

# WETHERSFIELD HIGH SCHOOL

Course Catalog

2026-27



# **Wethersfield Public Schools**

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### **WETHERSFIELD HIGH SCHOOL COUNSELING DEPARTMENT**

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Abby Stepka	Sophie Kapetanopoulos
Sara Coffey	Jennifer Lindsay
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#### Compliance Officers:

##### Educational Programs

Jennifer Miller, Assistant Superintendent  
Wethersfield Public Schools  
127 Hartford Ave.  
Wethersfield, CT 06109  
(860) 571-8142

##### Title VI & Section 504, Special Education &

Handicapped Educational Programs  
John Karzar, Director of Spec. Services  
Wethersfield Public Schools  
127 Hartford Ave.  
Wethersfield, CT 06109  
(860) 571-8141

##### Title IX Coordinator

John Karzar, Director of Spec. Services  
Wethersfield Public Schools  
127 Hartford Ave.  
Wethersfield, CT 06109  
(860) 571-8115

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## MISSION, VISION, & CORE BELIEFS OF LEARNING

At Wethersfield High School, we strive to provide an educational program that supports all students for success in high school and beyond. To that end, our school community has identified three core competencies that comprise our Vision of a Graduate as well as our collective mission & core values that we believe will ensure our students will be successful in their post-secondary path.

### Our Mission:

The Wethersfield High School community inspires our students to reach their full potential as lifelong learners and responsible global citizens.

We are **E**ngaged, **A**ccepting, **G**racious, **L**eaders **E**nergized to **S**ucceed!



## COURSE SELECTION INFORMATION

The scheduling process at Wethersfield High School is a cooperative effort among students, parents and WHS staff to craft the most appropriate courses for each individual. This course catalog provides a detailed description of each department program and course offered in the upcoming school year to aid in the selection of courses for next school year but also a student's future planning in subsequent years. Students should also utilize information provided by teachers in the form of course recommendations as well as their school counselor to ensure they understand the expectations of each course and the various academic levels offered. Students and families should consider the student's post-secondary goals when selecting courses; considering the requirements of future schooling, training and/or employment.

Questions concerning a student's course selection related to a student's needs and/or goals should be discussed with their school counselor prior to submission. Once courses and levels have been carefully selected, students need to complete the online course registration process through PowerSchool. All students must carry a minimum of 6 credits each year, exceptions must be approved by the principal.

## GRADUATION REQUIREMENTS AND EXPECTATIONS CLASS OF 2027+

The Board of Education has established the below requirement of 25 credits for graduation from Wethersfield High School:

### 9.0 Credits in Humanities

<b>English</b>	<b>4 Credits</b>
<b>Social Studies (1.0 U.S. History &amp; .5 Civics required)</b>	<b>1.5 Credits (3 recommended)</b>
<b>Fine, Technical or Performing Arts</b>	<b>0.5 Credits</b>
<b>Humanities Electives</b>	<b>3.0 Credits</b>

### 9.0 Credits in STEM (Science, Engineering, Technology & Math)

<b>Mathematics (1.0 Algebra &amp; 1.0 Geometry required)</b>	<b>2 Credits (4 recommended)</b>
<b>Science (1.0 Biology &amp; 1.0 Chemistry credit required)</b>	<b>2 Credits (4 recommended)</b>
<b>Personal Finance</b>	<b>0.5 Credits</b>
<b>STEM Electives</b>	<b>4.5 Credits</b>

### Other Requirements

<b>World Language</b>	<b>1 Credit (3 recommended)</b>
<b>Physical Education</b>	<b>1 Credit</b>
<b>Health/Safety/Wellness Education</b>	<b>1 Credit</b>
<b>WHS Vision of the Graduate Capstone Project or Portfolio</b>	<b>1 Credit</b>
<b>Personal Interest Electives</b>	<b>3 Credits</b>

**TOTAL NEEDED FOR GRADUATION = 25 Credits**

Please note that a course can only count once in any of the above categories for graduation. Please refer to the chart in the back of the Program of Studies with regard to which classes qualify as Humanities or STEM.

All students **MUST** take the  &  exams and complete the  as a requirement for graduation.

At the End of:	High School Credits Earned
9th Grade	6 Credits
10th Grade	12 Credits
11th Grade	18 Credits
12th Grade	25 Credits

## Course Selection Process & Timeline

The following is the sequence for the Course Registration Process for the upcoming year:

<b>January</b>	Teacher recommendation for course/level for next year is determined Course Catalog is published for review on WHS website
<b>February</b>	School counselors meet with students in WeConnect re: course selection Course registration opens
<b>Mid-February</b>	Course registration closes (deadline for students to submit selections on PowerSchool) School counselors meet with students by appointment to answer questions
<b>March-May</b>	Course verification & schedule build process
<b>June</b>	Students receive their final schedules for next school year

**\*Note: WHS reserves the right to schedule class periods & instructors. Course offerings will depend upon the demand for a course at the conclusion of the course registration process. Courses can be canceled or changed as a result of insufficient enrollment, change in school personnel, etc.**

**It is not the policy of WHS to change a student schedule once issued, based solely on a student request for teacher or class time preference. All changes of this nature must be approved by school administration.**

## Course Levels

In order to give each student the opportunity to receive instruction appropriate to his/her unique pattern of ability and interest, all courses in the curriculum have been assigned a specific level. Students, with assistance from parents, teachers, and counselors, have some choice in determining the degree of challenge in their personal course of study. In making choices, students and parents should consider the following definitions:

- CLC: College Level Class: AP or Early College Experience (ECE & CE). These courses are designed to challenge students academically and introduce them to the rigor of college level curriculum while in high school. These are extremely demanding courses that require independent work, dedication to completing assignments, and excellent critical thinking and problem solving skills. Students enrolled in CLC courses must be willing to work with challenging materials & spend sustained time outside of the classroom engaged in course material beyond the 20 minute daily class homework guideline. Stated prerequisites are required for enrollment. Families are required to sign a rigorous course contract to participate in CLC courses.
- Honors Courses (H) are designed with a high level of rigor and academic challenge for those students who are highly motivated and have demonstrated superior academic ability as evidenced by prior success in the subject matter. Honors students must be willing to work with challenging materials & spend sustained time outside of the classroom engaged in course material beyond the 20 minute daily class homework guideline. Stated prerequisites are required for enrollment. Grade 9 families are required to sign a rigorous course contract to participate in Honors courses.
- Level 1 Courses are designed for college-prep level students who demonstrate above average

performance and skills in a given course and are motivated to be academically challenged.

- Level 2 Courses are designed for students who are working at grade level but may not be appropriate for some 4 year college programs. Please consult with your school counselor in regards to these courses.
- Unleveled Courses (U) are available to all interested students. Students may choose to take one class on a Pass/Fail basis with approval by the teacher, administration, counselor, and parent. Any class taken on a Pass/Fail basis will be unleveled.

Transcripts forwarded to colleges, training programs and employers indicate the students' final grades and the level in which they were earned. Parents/guardians who have a question concerning the course level in which a student is recommended should contact the teacher and/or school counselor.

## **Advanced Placement Courses (AP)**

The Advanced Placement program is a national program sponsored by the College Entrance Examination Board. It is based on the fact that many young people can complete college-level studies in their secondary schools.

The Advanced Placement Examinations are offered throughout the world each May. No examination is longer than three hours; some are shorter. Information concerning the fee is available from your counselor. All of the examinations contain either an essay or problem-solving section; most of them also contain a section consisting of objective questions.

Advanced Placement Examinations are for those students who are willing to undertake a rigorous course of study. WHS has Advanced Placement courses in Art, English, World Language, Mathematics, Science, Social Studies, and Computer Science. Families are required to sign a rigorous course contract to participate in AP (CLC level) courses.

## **Early College Experience (ECE)/College Experience (CE)**

UConn, CCSU & Capital Community College Early College Experience (ECE or CE) provides academically motivated students with the opportunity to take university courses while in high school. These challenging courses allow students to preview college work, build confidence in their readiness for college, and earn college credits that provide both an academic and a financial head-start on a college degree. Early college courses instructors are high school teachers certified as adjunct professors by the University. The early college coursework program fosters independent learning, creativity, and critical thinking - all important for success in college. WHS offers courses in several disciplines to support rigorous learning. University of Connecticut & Central CT University academic resources, including library and online classroom access, are available to all students. Families are required to sign a rigorous course contract to participate in college level (CLC level) courses.

In order to be eligible to receive UConn/CCSU/Capital credit, students must register for the course through both WHS and the University (through the WHS site administrator) and pay all applicable fees to the college/university billing office (CCSU & Capital Community courses do not have a fee). Failure to register through both WHS and college/university (by the set deadlines) will make the student ineligible for the college/university credit.

For UConn ECE courses, students must successfully complete the course with a grade of C or above in order to receive University credit. UConn credits are transferable to many colleges and universities. Students are charged \$50 per credit. For additional program information visit: <https://ece.uconn.edu>.

To receive credit at the collegiate level, an official transcript from the sponsoring university must be sent to the college/university where the student enrolls post high school. Please wait until your course is completed to request

your transcript. One of the most valuable pieces of a transcript is the grade. Make sure grades have been posted before requesting a transcript be sent to another institution.

## **Level Changes**

Wethersfield High School makes decisions about course scheduling/staffing based on information that comes out of the course registration process. Therefore, any changes in course levels must be approached with caution. We take the course registration process very seriously and do our best to design our building schedule to accommodate the needs & desires of our students. The decision to drop a level in a course must not be viewed as a "quick fix" for any student who is struggling early on in a course.

Requests for changes in course level just a few days or weeks into the school year will not be considered. We believe that it is appropriate for any student who is struggling with the demands of a particular course to try to address the issues with the help of the teacher. It takes at least a few weeks to determine whether these appropriate interventions have been successful. In addition, too many course drops can cause a significant imbalance in class sizes. The Wethersfield High School administration, teachers and School Counseling department need time to explore the best options that consider both the needs of an individual student desiring to drop the course as well as the equally important goal of maintaining favorable class sizes for all students. Therefore, students who drop a class level need to be aware that such a decision may impact their schedule in multiple classes.

After course registrations are finalized in March, it is the policy of Wethersfield High School to consider level changes only during defined windows that correspond with our regular achievement reports to parents. Changes in course level that are requested during the summer will be considered by the School Counseling Department Liaison and forwarded to student's grade level Assistant Principal. Once the school year begins, the windows for dropping a course level are as follows:

- Window 1 - Proscribed add/drop period, 10 school days from the start of Quarter 1, and Quarter 3 for Semester 2 courses.
- Window 2 - End of Quarter 1, or the end of Quarter 3 for semester 2 courses.
- Any requests for level changes after the above windows closes will be reviewed by the School Counseling Department Liaison and the Principal (or designee) and will only be granted if there are extreme personal circumstances that have led to the request.

## **Adding a Course**

Students are not allowed to enroll in a course after the 10 day add/drop period has concluded.

## **Dropping a Course**

A student is permitted to DROP a course in the first 10 days of a semester (the add/drop period) with no record showing on his/her transcript. Exact dates are posted each year for students & families.

A student is permitted to drop a course until the end of the 2nd and final level change window at the completion of the 1st Quarter (or 3rd Marking Period for Semester 2 classes) with a grade of "WP" (Withdraw-Passing) or "WF" (Withdrawal-Failure) on their transcript dependent on the grade at the time the course was dropped. Exact dates are posted each year for students & families.

Students dropping courses beyond the 2nd and final level change window (see above) will have a grade of "WF" recorded on their transcript.

## **Extenuating Circumstances**

In cases where deadlines have passed, the student's school counselor, School Counseling Department Liaison and Assistant Principal will mutually decide whether or not deadline requirements should be waived. If no decision can be reached, the Principal will make a final decision.

## **Grading**

When a course level is changed, the "sending" teacher should report the current academic performance to the "receiving" teacher. The receiving teacher is granted discretion in considering the previous academic performance of the student. If necessary, the department liaison should be consulted about how to factor the grade earned in the previous level into the final course average.

## **Course Credit**

Credit for a course will be awarded when a student has met all requirements. This includes taking the final exam and meeting academic and attendance requirements. An "I" and "O" credit may be recorded on the transcript when requirements or obligations are not met.

## **College Career Pathways Program**

The College Career Pathways (CCP) Program at Capital Community College extends the college community to local high schools by offering students the opportunity to earn college credits concurrent with credits toward their high school diploma in offering a college level experience to students at the secondary level, CCP courses serve to enhance students' academic success and independence and to foster skills that will serve students as members of our future workforce. At Wethersfield High School students are able to earn college credits in Accounting, Marketing, and Personal Finance.

## **CCP Course Credit**

High school students wishing to enroll in CCP courses may do so starting in grade 9 for Personal Finance. Interested students should contact their school counselor regarding eligibility or prerequisites for particular courses. CCP students at WHS may earn a maximum of 10 college credits. Students must complete the Capital Community College enrollment form when enrolling in the course if they want to have the opportunity to earn community college credit. Students complete an online form with Capital Community College online. All students must be enrolled prior to Capital Community College's deadline to receive credit. Credit for a course will be awarded when a student has met all requirements. Credits will be awarded upon high school graduation. College Career Pathways students who earn a C- or lower will not earn college credit and instead will receive an audit on their Capital Community College transcript.

# ACADEMIC SCHOOL POLICIES

## Grading System

At the end of each marking period, families will be able to access a report card of their student's academic progress in each area of study via secure ParentSquare message. The following scale shows the numerical value of letter grades and grading criteria used by WHS teachers:

<b>A+</b>	100-97	<b>B</b>	86-83	<b>C-</b>	72-70	<b>F</b>	Failure
<b>A</b>	96-93	<b>B-</b>	82-80	<b>D+</b>	69-67	<b>I</b>	Incomplete
<b>A-</b>	92-90	<b>C+</b>	79-77	<b>D</b>	66-63	<b>W</b>	Withdrawn
<b>B+</b>	89-87	<b>C</b>	76-73	<b>D-</b>	62-60	<b>WF</b>	Withdrawn - Failure
						<b>WP</b>	Withdrawn - Passing
						<b>P</b>	Passing
						<b>NC</b>	No Credit

## Honor Roll

The Honor Roll, based on scholastic achievement, is published at the end of each marking period. For the purpose of determining honor roll eligibility, each letter grade is assigned a simple numerical weight as follows:

1. High Honors: 3.5 average with no letter grade below B-
2. Honors: 3.0 average with no letter grade below a C-
3. No D's or F's (no grade 69 or below)
4. A minimum of five grades including Physical Education must be included.
5. Capstone & Pass/Fail courses are not included in Honor Roll calculation.

## Promotion

To reach sophomore (Grade 10) status, a student must have earned 6 credits.

To reach junior (Grade 11) status, a student must have earned 12 credits.

To reach senior (Grade 12) status, a student must have earned 18 credits.

## Weighted GPA/Class Rank

The **Quality Point Ratio (QPR)** is used to determine the class rank. It is determined by multiplying the final grade points earned (see table in the Student/Parent Handbook) by the course credit in each weighted subject. The running tally of quality points earned is then divided by the total number of weighted credits taken. The midyear calculation is completed using final grades and the semester 1 grades for the current year.

Subjects in which students receive Pass/Fail marks are not assigned levels, nor are they used in determination of quality point ratio. Unleveled courses, including P.E. and transferred courses, are not used for QPR. The weighted GPA or QPR is never calculated using quarter grades.

Final calculation of senior class rank/weighted GPA will occur 30 days after the distribution of the second semester report cards using Semester 1 grades. Quarter 3 grades will not be included. A GPA/rank may be calculated for graduated seniors for college purposes only and is not publicly reported.

## **Reporting System**

Parents/students can access current grades throughout the year using the PowerSchool parent portal. Teachers are asked to update these grades at least once every two weeks. Please remember that the grades you view through the parent portal are "rolling progress" and are NOT official grades like report card grades. Report cards are emailed to the student's parents through Parent Square at the end of each quarter. Semester grades are determined by taking the average of the two quarters which includes the mid-term. The grade for the year is the average of the grades for the two semesters.

## **Early Graduation**

Students completing graduation requirements at the end of six or seven semesters may graduate early. Required application procedures for early graduation must be completed by the end of grade 10 in the case of graduation after six semesters, or by the end of grade 11 in the case of graduation after seven semesters. More information may be obtained from your school counselor.

## **Homework**

Homework that is carefully planned, properly designed and appropriately related to learning and student development has a definite place in an educational program. Homework should be regarded as an opportunity for teachers to provide students with instructional feedback. Homework also helps parents become more familiar with the school program and their own child's understanding of the coursework.

Homework is assigned to:

- Help students develop self-reliance, initiative, and independent work habits.
- Help students develop responsibility for completing an assigned task and returning it to school in a timely fashion.
- Reinforce and extend skills, concepts, and strategies that have been taught.

## **Seal of Biliteracy**

The Seal of Biliteracy provides immediate recognition of a critical twenty-first-century language and communication skill. The transcript will include the Seal of Biliteracy in recognition of students who have studied and attained proficiency in English and one or more other languages by high school graduation.

Students can attain the Seal of Biliteracy by demonstrating proficiency through standardized assessments in a language other than English. These assessments may be taken in grades 10, 11, or 12. All students will have the opportunity to express interest in taking a proficiency assessment by completing a survey.

## **Connecticut Science Assessment**

Annually, the state administers a science assessment to all public high school students in Connecticut that assesses the Next Generation Science Standards (NGSS) during the spring of a student's Grade 11 year. Further information can be found at: <https://www.nextgenscience.org/>.

## **Preliminary SAT (PSAT)**

The PSAT is a shorter version of the SAT and is used by most students as a practice test for the SAT. While the test results are not reported to colleges, the National Merit Scholarship Foundation uses the PSAT 11 test results for

determining scholarship finalists. The Wethersfield Board of Education provides the funding for all juniors to take the PSATs in the fall as well as for freshman and sophomores in the spring. PSAT data are used to guide students in their college and career aspirations. Further information about the PSAT is available on the College Board website at: <https://www.collegeboard.org/>

## **SAT**

The SAT is a college entrance test that measures evidence-based reading and mathematical abilities. Wethersfield High School administers the SAT free of charge to all juniors during the school day each spring. Further information on the SAT is available at: <https://www.collegeboard.org/>.

## **American College Testing Program (ACT)**

The ACT is a college entrance test that measures English, mathematics, social science and natural science skills. The American College Testing Program administers the ACT at specific test centers throughout Connecticut six times a year. Registration for this test must be submitted at least four weeks in advance of the test date, and there is a non-refundable fee involved. Specific dates and costs are available in the School Counseling Office. Further information about the ACT is available at: [www.act.org](http://www.act.org).

## **Advanced Placement (AP) Exams**

AP exams are given in May of each year to assess the achievement of students completing Advanced Placement courses. All students taking AP courses are highly encouraged to take the AP test to secure college credit; students who do not elect to take the AP exam are required to sit for the midterm & final course exam regardless of their grade in the course regardless of the final grade average. Further information on AP exams is available on the College Board website at: <https://www.collegeboard.org/>.

## **Greater Hartford Regional School Choice**

For more information on other school choice options please visit their website: [ChoiceEducation.org](http://ChoiceEducation.org). Applications for the 26-27 school year are due February 6, 2026.

## **The Greater Hartford Academy of the Arts**

The Greater Hartford Academy of the Arts (GHAA) is located in the Learning Corridor in Hartford and is open to students in grades 9-12 from Hartford and the surrounding areas. It offers basic and advanced study in seven arts areas: music, dance, visual arts, film, television, theater production and design, and creative writing. GHAA offers both a half-day and full-time program for students. Courses completed at GHAA will neither be included in GPA nor class rank at WHS; courses are recorded as transfer credits only. \* One\* final grade of "P" for all courses completed at GHAA will be entered on the WHS transcript after an official transcript has been received from GHAA. Students may not qualify for honor roll status at WHS if they are not carrying five courses at WHS.

## **Early College Advanced Manufacturing Pathway (ECamp)**

Part of School Choice, the Early College Advanced Manufacturing Pathway (ECAMP) at Goodwin University is a full-year, half-day magnet program for 12th-grade students. Our program provides cutting-edge knowledge and hands-on experience in advanced manufacturing, focusing on innovation, technology, and sustainability. Our students spend half their day at Goodwin University, earning 21 college credits and engaging with industry partners across Greater Hartford. ECAMP graduates leave with the skills needed to thrive in today's competitive manufacturing landscape, opening doors to rewarding careers in industries like aerospace, robotics, and medical devices. For more information, please visit: <https://www.ecampgu.org/about>.

## COLLEGE AND POST SECONDARY EDUCATION INFORMATION

Admission requirements for colleges vary greatly, however there are general guidelines that are helpful to students in planning their program at Wethersfield High School. Colleges and university counselors note growth in a student's transcript during the admission process. Students are encouraged to explore more challenging classes as appropriate throughout their high school career.

Highly Selective Colleges/Universities	Very Selective Colleges/Universities	Competitive Colleges/Universities
Students with high grades in the most demanding courses (Honors or AP, ECE) through senior year	Students with above average grades in demanding college prep curriculum including Honors, AP, ECE where available through senior year	Students with average to above average grades in college prep courses and continuing to challenge themselves through senior year
English-4 units	English-4 units	English-4 units
Mathematics-4 units	Mathematics-4 units	Mathematics-3 units
Science-4 units (3-4 labs)	Science-3 or 4 units (2-3 labs)	Science-3 units (2 labs)
Social Studies-4 units	Social Studies-4 units	Social Studies-3.5 units
World Languages-4 units of same language	World Languages-4 units of same language	World Languages-2-3 units of same language
Fine Arts-Required	Fine Arts-Required	Fine Arts-Required
Extracurricular activities that indicate leadership and initiative	Extracurricular activities that indicate leadership and initiative	Extracurricular activities that indicate leadership and initiative
Computer competency	Computer competency	Computer competency

Students are encouraged to enroll in courses that they find rigorous and challenging regardless of their post-secondary plan. Through the Comprehensive School Counseling Curriculum, students explore career interests, post-secondary educational options, and complete inventories that will help them in making their future plans. Many high school students are unsure of which career path they may pursue. Choosing courses in elective areas also allows them to explore topics and/or take classes that will enrich their high school experience. All WHS students will have access to the MaiaLearning online program. This valuable tool gives them the opportunity to align relevant high school courses with careers, as well as search for colleges, universities, or career-oriented training programs. Please contact your school counselor if you have any questions.

### Bachelor's Degree

A bachelor's degree is usually an academic degree awarded for an undergraduate course of study or major that generally lasts for four years. Students may earn a Bachelor of Science or a Bachelor of Arts depending on their major/program of study. After this degree, individuals may pursue advanced degrees in graduate school.

## **Associate Degree Programs**

Associate degree programs are usually two years in length and are offered at community or two-year colleges. Students may enroll in a terminal program which grants an associate degree or a transfer program, which allows students to continue their education at a four-year college or university. There are many opportunities for students in both traditional course offerings and in specialized technical areas. Students completing these programs are eligible for many entry-level occupations that offer growth opportunities.

## **Certificate Programs**

Certificate programs are designed primarily to assist students in securing employment and to emphasize skills required for that employment. Courses are designed for persons who do not seek a degree but want to develop skills in a specialty area. Students may take courses at community colleges or specialty vocational schools which offer a number of programs.

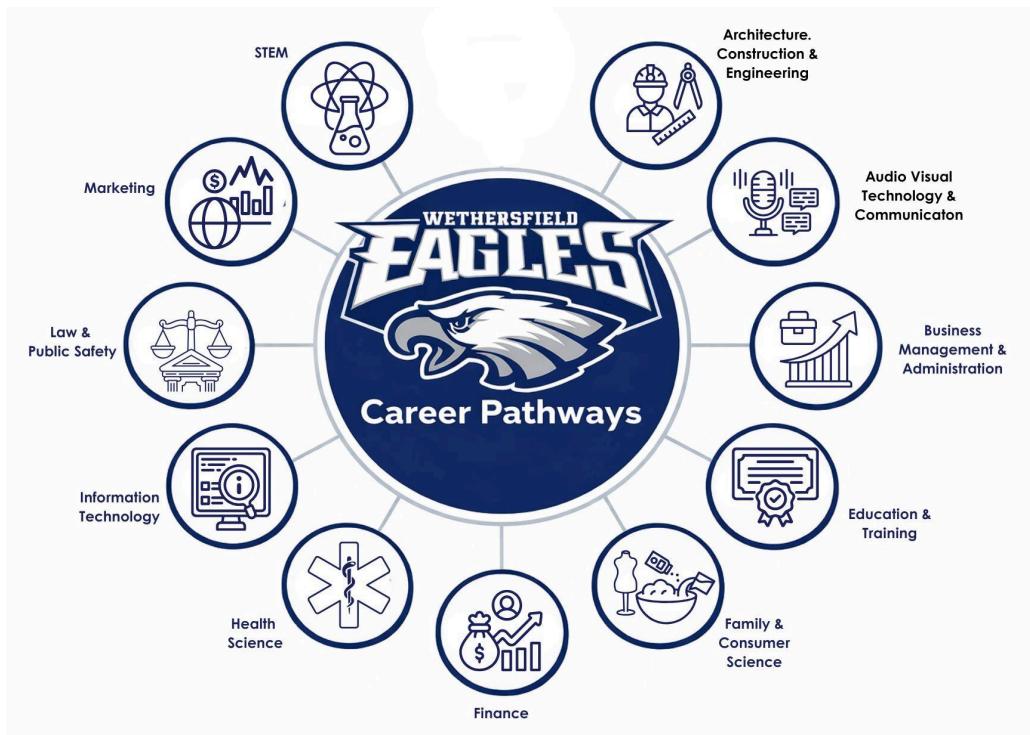
Students wishing additional information regarding any of the above-mentioned programs should contact their school counselor.

## Career Pathways at Wethersfield High School

Wethersfield High School is a comprehensive high school offering a broad and diverse range of courses across all academic departments. Our goal is to ensure that every student develops an individualized plan that supports their unique college and/or career aspirations, preparing them for post-secondary success.

Through our career pathways approach, students are guided to explore their personal interests and strengths as they progress along their educational journey at Wethersfield High School. Students who complete designated coursework during their junior and senior years have the opportunity to earn transcript designations in one or more of our 11 career pathways. In some cases, microcredentials are also available through these pathways.

All WHS career pathways provide meaningful coursework and learning experiences aligned with our Vision of the Graduate, fostering essential skills such as collaboration, communication, and problem-solving.



For detailed information for each pathway, inclusive of core and recommended courses for each please click [here](#) to access our [WHS Course Pathway](#) document.

# BUSINESS EDUCATION

The Business Education coursework is designed to develop a student's understanding of business, technology and economic concepts. Its focus is on developing the academic, thinking and interpersonal skills needed to become a productive worker, a successful entrepreneur and a keen consumer. Course career clusters include Finance and Accounting; Marketing Sales and Service; Business Management and Administration; and Information Technology.

 = STEM Credit  = Humanities credit

## **BUS101U: Career Preparation – Level U**

**Semester 1 or 2**

**Credit: 0.5** 

**Grade offered: 9, 10, 11, 12**

**Prerequisite: None**

This course will focus students on career opportunities and the relationship of school to careers. Course curriculum will consist of career, vocational and aptitude inventories, workplace readiness and employability skills, electronic portfolio development, career guidance and individual educational program planning. Activities will include guest speakers from local business and industry.

## **BUS102U: Introduction to Business – Level U**

**Semester 1 or 2**

**Credit: 0.5** 

**Grade offered: 9, 10, 11, 12**

**Prerequisite: None**

This one semester course provides students the opportunity to learn about the basic role of business in our society. Students will examine and gain an understanding of the various types of business organizations, as well as the functions and operations of business and its relationship with other institutions locally, nationally and internationally. Among the topics to be addressed are marketing, finance, information technology, business environment, management, entrepreneurship and business ethics.

## **BUS103U: Essential Computer Applications – Level U**

**Semester 1 or 2**

**Credit: 0.5** 

**Grade offered: 9, 10, 11, 12**

**Prerequisite: None**

Computer Applications is a foundational course designed for students to learn the computing fundamentals and concepts involved in the use of Microsoft Office applications. Students will learn practical "real-world" skills from word processing and spreadsheets to slideshow presentations and more using the Microsoft Office suite of products (Word, Excel & PowerPoint).

## **BUS105U: E-Commerce and Web Design – Level U**

**Semester 1 or 2**

**Credit: 0.5**  

**Grade offered: 9, 10, 11, 12**

**Prerequisite: None**

This course will enable students to learn about the social, business and the governmental environment of E-commerce. Web design, the use of Internet browsers, effective search strategies, social media and web security will be explored to familiarize students with the web as a business tool and resource. In addition,

students will learn the basics of designing and developing a website. Design issues specific to web-based presentations, web-page layout, effective navigations and use of graphics, as well as critically evaluating website quality will be areas of concentration.

### **BUS201U: Personal Finance– Level U**

**Semester 1 or 2**      **Credit: 0.5** 

**Grade offered: 9, 10, 11, 12**

**Prerequisite: None**

This one semester course was developed to equip students with the knowledge and skills necessary to effectively manage their personal finances. Students will learn practical, “real life” math skills which can be used throughout their adult lives. Topics addressed include checking and savings accounts, credit, tax returns, investments, budgeting, consumer rights and responsibilities and career opportunities. *Note: Students have the opportunity to earn community college credit in Personal Finance if enrolled in the College Career Pathways (CCP) program.*

### **BUS501C: CCSU CE FIN 210 Personal Finance– Level CLC\***

**Semester 1 or 2**      **Credit: 0.5** 

**Grade offered: 11, 12**

**Prerequisite: GPA of 2.5 or above**

This course will provide a foundational understanding for making informed personal financial decisions leading to financial independence. Topics include a broad range of personal financial decisions, including, money management, education planning, tax issues, financial goal attainment, use of credit, buying decisions, basics of insurance and investment. Families are required to sign a rigorous course contract to participate in college (CLC level) courses.

### **BUS301U: Accounting – Level U**

**Full year**      **Credit: 1.0** 

**Grade offered: 10, 11, 12**

**Prerequisite: None**

This course is a study of how and why financial records are kept in most social and business organizations. It provides an introduction to accounting principles, concepts and techniques used by sole proprietorships, partnerships, and corporations. It includes preparation of various documents, simulations and spreadsheet projects that demonstrate the language of business by recording, analyzing, and interpreting financial information. Students interested in the field of business will also benefit from taking the course. *\* Students have the opportunity to earn community college credit in Accounting if enrolled in the College Career Pathways (CCP) program.*

### **BUS203U: Business and Personal Law – Level U**

**Semester 1 or 2**      **Credit: 0.5** 

**Grade offered: 10, 11, 12**

**Prerequisite: None**

This one-semester course provides insight into the study of law, placing special emphasis on business and personal law. This is an introductory course that covers business law by making connections to real-world business situations. Students will learn the major functions, procedures, and substance of the law. Through the use of case studies, students will have the opportunity to explore legal issues. Students planning careers in the fields of law, political science, economics, business administration, or who are planning to operate their own business will want to take this course.

## **BUS302U: Marketing/Entrepreneurship I – Level U**

**Full year**

**Credit: 1.0**  

**Grade offered: 10, 11, 12**

**Prerequisite: None**

Marketing I is an introduction to the principles involved in the marketing of goods and services. Emphasis is placed on basic economic concepts, understanding the relationship between the individual and the American economy and the benefits of making informed decisions about careers, work and finances.

*\*Students have the opportunity to earn community college credit in Marketing I if enrolled in the College Career Pathways (CCP) program.*

## **BUS402U: Marketing/Entrepreneurship II – Level U**

**Full year**

**Credit: 1.0**  

**Grade offered: 11, 12**

**Prerequisite: Marketing/Entrepreneurship I**

This advanced, hands-on course is designed for students interested in pursuing careers in business and marketing. Students will apply marketing concepts through real-world projects, including DECA competitive events and management of the school store operations. Students will complete projects in entrepreneurship, business management, professional selling, etc.

## **BUS505U: Internship - Level U**

**Semester 1 or 2**

**Credit: 0.5**  

**Grade offered: 11, 12**

**Prerequisite: None**

The WHS Internship Program allows juniors and seniors to explore careers and grow professionally through hands-on learning with local businesses. Students develop critical thinking, collaboration, communication, and problem-solving skills as they prepare for life beyond high school. The course is divided into two phases: the first phase focuses on in-school preparation, including career exploration, résumé and interview development, and professional readiness; the second phase involves **completing at least 25 off-site internship hours at a local worksite**. Because of the time commitment outside of class, students who participate in three-sport seasons or extensive extracurricular activities are encouraged to see Mr. Danaher before enrolling to ensure they can meet the required hours. **Students must be at least 16 years old**, complete all the necessary forms before beginning the internship, and provide their own transportation. Internships are unpaid learning experiences designed to help students discover their strengths and career interests.

# COMPUTER SCIENCE

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**Computer science** courses aim to equip students with the foundational knowledge and practical skills needed to understand, design, and build computing systems. These courses cover a wide range of topics, including programming, algorithms, data structures, software development, artificial intelligence, cybersecurity, and database management. These courses cater to a broad audience, including students preparing for careers in technology, researchers advancing the field, and individuals seeking computational skills to enhance their work in other disciplines.

 = STEM Credit  = Humanities credit

## **MTH105U: Creative Computing A – Level U**

**Semester 1 or 2**

**Credit 0.5 **

**Grade Offered: 9, 10, 11, 12**

**Prerequisite: No previous computer experience or knowledge is required.**

Students will learn how to write the code that controls computers, robots, networks, smartphones and other devices. Students will learn one or more computer languages and use that knowledge to perform a variety of creative tasks. These tasks may include producing interactive computer animations, controlling mechanical devices, writing original games and apps for smartphones or other devices, designing interactive web pages, and creating art and music on the computer. Students should have an interest in developing their own creative projects for computers, cell phones, game systems, etc.

## **MTH106H: Video Game Development - Level H\***

**Semester 1 or 2**

**Credit 0.5 **

**Grade offered: 9, 10, 11, 12**

**Prerequisite: Creative Computing A Recommended**

This honors course is a dynamic, beginner-friendly course designed to teach the fundamentals of computer science through the lens of video game creation. Students will learn programming in JavaScript or other programming languages, developing essential skills in logical thinking, problem-solving, and computational design. As an honors-level course, it provides rigorous content equivalent to a semester-long introductory college course in computer science, ensuring students are challenged while still accessible to those with no prior experience. This course is strongly recommended for students who are thinking of taking an Advanced Placement Computer Science course. Grade 9 families are required to sign a rigorous course contract to participate in Honors level courses.

## **MTH501C: Advanced Placement Computer Science Principles – Level CLC**

**Full year**

**Credit: 1.0 **

**Grade Offered: 10, 11, 12**

**Prerequisite: Successful completion of Algebra I**

The course will provide a broad introduction to computer science, consistent with the College Board's AP Computer Science Principles program. Topics include creativity, abstraction, data and information, algorithms, programming, the Internet, and the global impact of computing. Students should be capable of original independent work, have a strong interest in various aspects of computation and information technology, and a desire to develop original projects. Students should have a strong interest in developing their own creative

applications, and completing original projects. This course is strongly recommended for students who are thinking of taking the Advanced Placement Computer Science A (Java) course. Families are required to sign a rigorous course contract to participate in AP (CLC level) courses.

### **MTH503C: Advanced Placement Computer Science A – Level CLC**

**Full year**

**Credit: 1.0** 

**Grade offered: 11, 12**

**Prerequisite: Successful completion of Algebra I (B or better level 1 or an A in level 2)**

This advanced placement-level course is designed for the student who would like to become eligible for college credit in computer science while in high school. The course follows the College Board syllabus of the AP Computer Science “A” program in pacing, scope, sequence and depth of coverage of class and project work. The course is based on the AP Java subset programming language and topics of study include: object-oriented program design, program implementation, program analysis, standard data structures, standard algorithms and computing in context. This course prepares students to take the AP test in May and students are strongly encouraged to do so. Families are required to sign a rigorous course contract to participate in AP (CLC level) courses.

## **ENGLISH**

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The 9-12 English Language Arts curricula focus on writing skills and strategies, reading skills and strategies, speaking skills and strategies, response to literature, and research skills.

The Wethersfield High School English Department offers a four-year sequence of courses to meet the needs of all students in the area of language arts. The program consists of a combination of full-year and semester-length courses designed to provide students at all levels of academic proficiency with a challenging and stimulating curriculum designed to satisfy the graduation requirements of four credits in English. All English classes at every level require the completion of assigned homework which counts toward a percentage of the quarter average.

 = STEM Credit  = Humanities credit

### **ENG1011: English 9 – Level 1**

**Full year**

**Credit 1.0**  **Grade offered: 9**

**Prerequisite: Grade 8 Teacher Recommendation**

The focus of this course is on reading and writing for a variety of purposes. Students will study literature of several genres including the short story, novel, poetry, drama, epic, and non-fiction. They will be required to form a personal reaction to text. Students will also be required to interpret and make connections between personal experience and knowledge and ideas presented in the text and take a critical stance regarding the quality and meaning of the text. Grammar, usage, mechanics, spelling, vocabulary, and MLA-style source citations are integral to the course.

## **ENG1031: English 9 w/ Lab– Level 1**

**Full year**      **Credit 1.3**  **Grade offered: 9**

**Prerequisite: Grade 8 Teacher Recommendation**

The focus of this course is on reading and writing for a variety of purposes. Students recommended for this course would benefit from additional skills building in the area of reading & writing. Students will study literature of several genres including the short story, novel, poetry, drama, and non-fiction. Students will be required to form a personal reaction to text; interpret and make connections between personal experience and knowledge and ideas presented in the text; and take a critical stance regarding the quality and meaning of the text. Grammar, usage, mechanics, spelling, vocabulary, and MLA-style source citations are integral to the course.

## **ENG101H: English 9 – Level H**

**Full year**      **Credit 1.0**  **Grade offered: 9**

**Prerequisite: Grade 8 Teacher recommendation**

This full-year course will teach world literature. The curriculum will cover the origins and foundations of great literature from ancient civilizations to medieval times. Some of the literature explored includes: the novels *To Kill a Mockingbird* and *Grendel*, Shakespeare's *Romeo and Juliet*, and literature of ancient India, Greece, Rome, and other cultures. Students will explore different genres of literature including novels, drama, poetry, epics, and myths. The course will also integrate art and music into the study of World Literature. Grammar, usage, mechanics, spelling, vocabulary, and MLA-style source citations are integral to the course. Students in the honors program should anticipate consistent work outside the classroom to successfully complete the text analysis and written assignments at this level. Families are required to sign a rigorous course contract to participate in Grade 9 Honors courses.

## **ENG2011: English 10 World Literature – Level 1**

**Full year**      **Credit: 1.0**  **Grade offered: 10**

**Prerequisite: English 9**

## **ENG201H: English 10 World Literature – Level H**

**Full year**      **Credit: 1.0**  **Grade offered: 10**

**Prerequisite: English 9 & teacher recommendation**

This course incorporates a wide range of significant literary works. Instruction helps students become more proficient readers and writers as they learn to analyze, interpret, and evaluate literature. Levels H and 1 study a survey of World Literature that is organized by genre and theme. Students develop language skills through the study of literature including novels, short stories, drama, poetry, and non-fiction. Grammar, usage, mechanics, spelling, vocabulary, and MLA-style source citations are integral to the course.

## **ENG301H: English 11 – Level H**

**Full year**      **Credit: 1.0**  **Grade offered: 11**

**Prerequisite: English 10 & teacher recommendation**

The American Literature course of study is designed to be flexible to the needs and interests of students and teachers. Students, in preparing themselves for real-world writing, need to write from interest, pursuing a line of inquiry that is inspired by that interest. Providing students with choice, allowing teachers to further refine that

theme, and then encouraging students to look at the material through even more refined choices determined by their own spirit of inquiry will result in greater student engagement. This course will focus on America through the eyes of women, the American dream, cultural change in America, and race in America using the possible lenses of: power perspectives, American family, politics, geographic differences, religion in America, changes through time, pop culture, and/or additional lenses. In addition, students will explore the concepts of social justice and empathy in order to better understand perspectives of others. Student-based inquiry will be a main focus of writing; students will complete a multi-modal project. Grammar, usage, mechanics, spelling, vocabulary, and MLA-style source citations are integral to the course.

### **ENG3231: American Literature: Power & Perspective - Level 1**

**Full year**      Credit: 1.0       Grade offered: 11

**Prerequisite:** English 10

Students will explore American literature through the overarching topics of the American Dream as well as the experience of women in America. Different genres of literature will allow students the opportunity to explore American literature using the possible lenses of: power perspectives, American family, politics, geographic differences, religion in America, changes through time, pop culture, and/or additional lenses. In addition, students will explore the concepts of social justice and empathy in order to better understand perspectives of others. This allows for better comprehension of conflict, encourages perseverance through adversity, and creates a connection to others. Student-based inquiry will be a main focus of writing; students will complete an analytical multi-modal project. This class includes composition and literary analysis; it is a reading- and writing-centered course.

### **ENG3221: American Literature: Cultural Change - Level 1**

**Full year**      Credit: 1.0       Grade offered: 11

**Prerequisite:** English 10

Students will explore American literature through the overarching topics of Cultural Change and Race in America. Different genres of literature will allow students the opportunity to explore American literature using the possible lenses of: power perspectives, American family, politics, geographic differences, religion in America, changes through time, pop culture, and/or additional lenses. In addition, students will explore the concepts of social justice and empathy in order to better understand perspectives of others. This allows for better comprehension of conflict, encourages perseverance through adversity, and creates a connection to others. Student-based inquiry will be a main focus of writing; students will complete an analytical multi-modal project. This class includes composition and literary analysis; it is a reading- and writing-centered course.

### **ENG501C: UCONN ECE ENGL 1007: Seminar and Studio in Academic Writing and Multimodal Composition: Literature – Level CLC\***

**(Listed as UCONN ECE ENGL1007 Sem/Literature-CLC in PowerSchool)**

**Full year**      Credit: 1.0       Grade offered: 12

**Prerequisite:** Teacher recommendation

Students in this introductory college-level work. The primary goal of the course is to help the accomplished students further develop a competency in composition and literature. Instruction in academic writing through literary reading. Assignments emphasize interpretation, argumentation, and reflection. Revision of formal assignments and instruction on grammar, mechanics and style. This is an inquiry course, thus all writing should reflect student interest and curiosity about a subject. All writing is completed as a process through research,

reflection, drafting, and multiple revisions and should reflect a close reading of the literature and question or a curiosity about a student-chosen question or theme discovered through the reading of the selected literature. Writing will come in multiple forms and should reflect an authentic task or voice. Families are required to sign a rigorous course contract to participate in ECE (CLC level) courses.

### **ENG507C: UCONN ECE ENGL 1007: Seminar and Studio in Academic Writing and Multimodal Composition: Writing – Level CLC**

*(Listed as UCONN ECE ENGL1007 Sem/MultiWriting-CLC in PowerSchool)*

**Full year      Credit: 1.0       Grade offered: 12**

**Prerequisite: Teacher recommendation**

Students in this introductory college-level course read and carefully analyze a broad and challenging range of nonfiction prose selections, deepening their awareness of how rhetoric and language work. Through close reading and frequent writing, students develop their ability to work with language and text with a greater awareness of purpose and strategy, while strengthening their own composition abilities through argumentation and reflection. Course readings feature expository, analytical, personal, and argumentative texts from a variety of authors and historical contexts, taught in thematic units. Students interpret and work with essays, letters, speeches, images, and imaginative literature concerning such topics as politics, education, language, and popular culture. Assignments emphasize interpretation, argumentation, and reflection. Revision of formal assignments and instruction on grammar, mechanics and style. Summer reading and writing are required. Students prepare for the AP® English Language and Composition Exam and may be granted advanced placement, college credit, or both as a result of satisfactory performance. Potential for four UCONN Credits. Families are required to sign a rigorous course contract to participate in ECE (CLC level) courses.

## **English Elective Program**

### **ENG461C: CCSU CE TH 110: Introduction to Theater - Level CLC\***

**Semester 1 or 2      Credit: 0.5       Grade offered: 11, 12**

**Prerequisite: GPA of 2.5 or Above**

Through concurrent enrollment with CCSU's TH110 Introduction to Theatre course, this class will provide an introduction to theatre as a social institution, with an emphasis on theatre as a collaborative art form. It will explore the main elements of theatre, including playwriting, acting, directing, and design, within the context of the history of Western Drama from Ancient Greece to the American Musical. As part of the course requirements, students will attend and review two performances from CCSU's theatre department.

*\*Please note - this course does not count for NCAA eligibility. Families are required to sign a rigorous course contract to participate in ECE (CLC level) courses.*

### **ENG462U: Acting Level – U**

**Semester 2      Credit: 0.5       Grade offered: 9, 10, 11, 12**

This course serves as an introduction to acting, including acting theory and methodology. There will be an emphasis on performance; students will be performing scenes and monologues in class. Held in the WHS theater, students will perform drama, explore different ways to present and interpret scenes, and apply their

learning to performances. \*Please note - this course does not count towards a student's English requirements, nor for NCAA eligibility.

### **ENG4111: Myths and Legends – Level 1**

**Semester 1 or 2**

**Credit: 0.5** 

**Grade offered: 12**

**Prerequisite: None**

This semester course encourages students to explore the influence of myths, legends, folk tales, urban legends, and fairy tales from different cultures, eras, and genres. Students will analyze gender roles, cultural values, the portrayal of good and evil, and the impact of punishment and reward in various texts. Students will improve their critical thinking skills by analyzing various literary traditions and their influences. Students will have opportunities to choose different readings based on the topic and personal interest. By exploring allusions to these texts in our modern world, students will see the relevance these stories still have today. Students will create their own myth, legend, and/or fairy tale that reflects topics analyzed throughout the course. Students will respond to these texts through expository, reflective, and narrative writing assessments.

### **ENG505C: CCSU CE EDF 215: Education in a Multicultural Society – Level CLC**

**Semester 1 or 2**

**Credit: 0.5** 

**Grade offered: 11, 12**

**Prerequisite: GPA of 2.5 or above**

This project and presentation-based course is open to all students, not only students interested in becoming educators but also students who are inspired to investigate and propose action that leads to a more equitable, thriving society that values cultural diversity. The course offers opportunities for students to examine how education and the roles of educators have developed, and to identify pathways to a more thriving society. Students partner with community stakeholders to conduct research, explore varied teaching methods, reflect on personal identity and offer solutions for a thriving community at an end-of-course CCSU conference. \*Please note - this course does not count towards a student's English requirements.

### **ENG4211: Film as Literature – Level 1**

**Semester 1 or 2**

**Credit: 0.5** 

**Grade offered: 12**

**Prerequisite: None**

This semester composition course focuses on students' writing skills and encourages them to develop their writing and analytical abilities through expository, reflective, and narrative writing assessments. Students will use writing, reading, and screening films to further their analytical thinking and expression. They will engage in critiques of video productions. Students will have opportunities to choose different readings and/or viewings based on the topic and personal interest. The majority of the class will involve reading and writing. Students will analyze film basics including elements of production, cinematography, genre, principles of design, and narrative structure of films. They will recognize, analyze, describe and enjoy film as an art and entertainment form. This class includes composition and text analysis; it is a writing-centered course.

### **ENG4311: Journalism – Level 1**

**Semester 1 or 2**

**Credit: 0.5** 

**Grade offered: 12**

**Prerequisite: None**

This course enables students to earn credit for exploring and implementing journalistic skills within the genre. Students will produce texts for their own student-run online publication as well as publications managed by Wethersfield High School. Students will be assigned specific tasks for each week which include the extensive use of writing and reading in the genre, layout and design, editing and proofing, and study skills related to past

and present studies in English classes. An in-depth study of the genre is presented and career opportunities in journalism will be explored. This class includes composition and literary analysis; it is a writing-centered course.

### **ENG4421: Public Speaking – Level 1**

**Semester 1 or 2**

**Credit: 0.5** 

**Grade offered: 12**

**Prerequisite: None**

This course will provide students with several experiences in planning, composing and delivering various types of speeches. Through formal speeches, the students will examine the purposes, designs, and deliveries of effective speech making. Students will learn elements of logical construction of outlines, notes, and critiques. The emphasis will be on practice and production rather than theory. This class includes composition and text analysis with a primary focus on delivering speeches orally to a group.

### **ENG3211: Creative Writing – Level 1**

**Semester 1 or 2**

**Credit: 0.5** 

**Grade offered: 12**

**Prerequisite: None**

This semester-long course will be a writer's workshop style class with a focus on writing fiction, short stories, poetry, and developing their own style and voice in their writing. Students will engage in collecting ideas in their writer's notebook and select their strongest ideas to pull out and engage in extended writing and revising. Activities will include daily quick writes, studying of mentor texts, workshop mini lessons, time to write, partner and small group writing, reflection, peer conferencing, teacher conferencing, small group workshops, and production of projects in a variety of genres. Literary devices and craft moves will be taught using mentor texts. This class will allow students to self-select writing topics and share their works with audiences. Students will be encouraged to submit their works for consideration in writing contests.

### **ENG4501: Shakespearean Studies – Level 1**

### **ENG450H: Shakespearean Studies – Level H**

**Semester 1 or 2**

**Credit: 0.5** 

**Grade offered: 12**

**Prerequisite: Teacher recommendation for Honors level**

This course will offer an examination into the cultural literacy of Shakespeare including explanations and interpretations of themes, issues, and characters that remain relevant today in the 21st Century. Students will examine dramas with an emphasis on comparing and contrasting the written texts to film versions and live performances. Also, students will be asked to use textual evidence to develop more than one interpretation of lines, scenes, and even entire versions. Students will also be asked in their final project to perform specified scenes of the plays examined in class. This class includes composition and literary analysis; it is a writing-centered course.

# FAMILY & CONSUMER SCIENCES

Coursework in the **Family & Consumer Sciences** is designed to teach students to make responsible decisions, develop positive relationships, and to become productive citizens in the workplace and community. Course strands include Restaurant Management, Culinary Careers, Fashion Design, and Early Childhood Development.

 = STEM Credit  = Humanities credit

## FCS111U: Baking – Level U

**Semester 1**      **Credit: 0.5** 

**Grade offered: 9, 10, 11, 12**

**Prerequisite: None**

This class introduces students to the basics in the field of culinary arts. The class will provide students an opportunity to develop skills in food preparation through a variety of cooperative and independent learning activities. There will be an emphasis on safety & sanitation and how it relates to our health from both personal and food service perspectives. Topics covered will include quick breads, yeast breads, basic pastry, fruits, milk, eggs, cheese, and health & nutrition. Each unit will address nutrition, food selection and healthy eating habits. This is a .5 elective, and is one option students have to take as a prerequisite for Culinary Arts.

## FCS112U: Cooking– Level U

**Semester 2**      **Credit: 0.5** 

**Grade offered: 9, 10, 11, 12**

**Prerequisite: None**

This class introduces students to the basics in the field of culinary arts. The class will provide students an opportunity to develop skills in food preparation through a variety of cooperative and independent learning activities. There will be an emphasis on safety & sanitation and how it relates to our health from both personal and food service perspectives. Topics covered will include safety & sanitation, tools & equipment, grocery shopping/supermarket information, pasta, meat & poultry basics, vegetarian choices, fruits & vegetables and health & nutrition. Each unit will address nutrition, selection and healthy eating habits. The wide variety of jobs and opportunities available in the food/ hospitality industry will also be explored. This is a .5 elective, and is one option students have to take as a prerequisite for Culinary Arts.

## FCS301U: Culinary Arts – Level U

**Full year**      **Credit: 1.0** 

**Grade offered: 11, 12**

**Prerequisite: Nutrition & Food Technology I or II**

This course explores the competencies, characteristics and expectations of careers in foodservice and hospitality management. This course is intended for students who want to explore the possibility of a career in the foodservice industry. The course includes topics such as sanitation, fundamentals of cooking & baking, planning, purchasing, preparation, presentation & marketing of foods. Students will investigate leadership competencies essential to success in the work world. The class will emphasize employability competencies and develop marketable skills for future employment in the foodservice and hospitality operations.

## FCS103U: Fashion Design I – Level U

Semester 1

Credit: 0.5 

Grade offered: 9, 10, 11, 12

Prerequisite: None

This course is designed for students who have interests in the fields of design, apparel, textiles, and clothing construction. Individual projects using design principles will be used as vehicles to further develop the students' skills. Experiences will include principles of clothing construction, fitting and alteration, pattern use, fabric and garment selection, use and care of sewing equipment, and responsible purchasing of clothing.

## FCS213U: Fashion Design II\*

Semester 2

Credit: 0.5 

Grade offered 9, 10, 11, 12

Prerequisite: Fashion Design I

This course is designed for students who have interests in the fields of design, apparel, textiles, and clothing construction. This course is a continuation of the skills learned and developed in Fashion Design I. Individual projects using design principles will be used as vehicles to further develop the students' skills. Experiences will include principles of clothing construction, fitting and alteration, pattern use, fabric and garment selection, use and care of sewing equipment, and responsible purchasing of clothing. Students will pick a simple pattern of their choice and then select the material to construct their project. Project choices could include everyday wear, a costume, or garment for an event.

## FCS105U: Early Childhood Development – Level U

Semester 1 or 2

Credit: 0.5 

Grade offered: 9, 10, 11, 12

Prerequisite: None

This course is for any student who may be considering the fields of education, healthcare, social work, or human services. It is also for the students who would like to effectively interact with children as a relative, future coach, mentor or parent. Students will use technology to research, create and present on various topics. Topics will include the physical, social, emotional, and intellectual development of infants and toddlers, conception, pregnancy, prenatal care, birth defects, child abuse, childbirth and the impact of an infant on a family through the use of infant simulators. Students will use problem-solving skills across the disciplines.

## FCS501C: UCONN/ECE HDFS 1070 Individual/Family Development – Level CLC

Full year

Credit: 1.0 

Grade offered: 11, 12

Prerequisite: Successful completion of two years of English/Language Arts, one year of Social Studies and one year of Science

This course is designed as an introduction to the field of Human Development and Family Studies. Internship experiences across the lifespan will provide students with hands-on use of problem-solving skills across the disciplines as they develop an understanding of and compassion for the individual and family as they develop over the life span. In particular, the course will focus on the developing individual within the context of the family system and the changes that occur in family systems over time. Students will use technology as a tool for learning, creating, organizing, and presenting their life-story as well as that of a senior citizen. Families are required to sign a rigorous course contract to participate in ECE (CLC level) courses

## FINE ARTS

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The Arts have been identified by the U.S. Congress, the College Board, The Partnership for 21st Century Skills, the National Association of Secondary Principals, and the U.S. Department of Education as part of the core curriculum which all students should take as part of their high school program.

The WHS Art Department offers diverse learning opportunities including painting, drawing, sculpture, ceramics, crafts, printmaking, and design. Courses emphasize problem solving, visual literacy and higher order thinking skills and offer all students the opportunity to:

- Communicate visually
- Engage in the creative process and conceive and create original artwork
- Think imaginatively, critically and creatively through creative problem solving
- Observe, reflect, and refine
- Critically assess works of art from many aesthetic and cultural perspectives
- Make choices in order to communicate ideas
- Recognize the role and importance of art and artists in society, culture, and history.

Opportunities exist for students to display their artwork within the school, district, and the greater community. Those students who display exceptional artistic talent can be recommended by their teachers to submit their work to the Connecticut Regional Scholastic Arts Awards Program, a juried student art show, featuring work created by students from across the state. There are also extracurricular artistic activities including the National Art Honor Society and Photography Club.

 = STEM Credit  = Humanities credit

### **ART103U: Art Foundations - Level U**

**Semester 1 or 2**

**Credit 0.5** 

**Grade offered: 9, 10, 11, 12**

**Prerequisite: None**

In this introductory course, students will focus and expand on skills and techniques. This course is designed to increase observation, composition, design, and technical skills. Students will study a range of artistic techniques, materials, and subject matter, including but not limited to, drawing from direct observation as well as imagination, form, contour, line, proportion, perspective, still life, portrait, and figure studies. A wide variety of drawing materials will be used which may include pencil, charcoal, pen and ink, color theory, painting, pastels, oriental brush, nontraditional drawing materials, etc. An emphasis is placed on originality, creativity, and technical skill.

### **ART104U: Conceptual Crafts - Level U**

**Semester 1 or 2**

**Credit 0.5** 

**Grade offered: 9, 10**

**Prerequisite: None**

Students will learn about traditional and contemporary crafts, and produce art objects that are both functional and decorative. Crafts is a hands-on course designed to give students opportunities will explore the tools and techniques, and to develop skills in a variety of craft techniques. The course delves into the history of each craft

and its application to today's society. Students will get to experience working with a variety of different mediums may include but not limited to paint, clay, fabric, metal, wood, and yarn, basketry, weaving, quilting, knitting, crocheting, paper craft, bookbinding, and stamping while learning multiple studio techniques. The projects in this class may serve as functional items or fine art. Crafts is intended for the students who are interested in the creative process, but not interested in the fine art aspect (drawing/painting).

### **ART101U: Digital Art & Design - Level U**

**Semester 1 or 2**

**Credit 0.5** 

**Grade offered: 9, 10, 11, 12**

**Prerequisite: None**

This semester-long course may be taught using traditional studio methods, as a digital design class using primarily computer technology or a combination of both. Design focuses on the fundamentals of visual communication and explores compositional techniques through carefully sequenced and hands-on interrelated projects. Students will concentrate on design problems and techniques, and activities in this course will provide opportunity for practical application in other disciplines, including Marketing, Fashion & Textiles, Fashion & Interior Design, Photography, Drafting, Manufacturing, Architecture, Communications, Technology, Animation and Graphic Design.

### **ART204U: 3D Design - Level U**

**Semester 1 or 2**

**Credit 0.5** 

**Grade offered: 9, 10, 11, 12**

**Prerequisite: None**

Students will study 3-dimensional design techniques and skills. In this course students explore the problems and possibilities posed by the use of a 3-dimensional art medium and address sculptural issues using the elements of art and principles of design (unity, balance, texture, emphasis, proportion, etc.) 3-D design projects emphasize the articulation of space, mass, volume, light and form. Students may utilize a variety of sculptural methods to develop ideas and create original artwork. A variety of materials such as clay, paper mache, fabric, wire, plaster, and/or wood may be explored. The projects in this class may serve as functional items or fine art.

### **ART205U: Drawing - Level U**

**Semester**

**Credit 0.5** 

**Grade offered 10, 11, 12**

**Prerequisite: Art Foundations**

This course will build on the skills gained in Foundations and is designed for students who wish to further develop drawing skills through more challenging experiences. Students will apply new and previously learned skills to problem solve a variety of concepts in more sophisticated ways. A wide variety of traditional and non-traditional drawing materials will be utilized and creativity through personal expression and composition emphasized. Students will have the opportunity to experiment with different drawing media, design their own projects, and execute their plan through the creative process.

### **ART206U: Painting- Level U**

**Semester**

**Credit 0.5** 

**Grade offered 10 , 11, 12**

**Prerequisite: Art Foundations**

This course will build upon visual knowledge learned in Foundations and introduce students to painting techniques, and color theory, painting tools, techniques and styles. Students will have an opportunity to create original artwork (realistic and abstract) using a variety of different painting media and techniques. Focus is on composition, technical skill, and personal expression stressing development of visual literacy skills, various

media, and vocabulary, while pursuing more thematic depth and complexity, and a wider range of creative responses. This course is appropriate for students who wish to explore color media as well as those interested in portfolio development.

### **ART207U: Printmaking – Level U**

**Semester**

**Credit 0.5** 

**Grade offered 9, 10 , 11, 12**

**Prerequisite: None**

This course focuses on an exploration and experimentation of various printmaking media and techniques, which may include relief, monotypes, collograph, intaglio, and silkscreen. Students will develop technical competence in the diverse skills and processes associated with printmaking. The course includes the design and development of composition, personal subject matter and provides direct studio experiences with traditional and nontraditional materials and techniques. The elements of art and principles of design are used to analyze, design, create, and evaluate prints. This course is appropriate for students interested in portfolio development.

### **ART303U: Advanced Studio Art – Level U**

**Full year**

**Credit 1.0** 

**Grade offered 11, 12**

**Prerequisite: Successful completion 1.5 credits in Visual Art classes & teacher recommendation**

This is an advanced studio course that combines creativity and technical skills to solve a variety of visual art assignments. Students will focus on further developing skills/techniques acquired in previous classes and are encouraged to experiment with media, processes, and methods. Original composition, art production, research, writing and critique, visual communication, and the development of personal voice as well as artistic style are emphasized. Students work toward building a portfolio and/or Advanced Placement Art and Design.

### **ART502C: Advanced Placement Art and Design – Level CLC**

**Full year**

**Credit 1.0** 

**Grade offered: 12**

**Prerequisite: 2.5 Credits in Visual Arts & teacher recommendation**

This advanced studio course follows the College Board's curriculum and focuses on producing quality artworks that demonstrate mastery of fundamental artistic concepts. Students will complete their portfolio, demonstrating quality, in-depth and thematic & personal commitment to a particular artistic. Students enrolled in this course understand that their artwork will demonstrate a sense of relevance based upon individual voice, technique and ideas. Students choose to focus on Drawing, 2-D Design, Photography, or 3-D Design portfolios. In their works, students will focus on a sustained Investigation and selected Works. The course culminates with a senior art exhibition. This course prepares students to take the AP test in May and students are strongly encouraged to do so. Families are required to sign a rigorous course contract to participate in AP (CLC level) courses.

# FUTURE EDUCATOR PREPARATION

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**Future education** coursework prepares students to navigate and contribute to the evolving landscape of education in response to societal, technological, and cultural changes. These courses focus on equipping learners with the knowledge, skills, and perspectives necessary to address contemporary educational challenges and opportunities. These courses are designed for aspiring and current educators, administrators, policymakers, and anyone interested in driving progress and innovation in education systems.

 = STEM Credit  = Humanities credit

## **ENG505C: CCSU CE EDF 215: Education in a Multicultural Society – Level CLC**

**Semester 1 or 2**      **Credit: 0.5**       **Grade offered: 11, 12**

**Prerequisite: GPA of 2.5 or above**

This project and presentation-based course is open to all students, not only students interested in becoming educators but also students who are inspired to investigate and propose action that leads to a more equitable, thriving society that values cultural diversity. The course offers opportunities for students to examine how education and the roles of educators have developed over time, and to identify pathways to a more thriving society. Students partner with community stakeholders to conduct research, explore varied teaching methods, reflect on personal identity and offer solutions for a thriving community at an end-of-course CCSU conference.

*\*Please note - this course does not count towards a student's English requirements.*

## **FCS105U: Early Childhood Development - Level U**

**Semester 1 or 2**      **Credit: 0.5**        **Grade offered: 9, 10, 11, 12**

**Prerequisite: None**

This course is for any student who may be considering the fields of education, healthcare, social work, or human services. It is also for the students who would like to effectively interact with children as a relative, future coach, mentor or parent. Students will use technology to research, create and present on various topics. Topics will include the physical, social, emotional, and intellectual development of infants and toddlers, conception, pregnancy, prenatal care, birth defects, child abuse, childbirth and the impact of an infant on a family through the use of infant simulators. Students will use problem-solving skills across the disciplines.

## **FCS501C: UCONN/ECE HDFS 1070 Individual/Family Development – Level CLC**

**Full year**      **Credit: 1.0**        **Grade offered: 11, 12**

**Prerequisite: Successful completion of two years of English/Language Arts, one year of Social Studies and one year of Science**

This course is designed as an introduction to the field of Human Development and Family Studies. Internship experiences across the lifespan will provide students with hands-on use of problem-solving skills across the disciplines as they develop an understanding of and compassion for the individual and family as they develop over the life span. In particular, the course will focus on the developing individual within the context of the family system and the changes that occur in family systems over time. Students will use technology as a tool for learning, creating, organizing, and presenting their life-story as well as that of a senior citizen. Families are required to sign a rigorous course contract to participate in ECE (CLC level) courses.

# MATHEMATICS

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The 9-12 Math curriculum focuses on learning opportunities that enable students to think critically and problem solve by analyzing data and applying math concepts to real-world situations. All courses are highly sequential and taught with the expectation that the student has met the stated prerequisites. Students must seek the advice of their present mathematics teacher or the department leader before electing any course. The math sequence is designed to prepare students for the new SAT I in math. **The recommended calculator to purchase for the entire 9-12 math sequence at WHS is the TI-84 PLUS CE.**

\*For incoming Grade 9 students - (1.0) will be granted to students for Algebra 1 at Silas Deane Middle School if successfully completed with a **[B/83]** or better in so long as the primary focus of the course corresponds directly to the subject matter of a specified course requirement at the high school level.

 = STEM Credit  = Humanities credit

## MTH1011: Algebra I - Level 1

**Full year**      **Credit: 1.0**       **Grade offered: 9**

**Prerequisite:** 8th Grade Teacher Recommendation. **Note:** For students who took Algebra 1 in 8th grade, the state of CT requires students to receive a final grade of B (83) or higher to receive Algebra 1 credit.

Topics include: arithmetic with polynomials and rational expressions, creating equations that describe numbers or relationships, reasoning with equations, building, interpreting, and manipulating functions, linear, quadratic, and exponential models, and interpreting categorical and quantitative data.

## MTH1101: Algebra I w/ Lab - Level 1

**Full year**      **Credit: 1.3**       **Grade offered: 9**

**Prerequisite:** Successful completion of Pre-Algebra and 8th Grade Teacher Recommendation

The content and skills in this course are the same as in Level 1, Algebra I. Students recommended for this course would benefit from additional skills building in the area of mathematical practices & processes.

## MTH200H: Geometry - Honors

**Full year**      **Credit: 1.0**       **Grade offered: 9, 10**

**Prerequisite:** Grade of 83 or better in 8<sup>th</sup> grade Algebra I, successful completion of Algebra 1 – Level 1 in 9<sup>th</sup> grade and/or teacher recommendation. **Note:** For students who took Algebra 1 in 8th grade, the state of CT requires students to receive a final grade of B (83) or higher to receive the Algebra 1 credit.

This course emphasizes definitions, properties, postulates and theorems of various geometric figures with some extensions to three dimensional concepts. Investigation of concepts will be accomplished using transformational geometry, coordinate geometry, logical reasoning, and the development of formal proofs. Hands-on experience involving construction, drawing, and modeling to generate ideas including the use of geometric software. Families are required to sign a rigorous course contract to participate in Grade 9 Honors courses.

## **MTH2001: Geometry - Level 1**

**Full year**

**Credit: 1.0** 

**Grade offered: 10, 11**

**Prerequisite: Successful completion of Algebra 1 - Level 1 and teacher recommendation.**

This course emphasizes definitions, properties, postulates and theorems of various geometric figures with some extensions to three dimensional concepts. Investigation of concepts will be accomplished using transformational geometry, coordinate geometry, logical reasoning, and the development of formal proofs.

## **MTH2011: Geometry w/ Lab – Level 1**

**Full year**

**Credit: 1.3** 

**Grade offered: 10, 11**

**Prerequisite: Successful completion of Algebra 1 and teacher recommendation.**

The content and skills in this course are the same as in our Geometry course. Students recommended for this course would benefit from additional skills building in the area of mathematical practices & processes.

## **MTH201H: Algebra II – Level H**

**Full year**

**Credit 1.0** 

**Grade offered: 10, 11, 12**

**Prerequisite: Grade of 80 or better in Honors Geometry, Grade of 95 or better in both Algebra 1 Level 1 and Geometry Level 1 and/or teacher recommendation.**

This course reviews the principles taught in Algebra I and further develops these ideas with more advanced concepts. There is added work in factoring, linear equations and inequalities, formulas, graphing, and rational expressions. A study is also made of quadratic equations, theory of exponents, logarithms, functions, algebraic proofs, functions and the algebraic approach to conic sections. Time is spent on applying skills to problem solving.

## **MTH3011: Algebra II – Level 1**

**Full year**

**Credit: 1.0** 

**Grade offered: 10, 11, 12**

**Prerequisite: Successful completion of Geometry level 1 and teacher recommendation.**

## **MTH3012: Algebra II – Level 2**

**Full year**

**Credit: 1.0** 

**Grade offered: 10, 11, 12**

**Prerequisite: Successful completion of Geometry level 2 and teacher recommendation.**

This course reviews the principles taught in Algebra I and further develops these ideas with more advanced concepts. There is added work in factoring, linear equations and inequalities, formulas, graphing, and rational expressions. A study is also made of quadratic equations, theory of exponents, logarithms, functions, algebraic proofs, functions and the algebraic approach to conic sections. Time is spent on applying skills to problem solving.

## **MTH500C: Advanced Placement Pre-Calculus – Level CLC**

**Full year**

**Credit: 1.0** 

**Grade offered: 11, 12**

**Prerequisite: Grade of 80 or better in both Algebra II-H, and Geometry-H and/or teacher recommendation.**

This course includes the study of elementary functions, analytical geometry, trigonometric and polar functions, functions involving parameters, vectors and matrices, and introduction to calculus. Successful completion of this course prepares students for the study of Calculus.

## **MTH3021: Pre-Calculus – Level 1**

**Full year**

**Credit: 1.0** 

**Grade offered: 11, 12**

**Prerequisite: Successful completion of Algebra II - level 1 and teacher recommendation.**

This course includes the study of elementary functions, analytical geometry, trigonometric functions using a unit circle and right triangles, analytical trigonometry, systems of equations, and conics. Successful completion of this course prepares students to study a Calculus course.

## **MTH502C: UCONN/ECE STAT 1100Q: Elementary Concepts of Statistics – Level CLC**

**Full year**

**Credit: 1.0** 

**Grade Offered: 12**

**Prerequisite: Successful completion of Algebra II (levels 1 or H) or Pre-Calculus and teacher recommendation.**

This course provides an introduction to statistics and data analysis. Applications will be drawn from the natural and social sciences, will integrate the use of technology (ability to use TI-84 calculator is required), and will enhance problem solving skills.

This course will cover four main concepts: descriptive statistics, data collection designs, probability and statistical inference. Topics will include organizing data, averages and variation, regression analysis and correlation, elementary probability theory, normal and binomial probability distributions, sampling techniques and hypothesis testing.

The course adheres to the Statistics syllabus from UConn's Department of Statistics (Four UConn credits. A standard approach to statistical analysis primarily for students of business and economics; elementary probability, sampling distributions, normal theory estimation and hypothesis testing, regression and correlation, exploratory data analysis. Learning to do statistical analysis on a personal computer is an integral part of the course) and will also cover the topics from the College Board syllabus for the AP Statistics exam which is given in May. Families are required to sign a rigorous course contract to participate in AP (CLC level) courses.

## **MTH504C: Advanced Placement Calculus – Level CLC**

**Full year**

**Credit: 1.0** 

**Grade offered: 12**

**Prerequisite: Successful completion of Pre-Calculus (Honors AP or Level 1) and teacher recommendation.**

This advanced placement-level course is designed for the student who would like to become eligible for college credit in calculus while in high school. The course follows the College Board syllabus of the AP Calculus AB program in pacing, scope, sequence and depth of coverage of class and project work. The course includes the study of rates of change, limits, derivatives and their application, further discussion of analytic geometry, integration of algebraic functions and applications, and the transcendental functions. This course prepares students to take the AP test in May and students are strongly encouraged to do so. Families are required to sign a rigorous course contract to participate in AP (CLC level) courses.

## **MTH413H: Calculus – Honors**

**Full year**

**Credit: 1.0** 

**Grade offered: 12**

**Prerequisite: Successful completion of Pre-Calculus (Honors or level 1) and teacher recommendation.**

This course includes rate of change of a function, limits, derivatives of algebraic functions, applications of the derivative, plane analytic geometry, transcendental functions and methods of integration. It is taught at a slower pace and with less depth than AP Calculus.

## **MTH4101: Advanced Math Decision Making - Level 1**

**Semester 1 or 2**

**Credit: 0.5** 

**Grade offered: 12**

**Prerequisite: Successful completion of Algebra II (any level) and teacher recommendation.**

Advanced Mathematical Decision Making is designed to be a half year course to follow Algebra II that emphasizes statistics, quantitative reasoning, modeling, and financial applications. The course will allow the students to use a variety of mathematical tools and approaches to model a range of situations and solve problems. Students will demonstrate Vision of the Graduate skills as they work together to solve problems in a variety of contexts. Students work in teams to apply their mathematical knowledge from previous courses to approach new problems.

### **MTH4141: Statistics – Level 1**

**Full year**

**Credit: 1.0** 

**Grade offered: 12**

**Prerequisite: Successful completion of Algebra II (any level) and teacher recommendation.**

This course provides an introduction to statistics and data analysis. Applications will be drawn from the natural and social sciences, will integrate the use of technology (ability to use TI-84 calculator is required), and will enhance problem solving skills. Topics will include organizing data, averages and variation, regression and correlation, elementary probability theory, normal and binomial probability distributions, sampling techniques, and hypothesis testing.

## **PERFORMING ARTS**

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The Wethersfield High School Music Department offers a range of courses for students of all skill and interest levels to engage in the study and performance of music. The core ensembles, (Bands, Orchestras, and Choirs) are designed to give students an authentic music making experience with focus on music literacy and performance of a variety of musical styles and genres.

### **WPS Music Department Mission Statement:**

The Wethersfield Public Schools Music Department will provide all students with a comprehensive, standards-based music education in a safe and respectful environment. The study of music is unique and essential to the education of the whole child - nurturing physical and cognitive skills, social-emotional wellness, and the creativity and curiosity that inspire life-long learning. By creating, performing, and responding to a wide

variety of music, students acquire the cultural and social understanding necessary to be effective collaborators in the local and global community.

### **Equity Statement:**

In our commitment to provide equitable musical experiences for all Wethersfield students, we pledge to:

- Seek out culturally-responsive and socially-conscious music and texts
- Program authentic music from diverse cultures representative of the people of the Wethersfield community, the Connecticut community, and the country
- Purposefully select music from a diverse range of composers & arrangers
- Have students experience multiple voices and perspectives throughout their time in the WPS Music Department
- Continue working to remove economic and other barriers to create a safe space for all

 = STEM Credit  = Humanities credit

### **MUS213H: Chamber Orchestra – Level H\***

**Full year**

**Credit 1.0** 

**Grade offered: 10, 11, 12**

**Prerequisite: Teacher Recommendation/audition. 9th graders may audition only by director recommendation**

The Chamber Orchestra program provides an honors-level orchestra experience grounded in the ideals of expanding student's music literacy and technical proficiency, working toward college-level literacy and performance skills. Advanced orchestra literature of many styles and composers is studied and prepared for public and school performances. The ensemble will perform 3-5 school concerts a year, participate in regional and state orchestra assessments/ festivals, and may perform at community events/ functions across the state and region.

Students will participate in daily large ensemble and small ensemble rehearsals. Outside preparation for rehearsals is required of all musicians. Attendance at scheduled rehearsals, sectionals and performances, as deemed necessary by the director, is required. Sectional rehearsals are scheduled weekly and take place outside of the ensemble meeting time, and may take place outside of the school day. Families are required to sign a rigorous course contract to participate in Honors courses.

### **MUS131U: Concert Orchestra – Level U**

**Full year**

**Credit 1.0** 

**Grade offered: 9, 10, 11, 12**

**Prerequisite: Teacher Recommendation**

The orchestra program provides a quality musical experience grounded in the ideals of expanding students' music literacy through the act of playing a string instrument. Challenging orchestra literature of many styles and composers is studied and prepared for public and school performances.

Students participate in large ensemble and small ensemble rehearsals on a daily basis. Outside preparation for rehearsals is expected of all musicians. Attendance at scheduled rehearsals, sectionals and performances, as

deemed necessary by the director, is required. Sectional rehearsals are scheduled weekly and take place outside of the ensemble meeting time, and may take place outside of the school day.

*\*Honors statement: Students may take band, orchestra, and percussion ensemble as an honors credit. Enrollment into the honors course will be determined through audition and director approval. In order to receive honor credit, students must complete all requirements of the course and additional requirements.*

### **MUS103U: Concert Choir – Level U**

**Full year**      **Credit 1.0**       **Grade offered: 9, 10, 11, 12**

**Prerequisite: Teacher Recommendation**

Open to all grade 9-12 tenor and bass students, and 10-12th grade soprano and alto students interested in singing, Concert Choir is an important musical experience for students interested in continuing choral training. Choir members develop skills in music reading and comprehension, and a deeper appreciation for the music of many vocal styles. Choir performances include holiday, winter, and spring concerts, assembly programs, and other special events including an adjudication festival. Attendance at scheduled rehearsals deemed necessary by the director is required.

### **MUS105U: Music Theory – Level U**

**Semester 1 or 2**      **Credit 0.5**       **Grade offered: 9, 10, 11, 12**

**Prerequisite: None**

Open to all interested students who wish to further their knowledge of music. Included will be the study of notation, chord structure and progression, intervallic relationships (ear training and sight-singing), and formal analysis.

### **MUS110U: Bella Voce – Level U**

**Full year**      **Credit 1.0**       **Grade offered: 9, 10, 11, 12**

**Prerequisite: Teacher Recommendation**

Bella Voce is open to all 9th grade sopranos and altos and 10-12 Soprano and Altos with director approval. This ensemble will focus on intermediate vocal skills and music literacy, as it applies to a treble voice choir. All students will perform multiple times throughout the academic year. Including but not limited to evening formal music department concerts, adjudication festivals, and other school and community events. Students enrolled in Bella Voce will be required to attend performances and rehearsals outside of the school day as scheduled by the director.

### **MUS107U: Electronic Music Production – Level U**

**Semester 1 or 2**      **Credit 0.5**       **Grades offered: 9, 10, 11, 12**

**Prerequisite: None**

Electronic Music Production is a semester course for the student who is both interested in music and technology. The course is designed to give students hands-on experience in the process of music composition, digital music production, editing, and mastering. Students will work at individual MIDI stations composing and arranging music, broadening their understanding of the theoretical workings of music, and song writing. Students will learn the basics of a DAW (Digital Audio Workstation) such as Garage Band, and Log Pro.

## **MUS500C: ECE UConn MUSI 1011 & 1012: Fundamentals/Ear Training I & II - Level CLC**

*(Listed as ECE UCONN MUSI1011&1012 EarTrain&II-CLC in PowerSchool)*

**Full year**

**Credit 1.0** 

**Grade offered: 10, 11, 12**

**Prerequisite: None**

This course is offered to students wishing to learn about the fundamentals of music, centering on the study of harmony and melody. The subject matter ranges from basic fundamentals through diatonic harmony, dissonance treatments, elementary formal structures, melodic analysis and writing, and concludes with secondary dominant harmonies and elementary modulations. This course is offered to those individuals who wish to know more about the way music is put together and how music works. This course enables a student to take an Advanced Placement exam in order to defer one year of college music theory, along with receiving credit from UCONN ECE Program. Families are required to sign a rigorous course contract to participate in ECE (CLC level) courses.

## **MUS112H: Symphonic Band – Honors\***

**Full year**

**Credit 1.0** 

**Grades offered: 10, 11, 12**

**Prerequisite: Teacher Recommendation/audition. 9th graders may audition only by director recommendation.**

The Symphonic Band program provides a honors-level band experience grounded in the ideals of expanding student's music literacy, and technical proficiency working toward college level literacy and performance skills. Advanced band literature of many styles and composers is studied and prepared for public and school performances. The ensemble will perform 3-5 school concerts a year, participate at regional and state concert band assessments/ festivals, and may perform at community events/ functions across the state and region.

Students will participate in large ensemble and small ensemble rehearsals on a daily basis. Outside preparation for rehearsals is required of all musicians. Attendance at scheduled rehearsals, sectionals and performances, as deemed necessary by the director, is required. Sectional rehearsals are scheduled weekly and take place outside of the ensemble meeting time, and may take place outside of the school day.

## **MUS111U: Concert Band – Level U**

**Full year**

**Credit 1.0** 

**Grades offered: 9, 10, 11, 12**

**Prerequisite: Teacher Recommendation**

The Concert Band program provides a quality musical experience grounded in the ideals of expanding student's music literacy. Challenging band literature of many styles and composers is studied and prepared for public and school performances. Students participate in large ensemble and small ensemble rehearsals on a daily basis. Outside preparation for rehearsals is expected of all musicians.

Students participate in large ensemble and small ensemble rehearsals on a daily basis. Outside preparation for rehearsals is expected of all musicians. Attendance at scheduled rehearsals, sectionals and performances, as

deemed necessary by the director, is required. Sectional rehearsals are scheduled weekly and take place outside of the ensemble meeting time, and may take place outside of the school day.

### **MUS122U: Marching Band – Level U**

**Full year Credit .25**  **Grades offered: 9, 10, 11, 12**

**Prerequisite: Teacher Recommendation**

**All Woodwind, Brass, and Percussion members are required to be concurrently enrolled in a Large Ensemble (Band, Orchestra or Choir) at WHS in order to participate in the marching band.** Color Guard members are exempt from this requirement.

The Marching Band operates as an extension of Concert Band curriculum with rehearsals and performances occurring the fall and spring semesters. The course is designed so that students participate in the Marching Arts performing high-level music while executing a visual performance. Skill and techniques introduced in the concert band portion are used and reinforced in the marching band program.

The ensemble performs at Football Games, Regional and National Marching Band Festivals, Parades, School Assemblies, Concerts, and Community events. Attendance at scheduled after school rehearsals and performances, including all weeknight, weekend, summer or other additional rehearsals deemed necessary by the director, is required. All Students are required to perform at the Annual Thanksgiving Football Game and Memorial Day Parade. Sectional rehearsals are scheduled weekly and attendance is required.

All percussionists in the WHS Marching Band are required to participate in the placement process in April/May of the previous school year. At this placement students will be assessed on music literacy and technical proficiency. Based on the assessment they will be assigned instruments in either the front ensemble or battery drumline for the season.

To enroll in the marching band students must complete the enrollment throughout the music department by contacting the director or going to [www.wethersfieldmusic.com](http://www.wethersfieldmusic.com). All Woodwinds, Brass, Percussion and Color Guard members who complete that process will be automatically enrolled into the marching band course.

### **MUS303H: Choralaires – Level H**

**Full year Credit 1.0**  **Grade offered: 10, 11, 12**

**Prerequisite: Teacher Recommendation/audition. 9th graders may audition only by director recommendation**

Choralaires is an auditioned advanced choral ensemble. Members are expected to demonstrate proficiency in all areas of music literacy and choral performance techniques. The Choralaires will prepare advanced choral music literature for school and public performances. School and community performances are scheduled outside of the school day and including weekend and evening performances.

Students participate in large ensemble and small ensemble rehearsals on a daily basis. Outside preparation for rehearsals is expected of all musicians. Attendance at scheduled rehearsals, sectionals and performances, as deemed necessary by the director, is required. Sectional rehearsals are scheduled weekly and take place outside of the ensemble meeting time, and may take place outside of the school day.

## **MUS501C: ECE UConn MUSI 1003 Popular Music & Diversity in American Society - Level CLC\***

*(Listed in PowerSchool as: UCONN ECE MUSI1003 PopMus&Div/AmSoc-CLC)*

**Semester 1 or 2**

**Credit 0.5** 

**Grades offered: 9, 10, 11, 12**

**Prerequisite: None**

This course is an introduction to popular music and diversity in America: jazz, blues, Top-40 pop, rock, hip-hop, and other genres. Musicians and their music are studied in the context of twentieth-century and contemporary American society, emphasizing issues of race, gender, class, and resistance. Families are required to sign a rigorous course contract to participate in ECE (CLC level) courses.

## **ENG461C: CCSU CE TH 110: CCSU Introduction to Theater - Level CLC\***

**Semester 1 or 2**

**Credit: 0.5** 

**Grade offered: 11, 12**

**Prerequisite: GPA of 2.5 or above**

Through concurrent enrollment with CCSU's TH110 Introduction to Theatre course, this class will provide an introduction to theatre as a social institution, with an emphasis on theatre as a collaborative art form. It will explore the main elements of theatre, including playwriting, acting, directing, and design, within the context of the history of Western Drama from Ancient Greece to the American Musical. As part of the course requirements, students will attend and review two performances from CCSU's theatre department.

*\*Please note - this course does not count for NCAA eligibility.*

## **ENG462U: Acting - Level U**

**Semester 2**

**Credit: 0.5** 

**Grade offered: 9, 10, 11, 12**

**Prerequisite: None**

Survey of drama exploring performance theater. This course will focus on acting and directing, including acting theory and methodology. There will be an emphasis on performance; students will be performing drama in class. Held in the WHS theater, students will perform drama, explore different ways to present and interpret scenes, and apply their learning to performances. *\*Please note - this course does not count towards a student's English requirements, nor for NCAA eligibility.*

# **PHYSICAL EDUCATION and HEALTH & WELLNESS**

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The **Physical Education and Health & Wellness** program is designed to provide our students with an in-depth knowledge of the five components of fitness and to offer experiences in a variety of fitness activities. Our students will be given opportunities to develop physical skills, social interaction, and life-long values and learn the health benefits associated with participating in team and individual sports. Our physical education program contains a health component that prepares students with information and strategies to deal with the social pressures concerning drug use. Other health related areas of substance abuse are taught to enable our students to make informed, appropriate and healthful choices that will lead to a productive life. The skills learned in physical education and health education are life-long skills that will benefit the future of all students.

## Medical Exemptions

All medical excuses must be signed by a doctor and received by our school nurse. If the excuse is for a short term, the student may remain in class and make up the work. If the excuse is for a longer period of time, the student will be removed from the course and rescheduled for another semester.

 = STEM Credit  = Humanities credit

### PE102U: Water Safety – Level U

**Quarter 1,2 3 or 4**      **Credit 0.25**  

**Grade offered: 9**

**Prerequisite: None**

Ninth grade Physical Education and Health is a one-semester course. The Physical Education portion of this course will be aquatics based. The aquatic instruction will include basic aquatic strokes, diving skills, and survival skills. The health curriculum for 9<sup>th</sup> grade will include substance abuse, nutrition, CPR and first aid, self-management and healthy behaviors.

### PE202U: Fitness Foundations - Level U

**Quarter 1,2 3 or 4**      **Credit 0.25**  

**Grade offered: 10**

**Prerequisite: None**

Fitness Foundations is a physical education course that all 10th grade students will participate in. This quarter-long course provides students with a range of fitness based activities to help promote a foundation of lifelong physical activity. Students will have the opportunity to work in a fun and engaging environment where students will work in teams, small groups and individually to accomplish a variety of different activities and skills. Additionally, This course will focus on fitness activities and allow for testing for the CT Physical Fitness Test for all 10th grade students.

### PE302U: Team Sports - Level U

**Quarter 1,2 3 or 4**      **Credit 0.25**  

**Grade offered: 11 & 12**

**Prerequisite: None**

This course is designed for students to work together to accomplish shared objectives. Students will learn sportsmanship, fitness, critical thinking, and problem solving through a variety of engaging team sports experiences. The focus of this course is having students collaborating, communicating, adjusting, and trying their best with their teammates in small and large team sport games. Some activities could include, but are not limited to: basketball, volleyball, floor hockey, flag football, lacrosse, tchoukball, speedball, and others.

### PE303U: Racket Sports - Level U

**Quarter 1,2 3 or 4**      **Credit 0.25**  

**Grade offered: 11 & 12**

**Prerequisite: None**

This course is designed for students of all abilities to improve their skills based around racket sports. Students will work individually as well as in small groups to enhance and build their racket sports skills. Students will learn physical skills, strategies, sportsmanship, and personal fitness through a variety of units and learning opportunities. This course offers a blend of learning strategies to win as well as the benefits of social skills that

racket sports has to offer. Some activities could include but are not limited to: pickleball, tennis, speedminton, table tennis, and badminton. *I*

### **PE304U: Lifelong Activity & Fitness - Level U**

**Quarter 1,2 3 or 4**      **Credit 0.25** 

**Grade offered: 11 & 12**

**Prerequisite: None**

This course of combining lifetime activities and fitness is a place for students who want to engage in an environment that focuses less on traditional sports and more on lifelong activity. The focus of this course is to strengthen students' foundation of activities that they can pursue and engage in past high school. This course will have students working individually, in pairs, and groups to accomplish a variety of tasks. Students will learn how to be active, safe, and healthy throughout their life.

### **PE111U: Health 1: Foundations of Well-Being - Level U**

**Quarter 1,2 3 or 4** (Even years only, exp 2025-26 & 2027-28)      **Credit 0.25** 

**Grade offered: 9 & 10**

**Prerequisite: None**

This course aims to provide students with an understanding of the interconnectedness of physical, mental, and emotional health. Students will learn about substance abuse prevention, violence and abuse awareness, healthy relationships, sexual health, mental health, and injury prevention. Emphasis will be placed on promoting optimal wellness, disease prevention, and safety in various aspects of life.

### **PE112U: Health 2: Life Skills for a Healthy Future - Level U**

**Quarter 1,2 3 or 4** (Odd years only, exp 2026-27 & 2028-29)      **Credit 0.25** 

**Grade offered: 9 & 10**

**Prerequisite: None**

This course focuses on providing students with practical life skills to navigate challenges related to health, wellness, relationships, and safety. Through scenario-based learning and interactive activities, students will develop skills for making informed decisions, fostering healthy relationships, and managing their well-being.

### **PE113U: Health 3: Balanced Living - Level U**

**Quarter 1,2 3 or 4** (Even years only, exp 2025-26 & 2027-28)      **Credit 0.25** 

**Grade offered: 11 & 12**

**Prerequisite: None**

This course will provide a holistic approach to personal health, this course explores the core principles of mental, emotional, and physical well-being. Students will engage in hands-on projects and discussions around building a balanced lifestyle, preventing health risks, and promoting healthy relationships. *I*

## PE114U: Health 4: Health for Life - Level U

Quarter 1,2,3 or 4 (Odd years only, exp 2026-27 & 2028-29) Credit 0.25 

Prerequisite: None

Grade offered: 11 & 12

This course focuses on equipping students with knowledge and strategies to lead healthy, fulfilling lives. By integrating a variety of health topics with real-world application, students will learn to manage their health, prevent risks, and make choices that lead to long-term success.

## PEH405U: Lifeguarding Certification – Level U

Semester 1 or 2

Credit: 0.5 

Grade offered: 11, 12

Prerequisite: Recommendation by Physical Education Teacher

This course is designed to provide students with the knowledge, skills, and certifications necessary to become certified lifeguards. Emphasis will be placed on water safety, rescue techniques, first aid, CPR, and emergency response procedures. The course will combine theoretical instruction with practical hands-on training to prepare students for real-life situations encountered in aquatic environments. Permission from the teacher is required to participate in this program. *\*\*Please note that this course does not count towards the 1.0 credits in Health/Wellness/Safety.* **PARTICIPANTS MUST PAY THE RED CROSS FEE TO BE FULLY LIFEGUARD CERTIFIED.**

## PEH400U: Leader Corps – Level U

Semester 1 or 2

Credit: Up to 0.5 

Grade offered: 11 and 12

Prerequisite: Recommendation by a Physical Education Teacher

The Leader Corps program is for students who have demonstrated outstanding ability, citizenship and leadership in prior physical education classes. Students accepted will assist the physical education teacher in demonstrating skills and leading activities. *\*\*Please note that this course does not count towards the 2.0 credits in P.E./Health/Wellness/Safety.*

# SCIENCE

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The Wethersfield High School Science Department uses the Next Generation Science Standards (NGSS) and Science and Engineering Practices as a guideline to engage students in the learning of fundamental science concepts. This includes the process of inquiry and the lab approach to provide students with the opportunity to engage in application and to develop the skills needed to think like a scientist. The sequence and variety of the courses offered allows students to select areas of science that are both required and that enables them to pursue and/or discover their interests. The science department also recognizes the need for all students to build the knowledge and skills needed over time to engage in science coursework as a continuum to achieve their goals.

Scheduling and course offerings permitting, students may take more than one Science course at a time. Advanced Placement courses are available in Biology, Chemistry and Physics and require an additional period for laboratory time.

 = STEM Credit  = Humanities credit

## **SCI1001: Integrated Science – Level 1**

**Full year Credit 1.0** 

**Grade offered: 9**

**Prerequisite: Teacher recommendation**

Integrated Science will explore a variety of phenomena emphasizing a discovery approach to science incorporating scientific and engineering practices. This course will have crosscutting concepts from Biology, Chemistry, Earth Science, & Physics. Topics covered will include the origin of matter, motion of the universe, the formation & shaping of Earth, harnessing energy, the human effect on Earth, and the formation of the universe.

## **SCI2011: Biology w/Lab– Level 1**

**Full year Credit: 1.33** 

**Grade offered: 10**

**Prerequisite: Teacher recommendation**

This course is a study of living organisms and life processes. The following topics are common to all levels: science process, characteristics of living things, cells, human biology, classification, heredity, evolution, and ecology. Emphasis is placed on scientific inquiry and experience-centered activities to demonstrate knowledge and skills within the NextGen Science Standards in Biology.

## **SCI201H: Biology w/ Lab – Level H**

**Full year Credit: 1.33** 

**Grade offered: 9, 10**

**Prerequisite: Teacher Recommendation**

This course is a study of living organisms and life processes. The following topics are common to all levels: science process, characteristics of living things, cells, human biology, classification, heredity, evolution, and ecology. Emphasis is placed on scientific inquiry and experience-centered activities to demonstrate knowledge and skills within the NextGen Science Standards in Biology. Students in the honors program should anticipate consistent work outside the classroom to successfully complete the practice/content analysis and written assignments at this level. Families are required to sign a rigorous course contract to participate in Grade 9 Honors courses.

## **SCI506C: Advanced Placement Biology – Level CLC**

**Full year Credit: 1.66** 

**Grade offered: 10, 11, 12**

**Prerequisite: Biology & Teacher Recommendation**

This course is designed for the student who would like to be eligible for a college credit in biology while in high school. The course follows the College Board syllabus of the AP Biology program in scope, sequence, and depth of coverage of class and lab work. Students will find that an additional 10 hours per week of study beyond a high school biology course is required in order to be successful. This course prepares students to take the AP test in May and students are strongly encouraged to do so. Families are required to sign a rigorous course contract to participate in AP(CLC level) courses.

## SCI3011: Chemistry w/Lab – Level 1

### SCI301H: Chemistry w/Lab – Level H

**Full year**      **Credit: 1.33**  **Grade offered: 10, 11, 12**

**Prerequisite: Completion of Algebra I and current science teacher recommendation**

This course is recommended for students who have maintained at least a C average in their mathematics courses and in their level 1 or higher science courses. The Level 1 program is suited for students who prefer a challenging and quantitative approach to chemistry. The pacing and rigor of the Level 1 program is for students who may major in science or in a major that requires a chemistry prerequisite in college. Students who demonstrate independence and initiative in their studies are typically successful.

## SCI3022: Chemistry in the Community – Level 2

**Full year**      **Credit: 1.0**  **Grade offered: 11, 12**

**Prerequisite: Completion of Algebra I and current science teacher recommendation**

This course is an introductory chemistry course which focuses on the qualitative aspects of chemistry. The course utilizes a guided inquiry approach towards chemistry which allows students to experience and analyze chemical concepts in an effort to develop their own understanding of chemical concepts and potential applications in society. The class also has components that will allow students to develop basic laboratory skills, evidence-based reasoning skills, as well as research and problem-solving skills. Students who have been proficient in their mathematics courses are typically successful in Chemistry in the Community.

## SCI504C: Advanced Placement Chemistry – Level CLC

**Full year**      **Credit: 1.66**  **Grade offered: 11, 12**

**Prerequisite: Algebra 2 (can be concurrently enrolled) and current science teacher recommendation**

This course is designed for the student who would like to be eligible for a college credit in chemistry while in high school. The course follows the College Board syllabus of the AP Chemistry program in scope, sequence, and depth of coverage of class and lab work. Students will find that an additional 10 hours per week of study beyond a high school chemistry course is required in order to be successful. This course prepares students to take the AP test in May and students are strongly encouraged to do so. Families are required to sign a rigorous course contract to participate in AP (CLC level) courses. \*Please note that the College Board recommends all students engage in one year of introductory Chemistry prior to enrolling in AP Chemistry.

## SCI4021: Physics – Level 1

**Full year**      **Credit: 1.33**  **Grade offered: 11, 12**

**Prerequisite: Algebra 2 and current science teacher recommendation**

Physics is a laboratory course and is designed to stimulate the student's ability to question and analyze the workings of the universe. The course includes the consideration of mechanics, dynamics, waves, electricity, magnetism, and modern physics topics. While mathematics is used as a tool, emphasis is placed on the conceptual understanding of each topic and the development of problem-solving skills. Since Physics is a laboratory course, the curriculum includes lab activities designed to illustrate and reinforce topics covered. Many labs are also designed to give students an opportunity to solve problems in a creative way, thus developing an appreciation for the excitement of scientific research.

## SCI4022: Physics – Level 2

**Full year**

**Credit: 1.0** 

**Grade offered: 11, 12**

**Prerequisite: Algebra 1 and current science teacher recommendation**

The approach to the study of physics in this course is done on a conceptual level, eliminating the need for complicated mathematics. The course includes a study of motion, forces, energy, waves, electricity, magnetism and modern physics. This is a lab activity-based program. Students work to analyze physics concepts through experimentation. Lab situations are designed to inspire curiosity and creativity.

### **SCI501C: Advanced Placement Physics 1 – Level CLC**

**Full year**

**Credit: 1.66** 

**Grade offered: 11, 12**

**Prerequisite: Algebra 2 & PreCalculus (can be concurrently enrolled) and current science teacher recommendation**

This course is designed for the student who would like to be eligible for a college credit in algebra-based physics while in high school. This course covers the material typically covered in the first semester of a college introductory physics class, including Linear and Rotational Mechanics, Energy, Waves, and Electricity. In addition to physics content knowledge, the course also emphasizes the development of scientific skills such as explaining causal relationships, applying and justifying the use of mathematical routines, designing experiments, analyzing data, and making connections across multiple topics. As is required by the College Board, 25% of instructional time will be spent doing experiments in lab. For that This course prepares students to take the AP Physics 1 test in May and students are strongly encouraged to do so. Families are required to sign a rigorous course contract to participate in AP (CLC level) courses.

### **SCI507C: Advanced Placement Physics C – Level CLC**

**Full year**

**Credit: 1.66** 

**Grade offered: 11, 12**

**Prerequisite: Calculus (can be concurrently enrolled) current science teacher recommendation**

Mechanics is a one-semester, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in one of the physical sciences or engineering. Students cultivate their understanding of physics through classroom study and activities as well as hands-on laboratory work as they explore concepts like change, force interactions, fields, and conservation. Families are required to sign a rigorous course contract to participate in AP (CLC level) courses.

### **SCI4621: Astronomy – Level 1**

**Semester 1 & 2**

**Credit: 0.5** 

**Grade offered: 11, 12**

**Prerequisite: Chemistry and Algebra 1 current science teacher recommendation**

Astronomy involves the study of the known universe focusing on the composition, properties, and motions of bodies in space. Students will gain a basic understanding of our solar system, the earth as a system in space, the moon, the sun, and stars. Students will also study the history of the universe and the astronomical instruments used today to study the space beyond Earth's atmosphere.

### **SCI4321: Botany – Level 1**

**Semester 2**

**Credit: 0.5** 

**Grade offered: 11, 12**

**Prerequisite: Biology & current science teacher recommendation**

Botany is an introductory science elective course focused on the knowledge and skills needed to start a garden. Students will engage in scientific experiments to expand their knowledge of the biology of plants, the

nutrients needed to cultivate plants, and how the interactions between plants and people impact the world around us. Students will apply this knowledge to learn how to grow plants in our greenhouse and to engage in a wide range of experiments including a semester-long inquiry experiment called “Grow Your Groceries” in which students will learn the skills needed to grow their own produce and to understand the benefits of sustainable farming.

### **SCI4331: Environmental Science – Level 1**

**Semester 1**      **Credit: 0.5**       **Grade offered: 11, 12**

**Prerequisite: Biology and current science teacher recommendation**

This course will use an integrated science approach to ecology, incorporating topics from Biology, Earth Science, & Chemistry. Students will study the following: environmental legislation, environmental protection, environmental movements, & the interconnectedness of daily human life and state of the Earth. Examples include the threats of nuclear war/power & sustainable energy, lack of clean drinking water, the destruction of wildlife habitats, sustainable food, and global warming. Laboratory activities, community resources, simulations utilizing technology, and research using electronic sources will be included.

### **SCI510C: Advanced Placement Environmental Science – Level CLC**

**Full year**      **Credit: 1.66**       **Grade offered: 11, 12**

**Prerequisite: Biology, Chemistry, and current science teacher recommendation**

AP Environmental Science involves the study of environmental issues that impact our ecosystems both locally and globally. In this course, students will analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. AP Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. Families are required to sign a rigorous course contract to participate in ECE (CLC level) courses.

### **SCI4611: Forensics – Level 1**

**Semester 1 & 2**      **Credit: 0.5**       **Grade offered: 11, 12**

**Prerequisite: Biology and Chemistry and current science teacher recommendation**

Forensic science is the study and application of science to the process of law and involves the collection, examination, evaluation and interpretation of evidence. Students will gain a basic understanding of the scientific and analytical approach to determining the value of evidence as it relates to the court of law.

### **SCI4221: Geology – Level 1**

**Semester 1 & 2**      **Credit: 0.5**       **Grade offered: 11, 12**

**Prerequisite: Teacher recommendation**

This course explores the origins and connections between the physical, chemical, and biological processes of the earth system. Students will develop an understanding, leading to an appreciation of the world around them. Geology will focus on Earth's resources, geologic history, and the processes that shape Earth's surface, including wind and hydrologic impacts, earthquakes, and volcanoes.

### **SCI416H: Human Anatomy & Physiology – Level H**

### **SCI4161: Human Anatomy & Physiology – Level 1**

**Full year**      **Credit: 1.0**       **Grade offered: 11, 12**

### **Prerequisite: Biology and current science teacher recommendation**

This is a demanding academic course using a college-level text, and includes an extended dissection of the fetal pig. It is an excellent introduction for students who are considering careers as doctors, nurses, medical technicians, biological researchers, etc. The course provides a thorough preparation for further work in two-year or four-year colleges or hospital training programs. Both levels meet in the same period. Honors students will be responsible for an independent year-long project done outside of class. This course is heterogeneously grouped, open to all. Students earn quality points equal to a Level H or a Level 1 class.

### **SCI4211: Meteorology – Level 1**

**Semester 1 & 2**

**Credit: 0.5** 

**Grade offered: 11, 12**

#### **Prerequisite: Teacher recommendation**

This course explores the origins and connections between the physical, chemical, and biological processes of the earth system. Students will develop an understanding, leading to an appreciation of the world around them. Meteorology introduces the fundamental physical processes in the atmosphere—heat and energy, temperature, pressure, wind, clouds, precipitation, and stability. These concepts provide the basis for understanding weather systems, such as thunderstorms, tornadoes, and hurricanes.

### **SCI4281: Oceanography – Level 1**

**Semester 1 & 2**

**Credit: 0.5** 

**Grade offered: 11, 12**

#### **Prerequisite: Teacher recommendation**

Oceanography focuses on the study of the largest part of the Earth's surface, the ocean. Students will learn about the history of the ocean and how important the ocean is for all living organisms on earth. Topics covered include marine geology, marine life, ocean exploration and discovery, the chemistry of water, ocean movement including tides, currents, and waves, and the future of our ocean. This class will include research of current ocean news and events and a field trip to the ocean.

## **SOCIAL STUDIES**

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**Social studies** courses aim to foster a comprehensive understanding of human society, its history, institutions, and interactions. These courses equip students with the knowledge, critical thinking skills, and ethical perspectives necessary to engage thoughtfully and responsibly in their communities and the broader world. Social studies courses prepare students to become informed, empathetic, and proactive citizens who can contribute meaningfully to society while addressing pressing local and global issues.

 = STEM Credit  = Humanities credit

### **SS2011: International Studies – Level 1**

**Full year**

**Credit: 1.0** 

**Grade offered: 9**

#### **Prerequisite: None**

International Studies is a full-year course focused on exploring the intersection of past and present through student inquiry. In this thematic course, students will examine modern social and political issues in the context of

the historical events and geography that shaped societies. Students will evaluate primary and secondary sources, develop critical research questions, and communicate evidence-based written arguments about contemporary and historical issues.

### **SS201H: International Studies – Level H**

**Full year**      **Credit: 1.0**       **Grade offered: 9**

**Prerequisite: 8th Grade Teacher Recommendation**

International Studies is a full-year course focused on exploring the intersection of past and present through student inquiry. In this thematic course, students will examine modern social and political issues in the context of the historical events and geography that shaped societies. Students will evaluate primary and secondary sources, develop critical research questions, and communicate evidence-based written arguments about contemporary and historical issues. Families are required to sign a rigorous course contract to participate in Grade 9 Honors courses.

### **SS504C: Advanced Placement U.S. History – Level CLC**

**Full year**      **Credit: 1.0**       **Grade offered: 10, 11, 12**

**Prerequisite: Teacher Recommendation**

This course has been designed for highly-motivated and highly-skilled students who are capable of college-level work. The study of United States History covers the colonial period to the present. It emphasizes significant political, social, economic, and cultural developments in our nation's history. It will be chronological in nature and will stress important people and events. This AP level course covers topics that are included on the Advanced Placement American History examination each school year. Families are required to sign a rigorous course contract to participate in AP (CLC level) courses

### **SS3401: United States History – Level 1**

**Full year**      **Credit: 1.0**       **Grade offered: 10**

**Prerequisite: None**

Students will study U.S. History from Reconstruction through the present through the lens of three major themes: Culture, Individuals/Groups/Institutions & Global Connections. These themes will be interwoven throughout the year as students build on prior knowledge and delve deeper into the trends, developments, and events that shaped our nation. Throughout the year, students will think critically as they study events in American history from multiple perspectives and consider various points of view. Our goal is to help students connect the past to the present and understand the impact that history has on our future.

### **SS505C: Advanced Placement United States Government & Politics – Level CLC**

**Full year**      **Credit: 1.0**      **Grade offered: 11, 12**

**Prerequisite: US History**

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political

institutions, processes, and behaviors. Underpinning the required content of the course are several big ideas that allow students to create meaningful connections among concepts throughout the course. Students will also engage in skill development that requires them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project. Families are required to sign a rigorous course contract to participate in AP (CLC level) courses. \*This course satisfies the Civics graduation requirement

### **SS410U: Civics – Level U (graduation requirement)**

**Semester 1 or 2**

**Credit: 0.5**  **Grade offered: 11, 12**

**Prerequisite: None**

This course will examine the relationship between the US Government and the people it serves. The course will be based on the US Constitution, its historical perspective and the foundation it provides for the legislative, executive and judicial branches of our government. Students will study current social problems facing the nation and explore the rights, duties and responsibilities they have as citizens.

## **Social Sciences Electives**

### **SS4011: Economics – Level 1**

**Semester 1**

**Credit: 0.5** 

**Grade offered: 11, 12**

**Prerequisite: None**

This course is designed to have students understand the basic principles and concepts of economics with a special emphasis on the American economic system. The integration of current issues and trends will assist students in applying principles/concepts to familiar events and situations. Class discussions will help students to formulate opinions/solutions on issues that will impact their individual lives as well as the country as a whole. Though the course will use the American economic system as its foundation, certain principles will broadly apply to any economic system. Recognizing the global nature of the contemporary economic scene, international implications of economic decisions will also be analyzed and discussed.

### **SS302U: African American, Black, Latino, and Puerto Rican Studies– Level U**

**Full Year**

**Credit: 1.0** 

**Grade offered: 11, 12**

**Prerequisite: International Studies and US History**

This course is an opportunity for students to explore accomplishments, struggles, intersections, perspectives, and collaborations of African American, Black, Latino, and Puerto Rican 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.

### **SS4051: Sociology – Level 1**

**Semester 1 or 2**

**Credit: 0.5** 

**Grade offered: 11, 12**

**Prerequisite: None**

This course is designed to acquaint students with the basic principles of the social science of sociology. As it is an introductory course, specific problems will not be studied in depth - rather the concepts, terminology, and

techniques enabling further investigation of current problems will be explored. It is hoped that, through this introductory course, the students will gain insight into the complexities of human interaction, cultural development, societal goals, and causes of disorganization. This course will be for one-half year. Choice of level will be determined by a contract between the teacher and the student.

### **SS4031: Psychology – Level 1**

**Semester 1 or 2**

**Credit: 0.5**  

**Grade offered: 11, 12**

**Prerequisite: None**

This course is designed to offer students an introduction to the social science of psychology. Topics include approaches to psychology, careers in the field, methodology, biopsychology, sleep and dreams and learning. Other topics may include: forensic psychology, motivation & emotion, sensation & perception, clinical psychology & therapies, developmental psychology and social psychology. (Note that topics may vary based on student interest) Emphasis is placed on studying human behavior in an effort to question, challenge and understand/expand one's own awareness of self and others. Discussions, demonstrations, experiments, a field trip, and individual and group research will predominate.

### **SS4061: Current Issues – Level 1**

**Semester 1 or 2**

**Credit: 0.5**  

**Grade offered: 11, 12**

**Prerequisite: None**

This one-semester course offers an up-to-date investigation of multiple current issues facing the country and the world today. The course will cover both domestic and international topics, affairs, and situations. Students will be required to research, analyze and present all sides of the assigned topics. The course will be flexible in nature with different topics from semester to semester reflecting the issues of the day. Students will be expected to react to emerging issues and crises.

### **SS34031: Sports in American History & Culture - Level 1**

**Semester 1 or 2**

**Credit: 0.5**  

**Grade offered: 11, 12**

**Prerequisite: None**

This one semester Social Studies elective will examine the history and culture of sports in the United States and its relation to American identity, politics, race, gender, international relations and business. The course will largely concentrate on the development of professional sports from the late 19th through early 21st century, and through this study students will learn how sports have developed with regards to different societal issues. Students will explore the athlete as a popular cultural hero and examine the extent to which debates within the sporting world have changed over time. Our historical study will focus on helping students gain a better understanding of the inner relationship that sports has on social, economic, cultural, and political forces that are at work in the United States as well as the world. We will do our historical investigation through readings, primary sources, audio, and visual materials as well as class discussions.

### **SS503C: Advanced Placement Psychology – Level CLC**

**Full year**

**Credit: 1.0**  

**Grade offered: 11, 12**

**Prerequisite: None, seniors will have preference for placement in this course.**

This full year course has been designed for highly-motivated and highly-skilled students who are capable of

college level work. The course begins with an overview of the history, approaches, and research methods utilized in psychology. The course will also explore the following: biological basis of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, developmental psychology, personality, testing and individual differences, abnormal psychology, treatment of psychological disorders, and social psychology. This advanced placement course covers topics that are included on the Advanced Placement Psychology examination each year. This course prepares students to take the AP test in May and students are strongly encouraged to do so. Families are required to sign a rigorous course contract to participate in AP (CLC level) courses.

### **SS502C: Advanced Placement European History, 1450 to present – Level CLC**

**Full year**      **Credit: 1.0** 

**Grade offered: 11, 12**

**Prerequisite: None**

In AP European History, students investigate significant events, individuals, developments, and processes from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world, economic and commercial development, cultural and intellectual development, states and other institutions of power, social organization and development, national and European identity, and technological and scientific innovations. Families are required to sign a rigorous course contract to participate in AP (CLC level) courses.

## **TECHNOLOGY EDUCATION**

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**Technology and Engineering** Education Coursework is to provide opportunities for students to discover their interests and educational pathways that can lead to success in college, and/or their chosen career/profession. Authentic, project-based, and student-centered learning offers a collaborative approach, which allows all students to obtain skills necessary to prepare them to become competitive members in today's rapidly changing global society. These courses are designed to help students develop the skills necessary for college and career-readiness. Course strands include: Architecture & Construction, Arts/AV Technology & Communication, Manufacturing, Transportation, and STEM.

 = STEM Credit  = Humanities credit

### **TEC105U: Engineering Foundations – Level U**

**Semester 1 or 2**

**Credit: 0.5** 

**Grades offered 9, 10, 11, 12**

**Prerequisite: None**

Students will get a hands-on overview of the engineering design process while exploring careers in engineering and design. Students will learn the language of technical drawing and will use SolidWorks 3D design software, to lay a foundation of Computer aided drafting and design. This course is recommended for students interested in the following career clusters: STEM, Manufacturing; and possible careers include: Design Engineer, Manufacturing Engineer, Mechanical Engineer, Technology Teacher.

## TEC103U: Robotics Engineering – Level U

Semester 1 or 2

Credit: 0.5 

Grades offered 9, 10, 11, 12

Prerequisite: None

Students will design, build, program, and test a variety of robotic machine configurations using platforms such as VEX, Shield-Bot, Arduino-based systems, and other industry-relevant robotics kits. In addition to mechanical construction, students will learn foundational skills in building electronic circuits, wiring components, and creating functional prototypes. Topics include motors, sensors, programming logic, autonomous behavior, manipulators, and mechanisms for moving and interacting with objects. Students will apply engineering and problem-solving processes as they refine and compete with the robots they create, participating in classroom challenges and competition-style events. This course is ideal for students interested in the STEM, Manufacturing, and Transportation career clusters. Potential career pathways include Robotics Engineer, Mechanical Engineer, Electrical Engineer, Medical Technician, Prosthetist, Industrial Designer, and Technology or Engineering Educator.

## TEC215U: Manufacturing Engineering – Level U

Semester 1 or 2

Credit: 0.5 

Grade offered: 10, 11, 12

Prerequisite: None

This course is an introduction to manufacturing technologies and engineering processes. Students use a variety of tools and equipment, including traditional woodworking and advanced manufacturing equipment (laser engraver and CNC), while exploring the design process, manufacturing careers, measuring, and makerspaces. Wood is the medium the students will primarily use. This course is recommended for students that are interested in the following career clusters: STEM, Manufacturing; and possible careers include: Manufacturing Engineer, Design Engineer, Machinist, Technology Teacher.

## TEC204U: Video Production – Level U

Semester 1 or 2

Credit: 0.5 

Grade offered: 9, 10, 11, 12

Prerequisite: None

Students will create video messages using the concepts, tools and skills essential to technological literacy in effective video communication practices. Students will become familiar with the use of video cameras, techniques, editing equipment, professional conduct and both field and studio productions. This course is recommended for students interested in the following career clusters: Arts/AV Technology & Communication; and possible careers include: Television and film production, Broadcast Journalism, Sports Broadcasting, Marketing, ESPN.

## TEC111U: Digital Imaging – Level U

Semester 1 or 2

Credit: 0.5 

Grade offered: 9, 10, 11, 12

Prerequisite: None

Students will focus on professional growth in the technology and graphics field by problem-solving, collaborating, communicating, and designing authentic projects using industry software and tools such as Adobe Photoshop, Adobe InDesign, and Adobe Illustrator. The basic elements of photography and photographic design will be taught. This course is recommended for students interested in the following career clusters: Arts/AV Technology & Communication; and possible careers include: Photojournalist, Designer, Graphic Artist, Visual Designer, Marketing, User Experience Designer, Interactive Media.

## TEC104U: Computer Animation – Level U

Semester 1 or 2

Credit: 0.5 

Grade offered: 9, 10, 11, 12

Prerequisite: None

Students will receive an introduction into computer animation using Adobe Animate, the industry-standard software. Students will learn basic animation and game design techniques to develop interactive games. Students will research online gaming programs and develop skills using digital drawing tablets. This course will focus on problem-solving, digital communication, collaboration and the development and designing of authentic projects. This course is recommended for students interested in the following career clusters: Arts/AV Technology & Communication; and possible careers include: Game Designer, Computer Programmer, Computer and Software Engineer.

## TEC220U: Architectural Engineering I – Level U

Semester 1 or 2

Credit: 0.5 

Grade offered: 10, 11, 12

Prerequisite: None

Students explore the fundamentals of designing and drawing structures. A focus will be on residential architectural styles, methods of construction, sustainability, pertinent design criteria, and building codes. Students will utilize sketching techniques and computer aided drafting (CAD) software along with decision-making skills and creativity to design and draft a residential house plan. Students will create floor plans, plot plans, an animated walk through and possible scaled model homes will be built. Students can choose to enter in a state-wide youth design competition and are given an opportunity to win scholarships. This course is recommended for students interested in the following career clusters: Architecture & Construction; and possible careers include: Architect, Architectural Engineer, Civil Engineer, Contractor, Construction Trades, Construction Manager, Technology Teacher.

## TEC221U: Architectural Engineering II – Level U

Semester 2

Credit: 0.5 

Grade offered: 10, 11, 12

Prerequisite: Architectural Engineering 1

Architectural Engineering II is a continuation of Architectural Engineering I. Students will produce more refined and comprehensive designs, three-dimensional models and more sophisticated printed output and digital simulations. Students can choose to enter in a state-wide youth design competition and are given an opportunity to win scholarships. This course is recommended for students interested in the following career clusters: Architecture & Construction; and possible careers include: Architect, Architectural Engineer, Civil Engineer, Contractor, Construction Trades, Construction Manager, Technology Teacher.

## TEC207U: Construction Technology – Level U

Semester 1 or 2

Credit: 0.5 

Grade offered: 10, 11, 12

Prerequisite: None

Students will explore aspects of the residential construction industry; including masonry, plumbing, carpentry, electrical and mechanical systems. It is designed to expose students to the tools, materials, processes, and safety procedures fundamental to this field. Students will construct scale-model wood-framed houses and structures. This course is recommended for students interested in the following career clusters: Architecture & Construction, STEM; and possible careers include: Construction Trades, Architecture, Engineering, Interior Design, Construction Manager, Technology Teacher.

## TEC212U: Transportation Engineering – Level U

Semester 1 or 2

Credit:0.5 

Grade offered: 10, 11, 12

Prerequisite: None

Students will explore the many areas of transportation (air, sea, land, and space) and the latest in alternative energy technologies including electric vehicles. Students will actively participate in basic automotive maintenance and repair in the school auto shop. In addition, students will gain hands-on experience in small gas engine maintenance.

This course is recommended for students interested in the following career clusters: Transportation, STEM; and possible careers include: Automotive Technician, Civil Engineer, Mechanical Engineer, Mechanic, Technology Teacher

## TEC206U: Advanced Video Production – Level U

Semester 1 or 2

Credit:0.5 

Grade offered: 10, 11, 12

Prerequisite: Video Productions

Students will use cell phones, iPads, video cameras and more to broadcast information in today's connected world. Using state of the art facilities, students will be engaged in both field and studio productions and learn how to cover stories in various stages. Students develop the communication and design knowledge, and practical skills, to strategize, develop, and disseminate messages through video & film production. Through hands-on classes and project-based learning, students learn to think critically and creatively to solve communication problems, while deepening their understanding of media and its impact on society. This course is recommended for students interested in the following career clusters: Arts/AV Technology & Communications; and possible careers include: Television and Film Productions, Broadcast Journalism, Marketing, ESPN.

## TEC211U: Advanced Digital Imaging – Level U

Semester 1 or 2

Credit:0.5 

Grade offered: 10, 11, 12

Prerequisites: Digital Imaging-U

This course will further explore the digital production workflow for web design and development, digital production, interactive media and other digital media careers. Students will work independently and on teams developing personal and professional projects using post-digital production processes. Digital Photography will be emphasized and students should have access to a DSLR camera.

# WORLD LANGUAGE

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The **World Language** courses fit into all eight career clusters because they are an important adjunct skill to any professional or technical career, complimenting and enhancing this training. World Languages are of great importance in today's world for self-development and career possibilities, as well as for communication with an understanding of other cultures.

It is strongly recommended that students begin their study of a world language as early as possible and take a minimum of four years of the same language in order to develop proficiency beyond the novice level in all

skills. Students may not begin two modern languages at the same time. Students who did not begin a world language in grade 7, or who wish to start a second world language, may do so in grades 9, 10, 11 or 12.

High School World Language credit\* (1.0) will be granted to students for the completion of two (2) World Language courses successfully completed with a [B] or better in both grade seven and grade eight so long as the primary focus of the course corresponds directly to the subject matter of a specified course requirement at the high school level.

\*Students who are planning on attending a college or university should take at least 2 or more credits of a World Language at the high school. Colleges or universities may not accept middle school world language credit towards admissions requirements.

Students who have a transcript from a non-English speaking country may be awarded credit for successful completion of their native language from grade 6-12 after demonstrating proficiency in their native language (up to 2.0 credits).

 = STEM Credit  = Humanities credit

### WL1011: French I – Level 1

**Full year**

**Credit 1.0** 

**Grade offered: 9, 10, 11, 12**

**Prerequisite: None**

This is an introductory course in the French language in which the student learns the sound system and the rudiments of the five basic skills—listening, comprehension, reading, speaking, writing, and culture. The student learns basic sentence structures and begins to communicate in French, both orally and in written form. Students are encouraged to use French as much as possible to communicate and are expected to participate orally at their level in all class discussions. Homework is assigned to reinforce language skills. The student is introduced to French-speaking cultures and customs through the use of the language itself, videos, and authentic materials.

### WL2011: French II – Level 1

**Full year**

**Credit 1.0** 

**Grade offered: 9, 10, 11, 12**

**Prerequisite: Pass French 1**

The student continues the development of the five basic skills in the language. The approach used is similar to that of French I. The student gains greater proficiency at the novice level in all five language skills, i.e., listening, reading, writing, speaking and culture. Students are encouraged to use French almost exclusively to communicate. Class participation continues to be a key element of the course. Cultural focus: Martinique and Quebec.

### WL3011: French III – Level 1

### WL301H: French III – Level H

**Full year**

**Credit: 1.0** 

**Grade offered: 10, 11, 12**

**Prerequisite: For Level 1, pass French 2. For Honors, A- in French 2 and teacher recommendation.**

This course provides students with the opportunity to read and discuss in French topics of contemporary interest. Students are encouraged to use French almost exclusively to communicate and are expected to participate orally in all discussions. Materials from monthly magazines and videos also provide content for discussion.

Comprehension skills are developed through the use of tapes and videos. Students may read selected poems and short stories and discuss this reading orally and in writing. Class participation continues to be a key element of the course. Cultural focus: Haiti, the Acadians and the Cajuns. The quality, quantity and diversity of work expected of students in an honors class will be greater and their level of proficiency is expected to be higher.

### **WL4011: French IV – Level 1**

#### **WL401H: French IV – Level H**

**Full year**

**Credit: 1.0** 

**Grade offered: 11, 12**

**Prerequisite: For Level 1, pass French III with C- or better. For Honors, A- in French III or B- in French III Honors and teacher recommendation.**

Students are expected to use French almost exclusively to communicate and to participate orally in all discussions. Stress is on the practical training of students to be able to function effectively in French--to read and discuss contemporary, controversial and cultural topics in French. Through the use of dialogues, students learn vocabulary appropriate for specific situations. Students read selected literary works: short stories, poetry, and essays which mesh with the theme-based curriculum. A review of structures and refinements of the language is presented as student needs dictate. Films, videos, magazines, and newspapers provide additional opportunities to develop conversational skills. Cultural focus: the provinces of Metropolitan France.

The quality, quantity and diversity of work expected of students in an Honors class will be greater and their level of proficiency is expected to be higher.

### **WL501C: Advanced Placement French Language & Culture - Level CLC**

**Full year**

**Credit: 1.0** 

**Grade offered: 11, 12**

**Prerequisite: Pass French IV with C- or better.**

The AP French Language and Culture course emphasizes communication(understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP French Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in French. The AP French Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions), practices (patterns of social interactions within a culture), and perspectives (values, attitudes, and assumptions). Families are required to sign a rigorous course contract to participate in AP (CLC level) courses.

### **WL1031: Spanish I – Level 1**

**Full year**

**Credit 1.0** 

**Grade offered: 9, 10, 11, 12**

**Prerequisite: None**

This is an introductory course in the language in which the student learns the sound system and the rudiments of the five basic skills – listening, comprehension, reading, speaking, writing and culture. The student learns basic sentence structures and begins to communicate in the language, both in oral and written forms. Students are encouraged to use Spanish as much as possible to communicate and are expected to participate orally at their level in all discussions. Homework is assigned to reinforce language skills. The student is introduced to Hispanic culture and customs through the use of the language itself and videos. Cultural focus: Overview of the Hispanic world.

## WL2031: Spanish II – Level 1

Full year

Credit 1.0 

Grade offered: 9, 10, 11, 12

Prerequisite: Pass Spanish I with C+ or better

The student continues the development of the five basic skills in the language. The approach used is similar to that of Spanish I. The student gains greater proficiency at the Novice Level in all five language skills--listening comprehension, speaking, reading, writing and Hispanic culture. Students are encouraged to use Spanish to communicate as they participate orally in discussions. Class participation continues to be a key element of the course. Cultural focus: Mexico, Dominican Republic.

## WL3031: Spanish III – Level 1

Full year

Credit: 1.0 

Grade offered: 10, 11, 12

Prerequisite: C in Spanish II and teacher recommendation

Spanish III provides students with the opportunity to read and discuss in Spanish topics of contemporary interest. Students are expected to use Spanish almost exclusively to communicate and are expected to participate orally in all discussions. Materials from magazines, videos and newspapers may provide the content for discussion. Comprehension skills are developed through the use of CDs and video. Students may read legends, selected poems and short stories and discuss this reading orally and in writing. By the end of this year, students will have been introduced to the basic structures of the language. Class participation continues to be a key element of the course. Cultural focus: Chile, Peru, Costa Rica, Puerto Rico.

## WL303H: Spanish III – Level H

Full year

Credit: 1.0 

Grade offered: 10, 11, 12

Prerequisite: A- in Spanish II and teacher recommendation

Spanish III provides students with the opportunity to read and discuss in Spanish topics of contemporary interest. Students are expected to use Spanish almost exclusively to communicate and are expected to participate orally in all discussions. Materials from magazines, videos and newspapers may provide the content for discussion. Comprehension skills are developed through the use of CDs and video. Students may read legends, selected poems and short stories and discuss this reading orally and in writing. By the end of this year, students will have been introduced to the basic structures of the language. Class participation continues to be a key element of the course. Cultural focus: Chile, Peru, Costa Rica, Puerto Rico. The quality, quantity and diversity of work expected of students in an honors class will be greater.

## WL304H: Spanish for Native Speakers - Level H

Full year

Credit: 1.0 

Grade offered: 9, 10, 11, 12

Prerequisite: Demonstrated proficiency on written exam and teacher recommendation, Offered in odd years exp. 2027-28)

This Spanish course is designed for native speakers who wish to deepen their understanding of the Spanish language and culture. Through a rigorous exploration of language, grammar, literature, and culture, students will deepen their proficiency in both spoken and written Spanish. They will also gain a broader perspective on the Spanish-speaking world and its diverse experiences. A placement test is required for enrollment in this course.

## WL4031: Spanish IV – Level 1

**Full year**

**Credit: 1.0** 

**Grade offered: 11, 12**

**Prerequisite: Pass Spanish III-1 with C- or better and teacher recommendation**

Students are expected to use Spanish almost exclusively in the course. Emphasis is on the practical training of students to be able to function effectively in Spanish to read and discuss contemporary, controversial and cultural topics in Spanish. Through the use of dialogues, students learn vocabulary appropriate for specific situations. Students read selected literary works: short stories, poetry, and essays which mesh with the theme-based curriculum. A review of structures and refinements of the language is presented as student needs dictate. Cultural focus: Spain.

### **WL403H: Spanish IV – Level H**

**Full year**

**Credit: 1.0** 

**Grade offered: 10, 11, 12**

**Prerequisite: A- in Spanish III or B+ in Spanish III Honors and teacher recommendation.**

Students are expected to use Spanish almost exclusively in the course. Stress is on the practical training of students to be able to function effectively in Spanish--to read and discuss contemporary, controversial, and cultural topics in Spanish. Through the use of dialogues, students learn vocabulary appropriate for specific situations. Students read selected literary works: short stories, poetry, and essays which mesh with the theme-based curriculum. A review of structures and refinements of the language is presented as student needs dictate. Cultural focus: Spain. The quality, quantity and diversity of work expected of students in an honors class will be greater and their level of proficiency is expected to be higher.

### **WL504C: Advanced Placement Spanish Language & Culture – Level CLC**

**Full year**

**Credit: 1.0** 

**Grade offered: 11, 12**

**Prerequisite: For AP Level, A- in Spanish IV-1 or B in Spanish IV Honors and teacher recommendation.**

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions), practices (patterns of social interactions within a culture), and perspectives (values, attitudes, and assumptions). Families are required to sign a rigorous course contract to participate in AP (CLC level) courses.

### **WL514C: UConn ECE SPAN 3178 Intermediate Spanish Composition/SPAN3179 Spanish**

#### **Conversation: Cultural Topics – Level CLC**

**(Listed as UCONN ECE SPAN3178Comp/SPAN3179 Conv-CLC in PowerSchool)**

**Full year**

**Credit: 1.0** 

**Grade offered: 11, 12**

**Prerequisite: Successful completion of Spanish IV-H; Successful completion of three or more years of high school Spanish or instructor consent is recommended.**

This advanced language course aims for increased proficiency in reading and writing skills. Written communication will be facilitated by the study of literary selections, cultural readings, films, short films, grammar, and vocabulary. Readings are focused on authentic cultural documents and texts, which are used throughout the year, with more in-depth analysis and discussion. The class will be taught in, and students expected to use, Spanish exclusively.

At the successful completion of this course students may earn up to 6 UConn credits. (SPAN 3178: Intermediate Spanish Composition Course Description: Three credits. This course provides a thorough review of grammar and methodical practice in composition leading to command of practical idioms and vocabulary. SPAN 3179: Spanish Conversation: Cultural Topics Course Description: Three credits. Recommended preparation: SPAN 3178. In-depth development of speaking skills through cultural readings, group discussions and oral presentations on selected topics concerning the Spanish-speaking world.) Families are required to sign a rigorous course contract to participate in ECE (CLC level) courses.

### **WL1021: Italian I – Level 1**

**Full year**      **Credit 1.0** 

**Grade offered 9, 10, 11, 12**

**Prerequisite: None**

This is an introductory course in the Italian language in which the student learns the sound system and the rudiments of the four basic skills -- listening comprehension, reading, speaking, and writing. The student learns basic sentence structures and begins to communicate in the language, both in oral and written forms. Students are encouraged to use Italian almost exclusively to communicate and are expected to participate orally at their level in all discussions. Students are introduced to Italian culture and customs through the use of the language and visual media.

### **WL2021: Italian II – Level 1**

**Full year**      **Credit 1.0** 

**Grade offered: 9, 10, 11, 12**

**Prerequisite: Pass Italian I with C- or better**

Students gain greater proficiency at the Novice level of language skills: listening comprehension, reading, speaking, and writing. Students are encouraged to use Italian almost exclusively to communicate and are expected to participate orally at their level in all discussions. Students continue to study aspects of Italian geography and culture through the use of the language and visual media.

### **WL3021: Italian III – Level 1**

**Full year**      **Credit: 1.0** 

**Grade offered: 10, 11, 12**

**Prerequisite: Pass Italian II with C- or better**

This course provides the student with the opportunity of language skills: listening comprehension, speaking, reading, and writing. Students are encouraged to use Italian almost exclusively to communicate and are expected to participate orally in all discussions. Additionally, materials from magazines, videos, cultural and literary readings are introduced to enhance speaking, comprehension, reading, and writing skills. Some assignments/projects will require independent research. Students continue to study aspects of Italian geography and culture through the use of the language and visual media.

### **WL302H: Italian III – Level H**

**Full year**      **Credit: 1.0**  **Grade offered: 10, 11, 12**

**Prerequisite: Pass Italian II with A- or better**

The quality, quantity and diversity of work expected of students taking the course for honors credit will be greater and their level of proficiency is expected to be higher.

### **WL4021: Italian IV – Level 1**

**Full year**      **Credit: 1.0**       **Grade offered: 12**

**Prerequisite:** Pass Italian III with C- or better

Students are expected to use Italian almost exclusively in the course. Stress is on the practical training of students to be able to function effectively in Italian--to read and discuss contemporary and cultural topics in Italian. Through the use of themes, students learn vocabulary appropriate for specific situations. Students read selected literary works: short stories, poetry, and essays. A complete review of grammatical structure is given. Songs, magazines, newspapers, and videos serve as a basis for developing conversational skills.

### **WL402H: Italian IV – Level H**

**Full year**      **Credit: 1.0**       **Grade offered: 12**

**Prerequisite:** Pass Italian III with "B+" and teacher recommendation.

The quality, quantity and diversity of work expected of students taking the course for honors credit will be greater and their level of proficiency is expected to be higher.

### **WL502H: Italian V – Level H**

**Full year**      **Credit: 1.0**       **Grade offered: 12**

**Prerequisite:** Pass Italian IV-1 with A- or better or pass Italian IV-H with B- or better

This course will be conducted entirely in Italian, with a continued stress on practical training to arrive at a functional fluency level in the language. Students will continue to develop skills (both oral and written) requisite for communication with native speakers of Italian. Students are expected to use Italian exclusively to communicate and participate orally in all discussions. Videos, magazines and newspapers as well as situational dialogues serve as the basis for expanding vocabulary and conversational skills. Increased emphasis will be placed on comprehension skills, using films, videos, CDs and radio/TV broadcasts. Students will explore sixty years of Italian history and current themes via film and texts.

## **ACADEMIC SUPPORTS**

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### **MULTI-TIERED SYSTEMS OF SUPPORT/INTERVENTION**

MTSS (Multi-Tiered System of Supports) is an educational framework designed to provide high-quality, data-driven support to all students, ensuring academic, behavioral, and social-emotional success. It is a proactive, systematic approach that integrates various levels of intervention and instruction tailored to individual student needs.

Key Components of MTSS:

1. Three-Tiered Support Model:
  - **Tier 1:** Universal supports for all students through evidence-based instruction and practices.
  - **Tier 2:** Targeted interventions for students who require additional assistance beyond Tier 1.
  - **Tier 3:** Intensive, individualized support for students with significant needs.
2. Data-Driven Decision Making: Continuous monitoring and assessment of student progress to identify needs, inform instruction, and measure the effectiveness of interventions.
3. Collaborative Approach: Involves teachers, administrators, specialists, and families working together to support student success.
4. Whole-Child Focus: Addresses academic performance, behavioral development, and social-emotional well-being holistically

## ENG100U: Principles of Literature – Level U

Semester 1&2 Credit: 0.2, .35 or .5  Grade offered: 9, 10, 11, 12

Prerequisite: Teacher recommendation

This course used to provide students with reading & writing support in their current class as well as remediated instruction in any learning gaps students may have. Students will explore other concepts in English Language Arts throughout the course based on individual need.

## MTH100U: Principles of Mathematics – Level U

Semester 1&2 Credit: 0.2, .35 or .5  Grade offered: 9, 10, 11, 12

Prerequisite: Teacher recommendation

This course used to provide students with mathematics conceptual & procedural supports in their current class as well as remediated instruction in any learning gaps students may have. Students will explore other concepts in Mathematics throughout the course based on individual need.

## ENGLISH LANGUAGE LEARNER SERVICES

Students for whom English is a second language may receive intensive English support either in a resource room setting or within the regular classroom setting. Students receiving English as a second language support are expected to learn how to:

- Communicate effectively in writing and speaking
- Read, listen and view actively and critically for a variety of purposes.

## ELL100U: ELL Reading – Level U

Full year Credit 1.0  Grade offered: 9, 10, 11, 12

Prerequisite: Testing results/Teacher recommendation

This course focuses on reading and reading comprehension. Students will learn everything from the basics of reading (decoding, phonetic awareness) to reading complex text for understanding.

## ELL101U: ELL Language Arts I – Level U

Full year Credit 1.0  Grade offered: 9, 10, 11, 12

Prerequisite: Testing results/Teacher recommendation

This is an introductory course in the language in which the student learns the sound system and the rudiments of the four basic language skills- listening, reading, writing, and speaking. The student learns basic sentence structures and begins to communicate in the language, both in oral and written forms.

### **ELL201U: ELL Language Arts II – Level U**

**Full year**      **Credit 1.0**       **Grade offered: 9, 10, 11, 12**

**Prerequisite: Pass ELL Language Arts I or LAS score of 1-2**

The student continues the development of the four basic skills in the language including reading, writing, speaking, and listening. The student gains greater proficiency and is exposed to more complex grammar structures and language patterns.

### **ELL301U ELL Language Arts III-Level U**

**Full year**      **Credit 1.0**       **Grade offered: 9, 10, 11, 12**

**Prerequisite: Pass ELL Language Arts II or LAS score of 2-3**

This course focuses on gaining English proficiency through reading and writing for a variety of purposes. Students will continue to develop proficiency in the four basic skills of the English language- reading, writing, speaking, and listening with an emphasis on content instruction.

### **ELL401U ELL Language Arts IV-Level U**

**Full year**      **Credit 1.0**       **Grade offered: 9, 10, 11, 12**

**Prerequisite: Pass ELL Language Arts III or LAS score of 3-4**

This course is designed for students to gain near native-like proficiency in the four domains of language: reading, writing, speaking, and listening. Instruction helps students become more proficient readers and writers as they learn to analyze, interpret, and evaluate text.

## **INDEPENDENT STUDY**

This program is designed for the student who is broadly and deeply curious about a particular subject and can benefit from the experience of developing, organizing, and completing a project that the student finds stimulating. The work done must be over and above (not in lieu of) what is being offered in the curriculum. The Independent Study project may be taken in the place of an elective. Note: No course which is to be used as a "Requirement for High School Graduation" may be taken on this Independent Study basis.

The following conditions must be met to receive credit:

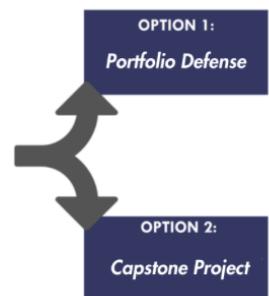
- The project must receive the approval of an independent study teacher, school counselor, department liaison, the student's parents, and the high school principal.
- Each student will be required to meet with the sponsoring teacher at least once a week (or at times determined by the teacher) to review the student's progress.
- Credit will be given for a successfully completed project. However, it is required in all cases that a student will spend at least sixty (60 hours) per one-half credit. The maximum Independent Study credit will be one credit (120 hours) per school year. The student will maintain a log throughout the semester/year documenting time spent and work done related to the Independent Study project.
- Grades for the Independent Study will be given by the teacher on a regular or pass/fail basis and unlevelled.
- The student must, to sustain the Independent Study status, maintain an acceptable achievement, attendance and conduct level; in these matters the judgement of the teacher shall be the determinant.

The student must get the approval of the independent study teacher, school counselor, Principal, Department Head/Liaison and the parent or guardian.

# WHS CAPSTONE

All Wethersfield High School students must complete a 1.0 credit Capstone Project or Portfolio presentation prior to graduation. The credit represents each student's successful mastery of the Vision of a Graduate skills of Collaboration, Problem-Solving & Communication.

Wethersfield High School embraces a "multiple pathways" approach to fulfilling this graduation requirement that provides students with flexibility and choice to demonstrate their readiness for their post-secondary path.



## Option 1: Portfolio Defense

Throughout their years at Wethersfield High School, students build a collection of work that demonstrates their progress in developing the Vision of a Graduate skills. In their 11<sup>th</sup> grade year, WHS students collate those works into a portfolio, and then deliver a public defense of their progress before a panel, making the case that they are ready for their post-secondary plans.

In the portfolio, students reflect on work that offers observable evidence of their ability to apply their Vision of a Graduate skills as collaborators, problem-solvers and communicators. The portfolio contains 3-5 pieces of work ("exemplars") each chosen by the student to represent their growth in these three skills.

The portfolio defense is a live presentation before a panel of WPS teachers & community members. During the defense, students make the case they are ready for their chosen post-secondary plans by citing evidence from their portfolio. Based on the strength of the presentation, the panel makes a decision as to whether the student has passed or has room for improvement and must make another attempt. Students who do not successfully complete their portfolio defense may be scheduled into the Capstone project course to achieve their Mastery-based assessment credit.

## Option 2: Capstone Project

The Wethersfield High School Capstone project is intended to be a 1.0 credit graduation requirement for students by the end of their eleventh or twelfth-grade year. Students should undertake the Capstone project with the expectation they will further their own interests and stretch their abilities to research and apply their previous learning in a new and personalized manner. Students will select an area of interest and develop an essential question or program review that will guide their coursework, fieldwork, project, or personal reflection and presentation with a mentor, through formal research, and the culmination of a final presentation.

During their Capstone project live presentation, students present before a panel of WPS teachers & community members. During this presentation, students make the case that they are ready for their chosen post-secondary plans

by citing evidence from their Capstone project, detailing how this project demonstrates the Vision of a Graduate skills. Based on the strength of the presentation, the panel makes a decision as to whether the student has passed or has room for improvement and must make another attempt.

# APPENDIX A - CREDIT WORKSHEET (CLASS OF 2027+)

## GRADUATION REQUIREMENT WORKSHEET - CLASS OF 2027+

### HUMANITIES

<b>English</b>	<input type="checkbox"/> English 9	<input type="checkbox"/> English 10	<input type="checkbox"/>	<input type="checkbox"/>
Required: 4 credits				
<b>Social Studies</b>	<input type="checkbox"/> US History	<input type="checkbox"/> Civics or AP Gov't	<input type="checkbox"/>	
Required: US History & Civics/AP Gov't				
Recommended: 3 credits				
<b>Fine, Technical or Performing Arts</b>	<input type="checkbox"/>			
Required: 0.5 credits				
<b>Electives</b>	Humanities electives are indicated by a  icon in the WHS Course Catalog			
Required: 3 credits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

### STEM

<b>Mathematics</b>	<input type="checkbox"/> Algebra	<input type="checkbox"/> Geometry	<input type="checkbox"/>	<input type="checkbox"/>
Required: Algebra 1 & Geometry				
Recommended: 3 credits				
<b>Science</b>	<input type="checkbox"/> Biology	<input type="checkbox"/> Chemistry	<input type="checkbox"/>	
Required: Biology & Chemistry				
Recommended: 4 credits				
<b>Personal Finance</b>				
Required: 0.5 credits	<input type="checkbox"/>			
<b>Electives</b>	STEM electives are indicated by a  icon in the WHS Course Catalog			
Required: 4.5 credits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### OTHER CREDIT REQUIREMENTS

<b>World Language</b>	<input type="checkbox"/>				<b>WHS Capstone</b>	<input type="checkbox"/>		
Required: 1 credit					Required: 1 credit			
Recommended: 3 credits								
<b>PE/Health</b>	<input type="checkbox"/>							
Required: 2 credits								
<b>Personal Interest Electives</b>								
Required: 3 credits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

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