. Students will progress from creating basic sketches to complex technical drawings. Skills learned in Math and Language Arts will be used in real life situations. Class limit: 12 because of computer availability.

Academic Expectation: Technology

VIDEO PRODUCTION *Introductory Level (1010); Advanced Level (1011)*

1 CREDIT

Students will learn to take video and edit video using various video editing programs. They will do a series of tutorial projects and short individual and group projects. This course will play an important role in the production of the *WBC Morning Show*. Class limit: 15 because of computer availability Prerequisite for Advanced Level: Successful completion of *Video Production 1 (1010)* with a grade of “C” or better.

Academic Expectation: Technology

WEB DESIGN (1017)

.5 CREDIT

Students will learn and apply HTML and Macromedia’s Dreamweaver, the language of the web, and design and publish web pages. Class activities are project-based and give students an opportunity to practice art fundamentals while learning technical skills including Hyper Text Markup Language (HTML) coding and web design software as well as Photoshop software applications.

Academic Expectation: Technology

Cluster 2: Humanities

ENGLISH

ADVANCED PLACEMENT ENGLISH LANGUAGE & COMPOSITION (900135)

1 CREDIT

This course is designed to provide students with an understanding of American literature and culture through their reading; their writing both enhances and demonstrates that understanding. Students are expected to see how writers are shaped by their environment; at the same time, they will be encouraged to connect themes found in the literature to contemporary American life. Students will complete research projects, write analytical essays, and write and deliver original speeches. **Because the course focuses on rhetoric and argumentation, students read far more non-fiction than they have been accustomed to in the past.** Students are expected to complete summer reading and writing as well as outside reading during the school year. Students are expected to take the Advanced Placement exam in Language and Composition in May. **Please note, this course carries an AP exam fee of \$50, payable by September 15th. Students taking more than one AP course will be charged a flat fee of \$100 total. For more details, please refer to page 6.** Prerequisite: *Honors English II (900120)* and teacher’s recommendation.

Academic Expectation: Critical Thinking

ADVANCED PLACEMENT/ECE ENGLISH LITERATURE AND COMPOSITION (900145) 1 CREDIT

UCONN Course Number: ENGL 1011

Advanced Placement/ECE English is a course involving extensive reading of world literature and frequent writing assignments on structure and meaning. Novels, plays, short stories and poems will be studied. Students will be expected to take the Advanced Placement exam. **Please note, the ECE portion of this course is a four credit UCONN course and costs \$160. Please also note, this course carries an AP exam fee of \$50, payable by September 15th. Students taking more than one AP course will be charged a flat fee of \$100 total. For more details on both options, including add/drop fees, please refer to page 6. Students must select whether they are pursuing the ECE or AP credit and pay the appropriate fee.** Prerequisite: Teacher recommendation.

Academic Expectation: Writing

CREATIVE WRITING (000163) .5 CREDIT

This elective course is designed to introduce students to several different styles of creative writing, and it is designed to help students develop their own voices as writers. Students will be expected to have some interest in writing creatively, but no experience is required. This class is exploratory in nature and students will be encouraged to pursue their original ideas. No prerequisite required.

Academic Expectation: Writing

ENGLISH I (Grade 9) *English I (110); Academic Level (111); Honors Level (900110)* 1 CREDIT

In this course students will continue the development of their basic language skills, emphasizing the ability to read with understanding and to write clearly. Students will study formal grammar, vocabulary, and a variety of literature. Speaking, test-taking, and research skills are enhanced. Short stories, plays, poetry, and novels are grouped into types of literature or themes. All course work will serve as a foundation for continuing education after high school. Major focuses will be American Literature, the development of tragedy, African American history through literature, and poetry. **This course is a graduation requirement.** Prerequisite: Teacher recommendation

Academic Expectation: Reading

ENGLISH II (Grade 10) *English II (120); Academic Level (121); Honors Level (900120)* 1 CREDIT

This course is designed to provide students with an understanding of the literary genres of fiction, non-fiction, poetry, and drama. This course is writing intensive and walks the student through the research paper as well as expanding on fundamental writing concepts covered in English I. Students are encouraged to write using various rhetorical modes. Additionally, students study common themes in literature and write in response to literature. Vocabulary and grammar are also covered. **This course is a graduation requirement.** Prerequisite: Successful completion of *English I* and teacher's recommendation.

Academic Expectation: Reading

ENGLISH III (Grade 11) *English III (130); Academic Level (131)* 1 CREDIT

This course is designed to provide students with an understanding of American literature and culture through their reading. Formal writing instruction emphasizes the development of the expository and analytical essay. Students will be expected to write a research paper and deliver formal presentations. This course is designed to meet students' needs and develop skills in reading, writing, and speaking. **This course is a graduation requirement.** Prerequisite: Successful completion of *English II* and teacher's recommendation.

Academic Expectation: Communication

ENGLISH IV (Grade 12) *English IV (140); Academic Level (141)* **1 CREDIT**

Students will read world literature with a concentration on cultural studies. Themes of self-discovery, mandatory institutionalization, and the importance of storytelling will be areas of focus. Shakespearian drama and film studies will be examined. Research skills, vocabulary building, and college essay writing will be included. Additionally, students will get several opportunities to enhance their oral presentation skills. The Senior Project is a main component of the course. **This course is a graduation requirement** Prerequisite: Successful completion of *English III* and teacher's recommendation.

Academic Expectation: Communication

JOURNALISM (2161) **1 CREDIT**

This elective course is designed to introduce students to the basic tenets of journalism. Students will learn how to write in various journalistic styles and their pieces will be considered for publication in Wheeler's student newspaper *The PawPrint Press*. This class is exploratory in nature and students will be encouraged to pursue their original ideas. No prerequisite required.

Academic Expectation: Writing

LITERACY STRATEGIES I (LIT015 / LIT010) **.5 or 1 CREDIT**

This course for grade 9 students offers support with content area assignments and material. The course will focus instruction on effective strategies such as identifying text structure and reading strategies that improve fluency and comprehension of fiction and non-fiction. Reading Skills and Strategies is designed for students who have previously taken a Reading Skills class, or who struggle with comprehension. Prerequisite: Teacher recommendation.

Academic Expectation: Collaboration

LITERACY STRATEGIES II (LIT025 / LIT020) **.5 or 1 CREDIT**

In this class, 10th grade students will receive support with content area assignments and material. The course will further instruction on effective strategies such as identifying text structure and reading strategies that improve fluency and comprehension of fiction and non-fiction. Literacy Strategies II is designed for students who have previously taken Literacy Strategies I, or who struggle with comprehension. Prerequisite: Teacher recommendation.

Academic Expectation: Collaboration

LITERACY STRATEGIES III (LIT035 / LIT030) **.5 or 1 CREDIT**

This course for grade 11 students offers support with content area assignments and material. The course will continue and build upon instruction of effective strategies such as identifying text structure and reading strategies that improve fluency and comprehension of fiction and non-fiction. Literacy Strategies III is designed for students who have previously taken Literacy Strategies II, or who struggle with comprehension. Prerequisite: Teacher recommendation.

Academic Expectation: Collaboration

LITERACY STRATEGIES IV (LIT045 / LIT040) **.5 or 1 CREDIT**

This course for grade 12 students offers support with content area assignments and material. The course will also offer support of students' work in Senior Project, including help with journal writing, the research paper process, and the final presentation. Literacy Strategies IV is designed for students who have previously taken Literacy Strategies III, who struggle with comprehension, or who will need extra assistance with the Senior Project. Prerequisite: Teacher recommendation.

Academic Expectation: Collaboration

HISTORY

ACCELERATED WORLD HISTORY (900225)

.5 CREDIT

This rigorous, honors level course examines themes and patterns in world history from prehistory (8000 B.C.E.) to the 1500's. Focus is on world developments, not just European history. Use of extensive primary sources and historical investigation is a major focus of the class. Expect comprehensive writing assignments throughout the course. Prerequisite: B or higher in *US History* and strong writing skills.

Academic Expectation: Writing

ADVANCED PLACEMENT UNITED STATES GOVERNMENT AND POLITICS (900250)

1 CREDIT

This course is designed to provide students with an analytical perspective on government and politics in the United States. Topics covered will include constitutional foundations of the U.S. Government, political beliefs and behaviors, political parties, interest groups and mass media, institutions of national government, public policy and civil rights and civil liberties. This course is writing intensive and may include summer reading selections. The course culminates with an AP exam that includes both factual questions and several writing prompts. ***Please note, this course carries an AP exam fee of \$50, payable by September 15th. Students taking more than one AP course will be charged a flat fee of \$100 total. For more details, please refer to page 6.*** Prerequisite: Teacher recommendation.

Academic Expectation: Critical Thinking

ADVANCED PLACEMENT WORLD HISTORY (900245)

1 CREDIT

This course will examine themes and trends from the 1500's to the present. Focus is on world developments, not just European history. Use of extensive primary sources and historical investigation is a major focus of the class. Expect comprehensive writing assignments throughout the course. Students may potentially receive college credit for this course by successfully completing the Advanced Placement Exam in May. ***Please note, this course carries an AP exam fee of \$50, payable by September 15th. Students taking more than one AP course will be charged a flat fee of \$100 total. For more details, please refer to page 6.*** Prerequisite: Completion of *Accelerated World History* with a B or better or teacher recommendation.

Academic Expectation: Writing

CIVICS (233)

.5 CREDIT

This State of Connecticut **required course for graduation** provides contemporary knowledge of the United States Constitution and how the rules of law and values of liberty and equality impact individual, local, state and national decisions. Emphasis will be placed on the rights and responsibilities of citizens and their relationship with the national, state, and local governments. The course will also explore how world affairs affect citizens' lives and the well-being of their community, state, and nation. Prerequisite: This course is open to sophomores, juniors and seniors.

Academic Expectation: Reading

CONTEMPORARY SOCIAL ISSUES IN AMERICA (251)

.5 CREDIT

This class is designed to provide students an understanding of various social issues that exist in America today through critical examination of major contemporary social problems from the perspectives of social institutions, culture, inequality, socioeconomic, racial and ethnic groups, special interest organizations, political and economic structures, and social policy. Course explores the impact social problems have on different groups through the use of video and text and discusses possible solutions to social problems. Prerequisite: This course is open to sophomores, juniors and seniors.

Academic Expectation: Reading

ECE UNITED STATES HISTORY to 1877 (9232)

.5 CREDIT

UCONN Course Number: HIST 1501

This college-level course examines the cultural, social, political, and economic developments in US History through the Civil War and Reconstruction. It offers students the opportunity to enhance their previous knowledge of United States History with a more acute study and analysis of primary sources from this time period. There will be a heavy emphasis on reading, and the ability to discuss and interpret primary sources. Students will be required to read multiples sources in a short period, and to write historical analysis/critical response papers on a frequent basis. **Please note, this is a three credit course and costs \$125. For more details, including late add/drop fee, please refer to page 6.** Prerequisite: Completion of *Honors US History* with a B or better, and a teacher's recommendation.

Academic Expectation: Critical Thinking

ECE UNITED STATES HISTORY Since 1877 (9231)

.5 CREDIT

UCONN Course Number: HIST 1502

This college-level course examines the cultural, social, political, and economic developments of US History from 1877 to the present with particular emphasis on gender, race, class, and shifting global contexts. It offers students the opportunity to enhance their previous knowledge of United States History with a more acute study and analysis of primary sources from this time period. There will be a heavy emphasis on reading, and the ability to discuss and interpret primary sources. Students will be required to read multiples sources in a short period, and to write historical analysis/critical response papers on a frequent basis. **Please note, this is a three credit course and costs \$125. For more details, including late add/drop fee, please refer to page 6.** Prerequisite: Completion of *Honors US History* with a B or better, and a teacher's recommendation.

Academic Expectation: Critical Thinking

ECONOMICS (230)

.5 CREDIT

This humanities elective includes a study of the major economic systems in the world today and how fundamental decisions are made in each. Particular emphasis is placed on the market economy of the US. The fundamental analytical concepts themselves will be a major study area. Students will learn and be able to apply economic concepts such as scarcity and choice; human, natural, and capital resources, and supply and demand. With these skills, students will be better prepared to make day to day economic decisions required of virtually all adult Americans. Prerequisite: This course is open to sophomores, juniors and seniors.

Academic Expectation: Problem Solving

INTRODUCTION TO PSYCHOLOGY (240)

.5 CREDIT

The study of psychology is extraordinarily diverse and reflects how complex and fascinating human behavior can be. This course introduces students to different psychological concepts, theories, and methods that give us a greater understanding of the human mind and behavior. Students in this course will examine how we perceive reality, how we learn, how we think, what creativity and intelligence really are, and how humans develop from infancy through adulthood. This elective will include projects, presentations and short papers. Prerequisite: This course is open to sophomores, juniors and seniors.

Academic Expectation: Collaboration

SPORTS IN MODERN SOCIETY (270)

.5 CREDIT

Sports in Modern Society is a course that will focus on the role of sports from a sociocultural perspective in the modern world. While the games on the fields, courts and ice may be discussed the focus will predominantly be on how sports and athletes are viewed by the masses. In sum, what role does sports play in our larger culture? The course will tackle issues such as the role of race, gender and socioeconomic status in modern athletics from the perspective of the athletes, both professional and amateur, as well as the fans. A primary objective will be that the students emerge from the course with a new appreciation for not only the transformative role sports has played in our culture in the present, but also in the past. An example would be analyzing how athletes with varying backgrounds have been viewed historically and how these viewpoints have evolved as our society has

changed. Finally, the generational divide will be an area of concentration, as we compare and contrast how different sports and the athletes that play them are viewed based on the age of the consumer. Evaluations in the class will consist of homework, comprised of reading and analyzing opinion pieces by sports journalists, analyzing and commenting on documentaries, small papers delving into the aforementioned issues and brief presentations dealing with these issues. Prerequisite: This course is open to juniors and seniors.

Academic Expectation: Collaboration

UNITED STATES HISTORY *Academic Level (217); Honors Level (211)*

1 CREDIT

This **State of Connecticut required course** focuses on the economic, social, and political development of the U.S. in the twentieth century and the effects these themes caused at home and abroad. Students will be expected to conduct in depth independent research, analyze key topics and apply learned concepts to present-day events. These expectations will be exhibited in a second semester research paper. Prerequisite: Teacher recommendation

Academic Expectation: Reading

WORLD HISTORY I: FOUNDATION FOR THE MODERN WORLD *Academic Level (223); Honors (900221)* **1 CREDIT**

This course focuses on the economic, social, and political characteristics that paved the way to the creation of the modern world. Students will evaluate important historical events that helped transform the different regions around the world from the Middle Ages to the modernization of Asia. Students will be expected to conduct in depth independent research, analyze key topics and apply learned concepts to present-day events. These expectations will be exhibited in a second semester research paper. Prerequisite: Teacher recommendation.

Academic Expectation: Reading

WORLD HISTORY II: TWENTIETH CENTURY WORLD HISTORY *Academic Level (235); Honors (900239)* **1 CREDIT**

This course focuses on the history of the modern world from the early twentieth century to the present. Students will investigate, analyze, and synthesize primary and secondary resources to understand our complex interdependent world. Students will be expected to conduct in depth independent research, analyze key topics and apply learned concepts to present-day events. These expectations will be exhibited in a second semester research paper. Prerequisite: Teacher recommendation.

Academic Expectation: Critical Thinking

MUSIC

CONCERT BAND (923)

1 CREDIT

Concert Band is a full-credit course open to students in grades 9-12. This course may be taken for .5 credit with permission from the instructor. It is designed to give those students, who perform on a standard band instrument, a comprehensive musical experience. Technical skills for instruments are covered and drilled. The primary focus of Band is to study, analyze, rehearse and perform musical selections from the major periods of world history and cultures. Basic techniques of original compositions will also be studied. Due to the nature of the Band Curriculum, students are allowed to enroll in Band for credit for multiple years. Individual student performance standards are based on the student's number of years in the course. Students enrolled are expected to participate in rehearsals and performances that are scheduled beyond the regular school day and include home practice on a regular basis. Performances are considered major exams and assessment tools. Students must exhibit a certain level of proficiency on a standard band instrument to be successful. *Honors credit is also available at the director's discretion.*

Academic Expectation: Communication

CONCERT CHOIR (930)

1 CREDIT

This is a full year course that is open to all students in grades 9-12. This course may be taken for .5 credit with permission from the instructor. Vocal experience is not necessary but students with singing experience are urged to join. Musical selections will include study of classical, multicultural, folk, Broadway, and pop genres. The course will focus on healthy vocal production, analysis of musical elements, and application of musical and compositional techniques. These topics will be applied through performance of concert repertoire. Attendance is mandatory at all concerts. Additionally, the Concert Choir will travel for out-of-school performances. This course may be repeated for credit. *Honors credit is available at the discretion of the director.*

Academic Expectation: Communication

GUITAR WORKSHOP (940)

.5 CREDIT

Guitar Workshop is a hands-on class designed to enhance students' musical skills through guitar. Beginners, as well as students with some guitar experience, will be able to further their level of performance through study of staff notation, tablature, and chord symbols. Concepts will be applied to folk, jazz, and popular repertoire. A limited number of guitars are available for student use. Students may re-take the Workshop in order to develop more advanced techniques. This class will be offered every-other-year and will be offered in the 2018-2019 school year.

Academic Expectation: Communication

KEYBOARD WORKSHOP (922)

.5 CREDIT

Students will learn basic piano skills. Skills include reading popular songs from musical notation, interpreting lead sheets and chords, playing in groups, improvising, and composing. This course is designed for beginners. However, students with piano experience are encouraged to continue their development by working on more advanced material. Students may re-take the Workshop in order to develop more advanced techniques. This class will be offered every-other-year and will be offered in the 2017-2018 school year.

Academic Expectation: Communication

ART

2D ART STUDIO (898)

1 CREDIT

2D Art Studio is an intermediate course and prerequisite for advanced studios. In this course, students explore 2D media in a more deliberate and challenging way. Major projects may include, but are not limited to: drawing, painting, printmaking and collage. The student will have greater independence and responsibility for the content of their art. Prerequisite: Successful completion of *Introduction to 2D Art (918)* or permission of the instructor.

Academic Expectation: Communication

3D ART STUDIO (899)

1 CREDIT

3D Art Studio is an intermediate course and prerequisite for all advanced studios. In this course, students explore 3D media in a more deliberate and challenging way. Major projects may include, but are not limited to: ceramics, sculpture in various media, and book making. The student will have greater independence and responsibility for the content of their art. Prerequisite: Successful completion of *Introduction to 3D Art (907)* or permission of the Instructor.

Academic Expectation: Communication

ADVANCED STUDIO ART (913)

1 CREDIT

This course is largely an advanced individualized course to prepare those students who are serious about further development of their skills and techniques as artists, or who intend to major in art while at college. The primary goal is intensive production in 2D or 3D media which could be incorporated into their portfolios for college applications. Students will be responsible for planning their individual projects with the instructor. Prerequisite: Permission of the instructor is required.

Academic Expectation: Communication

ART MEETS ART HISTORY (895) .5 CREDIT

Art Meets Art History is an elective designed for students who are interested in both history and art. Art history allows you to learn history, not through text books, but through looking at and discussing great works of art. Our units include Medieval Art (Giotto, Masaccio, etc.), Renaissance Art (da Vinci, Michelangelo, etc.), and Baroque Art (Vermeer). Each unit will introduce students to the culture, history, people, and art of the time period. For each unit, students will be required to complete a research project/presentation on an artist or artwork of choice as well as a work of art that relates to the time period. Art projects are as follows: faux stained glass for Medieval Art, one-point perspective for Renaissance, and painting using a mirror for Baroque Art.

Academic Expectation: Problem Solving

INTRODUCTION OF 2D ART (918) .5 CREDIT

Introduction to 2D Art is a foundation course and prerequisite for all other 2D studio classes. This course focuses on preparing the beginning artist for more specialized art courses. The Elements of Art and Principles of Design in composition are stressed. Instruction incorporates the basic techniques and processes in various two dimensional media, such as drawing, painting, printmaking and collage.

Academic Expectation: Problem Solving

INTRODUCTION OF 3D ART (907) .5 CREDIT

Introduction to 3D Art is a foundation course and prerequisite for all other studio classes. This course focuses on preparing the beginning artist for more specialized art courses. Instruction incorporates the Elements and Principles of Art in relation to the form and volume of sculpture, ceramics, bookmaking etc. Exploration of form will utilize various three dimensional media, such as clay, paper, plaster of Paris, wood, and found artifacts.

Academic Expectation: Problem Solving

INTRODUCTION TO PHOTOGRAPHY (967) .5 CREDIT

This course is an introduction to basic photography techniques and practices. Students will learn the fundamentals of composition and basic photo editing techniques. Students will use phone cameras or other cameras available.

Academic Expectation: Problem Solving

PORTFOLIO ART STUDIO (912) 1 CREDIT

Portfolio Art Studio is for those students who are applying to college with the intention of studying fine, applied or graphic arts. Students will research colleges, complete applications, participate in portfolio critique and complete personal portfolios. Art production in this course is focused on, but not limited to, specific pieces required for college acceptance. Prerequisite: Permission of the instructor is required.

Academic Expectation: Communication

Cluster 3: Career & Life Skills

PHYSICAL EDUCATION (11241) .5 CREDIT

This half credit Physical Education course is **required** for all 9th through 12th grade students. This course is planned to develop and produce muscular coordination, strength, agility, balance and endurance skills. Carry-over sports providing a variety of experiences are a part of the program for upper grades. Each class will start with a short instructional and demonstration component, followed by skill preparation, and then team activity.

Academic Expectation: Collaboration

FITNESS (11240) .5 CREDIT

The objective of the Personal Fitness Class is to evaluate and determine individual levels of fitness and work to improve overall fitness. The goal is for students to take an active part in developing and sustaining their fitness level for life long health. The class is a combination of circuit training utilizing weight lifting, cardiovascular

activities, and holistic health activities (such as yoga and Pilates) with the understanding and application of fitness components.

The first few days of the class will focus on determining one's overall personal fitness level followed by a concentration on the creation of a fitness plan based on the student's fitness level and the student's personal goals. Student will devise a weekly fitness program and will adjust the plan as needed.

Academic Expectation: Communication

HEALTH (1210) Grades 10 & 11

.5 CREDIT

The State of Connecticut Required Health course is designed to help develop and promote healthy student behaviors. Student responsibility regarding personal health decisions and practices and the acquisition of knowledge and the capacity to make prudent choices are points of emphasis. Contemporary issues and concerns including disease prevention and substance abuse (Connecticut state mandated topics) are the focus of the curriculum.

Academic Expectation: Communication

FRESHMAN 101 (600)

.5 CREDIT

Freshman 101 is a course designed to support freshman with the transition to high school and provide them with basic skills needed to be successful in high school and beyond. This course is designed to help students enhance their skills in studying, organization, technology and introduce them to career planning. All incoming ninth grade students will be scheduled for this course.

Academic Expectation: Collaboration

PERSONAL FINANCE - INVEST IN YOURSELF (629)

.5 CREDIT

This **graduation requirement** explores basic business and personal finance concepts enabling each student to emerge as a productive consumer, producer and citizen as it applies to an individual's everyday life. Units will include: Planning for Your Future (goals & decision making); Banking Basics & Investing; Career Planning; Budgeting; Credit and Taxes. Students will be involved in hands-on projects, community outreach, job shadowing and trips to the local banking institutions and the Federal Reserve. Prerequisite: This course is open to juniors and seniors.

Academic Expectation: Communication

World Language

FRENCH I (310)

1 CREDIT

This is a beginning-level course that provides understanding of French culture and the communication skills of listening, speaking, reading and writing at a basic level. It is designed to help students overcome anxieties about studying a second language. Communication in French is first taught through use of learned functions, then by study and application of grammar. A variety of activities, printed sources, realia, games and audio and visual materials provide opportunities for learning and practice within and outside the classroom. Variety is used to offer opportunities to all students.

Academic Expectation: Technology

FRENCH II (320)

1 CREDIT

As the second level in a spiraling curriculum, this course increases student understanding of French culture and the communication skills of listening, speaking, reading and writing. Previously-studied themes and concepts are revisited and content is enhanced through expanded grammar, vocabulary and readings. A variety of activities, printed sources, realia, games and audio and visual materials provide opportunities for learning and practice within and outside the classroom. Variety is used to offer opportunities to all students. Prerequisite: Successful completion of *French I* and teacher recommendation.

Academic Expectation: Technology

FRENCH III (333)

1 CREDIT

As the third level in a spiraling curriculum, this course increases student understanding of French culture and the communication skills of listening, speaking, reading and writing. Previously-studied themes and concepts are revisited and content is enhanced through expanded grammar, vocabulary and readings. Readings and writings are increasingly complex and serve to engage students in study of French culture, including literature and the fine arts. A variety of activities, printed sources, realia, games and audio and visual materials provide opportunities for learning and practice within and outside the classroom. Variety is used to offer opportunities to all students. Prerequisite: Successful completion of *French II* with a C or higher and teacher recommendation.

Academic Expectation: Technology

ECE FRENCH (345)

1 CREDIT

UCONN Course Number: FREN 3250

This is an “introductory advanced course” whose primary goal is to help students achieve success in future advanced French courses at the college level. Conducted in French, this course focuses on French film and is designed to increase student understanding of French culture. Students will react and respond through both oral and written forms and will participate in daily conversation. Grammatical themes and concepts are revisited and practiced through increasingly complex readings and written compositions. **Please note, this is a three credit course costs \$125. For more details, including late add/drop fee, please refer to page 6.** Prerequisite: Students who have successfully completed *French III* with a B or higher and teacher recommendation.

Academic Expectation: Writing

SPANISH I (311)

1 CREDIT

In this beginning Spanish course, students will develop basic skills in listening, speaking, reading and writing, as well, as develop an appreciation of Hispanic cultures. Communicating in Spanish is taught first through use of functions and then reinforced with a background of grammar. Students are offered opportunities for learning within the classroom through on line text and on line activity book practice, storytelling, supplementary readers, music, realia, audio/video media and an assortment of interactive activities. Students will access culture through research including a unit study of the history of Puerto Rican migration to Connecticut and through encouragement to use Spanish outside of the classroom.

Academic Expectation: Technology

SPANISH II (321)

1 CREDIT

This second level course continues to develop the basic skills of listening, speaking, reading and writing in Spanish with a goal of increased proficiency and confidence. The course expands student cultural understanding of the Spanish-speaking world. Students are offered opportunities for learning within the classroom through on line text and on line activity book practice, storytelling, supplementary readers, music, realia, audio/video media and an assortment of interactive activities. Prerequisite: Successful completion of *Spanish I (311)* and teacher recommendation.

Academic Expectation: Technology

SPANISH III Academic Level (331); Honors Level (334)

1 CREDIT

Spanish III focuses on the continuing development of the skills associated with global language acquisition and proficiency. Growth in students’ knowledge and appreciation for the culture of the Spanish speaking world and solid language skills are expected. Students build on grammar, practice communication skills and access culture. Students participate in daily conversations, prepare short compositions, and produce projects, as well as work with texts and practice activities. Prerequisite: Successful completion of *Spanish II (321)* with a C or higher and teacher recommendation.

Academic Expectation: Technology

HONORS SPANISH IV (900352)

1 CREDIT

This fourth level course will use film as a point of departure to further develop understanding of culture and history of different Spanish-speaking countries. This class will focus on improving oral and written response while addressing themes relevant to each film. In addition, the course will include an in-depth review of grammar and an amplification of vocabulary with an emphasis on continuing development. Prerequisite: This course is open to students who have achieved a grade of C or better in Spanish III (321) and teacher recommendation.

Academic Expectation: Writing

ECE SPANISH (341)

1 CREDIT

UCONN Course Number: SPAN 3178 & 3179

ECE Spanish includes a review of material learned in levels I-III and a more in-depth investigation of the civilizations and cultures of the Spanish-speaking world. Students will react and respond to studied themes through both oral and written form. Students will practice grammar, research selected topics and participate in daily conversation. This course also incorporates a study of literature and culture with communication skills practice. Students will access learning through a variety of realia and media. **Please note, this is a six credit course and costs \$250. Students must sign up for both sections of these courses on UConn's website. For more details, including late add/drop fee, please refer to page 6.** Prerequisite: Successful completion of *Honors Spanish IV (900352)* with a B or higher and teacher recommendation.

Academic Expectation: Writing

Business

INTRODUCTION TO ACCOUNTING

.5 CREDIT

This course is designed to introduce the basic concepts of accounting (keeping the financial records of a business). Students will be introduced to the accounting practices of a service business. Students who have taken this course usually qualify for Accounting II, see the instructor for details. This course can count as either a mathematics credit or as an elective credit. This course is open to students in grades nine through twelve and will meet during the second semester of the school year.

Academic Expectation: Technology

ACCOUNTING I (622)

1 CREDIT

Accounting is designed to present the introductory concepts and procedures of double-entry accounting and the accounting cycle as applied to both service and corporate business businesses. Course content includes the use of computer technology. This class should help broaden the students' approach to further accounting practices, procedures and the accounting cycle of corporations. This course can count as either a mathematics credit or as an elective credit.

Academic Expectation: Technology

ACCOUNTING II (631)

1 CREDIT

Accounting II is designed to reinforce the accounting concepts and procedures learned in Accounting I and to further the students' understanding and use of a variety of accounting procedures and documents. This class should broaden the students' approach to accounting practices and procedures. In addition to learning new material, students should demonstrate the ability to select and apply the best choice. This course can count as either a mathematics credit or as an elective credit. Prerequisite: *Accounting I*

Academic Expectation: Technology

ACCOUNTING III (633)

1 CREDIT

Accounting III is designed to present the concepts and procedures of double-entry accounting and the accounting cycle as applied to a Merchandising Business organized as a Corporation. Emphasis is on adjustments and valuation, departmentalized accounting and adjustments. Course content includes the use of computer

technology. It is a course that presents advanced accounting principles to both business and non-business applications. This course can count as either a mathematics credit or as an elective credit. Prerequisite: *Accounting II* and teacher recommendation.

Academic Expectation: Technology

BUSINESS LAW (640)

.5 CREDIT

This course covers the legal rights and responsibilities of the individual as a member of society, a minor, a student, a consumer and business manager. It provides a basic foundation of law in relation to business and individuals. Emphasis is placed not only on principles and rules but on purpose and logic of the law. Students are introduced to the origin of law, ethics, study of the American legal system, structure of the court system, civil law, family law, torts, consumer rights and responsibilities. Legislation that applies to employment, real and personal property, and procedural law is also covered.

Academic Expectation: Communication

CAREER EXPLORATION (644)

.5 CREDIT

This course is designed for high school students who plan to continue their education to a post-secondary institution or go directly into the workforce. It will help students make more meaningful decisions about their academic and occupational futures. Students learn to take a proactive role in their future by investigating options available to them, increasing communication skills, and developing the ability to set specific goals and achieve them. The course develops career awareness and gives students opportunities to explore various careers through job research, job shadowing opportunities, tours and speakers. Students will review the importance of resumes, cover letters and job applications as well as interviewing skills. The course provides students the opportunity to identify their skills, values and interests in order to explore careers and make sound career choices. Prerequisite: This course is open to sophomores, juniors and seniors.

Academic Expectation: Collaboration

ENTREPRENEURSHIP AND MARKETING (645)

1 CREDIT

Entrepreneurship & Marketing is an hands-on course providing students with a practical understanding and application of how business works, how it contributes to society, rewards and challenges of entrepreneurship, trade terminology, and business operations including marketing, management and operations. Students are responsible for the operations of the school store and will develop a business plan throughout the course of the year. The course provides an overview of marketing concepts and functions. Major topics include the marketing environment, distribution, pricing, product, planning, promotion, market research and consumer behavior. A strong emphasis is placed on the practical applications of financing and startup of a new business. Students learn how to use marketing concepts in practical, real life business simulations. Students explore how a new product or service is brought to the marketplace. Emphasis is placed on the fundamentals of marketing functions, research, and consumer behavior in the marketplace. They will be developing promotional campaigns including image building, ad layout techniques, electronic media, and displays.

Academic Expectation: Communication

INTRODUCTION TO HOSPITALITY (646)

.5 CREDIT

This course provides students with an overview of the structure, business plan, management and functions of the hospitality industry including hotels, tourist attractions, casino operations, entertainment, travel and customer service. Students will explore numerous departments within the industry to develop an understanding of the scope and responsibility of how they operate. They will have the opportunity to explore various career paths, education requirements within the industry and survey employability skills common to the industry as a whole. The course will also offer the development of leadership, teamwork and interpersonal skills and engage in hands-on activities and lessons focusing on the qualifications needed for this industry.

Academic Expectation: Communication

SPORTS AND ENTERTAINMENT MANAGEMENT (603)

.5 CREDIT

Sports and Entertainment Management combines management principles with the passion for sports and entertainment. The basic principles of management including planning, organizing, directing & controlling will be explored in the context of sport organizations. Topics will include the management of sports and entertainment as a product, collegiate and professional licensing endorsements, agents, public relations, legal aspects, and the future of sports and entertainment relating to business. Students will use computer simulations, cooperative learning, in-class activities, and student projects as learning tools. *Please note that this course will only be offered in even numbered school years.* Prerequisite: This course is open to sophomores, juniors and seniors.

Academic Expectation: Collaboration

Virtual High School

VIRTUAL HIGH SCHOOL

.5/1 CREDIT

We are excited to have an on-line option for Wheeler students which expand our offerings and provide a strong academic extension to our traditional academic program. Students may consider taking a course through the *Virtual High School (VHS) Collaborative*. Candidates must be independent and self-motivated since all course work is completed online at the student's own pace. A course is taken in VHS as one of a student's 6.0 required minimum courses for the year and time for the course work is built into the student's schedule. The selected course **MUST** not be available for the student to take at Wheeler either because it is not offered or because it would not fit into the student's schedule. To see a list of courses please visit their website: <http://thevhscollaborative.org/>. Prerequisite: Because there are only 20 seats available, interested students must go through an application process. Applications are available from your School Counselor or from Ms. Autran. Completed applications must be submitted to Ms. Autran.

English as a Second Language (ESL)

BEGINNING ESL (A & B) (ESL100)

1 CREDIT

This course introduces students to the basic structures of the English language through the skills of reading, writing, speaking, listening, and thinking. Students learn strategies to advance their reading, listening, pronunciation, fluency and vocabulary skills. In addition, students work on improving auditory comprehension and writing words, phrases, and complete sentences.

Academic Expectation:

INTERMEDIATE ESL (A & B) (ESL200)

1 CREDIT

This course is an extension of the skills learned previously as a beginner. It focuses on syntax, continued vocabulary development, reading, listening comprehension, speaking and pronunciation skills as well as writing paragraphs and multiple-paragraphs structures. This course contributes to skills needed in mainstream classes.

Academic Expectation:

ADVANCED ESL (A & B) (ESL300)

1 CREDIT

This course is for students that are close to proficiency in speaking, listening, reading and writing. Students will build vocabulary that is specialized and reflective of the academic content areas. Written communication will demonstrate organization of ideas, use of a thesis statement, and supportive elements. Intensive grammar instruction that supports academic writing skills is emphasized. This course contributes to skills needed in mainstream classes and universities.

Academic Expectation: