

2024-2025

WHEELER HIGH SCHOOL PROGRAM OF STUDIES



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Principal's Message

Dear Wheeler Students:

As you begin the process of selecting courses for the 2024/2025 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 may be small, but we are certainly mighty when it comes to scheduling outside of the box. Besides our pathways programs, we also have unique opportunities for students to participate in work study as well as in independent studies. Students can continue in the traditional pathway, or they can specialize in either our Engineering/Business Pathway or consider our newest Education Pathway. All of these pathways, independent studies and work study opportunities will bring credit-earning internship opportunities for students during their upperclassmen years! These are great opportunities to dabble in areas of interest BEFORE entering careers or college majors that you may be interested in. We are tremendously proud of these opportunities that we can continue to provide you, regardless of our size. We are always looking to add and modify our existing programs so you are provided a top-notch educational experience, preparing 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 2024/2025 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). On our end, we will continue to work hard to provide the most authentic opportunities as possible for our students. Courses are designated into specific *clusters* and the course descriptions are listed alphabetically. If you have any questions, please see your school counselors, Mrs. Hansen and Mrs. Goodwin. In addition, please discuss your course selections with your teachers and parents, as these conversations continue to be the most valuable part of the process.

The mission of 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.* Please 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 or your career after high school, but for the life you will start outside of our hallways. 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 successes. We encourage you to take advantage of it all!

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 an environment that pushes you to your fullest potential in and outside of the classroom. Colleges continue to increase their acceptance requirements just as we at Wheeler continue to adapt to these expectations so we can offer you educational options to help you find success at the next level. High School is a perfect opportunity to test the waters to prepare you to make decisions in life that will guide you all towards a meaningful future. #weareWHEELER

Sincerely,

Kristen St. Germain
Principal

Allison Reyes
Associate Principal

Administration and Faculty

Board of Education

Mrs. Stephanie Mastroianni, *Chairperson*
Mr. Alex Karpinski *Vice Chairperson*
Mrs. Christine Wagner
Mr. Brian Burdick
Mrs. Lisa Mazzella
Mrs. Judy Main
Mr. Chet Stefanowicz
Mrs. Jamie Towle-Weicksel

Music

Mrs. Olivia Black, *Choral and General Music*
Mr. Sean McCormick, *Instrumental Music*

Art

Mrs. Sarah Booker
Miss Haley Smith

Physical Education/Health

Mr. Stephen Bailey
TBD
Mr. Carl Weber

English

Mrs. Natasha Zannelli, *Program Supervisor*
Mrs. Katie McGuire
Mrs. Jes Cawley
Mr. Joseph Cawley
Mrs. Marybeth Tavares

Science

Mrs. Meghan Mason, *Program Supervisor*
Mr. Michael Shugrue
Mr. Andreas Connal-Nicolaou
Mrs. Jennifer Welborn

Special Services/Education

Miss Cailin Sorder *Social Worker*
Mrs. Carley Higginbotham, *School Psychologist, Program Supervisor*
Mr. Ryan Austin, *Special Education*
Miss Amy Tobin, *Special Education*
Miss Keyokah Mars-Garrick, *Special Education*

School Nurse

Mrs. Jessica Kessler, R.N.

School Counseling

Miss Nancy Liner
Mrs. Jayme Hansen

Administration

Mr. Troy Hopkins, *Superintendent*
Mrs. Kristen St. Germain, *Principal*
Mrs. Allison Reyes, *Associate Principal*
Mrs. April Christiansen *Special Services Director*

Technology Education

Mr. David Bradanini
Ms. Noel Devine, *Program Supervisor*

Business

Mr. Christopher Zyrilis
Ms. Liz McCusker

Tech/Naviance Support

Ms. Liz McCusker

World Language

Mrs. Janet Devaux, *French*
Ms. Paloma Autran, *Spanish*
Mrs. Cheryl Dutrumble, *Spanish*

Social Science

Mrs. Kimberly Haggerty, *Program Supervisor*
Mrs. Shannon Curioso
Mr. William Heughins
Mr. Seth Mann

Mathematics

Ms. Kimberly Van Horn, *Program Supervisor*
Mr. James Cervini
Mr. David Grande
Mrs. Nancy Staub
Adrianna Lublin, *Math Interventionist*

Library/Media Specialist

Mrs. Annie Oosterwyk

Office Staff

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

MISSION

The Mission of 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

Literacy
Communication
Collaboration
Analysis

SOCIAL/CIVIC EXPECTATIONS

Demonstrate Responsibility
Demonstrate Respect
Demonstrate Resilience

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.

Planning a Successful High School Program

Planning a successful high school program is done by collaborating 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.

Wheeler High School Graduation Requirements

To graduate from the North Stonington Public Schools, a student must earn a minimum of twenty-five (25.0) credits in the clusters below and complete their Senior Project for a total of twenty-six (26.0) credits.

STEM (Science, Technology, Engineering & Mathematics)	9 Credits	3: Geometry, Algebra I and Algebra II 3: Earth/Space, Biology, Chemistry 3: Additional STEM Courses (Math, Science, Engineering, Computers, Technology)
Humanities	9 Credits	1: English I 1: English II 1: English III / AP Language & Composition 1: English IV / ECE Literature
		1: US History / ECE US History 0.5 Civics 0.5 Modern World History 0.5 Social Studies Elective * This change is for the 24-25 year
		2.5: Additional Humanities courses (Art, Music, English, Social Studies, or World Language)
Physical Education	1.5 Credits	
Health Education	1 Credit	
World Language	1 Credit	
Personal Finance	0.5 Credit	
Additional Courses	3 Credits	Additional courses of student choice to complete Wheeler's graduation requirements
Senior Project	1 Credit	This graduation requirement provides students the opportunity to apply and broaden their knowledge and skills in an area of personal interest. Students on a pathway, will use their internship as the subject for their Senior Project
Minimum Required Credits	26 Credits	
NEW: FAFSA Completion	-	All high school seniors must complete the FAFSA or completion of the Student Aid Waiver

Promotion Requirements

The minimum requirements for promotion are as follows:

- *Grade 10 status: Earn 6.5 credits, including a credit in English I, at the end of grade 9
- *Grade 11 status: Earn 13 credits, including a credit in English II, at the end of grade 10
- *Grade 12 status: Earn 19.5 credits, including a credit in English III, at the end of grade 11

Pathways at Wheeler

All freshmen and sophomores may select to participate in a pathway experience at Wheeler. Although the majority of students will remain in our traditional pathway participating in the Senior Project at the end of their senior year, students may instead choose to apply to our Business/Engineering Pathway, or our new Education Pathway where they will conclude with an internship experience that will be the subject of their senior capstone experience. All of these pathways will allow students to participate in programs that they might want to explore at the college level or as an employment option if they go directly to the workforce after high school. Pathways consist of 5-6 elective offerings, relative to those two areas as well as required courses that connect to these two fields.

At Wheeler, we are dedicated to bridging our school and North Stonington community, and we believe these pathway internship opportunities will foster those community connections that our town is proud of. We are fortunate to be surrounded by a plethora of employment and internship opportunities for our students in these areas, and hope to build a thriving internship bank for all students who may want more in their high school experience. Through these connections, we hope to provide our students with increased hands-on experience and opportunities for their future. By bridging our students together with our community, we feel it will invest our students in North Stonington more, where many may return someday to live and start their own families and businesses.

If you are interested in applying to our pathways, there will be a formal process in January/February where you will get more information on how to apply.

BUSINESS PATHWAY (4.0 Course credits)

Field Work Opportunities	Required Courses
	Accounting 1A and 1B (1.0 credit total)
	Personal Finance II (0.5 credit)
Senior Internship Seminar	Entrepreneurship I (0.5 credit)
Field Experience Internship (0.5/1.0 credits)	Entrepreneurship II (0.5 credit)
	Marketing (0.5 credit)
Senior Internship Seminar	Business Law (0.5 credit)
Field Experience Internship (0.5/1.0 credits)	Creative Design (0.5 credit)
Additional 0.5/1.0 credits depending on hours	

EDUCATION PATHWAY (4.0 Total credits)

Required Academic Courses	Required Electives
	Intro to Psychology (0.5 credit)
	Race and Ethnicity in America (0.5 credit) or African Amer/Black & Puerto Rican/Latin Studies (1.0 credit)
Senior Internship Seminar	Child Psychology (0.5 credit)
Field Experience Internship (0.5/1.0 credits)	Education 101 (0.5 credit)
	Children's Literature (0.5 credit)
Additional 0.5/1.0 credits depending on hours	Art, Music or PE course (1.0 credit total) <i>Must be taken in 2 different content areas</i>

ENGINEERING PATHWAY (4.0 Total credits)

Required Academic Courses	Required Electives
	Pre-Calculus (1.0 credit)
Senior Internship Seminar	Physics (1.0 credit)
Field Experience Internship (0.5/1.0 credits)	Engineering Design (0.5 credit)
	Robotics (0.5 credit)
Additional 0.5/1.0 credits depending on hours	Advanced Engineering (0.5 credit)
	Computer Science (0.5 credit)

Capstone Project

The Wheeler Capstone Project challenges students to demonstrate and display mastery of the skills acquired while attending Wheeler High School. One of the goals of Capstone 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 Capstone. 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 Capstone 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 Capstone Project Committee and English teacher will determine the final grade.

Pathway Internship and Capstone Seminar

Students who are accepted into one of our two pathways will still experience a senior project, however their hours and project will demonstrate what they learned within their pathway choice. This experience will require more internship hours than a typical senior project and will be supported by a senior seminar class that meets weekly to advise them through their internship experience. This graduation requirement provides students with the same opportunity as a senior project, to apply and broaden their knowledge and skills within their pathway area. Students will receive a grade based on their completed portfolio, presentation and paper. The Capstone Seminar teachers will determine their final grade.

Senior Seminar

Senior Seminar meets during Advisory time and all students on the Business, Engineering, or Education Pathways are required to participate. This course is designed to support students during their internships, and will meet weekly to discuss experiences, and submit weekly hours. For many students, these experiences help develop personal initiative, confidence, teamwork, positive attitudes, and professional behavior. It's these "work readiness skills" that will be explored each week in Senior Seminar under the supervision of one of our coordinators. Students will be journaling and completing a paper and presentation on their internships to align to our Senior Project and Senior English Graduation requirements.

Advanced Placement

Advanced Placement (AP), offered through the 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 (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: Students are responsible for the full payment of AP exams. The cost of one AP exam is: \$90.00, and is subject to change.***

Wheeler High School offers the following AP courses:

United States Government and Politics
Biology
Calculus AB
English Language & Composition
Psychology

Statistics
Studio Art: Drawing
Studio Art: 2D Art & Design
Studio Art: 3D Art & Design
World History: Modern

University of Connecticut Early College Experience

UConn Early College Experience (UConn ECE) provides academically motivated students with the opportunity to take university courses while in high school. These challenging courses allow students to preview college work, build confidence in their readiness for college, and earn college credits that provide both an academic and financial head start on a college degree and other postsecondary opportunities. UConn ECE instructors are high school teachers certified by the University. UConn ECE Instructors foster independent learning, creativity and critical thinking – all important for success in college and careers. To support rigorous learning, University of Connecticut academic resources, including library and online classroom access, are available to all UConn ECE Students.



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. UConn program fees are \$50 per registered course credit. 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.

**Note: The fees outlined above, and within each course description, are current as of January 2023. They may increase for the 2023-2024 school year.*

Wheeler High School offers the following ECE courses:

- English Seminar and Studio in Academic Writing & Multimodal Composition
- United States History since 1877
- Global Culture in French I
- Spanish Conversation: Cultural Topics
- Intermediate Spanish Composition

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 before the end of the add/drop period for any proposed independent study to take place in the fall semester, and by the end of the add/drop period for any proposed independent study to take place in the spring semester.
2. Students must submit one letter of recommendation from a former teacher that speaks to their commitment and dedication as a student, as well as their ability to be independent and self-reliant.
3. Students must have met or shown evidence that they will meet all Wheeler course requirements to be successful in their Independent Study. This includes course prerequisites that are typically met.
4. 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.
5. The student must have exhausted all departmental courses that relate to the independent study.

Please see other program requirements as outlined in the Wheeler High School Handbook, as well as on the paperwork needed to apply to do an Independent Study.

Online Learning Options

Online learning opportunities are available through Edgenuity, BYU Independent Studies, Keystone Academy and other platforms as deemed acceptable by Administration.

Westerly Education Center

There are other internship opportunities for students to earn credit while at Wheeler during their second semester senior year. Wheeler High School has partnered with the Westerly Education Center to offer students an opportunity to receive training in the area of sheet metal job training. Students selected for this opportunity can be scheduled to spend two to three mornings a week during the school day, as well as some scheduled Saturday courses at the Westerly Education Center to receive this training. Some programs may also run after the school day ends, but overall, it is dependent upon the program and schedule that is running. Students can receive credit for this opportunity, as well as the opportunity to interview at General Dynamics Electric Boat in the future.

The Westerly Education Center is helping to train a new generation of workers for one of the largest employers in our region while at the same time expanding access to higher education in southern Rhode Island and southeastern Connecticut. In the first year, 1,142 students completed credit-bearing or certificate-bearing higher education courses at the center, many now employed by General Dynamics Electric Boat via one of the largest workforce training programs in their history. Partially funded by state and federal grants and private foundations, the EB training program can be free and/or partially subsidized for high school participants.

Founded in 2017, the Westerly Education Center is a public-private collaboration designed to bring together higher education, business, industry, and community partners to provide high-quality educational programs to meet projected workforce growth in the region. All Rhode Island public higher education institutions (University of Rhode Island, Community College of Rhode Island, and Rhode Island College), the Office of the Postsecondary Commissioner, and the Rhode Island Department of Labor and Training are partners in the effort to provide workforce training and improved regional access to curricula offerings.

Work Study Program

Seniors approved by administration can participate in our Work Study program. Students wishing to pursue a work study must be in solid academic standing and have completed the majority of their required graduation courses as listed. Students wishing to be in our work study program must have access to their own transportation and must have a mentor outside of school to oversee their work. Students in this program can earn credit for their hours completed, and these hours can be done during the school day if their schedule allows. Students participating in the work study program will have to complete mandatory safety training and will have to be in our pathway advisory class with our pathway coordinator their senior year. Students in this program will have to submit timecards and report their experiences to our pathway coordinator.

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.

See Appendix I for Academic Requirements

Standardized Testing

The 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 eleventh grade students will take the SAT assessment in the spring of their junior year as the Connecticut state assessment, and will also be administered the Next Generation Science Standards (NGSS) assessment.

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 one credit by the end of their senior year.

Assessments (Finals & Midterms)

Midyear and End of Year Assessments happen at the end of each semester. These assessments are how our staff monitors the progress of our students in our academic expectations: **Analysis, Collaboration, Communication and Literacy**. All 7-12 students will be assessed in every class they take, including their electives, and these assessments will continue to inform our instruction as to our students' performance in these areas. Assessments are skill-based, and are measuring a student's ability to work independently on these skills in each of their classes. Every subject's assessment will look different. Some will require some preparation, others might require less. Teachers will be reviewing their individual expectations for these assessments with their students in the weeks leading up to our test window. The Senior End of Year Assessment is our capstone project: Senior Project Experience.

Course Selection

To graduate from the North Stonington Public Schools, students must earn a minimum of twenty-five academic credits and one credit for successful completion of their Senior Project to equal 26 total credits. Course descriptions are listed on pages 13 to 32. 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.

See Guideline for Postsecondary Options, Appendix II

Course Levels

Advanced Placement Courses/UConn ECE: Advanced Placement and UConn Early College Experience courses are college level courses that 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.

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.

PowerSchool/Reporting Student Progress

Wheeler High School uses PowerSchool, 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 PowerSchool. 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 sent home at the end of each semester. Accompanying the traditional report card will be an additional report, which assesses students in grades seven through twelve on the following 21st Century Academic and Social Expectations: Literacy, Communication, Collaboration, Analysis, Responsibility, Respect, and Resiliency.

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).

GPA: 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.

Preparing and Changing Schedules (Add/Drop)

Students may add or drop a course at the beginning of each semester. However, all schedule changes must be made within the first seven days of the school year for full year /semester 1 courses, and for semester 2 courses, during the first seven days at the start of the new semester. If the add/drop is taking place within the first two days of the new semester, students may do so with a school counselor's approval. If dropping a course causes the student to go below the minimum required credits, a schedule change will not be approved.

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

1. Students must make an appointment with their school counselor to request an Add/Drop Form, and to discuss reasons for the requested schedule change.
2. Students should speak with their classroom teacher to discuss the reason for the drop, and have them sign the Add/Drop Form.
3. Students must meet with the classroom teacher for the course they want to add to their schedule, and obtain their signature.
4. Students have a seven day add/drop window to make a schedule change **without** receiving a **W** (Withdrawal) on their transcript.
5. Parent/guardian and Administration approval on the Add/Drop form is required for any schedule changes to occur.

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

1. Students must make an appointment with their school counselor to request an Add/Drop Form, and to discuss reasons for the requested schedule change.
2. Students should speak with their classroom teacher to discuss the reason for the drop, and have them sign the Add/Drop Form.
3. Students must meet with the classroom teacher for the course they want to add to their schedule, and obtain their signature.
4. Students **will** receive a **W** (Withdrawal) on their transcript for any class dropped after the seven-day window has expired unless deemed otherwise by administration.
5. If a student is failing a course at the time of the drop, that student will automatically lose eligibility for the honor roll for that marking period.
6. Parent/guardian and Administration approval on the Add/Drop form is required for any schedule changes to occur.

Parental Override

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

1. Students and parents/guardians need to contact the teacher before requesting an Override Form to discuss the recommendation and the reasons for the override. Once this conversation takes place, the school counselor will give the student an Override Form.
2. The Override Form, with all necessary signatures, is due at the completion of the course selection process.
3. Override forms received after the due date will be considered on an individual basis, and may be granted depending on class sections and size.
4. If a student/parent overrides a recommendation, please note that a future level change may not be possible as outlined on the course override form.

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

GEOMETRY 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, polygons, similarity, trigonometry, circles, surface area, volume, probability, and statistics.

This course is a graduation requirement. Prerequisite: Teacher recommendation

Academic Expectation: Analysis

ALGEBRA I 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, basic statistics, systems of equations, exponential functions, and quadratic functions.

This course is a graduation requirement. Prerequisite: Completion of *Geometry* and teacher recommendation.

Academic Expectation: Analysis

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, 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, rational functions, sequences and series. **This course is a graduation requirement.** Prerequisite: Completion of *Geometry, Algebra I* and teacher recommendation.

Academic Expectation: Analysis

PRE-CALCULUS Academic Level (4432); Honors Level (904430)

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. Followed by an in depth study of polynomial functions, rational functions, exponential and logarithmic functions. Second semester focuses on trigonometric ratios and functions, trigonometric identities and equations. Prerequisite: Completion of *Algebra II* and teacher recommendation. **This course is a required Engineering Pathway Course.**

Academic Expectation: Analysis

ADVANCED PLACEMENT CALCULUS AB (AP4448)

1 CREDIT

Advanced Placement (AP) Calculus AB is a yearlong course roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite and indefinite integrals, basic differential equations, and the Fundamental Theorem of Calculus. Students approach calculus concepts and problems represented graphically, numerically, analytically, and verbally, and make strong connections among these representations. Students also learn how to use technology to solve problems, experiment, interpret results, and support conclusions. **The exam fee for this course is \$90.00; please see page 7 for more details.** Prerequisite: Completion of *Pre-calculus (4432 or 904430)* with a C or better and teacher recommendation.

Academic Expectation: Analysis

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. **The exam fee for this course is \$90.00; please see page 7 for more details.** Prerequisite: Completion of *Algebra II* with a C or better and teacher recommendation.

Academic Expectation: Analysis

STATISTICS I (4444)

0.5 CREDIT

In this project based course students apply their algebraic skills to statistical methods. Basic ideas of experimental design, organizing data, averages and variation, correlation and regression, and elementary probability theory are studied. Prerequisite: Completion of *Algebra II* or teacher recommendation.

Academic Expectation: Analysis

STATISTICS II (26)

0.5 CREDIT

The course expands on the basic principles taught in Statistics I. Topics include binomial probability distribution, normal curves and sampling distributions, estimation, and hypothesis testing. Prerequisite: Completion of Statistics I

Academic Expectation: Analysis

PROBLEM SOLVING STRATEGIES I (4451) or II (4455)

1 CREDIT

These courses offer content area support with a focus on problem solving strategies while developing essential algebraic and geometric concepts. Prerequisite: Teacher recommendation

Academic Expectation: Collaboration

SCIENCE

EARTH/SPACE SCIENCE (GRADE 9) *Academic Level (SCO501); Honors Level (SCO9501)*

1 CREDIT

An interdisciplinary approach to the study of science with emphasis on the following concepts: sustainability, astronomy, geology and meteorology. Topics in physical, chemical, and life sciences will be reviewed and reinforced. Comprehensive assessment and application of these concepts will ensure students of a better understanding of the world they live in. Laboratory experimentations and group activities are an integral part of the course. **This course is a graduation requirement.** Prerequisite for Honors Level: Teacher recommendation

Academic Expectation: Analysis

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, ecology, and the origin of life are also included. Health issues are discussed. **This course is a graduation requirement.** Prerequisite for Honors Level: Teacher recommendation

Academic Expectation: Analysis

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

1 CREDIT

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, stoichiometric 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 is a graduation requirement.** Prerequisite for Honors Level: Teacher recommendation.

Academic Expectation: Analysis

AGRISCIENCE I (SCI506)

0.5 CREDIT

This course provides instruction and experiences in the foundations of the various segments of the agricultural industry. Agricultural career opportunities will be explored. Natural resource management, animal science, plants, plant physiology, taxonomy, landscape design, concepts of sustainable agriculture, land science, crop science, and agriculture will be the focus of the curriculum. This course will run in the fall semester. Prerequisite: This course is open to sophomores, juniors and seniors. *This course will be offered fall 2024.*

Academic Expectation: Collaboration

AGRISCIENCE II (SCI507)

0.5 CREDIT

This course is a continuation of Agriscience I providing instruction and experiences in different agricultural industries. Natural resource management, crop science, hydroponics aquaculture, aquaponics, and plant physiology will be the focus of the curriculum. This course will run in the spring semester. Prerequisite: This course is open to juniors and seniors who successfully completed Agriscience I. *This course will be offered spring 2026.*

Academic Expectation: Collaboration

ANATOMY AND PHYSIOLOGY (508)

0.5 CREDIT

Human Anatomy and Physiology is a science elective course that is designed for students who desire a deeper understanding of the structure and function of the human body. The course is designed to view the body as a whole unit, while focusing on the organization and interactions between organ systems at the micro to macro levels. Laboratory investigations and inquiry activities help develop student's problem-solving, research and laboratory skills. This course is especially well suited for those students who are exploring health-care related professions or have an interest in the function, care and maintenance of a healthy body. Prerequisite: This course is open to juniors and seniors.

Academic Expectation: Analysis

FORENSICS (503)

0.5 CREDIT

This is a half-year introductory course that answers the question, "What is Forensic Science?" through an inquiry-based experience. Students explore the different types of physical evidence such as glass, soil, impressions, fingerprints, hair, fiber, forensic serology, DNA fingerprinting and blood spatter. 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: Analysis

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. ***The exam fee for this course is \$90.00; please see page 7 for more details.*** Prerequisites: Successfully completed *Biology* and is a junior or senior. Completion or concurrent enrollment in chemistry is also required to enroll in this course. *This course is offered every-other-year and the next time this course will be offered is 2025-2026.*

Academic Expectation: Analysis

PHYSICS Honors Level (900538)

1 CREDIT

The course relies on strong math skills as we work to understand the fundamental principles of classical mechanics using the techniques of algebra and trigonometry. Topics include vectors, kinematics, translational and rotational equilibrium, Newton's laws of motion, gravitation, work, power, energy, thermal equilibrium, heat transfer, harmonic motion and wave properties of sound and light. Prerequisites: completion of *Algebra II* with a B- or better and Chemistry teacher recommendation. This course is only open to seniors. **This course is a required Engineering Pathway course.**

Academic Expectation: Analysis

ENVIRONMENTAL ISSUES (528)

0.5 CREDIT

This one-semester course will focus on the basic concepts of environmental science and the application of these concepts to the issues facing us today. Topics covered include air, land, and water pollution; energy sources; waste disposal; population growth; global climate change; the depletion of the ozone layer; and how all these issues affect the ecosystem. This course is open to students in grades 10, 11, and 12.

Academic Expectation: Analysis

CURRENT ISSUES IN SCIENCE (504)

0.5 CREDIT

This one-semester course focuses on the topics currently in the news that involve a scientific bent. Themes may include medicine, the environment, astronomy, physics, as well as any related ethical issues. This course is open to students in grades 10, 11, and 12.

Academic Expectation: Analysis

TECHNOLOGY / ENGINEERING / COMPUTERS

INTRODUCTION TO VIDEO PRODUCTION (1020)

0.5 CREDIT

In this course students write storyboards, learn camera operation, and basic video editing techniques. Students create videos from idea conception to a finished product.

Academic Expectation: Communication

CINEMATIC PRINCIPLES (1021)

0.5 CREDIT

In this course students study advanced video production techniques and skills. Prerequisite: Introduction to Video Production.

Academic Expectation: Communication

BROADCASTING TECHNOLOGY (1022)

0.5 CREDIT

In this course students learn to produce broadcast programs. Students prepare and produce short programs, learn the technical aspects of operation and how to evaluate programming and assess audience reaction and impact. Students produce products for the WBC (Wheeler Broadcasting Company). Prerequisite: Introduction to Video Production

Academic Expectation: Communication

GRAPHIC DESIGN AND PRODUCTION (1017)

0.5 CREDIT

In this course students study the design and layout of materials for consumption. Students learn graphic design software and design fundamentals.

Academic Expectation: Communication

COMPUTER SCIENCE (660)

0.5 CREDIT

This course covers the logical, mathematical, and problem-solving skills required in computer programming. Students write and evaluate programs. **This is a required Engineering Pathway course.**

Academic Expectation: Analysis

MATERIALS PROCESSING (1701)

0.5 CREDIT

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

Academic Expectation: Analysis

ENGINEERING DESIGN (774)

0.5 CREDIT

This course offers students experience in solving problems by applying a design development process. Students use solid modeling computer design software (SolidWorks), develop, analyze, and test product solution models as well as communicate the features of those models. Students create products using 3D printers and other technologies from original design concepts.

This is a required Engineering Pathway course.

Academic Expectation: Analysis

INTRODUCTION TO ENGINEERING (771)

0.5 CREDIT

In this course students learn the engineering design process and apply this model to problem solving mechanical, fluid, electricity/electronics, and thermodynamic design. Prerequisite: Engineering Design. **This is a required Engineering Pathway course.**

Academic Expectation: Analysis

ADVANCED ENGINEERING (772)

0.5 CREDIT

This course builds on Introduction to Engineering and adds skills in communicating technical information, engineering design principles, material science, research, and developmental processes. Prerequisite: Introduction to Engineering. **This is a required Engineering Pathway course.**

Academic Expectation: Analysis

ROBOTICS (780)

0.5 CREDIT

In this course students design, develop, program, and evaluate robotic devices. Students learn to input, output, and controller system functions and programming. **This is a required Engineering Pathway course.**

Academic Expectation: Analysis

Cluster 2: Humanities

ENGLISH

ENGLISH I (Grade 9) *Academic Level (111); Honors Level (900110)*

1 CREDIT

English I is designed to introduce the short story, the novel, drama, poetry, and non-fiction through the reading of classic and modern texts. Through a variety of thematic units, the students will build upon their reading comprehension and analysis skills. During the course students will use their knowledge of the writing process to improve skills in literary analysis, research-based, argumentative and reflective writing. In the honors course, students will be expected to be independent thinkers and workers. The honors course is fast-paced; therefore, students must advocate for themselves and ask for extra help, if necessary. **This course is a graduation requirement.** Prerequisite: Teacher recommendation

Academic Expectation: Literacy

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. It expands fundamental writing concepts covered in English I, and reading assignments have a particular focus on human nature. Students study common themes in literature and write in response to literature. Time is spent on enhancing presentation skills; vocabulary and grammar are also areas of focus. In the honors course, the reading and writing is intensive, and this student-driven course will include significant peer-editing, self-reflection, small and large group discussion, and student-led activities. **This course is a graduation requirement.** Prerequisite: Successful completion of *English I* and teacher's recommendation.

Academic Expectation: Literacy

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 numerous research pieces and deliver formal presentations. This course is designed to meet students' needs and develop skills in reading, writing, and speaking. Additionally, the class will focus on real-world skills, such as SAT prep, resume writing, and college essays. Students will also begin the Senior Capstone Project. **This course is a graduation requirement.** Prerequisite: Successful completion of *English II* and teacher's recommendation.

Academic Expectation: Literacy

ENGLISH IV with CAPSTONE (Grade 12) *English IV (CAP140); Academic Level (CAP141); Honors Level (CAP142)* 1 CREDIT

This course will give students the opportunity to focus on both the traditional language arts skills and the academic expectations needed to successfully complete the Senior Capstone Project. As part of the more traditional curriculum, students will study topics such as mandatory institutionalism, personal freedom, the evils of addiction, crimes against humanity, the importance of story, and the joys of a fulfilled life. Research skills and vocabulary-building will be included as well. The Senior Capstone is a major component of the course and will factor heavily in students' final grades. Students will have multiple opportunities to make presentations to the class in preparation for the Senior Capstone presentations. This capstone is a culminating project for all seniors to show their proficiency in our academic expectations. **This course is a graduation requirement.** Prerequisite: Successful completion of *English III* and teacher's recommendation.

Academic Expectation: Literacy, Collaboration, Communication, Analysis

An additional 1.0 credit will be issued separately for successful completion of the Capstone Project at the end of the school year.

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 explore authors' rhetorical choices and their impact on readers. 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. **The exam fee for this course is \$90.00; please see page 7 for more details.** Prerequisite: Honors English II (900120) and teacher's recommendation.

Academic Expectation: Literacy

UCONN ECE SEMINAR AND STUDIO IN WRITING AND MULTIMODAL COMPOSITION (900145) 1 CREDIT

UCONN Course Number: ENGL 1007 (UCONN course description)

College composition through multiple forms of literacy, including rhetorical, digital, and information literacies necessary for twenty-first-century contexts. The development of creatively intellectual inquiries through sustained engagement with texts, ideas, and problems. Emphasis on transfer of writing and rhetorical skills to academic and daily life. Students design a digital portfolio that curates creations and skills-based micro-credentials they earn in coursework. **Please note, this is a four credit UConn ECE course and costs \$200.** Prerequisite: Teacher recommendation. This course would count toward the four year English graduation requirement. **NOT RUNNING 2024-2025 SCHOOL YEAR**

Academic Expectation: Literacy, Collaboration, Communication, and Analysis

CAPSTONE/SENIOR PROJECT for ECE ENGLISH STUDENTS 1 CREDIT

For students in UCONN ECE Seminar and Studio and Writing and Multimodal Composition, a separate Senior Capstone credit is required as we cannot alter the UCONN syllabus. All seniors enrolled in UCONN ECE English must complete a capstone project during their senior year at Wheeler. This capstone is a culminating project for all seniors to show their proficiency in our academic expectations. **NOT RUNNING 2024-2025 SCHOOL YEAR**

Academic Expectation: Literacy, Collaboration, Communication, and Analysis

CHILDREN'S LITERATURE (166) 0.5 CREDIT

In this course students will explore the history and genre of children's literature. Students will analyze themes, characters and patterns in classics and new favorites. Children's Literature is a great option for anyone considering a future in education or those who want to learn more about how books help shape childhood. *This course will be taught in the 2024-2025 school year. This course is for Juniors and Seniors only with priority given to Pathway students first. This is a required Education Pathway course.*

Academic Expectation: Literacy

COLLEGE SEMINAR (100145)

0.5 CREDIT

College Seminar is a one semester elective course designed to help seniors successfully navigate the college application process. Students will be able to complete their college application work during the semester as well as receive lessons and support on resumes, college essays, Naviance, Common App, community college, and scholarships. Additional guidance provided on affording college, making the best decision on where to apply, and what to study in college. This course is student-driven, based on individual student needs, collaborative, and conversational. Prerequisite: Open to seniors/first semester only.

Academic Expectation: Communication

CREATIVE WRITING (163)

0.5 CREDIT

Through the reading of notable, unique authors, students will be introduced to different creative writing styles and nurture their own voices as writers. Students will write in various modes such as poetry, narrative, memoir, and dramatic monologue. Students are expected to produce original work and reflect upon the work of others. Willingness to try new styles, share work with teachers and peers, and openness to critique are expectations of this course. This course is exploratory in nature and students are expected to have their own ideas to develop. Prerequisite: Open to sophomores, juniors, and seniors or with recommendation from an English teacher. *This course will be taught in the 2025-2026 school year.*

Academic Expectation: Literacy

EDUCATION 101: Exploring the Foundations of Teaching as a Profession (EDU101)

0.5 CREDIT

Education 101 is a dynamic and comprehensive course designed for high school students with an interest in pursuing a career in teaching. Whether you are on a teaching pathway or simply curious about the world of education, this course provides a fundamental exploration of the key aspects and challenges of the teaching profession. Throughout the semester, students will delve into topics including but not limited to: Educational Law, Special Education, Classroom Management, Educational philosophies and students will also get over 7 hours of real hands-on experience by shadowing a teacher in the district throughout the semester. Classes will be taught by a variety of educators including administration, teachers, and guidance staff, as well as honorary guest speakers visiting to offer insight on various aspects of the profession. *This course will run first semester and is for Juniors and Seniors only with priority given to Pathway students first. This is a required Education Pathway course*

Academic Expectation: Communication

LITERATURE AND FILM (165)

0.5 CREDIT

This course will allow students to examine the relationship between film and their literary sources. Through classroom discussions and reader's notebook assignments, students will analyze classic and contemporary literary texts and their cinematic versions. Students will examine the relationship between film and literature, with specific focus on the techniques used in fiction, drama and film. Students will focus on the similarities and differences of literary works adapted into films. *This course will be taught in the 2024-2025 school year.*

Academic Expectation: Literacy

SHAKESPEARE (193)

0.5 CREDIT

This course is a detailed study of Shakespeare and his works. Students will study the sonnets as well as Shakespeare's tragedies and comedies. The course will use both film and student performance, in addition to close reading and discussion, to help reveal Shakespeare's stories, characters, and themes as particularly meaningful to today's times. The author's life and times will also be studied. Prerequisite: Open to juniors and seniors or with recommendation from an English teacher. *This course will be taught in the 2024-2025 school year.*

Academic Expectation: Literacy

SOCIETAL CHANGE THROUGH MUSIC AND LYRICS (TBD)

0.5 CREDIT

Students will study important moments in history when music and its lyrics seemed to be an essential part of the ever-changing ethical environment. Students will learn about impactful artists and their work. Students will also have a chance to study their own topic of interest and teach others about their findings. *This course will be taught in the 2025-2026 school year.*

Academic Expectation: Literacy

YOUNG ADULT LITERATURE (TBD)

0.5 CREDIT

In this course students will read and study books in the YA genre. Students will analyze this literature through the literary elements seen in the typical canon, including theme, characterization, and author's craft. This is a good opportunity for students interested in reading realistic fiction and/or those considering a future in middle or high school education. *This course will be taught in the 2025-2026 school year.*

Academic Expectation: Literacy

LITERACY STRATEGIES I (LIT001) II (LIT002) III (LIT003) IV (LIT004)

1 CREDIT

In a small setting, students will work with the reading specialist to develop the literacy skills needed to become well-organized, confident, and independent. Students will receive individualized instruction with many opportunities to read and analyze text at their instructional levels. Students will learn specific reading and writing strategies that they can apply to their classes and life outside of school. Enrollment in this class will be based on student data, teacher recommendation, and parent permission. Prerequisite: Teacher Recommendation and previous level Literacy Strategies.

Academic Expectation: Literacy

WORLD LANGUAGE

FRENCH I (310)

1 CREDIT

The French I curriculum will support students in achieving the Novice-Mid language performance level as defined by the NCSSFL-ACTFL Can-Do Statements. Specifically, French I students will communicate, present information, write, and recognize familiar topics.

Academic Expectation: Literacy

FRENCH II (320)

1 CREDIT

The French II curriculum will support students in achieving the Novice-High language performance level as defined by the NCSSFL-ACTFL Can-Do Statements. Specifically, French II students will communicate, present, write, and understand words, phrases, and sentences within short and simple texts related to everyday life. Prerequisite: **Successful completion of French I and/or teacher recommendation.**

Academic Expectation: Literacy

FRENCH III (330)

1 CREDIT

The French III curriculum will support students in achieving the Intermediate-Low language performance level as defined by the NCSSFL-ACTFL Can-Do Statements. Specifically, French III students will participate in conversations, present information, write, and understand short and simple texts when the topic is familiar. Prerequisite: **Successful completion of French II and/or teacher recommendation.**

Academic Expectation: Literacy

HONORS FRENCH III (330)

1 CREDIT

The Honors French III curriculum will support students in achieving the Intermediate-Mid language performance level as defined by the NCSSFL-ACTFL Can-Do Statements. Specifically, Honors French III students will participate in conversations, present information, write, and understand texts related to everyday life and personal interests or studies.

Students who are able to reach this level may opt to take the language tests to obtain the seal of biliteracy which is earned at the time of graduation. Prerequisite: Successful completion of French II with a B or higher and/or teacher recommendation.

Academic expectation: Literacy

HONORS FRENCH IV (900340)

1 CREDIT

The Honors French IV curriculum will support students in achieving the Intermediate-High language performance level as defined by the NCSSFL-ACTFL Can-Do Statements. Specifically, Honors French IV students will participate, present, write on and easily understand texts related to everyday life, personal interests, and studies, and follow stories and descriptions about events and experiences in various time frames. Prerequisite: Successful completion of Honors French III with a B or higher and/or teacher recommendation.

Academic expectation: Literacy

UConn ECE FRENCH: GLOBAL CULTURE I (345)

1 CREDIT

UConn Course Number: FREN 3250 (UConn Course Description)

Intense study of oral French. Learning of oral techniques of communication in conjunction with weekly topics of conversation associated with various francophone cultures. Rigorous and active oral practice through dialogues, interviews, round tables, and oral reports. The ECE French curriculum will support students in achieving the language performance level advance-low as defined by the NCSSFL-ACTFL Can-Do Statements. Specifically, ECE French students will be able to participate, deliver organized presentations, write on and understand academic and professional topics, follow stories and descriptions of some length and in various time frames, and understand information presented in a variety of genres on familiar topics, even when something unexpected is expressed. Prerequisite: Successful completion of Honors French IV with a B or higher and/or teacher recommendation. *Please note, this is a three credit UConn ECE course and costs \$150. For more details, please refer to page 8.*

Academic Expectation: Literacy

SPANISH I (311)

1 CREDIT

The Spanish I curriculum will support students in achieving the Novice-Mid language performance level as defined by the NCSSFL-ACTFL Can-Do Statements. Specifically, Spanish I students will communicate, present information, write, and recognize familiar topics.

Academic Expectation: Literacy

SPANISH II (321)

1 CREDIT

The Spanish II curriculum will support students in achieving the Novice-High language performance level as defined by the NCSSFL-ACTFL Can-Do Statements. Specifically, Spanish II students will communicate, present, write, and understand words, phrases, and sentences within short and simple texts related to everyday life. Prerequisite: Successful completion of Spanish I and/or teacher recommendation.

Academic Expectation: Literacy

SPANISH III Academic Level (331)

1 CREDIT

The Spanish III curriculum will support students in achieving the Intermediate-Low language performance level as defined by the NCSSFL-ACTFL Can-Do Statements. Specifically, Spanish III students will participate in conversations, present information, write, and understand texts related to everyday life and personal interests or studies. Prerequisite: Successful completion of Spanish II and/or teacher recommendation.

Academic Expectation: Literacy

HONORS SPANISH III (334)

1 CREDIT

The Honors Spanish III curriculum will support students in achieving the Intermediate-Mid language performance level as defined by the NCSSFL-ACTFL Can-Do Statements. Specifically, Honors Spanish III students will participate in conversations, present information, write, and understand texts related to everyday life and personal interests or studies. Prerequisite: Successful completion of Spanish II with a B or higher and/or teacher recommendation.

Academic expectation: Literacy

HONORS SPANISH IV (900352)

1 CREDIT

The Honors Spanish IV curriculum will support students in achieving the Intermediate-High language performance level as defined by the NCSSFL-ACTFL Can-Do Statements. Specifically, Honors Spanish IV students will participate, present, write on and easily understand texts related to everyday life, personal interests, and studies, and follow stories and descriptions about events and experiences in various time frames. Prerequisite: Successful completion of Honors Spanish III with a B or higher and/or teacher recommendation.

Academic Expectation: Literacy

ECE SPANISH (E03178, E03179)

1 CREDIT

UConn Course Number: SPAN 3178 & 3179 (UConn Course descriptions)

SPAN 3178: This course provides a thorough review of grammar and methodical practice in composition leading to command of practical idioms and vocabulary.

SPAN 3179: In-depth development of speaking skills through cultural readings, group discussions and oral presentations on selected topics concerning the Spanish-speaking world. Prerequisite: Successful completion of Honors Spanish IV with a B or higher and/or teacher recommendation. **Please note, this is a six credit course (SPAN3178+SPAN3179) and costs \$300. For more details, please refer to page 8.**

Academic Expectation: Literacy

SOCIAL STUDIES

CIVICS (233 for 2024-2025 School Year)

0.5 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. **This course is required for graduation.** Open to sophomores, juniors and seniors.

Academic Expectation: Analysis

MODERN WORLD HISTORY *Academic Level (10237); Honors (910237)*

0.5 CREDIT

This course focuses on the history of the modern world from the early 18th 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 research paper. **This course is required for graduation.**

Academic Expectation: Analysis

UNITED STATES HISTORY *Academic Level (217); Honors Level (900211)*

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. **This course is required for freshmen and for graduation.**

Academic Expectation: Analysis

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. Students may potentially receive college credit for this course by successfully compiling the Advanced Placement Exam in May. **The exam fee for this course is \$90.00; please see page 7 for more details.** Prerequisite: Completion of Honors US History with a B+ or better and teacher recommendation or prior successful completion of an AP or ECE Social Studies course. This course is open to juniors and seniors. *This course is offered every other year and will be offered in 2024-2025.*

Academic Expectation: Analysis

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. The course culminates with an AP exam that includes both factual questions and several writing prompts. Students may potentially receive college credit for this course by successfully completing the Advanced Placement Exam in May. **The exam fee for this course is \$90.00; please see page 7 for more details.** Prerequisite: Completion of Honors US History with a B+ or better and teacher recommendation or prior successful completion of an AP or ECE Social Studies course. This course is open to sophomores, juniors and seniors. *This course is offered every-other-year and the next time this course will be offered is 2025-2026.*

Academic Expectation: Analysis

INTRODUCTION TO PSYCHOLOGY (240)

0.5 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 juniors and seniors.

This is a required Education Pathway course

Academic Expectation: Communication

CHILD PSYCHOLOGY (EDU242)

0.5 CREDIT

Explore the dynamic world of child psychology in high school, covering key developmental stages and factors influencing behavior. Through discussions and case studies, gain insights into cognitive, emotional, and social aspects of growing up, fostering a deeper understanding of how nature and nurture shape a child's personality. **Prerequisites: open to juniors and seniors.**

This is a required Education Pathway course

Academic Expectation: Communication

ADVANCED PLACEMENT PSYCHOLOGY (900241)

1 CREDIT

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. The course culminates with an AP exam that includes both factual questions and several writing prompts. Students may potentially receive college credit for this course by successfully completing the Advanced Placement Exam in May. ***The exam fee for this course is \$90.00; please see page 7 for more details.*** Prerequisite: Completion of Honors US History with a B+ or better and teacher recommendation or prior successful completion of an AP or ECE Social Studies course. This course is open to juniors and seniors. **This course will satisfy the Education Pathway requirement.**

Academic Expectation: Communication

CONTEMPORARY ISSUES IN AMERICA (251)

0.5 CREDIT

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

Academic Expectation: Analysis

CRIMINAL JUSTICE AND THE LAW (262)

0.5 CREDIT

Explore the fundamental components of the criminal justice system in this course. Delve into the roles of law enforcement, the legal process, and corrections, gaining insights into criminal investigations, court proceedings, and rehabilitation practices. Engage in discussions on contemporary ethical and social issues. Prerequisite: This course is open to sophomores, juniors and seniors

Academic Expectation: Analysis

ECONOMICS (230)

0.5 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: Analysis

RACE AND ETHNICITY IN AMERICA (263)

0.5 CREDIT

This semester course is the result of the social-wide conversation on issues related to race and ethnicity in America. Students will consider questions on the importance of race in culture, politics, economics, and society.

Prerequisite: This course is open to juniors and seniors

Academic Expectation: Analysis

SPORTS IN MODERN SOCIETY (270)

0.5 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. Evaluations in the class will consist of homework, reading and analyzing opinion pieces by sports journalists, analyzing and commenting on documentaries, written responses and presentations. Prerequisite: This course is open to sophomores, juniors and seniors.

Academic Expectation: Analysis

WHAT IF? (275)

0.5 CREDIT

This semester-long course investigates the decisions, events, and concepts which directed the course of history, but through the lens of “what if?” The course discusses counterfactual history through the eyes of prominent historians who highlight how crucial a decision, act, or concept was to major events and turning points in history. This course requires one research paper following the format of the historians studied to create a realistic counterfactual scenario. Prerequisite: This course is open to sophomores, juniors and seniors.

Academic Expectation: Analysis

AFRICAN AMERICAN/BLACK AND PUERTO RICAN/LATINO STUDIES (256)

1 CREDIT

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

Academic Expectation: Analysis

HISTORY THROUGH FILM (927)

0.5 CREDIT

This inquiry based course highlights important events both in World and US History through popular films and documentaries. Students will critically analyze films for historical accuracy and impact. Additionally, Students will use films as historical artifacts to evaluate the time period in which they were made. Primary sources will be dissected in order to further build a base of knowledge for each film. This course will require in class film viewings, written assignments and discussion. Prerequisite: This course is open to sophomores, juniors and seniors.

Academic Expectation: Collaboration

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 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. 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 have at least one year of experience playing a standard band instrument. *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.

Academic Expectation: Communication

CHAMBER SINGERS (900935)

1 CREDIT

This course is designed for a small group of dedicated students interested in singing in an auditioned advanced choral group. This course involves the application of good vocal training through the study and performance of choral literature from all periods or music history. Both accompanied and unaccompanied music will be performed, and some of the repertoire will be in a foreign language. The Chamber Singers will perform at all school concerts and at several school and community events throughout the year. Students interested will audition the Spring before the upcoming school year. At least one year of chorus is required before taking this course. This is an honors level course.

Academic Expectation: Communication

GUITAR WORKSHOP (940)

0.5 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. Runs every other year alternating with Ukulele Workshop. This course will run in the 2025-2026 school year.

Academic Expectation: Communication

HISTORY OF POPULAR MUSIC (976)

0.5 CREDIT

This course is designed for students who seek the opportunity to extend their musical understanding, heighten their music listening skills and increase their music ability to respond more fully to music by tracing the development of American Music to present. Genres covered will include blues, jazz, gospel, rock n roll, electronic music, hip hop and pop. **Academic Expectation: Communication**

KEYBOARD WORKSHOP (922)

0.5 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.

Academic Expectation: Communication

UKULELE WORKSHOP (938)

0.5 CREDIT

Ukulele Workshop is a hands-on class designed to enhance students' musical skills through ukulele. Students will be able further their level of performance through learning the origin and evolution of the ukulele and study of staff notation, tablature, and chord symbols. A limited number of ukuleles are available for student use. Runs every other year alternating with Guitar Workshop. This course will run in the 2024-2025 school year.

Academic Expectation: Communication

MUSIC TECHNOLOGY (945)

0.5 CREDIT

This course gives students a basic understanding of digital recording, music production. This is an introductory, individual project-based course using computer software and technology. Students will record, and produce work alone or in small groups. At least one year of high school band, chorus, piano, or guitar and Music Theory I is recommended before taking this course.

Academic Expectation: Communication

MUSIC THEORY I (943)

0.5 CREDIT

Music Theory I is the first of two semester-long courses in the music theory sequence. Topics to be covered include pitch, the basics of rhythm, clefs, notation, key signatures, scales, intervals, triads, and basic ear training.

Academic Expectation: Communication

MUSIC THEORY II (944)

0.5 CREDIT

Music Theory II is the second course in the music theory sequence and is intended for students who wish to continue to learn about music theory without the college-level pace of the AP Music Theory class. Topics to be covered include rhythm and meter, chords, harmonic analysis, and ear training. Prerequisite: Music Theory I

Academic Expectations: Communication

COMMERCIAL MUSIC ENSEMBLE (946)

0.5 CREDIT

This course gives students an ensemble experience that focuses on various commercial music genres such as pop, rock, reggae, funk, etc. Students will learn about the forms and styles used across these genres while exploring the skills necessary to perform in the commercial music industry. Students may take this course each semester for credit.

Academic Expectation: Communication

ART

LEVEL I 2D ART (A2D001)

0.5 CREDIT

2D art is created on a flat surface, such as drawing, painting, printmaking, collage, etc. This course is the beginning course for all 2D levels. This course focuses on providing real techniques, tips, and tools to help you improve your art.

Academic Expectation: Analysis

LEVEL II 2D ART (A2D002)

0.5 CREDIT

This course is the second course for all 2D levels. This course focuses on providing opportunities to apply the drawing techniques learned in 2D level I to a variety of media such as painting, printmaking, and other 2D media. Prerequisite: Level I 2D Art

Academic Expectation: Analysis

LEVEL I ILLUSTRATION (AIL001)

0.5 CREDIT

Learn to use art to tell visual stories. All projects begin with an open-ended prompt, which you may interpret how you wish. You may use the media (paint, markers, digital art, etc.) and art style (cartoon, anime, realism, abstract, etc.) of your choice. Creativity is encouraged and craftsmanship and effort are stressed. Further levels of this course can be created for interested and dedicated students.

Academic Expectation: Analysis

POTTERY I (APT001)

0.5 CREDIT

Students will work exclusively with clay, learn hand-building clay techniques as well as how to use the pottery wheel. Students will learn about glazing, texture, craftsmanship, and form. (Students who are interested in 3D media but not interested in clay should see the Sculpture course). This course is the first and beginning course for all Pottery levels. This course is the prerequisite course for all other Pottery levels.

Academic Expectation: Analysis

POTTERY II (APT002)

0.5 CREDIT

Students will continue to work exclusively in clay. Students can choose a hand-building or pottery wheel focus. This course follows Pottery I and will continue exploration and mastery in clay. Prerequisite: Pottery I.

Academic Expectation: Analysis

POTTERY III – IV (APT003, APT004)

0.5 CREDIT

Students are required to create a portfolio and present their discovery at the end of the semester. Students will mainly work with clay but have the option to include other media into their work. This course follows Pottery II and will continue exploration and mastery in clay. Prerequisite: Pottery II.

Academic Expectation: Analysis

MIXED MEDIA (AMM001)

0.5 CREDIT

Media is defined as the materials used to create art (such as painting, photography, collage, drawing, etc.). Mixed media is when you use multiple media to create a work of art. This course will explore the combination of various media to create art. Students will use photos, paints, various papers, prints, natural elements, some 3D elements and more to create art.

Academic Expectation: Analysis

CRAFTS (896)

0.5 CREDIT

Crafts will introduce students to a number of domestic crafts, many of which were replaced by the modernization of production. Many of these crafts were a necessary component to keep the home organized and tidy and were created by all family members, not just females. We will touch on the differences between high art and craft, times when craft was considered less important or inappropriate in a gallery setting, and how it has worked itself back into the modern and conceptual art sphere. *This course will be offered every-other-year and the next time it is offered is the 2025-2026 school year.*

Academic Expectation: Analysis

ADVANCED ART PORTFOLIO (AADV05)

0.5 CREDIT

This course is designed for those who want to take a higher level 2D, Illustration, or Mixed Media course. Students will create or enhance a portfolio of work that will culminate in a personal display at the art show. This course is required for students who anticipate taking AP Art. Prerequisite: At least two levels of art and permission from the instructor is required.

Academic Expectation: Analysis

ADVANCED PLACEMENT STUDIO ART: 2D ART & DESIGN (900920)

1 CREDIT

This advanced placement art class is a full year course. Students will create at least 15 works of art related to a theme of their choice. Previously completed artwork can be included in the total amount if they pertain to the student's chosen theme and meet quality standards. In May, students will submit their artworks to the AP Art review board for potential college credit for this advanced art course. ***The exam fee for this course is \$90.00; please see page 7 for more details.*** Prerequisite: Advanced Art Portfolio and instructor permission are prerequisites for this course.

Academic Expectation: Analysis

ADVANCED PLACEMENT STUDIO ART: DRAWING (900921)

1 CREDIT

This advanced placement art class is a full year course. Students will create at least 15 works of art related to a theme of their choice. Previously completed artwork can be included in the total amount if they pertain to the student's chosen theme and meet quality standards. In May, students will submit their artworks to the AP Art review board for potential college credit for this advanced art course. ***The exam fee for this course is \$90.00; please see page 7 for more details.*** Prerequisite: Advanced Art Portfolio and instructor permission are prerequisites for this course.

Academic Expectation: Analysis

ADVANCED PLACEMENT STUDIO ART: 3D ART & DESIGN (900923)

1 CREDIT

This advanced placement art class is a full year course. Students will create at least 15 works of art related to a theme of their choice. Previously completed artwork can be included in the total amount if they pertain to the student's chosen theme and meet quality standards. In May, students will submit their artworks to the AP Art review board for potential college credit for this advanced art course. ***The exam fee for this course is \$90.00; please see page 7 for more details.*** Prerequisite: Advanced Art Portfolio and instructor permission are prerequisites for this course.

Academic Expectation: Analysis

INTRODUCTION TO PHOTOGRAPHY (967)

0.5 CREDIT

This course is an introduction to basic photography techniques and practices. Students will learn how to use the manual functions of a digital camera to enhance their photography as well as the fundamentals of composition and basic photo editing techniques. Students will use Canon Rebel digital cameras and a few projects using the camera on their phone.

Academic Expectation: Analysis

LEVEL II PHOTOGRAPHY (969)

0.5 CREDIT

This course will explore photography as a profession. Students will work on further developing their camera skills, editing techniques, and artistic eye. Students will refine their skills as they develop their photography portfolio. Students will write about their work and discuss their work as a class. Students will be asked to consider personal themes and social issues.

Prerequisite: Introduction to Photography.

Academic Expectation: Analysis

Cluster 3: Career & Life Skills

Students may take multiple Physical Education classes each year, but only half a credit will count towards the Physical Education graduation requirement in a given year. The additional courses will count as elective credits. A student medically exempt for one quarter can still earn course credit. The semester grade will consist of the grade for the quarter completed. If scheduling permits, medically exempt students may retake Physical Education in the second semester.

PHYSICAL EDUCATION (11241)

0.5 CREDIT

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

ADVANCED PHYSICAL EDUCATION (11243)

0.5 CREDIT

Advanced Physical Education will provide learning opportunities for students to further develop skills and knowledge related to fitness, physical competence, cognitive understanding, and positive attitudes about physical activity that promote a healthy and physically active lifestyle. Students will acquire knowledge and skills in recreational, athletic, and lifetime activities. The emphasis is on active participation, sportsmanship, teamwork and developing organization skills. For units done in general physical education, advanced skills will be assessed; many of the units will differ from general physical education class.

Prerequisite: This course is only open to 11th and 12th grade students with a recommendation from a Physical Education teacher.

Academic Expectation: Collaboration

PHYSICAL EDUCATION: INDIVIDUAL SPORTS (11244)

0.5 CREDIT

The overall goal of this course is to meet the needs and interests of those students looking for a physical education class with a strong emphasis on sports and activities that are performed individually or in small groups. The ultimate goal is for students to positively impact their personal fitness in a variety of activities which can be continually pursued throughout their lifetime. This course will include at least 7 different units: Tennis, Badminton, Pickleball, Bowling, Lawn Games, Recreational Games, Golf, Frisbee Golf, Fly Fishing, Fitness Training.

Academic Expectation: Communication

PERSONAL FITNESS (11240)

0.5 CREDIT

The personal fitness class provides such experiences in a setting appropriate for students while teaching important wellness concepts that are a necessary part of a successful fitness routine. The main goal of this program is to teach students how to be productively active in a variety of fitness and activity settings while managing their own fitness and wellness goals. Students participating in this program will: 1) assess personal fitness scores and set goals based on recorded data that will improve or maintain fitness levels), 2) demonstrate proper technique for a variety of fitness activities, 3) demonstrate understanding of appropriate social behavior in relation to a fitness and activity setting, 4) participate regularly in moderate to vigorous physical activity and record the frequency, intensity, type, and time.

Academic Expectation: Communication

HEALTH 1 (1220) *Formerly Health 10*

0.5 CREDIT

Explores the mental, physical, and social aspects of life and how each contributes to overall health and well-being. Emphasizes Emotional Health, Healthy Relationships, Communication, Mental Health, Nutrition/Fitness. Signs of Suicide, Substance Abuse, Sex Education (Human Growth and Development, and STIs/HIV/AIDs), and Contraception. **This course is required for graduation.** Prerequisite: Open to freshman and sophomores.

Academic Expectation: Communication

HEALTH 2 (1230) *Health 11 for 2023-2024 school year*

0.5 CREDIT

Explores the mental, physical, and social aspects of life and how each contributes to overall health and well-being. Emphasizes Stress Management, Healthy Relationships (Harassment/Dating Violence), Communication, Mental Health, Nutrition/Fitness. Signs of Suicide, Social Media, Self-Esteem and Body Image (Self-Care), Substance Abuse, Sex Education (STIs/HIV/AIDs and Teen Pregnancy), Contraception, and CPR/First Aid. **This course is required for graduation.** Prerequisite: Health I and junior or senior.

Academic Expectation: Communication

BUSINESS

ACCOUNTING IA (620)

0.5 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. This course is open to students in grades nine through twelve.

This course is required for the Business Pathway

Academic Expectation: Analysis

ACCOUNTING IB (622)

0.5 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 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 is required for the Business Pathway.**

Academic Expectation: Analysis

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. Prerequisite: Accounting I

Academic Expectation: Analysis

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. Prerequisite: Accounting II and teacher recommendation.

Academic Expectation: Analysis

BUSINESS AND CONSUMER LAW (BUS640)

0.5 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. **This course is required for the Business Pathway.**

Academic Expectation: Analysis

INTRODUCTION TO SPEECH COMMUNICATIONS (BUS602)

0.5 CREDIT

Students will learn the fundamentals of speech communication. They will learn to deliver, discuss, and respond to presentations of increasing complexity. Emphasis will be placed on organization, analysis, and elements of speech delivery, including effective verbal and non-verbal aspects of communication.

Academic Expectation: Communication

ENTREPRENEURSHIP I (BUS641)

0.5 CREDIT

Entrepreneurship is a 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. The course provides an overview of marketing concepts and functions. Major topics include the business 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 will learn how to use business concepts in practical, real life business and will help better prepare them for college and careers right after school.

This course is required for the Business Pathway.

Academic Expectation: Collaboration

ENTREPRENEURSHIP II (BUS642)

0.5 CREDIT

This course is designed for students that have taken Entrepreneurship I. In this course students will develop their own comprehensive business plan for a business of their choice while learning and applying the fundamentals of marketing, finance, management, recruitment and more. Prerequisite: Entrepreneurship I. **This course is required for the Business Pathway.**

Academic Expectation: Collaboration

MARKETING (647)

0.5 CREDIT

In Marketing students will be provided with an understanding of basic marketing concepts and foundations. In addition, students will gain insight into the economic role of marketing and its effect on buying behavior while focusing on areas of advertising, market research, finance, pricing, product management and more. This course will emphasize the importance of communication skills, social responsibility, and professional growth in a marketing system. **This course is required for the Business Pathway.**

Academic Expectation: Communication

SPORTS AND ENTERTAINMENT MANAGEMENT (603)

0.5 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 every other year. The next time this course will be offered is the 2024-2025 school year.*

Prerequisite: This course is open to sophomores, juniors and seniors.

Academic Expectation: Communication

FRESHMAN 101 (600)

0.5 CREDIT

Freshman 101 is a course designed to support freshmen 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 college and career planning. This course is also a dedicated study hall, when needed.

Academic Expectation: Communication

PERSONAL FINANCE I (629)

0.5 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 local banking institutions. Prerequisite: This course is open to sophomores, juniors and seniors. **This course is a graduation requirement.**

Academic Expectation: Communication

PERSONAL FINANCE II (BUS630)

0.5 CREDIT

This is not a graduation requirement. This course is designed to "dig deeper" into personal financial decision making. Students will focus on diversifying investments to generate wealth with on-line and real-world scenarios, explore and determine which insurance policies will benefit them the most and discover more options for generating income and becoming a smart shopper. Additionally, we will review laws that affect these decisions and how to protect yourself as a consumer. Prerequisite: Personal Finance I. **This course is required for the Business Pathway.**

Academic Expectation: Communication

CREATIVE DESIGNS USING COMPUTER TECHNOLOGY *Introductory Level (957); Adv Levels (958, 2197, 2198)*

0.5 CREDIT

Students will use Photoshop programs to create graphic designs, advertisements, brochures and digital drawings. Class size limited to 25 students because of computer availability. **This course is required for the Business Pathway.** Prerequisite for Advanced Levels: Successful completion of *Creative Designs using Computer Technology (957)*

Academic Expectation: Communication

Other Learning Options

ONLINE COURSES

0.5 / 1.0 CREDIT

Online learning opportunities are available through Edgenuity, BYU Independent Studies, Keystone Academy and other platforms as deemed acceptable by Administration. Some of these options are paid for by school, but if taken for credit recovery may require a student fee.

WORK STUDY

WORK STUDY:

0.5 / 1.0 CREDIT

Work study is available and set up by administration on a case by case basis. It is only open to juniors and seniors who can provide their own transportation to a work study assignment. Students participating in the Westerly Education Programming or in general work experience field work MAY receive up to 1.5 credits as deemed appropriate by administration and staff.

Student Support

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. Prerequisite: Teacher Recommendation

Academic Expectation: Literacy

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-paragraph structures. This course contributes to skills needed in mainstream classes. Prerequisite: Teacher Recommendation

Academic Expectation: Literacy

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. Prerequisite: Teacher Recommendation

Academic Expectation: Literacy

ACADEMIC SUPPORT CLASS 9 (SUP009) 10 (SUP010) 11 (SUP011) 12 (SUP012)

0.5 CREDIT

This grade specific course is designed to assist students who need additional support and assistance in their CORE subjects. Academic support classes may also provide opportunities for students to work on homework and supplemental assignments to practice their academic skills. All academic support courses offer instruction in time management, organizational skills, reading analysis, note taking, test taking, and other strategies to promote self-directed learners across the curriculum. Students will receive one half credit for this full year course. Prerequisite: Teacher Recommendation

ONE OPPORTUNITY. LIMITLESS POSSIBILITIES.

If you want to compete in NCAA sports, you need to register with the NCAA Eligibility Center at eligibilitycenter.org. Plan to register before your freshman year of high school (or year nine of secondary school). Visit on.ncaa.com/RegChecklist to help guide you through the registration process.

ACADEMIC REQUIREMENTS

To study and compete at a Division I or II school, you must earn 16 NCAA-approved **core-course credits**, earn a minimum 2.3 (Division I) or 2.2 (Division II) **core-course GPA** and submit your final transcript with proof of graduation to the Eligibility Center.

CORE-COURSE REQUIREMENTS

DIVISION I

Earn 16 NCAA-approved core-course credits in the following areas:

ENGLISH	MATH (Algebra I or higher)	SCIENCE (Including one year of lab, if offered)	ADDITIONAL (English, math or science)	SOCIAL SCIENCE	ADDITIONAL COURSES (Any area listed to the left, world language or nondoctrinal religion/philosophy)
4 years	3 years	2 years	1 year	2 years	4 years

For Division I, 10 of your 16 NCAA-approved core-course credits must be completed before the start of your seventh semester, including seven in English, math or science.

DIVISION II

Earn 16 NCAA-approved core-course credits in the following areas:

ENGLISH	MATH (Algebra I or higher)	SCIENCE (Including one year of lab, if offered)	ADDITIONAL (English, math or science)	SOCIAL SCIENCE	ADDITIONAL COURSES (Any area listed to the left, world language or nondoctrinal religion/philosophy)
3 years	2 years	2 years	3 years	2 years	4 years

GRADE-POINT AVERAGE

The Eligibility Center calculates your **core-course GPA** based on the grades you earn in NCAA-approved core courses.

- » Division I requires a minimum 2.3 core-course GPA.
- » Division II requires a minimum 2.2 core-course GPA.

DIVISION III

While **Division III schools** set their own admissions and academic requirements, **international student-athletes** (first-year enrollees and transfers) who initially enroll full time at a Division III school on or after Aug. 1, 2023, are required to complete an **Amateurism-Only Certification account**. Contact the Division III school you plan to attend for more information about its academic requirements.

*More information regarding the impact of COVID-19 can be found at on.ncaa.com/COVID19_Spring2023.



ELIGIBILITY CENTER



How to plan your high school courses to meet the 16 core-course requirement:

$$4 \times 4 = 16$$

9TH GRADE

(1) English
(1) Math
(1) Science
(1) Social Science
and/or additional

4 CORE COURSES

10TH GRADE

(1) English
(1) Math
(1) Science
(1) Social Science
and/or additional

4 CORE COURSES

11TH GRADE

(1) English
(1) Math
(1) Science
(1) Social Science
and/or additional

4 CORE COURSES

12TH GRADE

(1) English
(1) Math
(1) Science
(1) Social Science
and/or additional

4 CORE COURSES

CONTACT THE NCAA ELIGIBILITY CENTER

U.S. and Canada (except Quebec):
877-262-1492 - Monday-Friday,
9 a.m. to 5 p.m. Eastern time

SEARCH FAQ:

ncaa.org/studentfaq

[@ncaaec](https://twitter.com/ncaaec) [@playcollegesports](https://www.instagram.com/playcollegesports) [@ncaaec](https://www.facebook.com/ncaaec)

Guideline for Post-Secondary Options

<i>Recommended Sequence of Courses for a Competitive Four-Year College</i>	<i>Recommended Sequence of Courses for Technical Programs, Two and Four Year Colleges</i>
<p>9th Grade</p> <p>Honors English I World Language Honors Level Math Freshman 101 (½) ○ Geometry & Statistics PE (½) ○ Algebra I Electives Honors Earth / Space Science Honors US History, Since 1877</p>	<p>9th Grade</p> <p>Academic English I World Language Academic Geometry & Statistics Freshman 101 (½) Academic Earth / Space Science PE (½) Academic US History, Since 1877 Electives</p>
<p>10th Grade</p> <p>Honors English II World Language Honors Level Math PE (½) ○ Algebra II Health (½) ○ Geometry & Statistics Electives Honors US History, Since 1877 Honors Biology</p>	<p>10th Grade</p> <p>Academic English II World Language Academic Algebra I (encouraged but depends Academic US History, Since 1877 on college goal) Academic Biology PE (½) Health (½) Electives</p>
<p>11th Grade</p> <p>AP Level English World Language ○ Language and PE (½) Composition Health (½) Honors Level Math Personal Finance (½) ○ Pre-calculus Electives ○ Algebra II AP Level History ○ US Gov. & Politics ○ World History ○ Psychology Honors Chemistry</p>	<p>11th Grade</p> <p>Academic English III World Language (depends Academic Algebra II on college goal) Academic History PE (½) Academic Chemistry Health (½) Personal Finance (½) Electives</p>
<p>12th Grade</p> <p>AP or ECE Level English World Language ○ Language and PE (½) Composition Electives ○ Literature and Composition AP Level Math ○ AP Calculus ○ AP Statistics Honors Physics &/or AP Biology</p>	<p>12th Grade</p> <p>Academic English IV PE (½) Academic Level Math Electives ○ Pre-calculus ○ Probability/Statistics Academic Physics (required for Engineering/Medical Fields)</p>