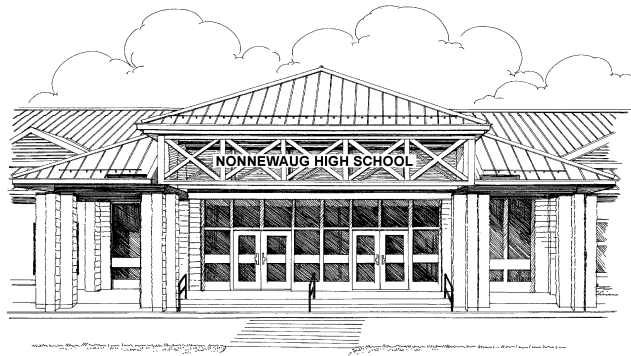


# NONNEWAUG HIGH SCHOOL

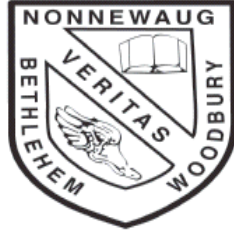


## PROGRAM OF STUDIES

2010-2011

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Dear Students:

Welcome to another year of your school career! The Nonnewaug High School Program of Studies is published to inform you about the wide variety of course offerings that are available. Take the time to review this document with your teachers, your counselor, and your family. As you do so, think about what the next school year will mean in terms of your personal goals.

Ask yourself:

- What courses will help me to realize my goals?
- What courses will help me to stretch myself intellectually?

Remember, your high school career is much more than a compilation of credits: it is a significant step into your future. In the student Honor Code, diligence is defined as “Hard work and persistence. By challenging yourself, you will grow as a person.” Allow your Honor Code to inform you as you choose your path.

Sincerely,

The Faculty and Staff of Nonnewaug High School

# **NONNEWAUG HIGH SCHOOL**

## **MISSION STATEMENT**

Nonnewaug High School is a regional public high school serving the towns of Woodbury and Bethlehem. It also includes an Agriscience and Technology magnet program that serves many surrounding towns. Nonnewaug is a unique community of learners including students, faculty, staff, administrators, parents, and the extended community, all of whom share rights and responsibilities regarding this institution. Nonnewaug's primary purpose is to provide all students with access to a challenging program of studies. This program is designed to create a balance, impart a body of knowledge, and provide the skills needed for lifelong learning. While Nonnewaug emphasizes the intellectual growth of students, it also stresses physical, emotional, social, ethical, and aesthetic development. In addition, it seeks to instill in its students an awareness of their civic opportunities and responsibilities in a democratic society. Finally, it promotes in its students the awareness and acceptance of diverse individuals and groups, a key goal for a school that is diverse in its programs and composition. The primary role of teachers is to create the framework within which effective learning can take place. Learning occurs as a result of a cooperative effort among students, teachers, and other members of the educational community. The mission is accomplished by continually evaluating our current practices and assessing our future needs.

## **NON-DISCRIMINATION**

In all of our programs and activities, the Regional School District No. 14 Board of Education does not discriminate on the basis of race, color, national origin, sex, disability, age, religion, sexual orientation, marital status, pregnancy, parenthood, alienage, or any other basis prohibited by law. Specific people have been designated to handle questions about our policy of non-discrimination as well as complaints of discriminatory treatment or unlawful harassment. For non-discrimination with regard to disability, please contact Mr. Chris Quirk, the district's Section 504 compliance officer. For non-discrimination with regard to all other categories, including issues regarding sexual and other unlawful harassment, please contact Mr. Chris Quirk, the district's Title IX coordinator.

## NONNEWAUG SERVICES

The following services are available at Nonnewaug High School to assist you in the course selection process:

- **School Counselors (Guidance)** – The major function of the high school counselor is to manage and deliver a comprehensive school counseling program. At the center of this model is the belief in academic achievement and success for all students. Counselors address the academic, career and personal/social developmental needs of all students through the implementation of this standards-based developmental school counseling program. Students are assigned to counselors alphabetically.
- **Department Chairs** - Department Chairs coordinate the following departments: English, World Language, Unified Arts, Mathematics, Special Education, Social Studies, Agriscience, School Counseling (Guidance) and Science. The Department Chairs at Nonnewaug High School are well informed about course offerings in their departments, how courses affect college preparation, and the best level for the child. Department Chairs are available for review of curriculum and instructional practices within their departments.

## COURSE REGISTRATION INSTRUCTIONS

1. Review the *Program of Studies* for course selections.
2. Review the NHS graduation requirements and set personal goals for post-graduate plans.
3. Obtain course selection worksheet during administrative homeroom.
4. Meet with teachers to obtain recommendations and make course selections.
5. Review course selections with parents and obtain parent signature.
6. Submit worksheets during second administrative homeroom.
7. Counselors will meet with students individually between February and April and will send course selection information to parents with the third marking period mailing.
8. **Address any course selection concerns that you have before June of the current year.**

## COURSE SELECTION CHANGES

1. We begin the course selection process in February of the current year. In order for us to build a schedule that has balanced class sizes, student course selections for the following year must be finalized by June of the current school year.
2. Students have from February through May of the current school year to make changes or adjustments to their course selections for the next school year.
3. Requests to add courses after June will be honored only if there is an open period in the student's schedule and if there are open seats in the course.

### **COURSE CHANGES AFTER THE SCHOOL YEAR BEGINS**

Changes will not be made to switch teachers or period assignments of classes. If a course change would remove a necessary course, reduce the number of academic credits to an unacceptable level, or be implemented for the sole purpose of obtaining early dismissal, the change is not considered to be in the student's best educational interest. Such changes will not be approved. To initiate a schedule change, the student must meet with his/her school counselor and discuss the reason for the change. If the counselor agrees that a change has valid educational reasons, the student will be given a Change Request Form to begin the process. **Reasons for a schedule change after the start of the school year must meet one of the following qualifications:**

- Level change as recommended by the teacher, department chair, and parent.
- PPT mandated change.
- Administrative request.
- Completed summer school course/credit earned.

### **COURSE ADDITIONS AFTER THE SCHOOL YEAR BEGINS**

When a student changes courses and/or enters a new course after it has begun, he/she has to complete missed work. It is optimal that any course changes be accomplished as quickly as possible. Therefore, course additions are generally disallowed beyond five (5) days into the academic year for year-long and semester-long courses.

### **COURSE WITHDRAWAL AFTER THE SCHOOL YEAR BEGINS**

A student may withdraw from the course provided the withdrawal is within ten (10) days from the beginning of the course, and the outcome of the course withdrawal does not reduce the student's schedule to fewer than five and one-half credits with the exception of seniors.

After the ten (10) day limit, the student must obtain a withdrawal form, state the reason for the withdrawal, and obtain a parent signature. The student must submit the form to the classroom teacher for approval. The student then returns the form to his/her school counselor. If the withdrawal request is approved by the teacher, the school counselor will withdraw the student from the course. If the withdrawal request is denied by the teacher, the school counselor will notify the parents of the decision. The parent may request a parent-teacher conference to discuss the withdrawal request. Course withdrawals will not be allowed after the end of the first semester for a year-long course or after the end of the first or third quarter for a semester-long course.

**If the student withdraws within the ten (10) day timeline, the course will not appear on the student's transcript. If the withdrawal occurs after this ten (10) day limit, the student will receive a WP or WF on his/her permanent academic transcript.** The WP indicates that the student has a passing average at the time of the withdrawal. The WF indicates that the student has a failing average at the time of the withdrawal. In both cases, the notations of WP and WF indicate that no credit will be given for the course. During senior year, any withdrawals from courses may also be reported to schools or universities to which the student has made application to attend after graduation.

## **COURSE LOAD**

Students must have a schedule that has 5.5 credits during the school day. Students under the following circumstances only may elect to have a scheduled day for less than the requirement.

- Release for an Alternative Program that is supported by the Board of Education
- Release for a reduced schedule as recommended by the School Counseling Department and Administration
- Seniors who need fewer than 5.5 credits to graduate.

## **GRADING**

At the end of every marking period, each student receives a grade on the report card to signify the level of achievement in the course. The grades used are as follows:

90-100	Superior grasp of the material, showing outstanding application and interest.
80-89	Above average grasp of material, demonstrating a high level of application.
70-79	Basic grasp of material, meeting fundamental requirements of the course.
65-69	Unsatisfactory grasp of material.
Less 65	No credit for graduation.
P	Pass, used only in pass/fail classes.
F	Fail, used only in pass/fail classes.

## **HONOR ROLL**

Honor Roll designation is determined each marking period based upon the marking period grades. To qualify for the Honor Roll, students must be carrying a minimum of five and one half (5.5) credits per year, (4 credits for a senior). A student receiving an Inc (incomplete) or WF (withdraw fail) does not qualify for the Honor Roll. To qualify, the student must have an overall unweighted average of eighty-three (83%) or higher with no grade below a seventy (70%).

## **CATEGORIES OF HONOR ROLL**

All students who qualify for the Honor Roll will be further categorized according to an average which weights each course by academic level.

Highest Honors:	A weighted average of 100 and up
High Honors:	A weighted average of 93-99.99
Honors:	A weighted average of 83-92.99

## **COURSE CREDIT**

Credit for each course is based upon the number of hours a class meets. Most courses at Nonnewaug award 1.00 credit for a full-year course and .50 credit for a semester-based course. Agriscience courses may differ in hours required and credit awarded (indicated in this booklet). On occasion, a student may elect to take a course which has some curricular overlap with other courses for which the student has already received credit. In this case the student must consult with his/her school counselor prior to enrollment to determine eligibility for credit. Credit determination is always contingent upon the student's passing the class and meeting attendance requirements.

## **WEIGHTING OF COURSES**

In determining rank in class, Nonnewaug High School uses a weighting system that takes into account level of course difficulty. This gives students attempting a more challenging curriculum a higher standing. This is particularly important on college applications.

- AP courses will have the grade earned multiplied by 1.25.
- Level 1 courses will have the grade earned multiplied by 1.17.
- Level 2 courses will have the grade earned multiplied by 1.09.
- Level 3 courses will have the grade earned multiplied by 1.00

To determine rank, the final grade in each course is multiplied by a weighting factor. All of these resulting values are added together, and then divided by the number of credits attempted. This numeric value is the basis for the class ranking. Class rank will be reported in decile format.

## **DECILE RANKING**

Beginning with the Class of 2009, all members of the senior class will be given a deciles rank (top 10%, 20%, etc.) based on their cumulative academic performance through the end of junior year (six semesters). This ranking is requested by most colleges during the application process. In addition, students who rank in the top 10% of their graduating class will be notified after the seventh semester closes and will be awarded gold cords to wear at graduation.

## **COURSE CREDIT PRE-APPROVAL**

Students who wish to receive credit for a course or program taken off-campus must apply for permission from the administration prior to enrolling in the course. Permission will not be granted retroactively.

## **SUMMER SCHOOL**

Students who fail a course during the normal academic year are eligible to earn credit for that course through approved summer study, provided that the following rules are met:

- A student must earn a final grade of at least 55% in the failed course.
- A student may earn no more than two summer school credits in any summer.
- A student may earn no more than 50% of the credit requirement of a specific subject area through summer study.
- A student must earn the summer study credit during the summer immediately following the academic year in which the student failed the Nonnewaug course.

## GRADUATION REQUIREMENTS

### CREDITS REQUIRED

In order to graduate from Nonnewaug High School a student must complete a minimum of 21 credits as follows:

English	4 credits
Mathematics	3 credits
Social Studies	3 credits (including a required U.S. History and Civics)
Science	2 credits (including a lab science)
Technology	1/2 credit
Physical Ed	1 credit
Health	1/2 credit
Fine Arts or Vocational	1 credit
Elective Courses	6 credits

A full-year course is equal to one credit; a half-year course is equal to one-half credit. Grades 9, 10, and 11 are required to take at least 5 1/2 credits per year during the school day. Graduation requirements include: .5 Technology credit, 1 P.E. credit, and .5 Health credit.

### PERFORMANCE STANDARDS REQUIRED FOR 2010-2011 GRADUATION

In order to graduate, a student must earn 21 credits and demonstrate mastery of the four performance standards detailed below:

- 1. Reading/Writing: Students shall demonstrate their abilities to read critically and write effectively.**  
Students must read a work of fiction or non-fiction and respond critically to specific question/prompt based on the selected reading. The response must be focused, organized, elaborated, and follow the conventions of Standard English. Students may demonstrate mastery of this standard as follows:
  - **CAPT:** achieve Proficient Level or higher on the CAPT reading assessment; or
  - **Coursework:** achieve a final average of 70% or above in English 11 and English 12 which includes reading/writing responses, literary analyses, and performance-based assessments; or
  - **District Assessment:** achieve a minimum grade of 70% on a prompt designated as the Reading/Writing district assessment. (Two English teachers will read and grade the response. The department chairman will read the response if there is a discrepancy of more than 10 points and will make the final decision).
- 2. Mathematics: Students shall demonstrate their abilities to apply reasoning skills and solve mathematical problems logically.** Students must utilize different sources of information to accurately complete a variety of multi-step problems. Students must also justify their work in writing. Students may demonstrate mastery of this standard as follows:
  - **CAPT:** achieve Proficient Level or higher on the CAPT math assessment; or
  - **Coursework:** achieve a final average of 70% or above in both an Algebra and a Geometry course; or
  - **District Assessment:** satisfactorily complete a district assessment that requires demonstration of math operations, procedures, and application of Algebra and Geometry; or
  - **Other:** achieve a score of 450 on the SAT math assessment or a score equivalent to the national average on the SAT II.

3. **Science: Students shall demonstrate their abilities to apply reasoning skills and solve scientific problems logically and creatively.** They must successfully complete courses in Physical Science and Biology. As part of this coursework, students must successfully complete laboratory assignments, analyze data, formulate conclusions and use mathematics to analyze data. Students may demonstrate mastery of this standard as follows:
  - **CAPT:** meet Proficient Level or higher on the CAPT science assessment **AND** achieve a final average of 65% to 69% in both physical science and a biological science courses which include application of the scientific method.
  - **Coursework:** achieve a final average of 70% or above in both physical science and a biological science courses which include application of the scientific method.
  - **District Assessment:** pass a district assessment designed to measure knowledge and skills associated with physical science, biological science, and application of the scientific method.
  
4. **Social Studies: Students shall demonstrate their abilities to interpret, analyze, and evaluate primary and secondary sources and recognize historical patterns and the interconnectedness of events.** Students must use primary and secondary sources to develop and support a thesis statement through an essay and/or performance-based assessment. Students may demonstrate mastery of this standard as follows:
  - **CAPT:** achieve Proficient Level or higher on the CAPT Interdisciplinary Writing assessment **AND** achieve a 70% or above in two of the required social studies courses; or
  - **Coursework:** achieve a 70% or above in the three required social studies courses; or
  - **District Assessment:** pass a district assessment designed to measure geographic skills, the ability to analyze primary and secondary sources for content and point of view, and the ability to develop a thesis statement and write a four paragraph essay to support that thesis; or
  - **Other:** satisfactorily complete a performance-based assessment/project developed in conjunction with the Social Studies Department.

#### **TRANSFERS**

If a student transfers into Nonnewaug High School after completing at least three years in a high school in another district, he/she may be exempted from Nonnewaug's performance standards requirement.

#### **SPECIAL NEEDS**

Students with special needs may be exempt from district performance standards for graduation as described in this policy if so indicated in their Individual Education Plan (IEP).

#### **IMPLEMENTATION**

Students will have the opportunity to take the CAPT in grade 10 and 11. Students will have at least three opportunities after CAPT to complete assessments aligned with each performance standard.

#### **NOTIFICATION**

**Faculty:** Within 45 days of the approved release of CAPT scores, the Counseling Department will provide a list of juniors and seniors who have not achieved proficiency in their areas. Department Chairs, in conjunction with their teachers will review student scores and determine an appropriate remediation plan and department assessment tool for each student. **Students and Parents:** Within 30 days of the school's approved release of CAPT scores, the School Counseling Department will notify students and parents in writing of student performance on CAPT. Notification of graduation status regarding credits and performance standards is sent to seniors in September of the senior year.

## **OPTIONS**

Seniors who are not eligible for graduation with their class due to a failure to meet the district graduation requirements, as per policy, in one or more subjects as described above, may select one of the following options:

- Make arrangements for retesting to meet the performance standard.
- Attend summer school to raise a grade to a 70% to meet coursework requirements.
- Return in a fifth year to a pre-arranged program to be determined by the appropriate department and the School Counseling Department.

## SAMPLE PROGRAM OF STUDY

**NOTE:** The following program of study is offered as a guide for parents and students and recommended by the Administration and School Counseling Department.

<u>Freshman</u>	<u>Credits</u>	<u>Sophomore</u>	<u>Credits</u>
English (9)	1	English (10)	1
Mathematics	1	Mathematics	1
History	1	History	1
Science	1	Science	1
World Language	1	World Language	1
P.E.	.5	P.E.	.5
Technology	.5	Electives	1
Electives	.5		
<u>Junior</u>		<u>Senior</u>	
English (11)	1	English (12)	1
Mathematics	1	Mathematics	1
History	1	Science	1
Science	1	History	1
World Language	1	World Language	1
Health	.5	Electives	1.5
Electives	1		

- **Students enrolled in the Agriscience Program must select Agriscience courses as their primary electives.**
- **Sophomores, juniors and seniors in the Agriscience Program must complete an approved 200-hour SAE (Supervised Agricultural Experience).**
- **Agriscience students are expected to participate in the FFA co-curricular leadership activity.**

## **CONNECTICUT CAREER CLUSTER PATHWAYS**

We strongly recommend that students take elective courses that concentrate on a specific career or discipline. The State of Connecticut calls this initiative “Connecticut Career Clusters Pathways.” At Nonnewaug, we offer pathways in the arts, technology & communications; agriculture; health science; hospitality (culinary); marketing; business (accounting, management); finance; information technology; government and law. **Counselors can help students select appropriate courses.**

Nonnewaug High School and Naugatuck Valley Community College have articulated agreements for several of our courses, giving students the opportunity to earn college credit at no cost. Students must earn a 70% average in each course. College credits earned through this program are transferable to other colleges, including the CT State University System: Central, Southern, Eastern and Western.. **Nonnewaug offers articulated agreements for the following courses/course sequences.**

1. Algebra I & II
2. Anatomy & Physiology
3. Environmental Science
4. Marketing I & II
5. Accounting I and II
6. Culinary I & II
7. English Literature and Composition (Grade 11)
8. Landscape and Floriculture
9. Document Preparation and Computer Applications
10. Computer Technology & Video Production

## **ADDITIONAL IMPORTANT INFORMATION**

**Independent Study/Work Study:** Independent study/Work study (IS/WS) is an arrangement between a student and the school in which the student agrees to accept increased responsibility for his/her learning, and the school consents to modifying its role of constant supervision. An Independent Study (IS) may be offered if a student has demonstrated an interest in a specialty area that is not currently in our program of studies. IS is not offered as a solution to a scheduling conflict. Under this circumstance, the student may pursue the possibility of working independently under the guidance of a faculty member. The appropriate steps in this process are as follows:

### **Process**

1. Student requests the IS/WS form from the School Counseling Department. The completed form is returned to School Counseling Department and the form is then forwarded to the appropriate Department Chair.
2. The Department Chair forwards the request to department members for discussion. Department members may volunteer to sponsor the IS/WS.
3. The faculty member then confers with the student in order to determine the viability of the IS/WS.
4. If accepted, teacher and student will develop a contract that includes an outline of study, meeting times, IS/WS outcome and assessment procedures.
5. The Department Chair and the IS/WS Committee approve/disapprove the contract.

### **Criteria**

1. Students may not carry more than one IS credit per year.
2. A teacher should not accept more than two IS options per year.
3. IS receives a numerical grade on the report card. WS receives a P/F grade on the report card.
4. IS/WS is not to be used to fulfill the 5.5 minimum credit requirement nor to satisfy minimum requirements for graduation.

Any modifications involving either process or criteria must be approved by the Department Chairs. The Department Chair

is responsible for presenting the request for IS modifications. This is to ensure that any modifications to the IS procedures or criteria has the consensus approval of the department chairs. PPT guidelines may require modifications to the above criteria.

### **EARLY GRADUATION**

Students requesting early graduation must do so before the completion of sophomore year. The request must be made in writing with parental consent to the student's school counselor. Upon the receipt of the request, the administrators and department chairs will review the student's ability to graduate under the requested timeline. In order to qualify for early graduation, the student must have a cumulative unweighted 85 average at the end of the sophomore year. This option will be allowed *if* all required courses can be scheduled into the junior year.

### **SCHOOL CHOICE OPTIONS**

Parents and students are encouraged to explore other educational opportunities that are offered in the school district locally and regionally. These options include magnet, charter, lighthouse and vocational-technical schools; Open Choice and inter-district programs; and vocational agriculture centers. Contact the School Counseling Department for further information on these School Choice options.

## *ENGLISH DEPARTMENT*

The English Department believes that the mastery of one's own language is the foundation of a complete education. The major components of language study include proficiency and correctness in writing, comprehension and discrimination in reading, listening and viewing, and clarity and precision in speech. As a department, we are committed to providing all of our students with the stimulation and instruction to acquire these skills.

The scope of the curriculum and the variety of department activities come from recognition of the standards of the community and the expectations of a global, technological society. Since other courses build on English and since college and career opportunities demand superior language skills, we believe evaluation standards should be high but reasonable enough to encourage our students in pursuit of excellence. Finally, the study of language and literature helps students know themselves, sort out their values, and appreciate the diverse cultures of our nation and our world. Because our responsibility is great, as teachers and as individuals, we commit ourselves to flexibility, understanding, and a continuous professional growth that will enable us both to lead and to serve our students and our school.

The English Department will recommend placement in a level of study based on the student's grades, academic attitude and ability, and classroom performance. Level 1: The course offers a more intensive and comprehensive approach with added emphasis on the study of literary topics. Geared toward the highly motivated student, the course includes a greater number of reading and writing assessments, highlighted by the necessity to construct more advanced essays. Success in the course depends of the student's willingness to assume responsibility for independent effort. Level 2: The course is designed to strengthen the student's skills in reading, writing, and oral communication. Students are called upon to demonstrate these skills through a variety of assessments from essays to Performance Based Projects. Students will establish a standard of critical evaluation to apply in their study of fiction and non-fiction works. Level 3: The course is designed to build the student's skills in reading, writing, and oral communication. This is accomplished through a range of short and long term assessments designed to provide students with the opportunity to apply and reinforce these skills.

To remain in specific level, students should demonstrate:

- Good academic standing
- Above average homework
- Appropriate class involvement
- Ability to work independently
- Ability to understand and apply abstract information.

To move to a higher level, students should demonstrate:

- Above average grade in the current English class
- Excellent homework average
- Appropriate class involvement
- Ability to work independently
- Ability to understand and apply abstract information.
- Department recommendation

## **COURSES**

### **ENGLISH 9 - CRITICAL READING AND RESPONDING THROUGH THE GENRES 9**

#### **1 credit**

Through this course, students build the reading, communication, and critical thinking skills they need to succeed in high school. Students are taught to use literal, inferential, and analytical skills to read and respond to non-fiction and fiction texts, including literary works from the four major genres: short story, novel, drama and poetry. Students also learn and apply the writing process to create narrative, expository, and persuasive essays as well as original works. In all communication, the conventions of Standard English are taught and reinforced. This course prepares students for the reading and writing section of the CAPT and serves as the foundation for the Nonnewaug High School English program. This course is offered as a level 1, 2, or 3 course. Level selection is recommended through consultation with the English Department.

### **ENGLISH 10 - UNIVERSAL THEMES IN LITERATURE 10**

#### **1 credit**

This course offers a comprehensive study of literature from the four major genres and explores three universal themes as they are illustrated in these genres: Search for Self, Search for Independence, and Search for Social Order and Justice. Students refine their ability to interpret and analyze literature and they begin to evaluate the impact of literary techniques on the quality of the work. This course teaches oral presentation and listening skills and refines reading and writing through expository, persuasive, descriptive and narrative modes. In all writing and speaking activities, the conventions of Standard English are taught and reinforced. This course prepares students for the reading and writing section of the CAPT. This course is offered as a level 1, 2, or 3 course. Level selection is recommended through consultation with the English Department.

### **ENGLISH 11 - AMERICAN LITERATURE 11**

#### **1 credit**

This course provides a comprehensive exploration of American Literature beginning with Native American writings, moving through the Romantic Period, and ending with novels and other literary works from the twentieth century. The overarching theme of this course is the evolution of the American Dream through time. This course focuses on interpreting, analyzing and evaluating fiction and non-fiction text as well as on refining writing skills through the development of literary analyses, reflective essays, and original works. This course is offered as a level 1, 2, or 3 course. Level selection is recommended through consultation with the English Department.

### **ENGLISH 12 - LANGUAGE AND LITERATURE 12**

#### **1 credit**

This course provides an exploration of the power of literary and rhetorical devices as they are used in fiction and non-fiction prose, poetry, speeches, advertising, and day-to-day communication. Seniors explore literature from the 17<sup>th</sup> century to the present and evaluate the literary elements and techniques of these works. They learn the rhetorical triangle and evaluate the impact of rhetoric and persuasive language in advertising, speeches and non-fiction text. Through their final course in English, students refine and hone the thinking, reading, communication and interpersonal skills that will prepare them for their post high school careers. This course is offered as a level 1, 2, or 3 course. Level selection is recommended through consultation with the English Department.

**ENGLISH 12 -ADVANCED PLACEMENT****12****1 credit**

This course teaches advanced analysis and evaluation of literary works and prepares students to take the Advanced Placement Examination in the spring semester of senior year. Students are responsible for extensive readings and analytical writing responses. Students must complete an approved research project which begins in May of the junior year. Level selection is recommended through consultation with the English Department.

**ELECTIVES****CREATIVE WRITING****10-12****.5 credit**

This course is open to all students who display an eagerness to develop their writing skills. Various descriptive and narrative techniques as well as stylistic devices will be developed. Frequent papers will be submitted for evaluation. Publication of students' work is encouraged. Students may chose to take this course as a level 1, 2 or 3 course.

**INTRODUCTION TO AMERICAN FILM****11/12****.5 credit**

Students will study the film careers of Alfred Hitchcock and Billy Wilder to trace the development of the director's craft and themes. Students will develop the skills to become discerning film viewers, including the awareness of how literary techniques translate to film. Students may chose to take this course as a level 1, 2 or 3 course; complexity of assignments will be based on level choice.

**JOURNALISM****9-12****1 credit (meets .5 credit for technology requirement)**

In this yearlong class, students will learn the different types of journalism writing, including news, sports, editorials, features, and arts. Students will also be exposed to a brief history of journalism as well as issues of journalistic ethics. This class will be responsible for the writing, design, and production of the school newspaper. Students may chose to take this course as a level 1, 2 or 3 course. Responsibilities for creating and publishing the school newspaper will be aligned with level choice.

# *MATHEMATICS DEPARTMENT*

Whether in a career or as a consumer, everyday life experiences require the knowledge and application of mathematics. Comprehensive and contemporary mathematics for grades kindergarten through twelve is an integral component of the educational process. The mathematics program at NHS is designed to increase reasoning skills, strengthen problem-solving abilities, and promote an understanding of the power and beauty of mathematics. Also, it is designed to develop academic skills and habits of inquiry and perseverance. The ultimate goal of the program is to graduate individuals who are quantitatively literate and who are ready to successfully handle the quantitative aspects of their lives.

In an effort to develop the diverse mathematical abilities of the students at Nonnewaug High School, mathematics courses are organized into levels. The goal of each level is to fully develop the mathematical abilities of our students. Students entering Level 1 mathematics courses are expected to possess high levels of initiative and self-motivation. Students at all levels are expected to continue to develop these skills as they progress through the program. Each level is designed to challenge students while developing their problem-solving ability as well as their verbal and written communication skills. All students are expected to clearly explain and justify their problem-solving strategies. Cooperative learning, group projects and labs, as well as individual work (projects, tests, reports) will be used to assess our students' ability and progress. Technology, in the form of calculators (hand held graphing programmable calculators) and computers is integrated into curriculum to aid in the discovery of important concepts and for problem solving.

To remain in specific level, students should demonstrate:

- Good academic standing
- Above average homework
- Appropriate class involvement
- Ability to work independently
- Ability to understand and apply abstract information.

To move to a higher level, students should demonstrate:

- Above average grade in the current mathematics class
- Excellent homework average
- Appropriate class involvement
- Ability to work independently
- Ability to understand and apply abstract information.
- Department Chair recommendation

## **COURSES**

### **PRE-ALGEBRA**

9

#### **1 credit**

Pre-Algebra is designed to review the introductory concepts necessary for the study of Algebra. This is an important course for students who need reinforcement of basic skills before they begin more advanced coursework at the high school level. Topics covered include: number systems, order of operations, algebraic terminology, variable quantities, basic geometry, estimation skills and number sense, and problem solving. Scientific calculators are required and will be taught and utilized throughout the year. The students will be expected to produce written responses, which clearly blend the mathematics terminology and symbolism with writing skills. They will also be expected to read appropriate levels of technical writing. Evaluation in this course is determined by homework checks, notebook checks, projects, quizzes, tests, and a midterm and final exam. This course is offered as a level 3 course. Selection of this course is recommended through the sending middle school and/or through consultation with the Math Department.

## **ALGEBRA I**

9

### **1 credit**

Algebra I is a full-year course. The course is designed to guide students through cooperative investigations of the major topics of Algebra I. The topics are covered through a combination of numerical (data), analytical, and graphical approaches. Student literacy in the structure and application of Algebra is the goal of the course. Graphing calculators are used throughout the curriculum. Topics include: functions, linear equations in one and two variables, systems of linear equations, polynomials, quadratic equations, absolute value, and exponents. Evaluation in this course is determined by homework checks, notebook checks, reports, projects, quizzes, tests and a midterm and final exam. A graphing calculator is required for this course. This course is offered as a level 2 or a level 3 course. The level 2 course offers a faster pace of in-depth analysis and complex problem-solving. The level 3 course focuses on acquiring a thorough knowledge of the fundamental skills of algebra. Level selection is recommended through the sending middle school and/or through consultation with the Math Department.

## **GEOMETRY**

9/10/11

### **1 credit**

Geometry is a course designed to increase the students' ability to reason intuitively, inductively, and deductively as they explore the two and three-dimensional aspects of the world around them. The approach is investigative and cooperative with a heavy emphasis on data gathering, conjecture, and validation. Students will use construction techniques, calculators, computers, and other data producing tools to develop the structure of geometry. Applications of the structure and concepts are emphasized throughout the course. Topics of study include: properties of lines, angles, polygons, circles, parallel lines, congruent figures, similar figures, special right triangles, area, and volume. Evaluation is done by means of homework checks, notebook checks, quizzes, tests, reports, projects, and a midterm and final exam. A graphing calculator is strongly recommended, minimum of scientific calculator is required for this course. In order to enter this course in grade nine, students must have successfully passed Algebra I in grade eight and developed a strong foundation in understanding and applying abstract reasoning. This course is offered as a level 1, 2 or 3 course. The level 1 course offers a faster pace of in-depth analysis and includes the study of constructions and proofs. The level 3 course focuses on acquiring a thorough knowledge of the fundamental skills of geometry. Level selection is recommended through consultation with the Math Department. **Prerequisite: Algebra I.**

## **ALGEBRA II**

10/11/12

### **1 credit**

Algebra II is a full-year course designed to further the study of Algebra. Topics include: graphical modeling, interpreting graphs, linear functions, systems of linear equations and inequalities, matrices, quadratic functions, exponents and radicals, exponential and logarithmic functions, conic sections, probability, and some aspects of one and two variable statistics. A graphing calculator is required and used throughout the course. Students enrolling in the course must have successfully completed Geometry or have the approval of the Math Department. Evaluation is determined by homework checks, reports, projects, quizzes, tests, and a midterm and final exam. This course is offered as a level 1, 2 or 3 course. The level 1 course offers a faster pace of in-depth analysis and complex problem-solving and linear programming. The level 3 course focuses on acquiring a thorough knowledge of the fundamental skills of algebra. Level selection is recommended through consultation with the Math Department. **Prerequisite: Geometry.**

## PRE-CALCULUS

11/12

### 1 credit

Pre-calculus is a full-year course that specializes in the study of functions and is a necessary prerequisite to the study of Calculus. Operations with functions, including composition, are studied with emphasis on domain, range, symmetry, and transformations. The specific functions studied include: linear, quadratic, cubic, general power, polynomial, square root and general root, reciprocal, rational, absolute value, step, circular, logarithmic, exponential, and piecewise. Graphing calculators are required and used throughout the course where appropriate. The curriculum demands a high level of student involvement both in class and in preparation for class. Evaluation is determined by means of homework checks, notebook checks, reports, projects, quizzes, tests, and a midterm and final exam. This course is offered as a level 1 or 2 course. The level 1 course offers a faster pace of analysis and complex problem-solving and deeper investigations throughout. Level selection is recommended through consultation with the Math Department. **Prerequisite: Algebra II.**

## FUNDAMENTAL TRIGONOMETRY, PROBABILITY & STATISTICS

11/12

### 1 credit

Fundamental Trigonometry, Probability & Statistics is a full-year course. The emphasis of the first part of this course is on applied trigonometry. The important facets of trigonometry are presented from the standpoint of their use in the world around us. The second part of the course deals with applied probability and statistics. The stress is on the real world usefulness of the key concepts contained in these systems. The third part of the course deals with the study of functions, the properties of functions, and the sketches of the most common functions. Graphing calculators will be used for some topics. Evaluation is determined by homework checks, notebook checks, projects, quizzes, tests, and a midterm and final exam. This is a level 3 course. Level selection is recommended through consultation with the Math Department. **Prerequisite: Algebra II.**

## CALCULUS

12

### 1 credit

Calculus is a full-year course designed to provide students with a basic understanding of differential and integral calculus as it applies to business, finance, the social sciences, environmental sciences, physical sciences, etc. The goals of the course are to engage the student in the study of calculus through real-world application and to prepare students for the post-secondary study of calculus. Graphing calculators are required and used throughout the course. Evaluation is determined by homework, tests, quizzes, labs, projects, reports, and a midterm and final exam. This course is offered as a level 1 course. Level selection is recommended through consultation with the Math Department. **Prerequisite: Pre-Calculus.**

## ADVANCED PLACEMENT CALCULUS

12

### 1 credit

Advanced Placement Calculus is a full-year course designed to prepare students for the annual College Board Advanced Placement Examination in Calculus administered at the school each May. The topics covered are those prescribed by the College Board and include most of the topics in differential and integral Calculus, which are normally found in a two-semester college course. These topics include: functional rate of change, limits (finite and infinite and limits at infinity), continuity, the theory and interpretation of derivatives, derivative procedures, differentiability, numerical differentiation, linearization, differentials, rate based analysis of functional behavior, optimization, related rates of change, anti-differentiation, differential equations, accumulating rate of change, the theory and interpretation and application of definite integration, and numerical integration. The course is mechanically and conceptually challenging and students enrolling in it should be prepared to consistently work hard and strive for excellence. Evaluation is determined by homework checks, notebook checks, reports, projects, quizzes, tests, and a midterm exam. Students are required to take the AP Calculus exam. This is an advanced placement level course. Level selection is recommended through consultation with the Math Department. **Prerequisite: Pre-Calculus and department approval.**

## ADVANCED PLACEMENT STATISTICS

12

### 1 credit

Advanced Placement Statistics is a full-year course designed to prepare students for the annual College Board Advanced Placement Examination in Statistics. The topics covered on those prescribed by the College Board and include: interpreting and summarizing graphical displays of distribution of univariate data, exploring bivariate data and frequency tables, data collection, surveying, sampling, randomized design, probability as relative frequency, normal distribution, confidence intervals, and tests of significance. The course is mechanically and conceptually challenging and students should be prepared to work hard consistently. Graphing calculators and Minitab will be used throughout the course. A TI-83+ or TI-84+ calculator is required. Students enrolling in this course must have successfully completed Pre-calculus or have approval of the Math Department. Evaluation is determined by homework, reports, and projects, quizzes, tests, and a midterm exam. Students are required to take the AP Statistics exam. This is an advanced placement level course. Level selection is recommended through consultation with the Math Department. **Prerequisite: Pre-Calculus and department approval.**

## *SCIENCE DEPARTMENT*

The Science Department promotes a program of active student participation in the learning process. The science curriculum is heavily lab-oriented and is designed to encourage both independent and cooperative group problem-solving skills. The curriculum reflects the department's commitment to producing students who understand scientific concepts and the vital contributions of science to society. A firm understanding of the principles of science will enable our students to think intelligently about current issues in science and technology. The program requirements are one year of biology and one year of a physical science. Most post-secondary schools prefer additional course work in science. **The department strongly recommends that students take additional courses beyond the two-credit minimum.**

To remain in specific level, students should demonstrate:

- Good academic standing
- Above average homework
- Appropriate class involvement
- Ability to work independently
- Ability to understand and apply abstract information.

To move to a higher level, students should demonstrate:

- Above average grade in the current science class
- Excellent homework average
- Appropriate class involvement
- Ability to work independently
- Ability to understand and apply abstract information
- Department recommendation.

## **COURSES**

### **INTRODUCTORY PHYSICAL SCIENCE**

**1 credit**

**9**

Introductory Physical Science provides the student with the basic principles of physical science and helps the student to acquire useful laboratory skills and realistic problem-solving skills. The course is designed for students with grade-level reading, writing, and math skills. The theme of the course is the development of evidence for an atomic model of matter. The method employed to achieve the stated goals is one of experimentation and guided reasoning based upon the results of student experiments. Connections are made between physical science, earth science, mathematics, and basic ideas of chemistry and physics. Significant time is also spent during the year focusing on state science standards as they apply to the Connecticut Academic Performance Test (CAPT). Evaluation is based upon laboratory work, quizzes, tests, homework, and exams. This course is offered as a level 2 or 3 course. The level 2 course studies each topic in depth and moves at a faster pace. The student should possess grade level reading, writing, and math skills. The level 3 course has a more moderate pace and works to reinforce reading and math through the content area. Level selection is recommended through consultation with the Science Department.

## **BIOLOGY**

**1 credit**

**9/10**

Biology is the study of life. Course topics include: cell structure, chemistry of biomolecules, how animal and plant cells obtain energy, ecology, the genetic code, heredity, evolution and how these topics relate. The course also spends significant time on topics that are covered on the Connecticut Academic Performance Test. Evaluation is based upon tests, quizzes, laboratory work, homework, and exams. This course is offered as a level 1, 2 or 3 course. The level 1 course is designed for students whose abilities and interests may lead to a career in the science/math fields. The level 1 course studies each topic in depth and moves at a faster pace. The student should possess above grade level reading, writing, and math skills. Level selection is recommended through consultation with the Science Department.

**Prerequisite: Physical Science or placement through middle school program.**

## **CHEMISTRY**

**1.25 credits**

**10-12**

Chemistry provides a complete preparatory course in inorganic chemistry and an introduction to organic chemistry. Laboratory investigations and problem solving skills are important components of the course. Topics include atomic structure, stoichiometry, periodic properties, gas laws, solutions, acids and bases and classes of organic compounds. Evaluation is based upon tests, quizzes, lab work, homework, and exams. Chemistry is offered as a level 1 or 2 course. The level 1 course is designed for the self-motivated student who wishes to acquire a deeper understanding of the theories of chemistry and includes extra topics such as thermochemistry and entropy. Level selection is recommended through consultation with the Science Department. **Prerequisite: Biology and be concurrent enrollment in Algebra II or obtain department approval.**

## **PRACTICAL CHEMISTRY**

**.5 credit**

**11/12**

This course is designed for the student who enjoys scientific experimentation and would like to learn basic ideas of Chemistry. The student will observe applications of Chemistry in technical, culinary, and health occupations. Evaluation is based upon laboratory work, projects, tests, and quizzes. This is offered as a level 3 course. **Prerequisites: Successful completion of Physical Science and Biology. Please note:** Enrollment determines availability of the course.

## **PHYSICS**

**1.25 credits**

**11/12**

Physics is a course for the student who is confident in math and science and intends to pursue a post-secondary education in the fields of Science, Pre-Medical, Engineering or Mathematics. Topics covered include Newtonian mechanics, fluid mechanics, orbital and oscillatory motion, waves and sound, light and optics, and electricity and magnetism. Evaluation is based upon tests, quizzes, laboratory work, and exams. Physics is offered as a level 1 or 2 course. The level 1 course is designed for the self-motivated student who wishes to acquire a deeper understanding of the theories of physics. Please note the level 1 course will cover the first portion of the College Board AP Physics B curriculum. Level selection is recommended through consultation with the Science Department. **Prerequisite: Chemistry and be concurrent enrollment in Pre-calculus.**

## HUMAN ANATOMY AND PHYSIOLOGY

1 credit

11/12

This course is for students who are preparing for careers in the allied health fields or who are interested in the subject. Emphasis is placed on a detailed study of the human body by systems and discussions of recent medical advances and laboratory experiences. Evaluation is based upon lab reports, tests, lab practicals, case studies, exams. This is offered as a level 2 course. **Prerequisites: Successful completion of IPS and Biology, and approval of the Science Department.**

## FORENSICS

.5 credits

11/12

The course is designed to explore the science of crimes. Topics in history, crime solving, techniques (handwriting analysis, DNA fingerprinting, etc.) and presentation in a court of law will be covered. This course is also appropriate for the highly motivated level 2 student. NHS evaluation is based upon tests, quizzes, laboratory work, projects, and exams. This is offered as a level 2 course. **Prerequisites: Successful completion of Biology and Chemistry or Physical Science and approval of the Science Department.**

## ENVIRONMENTAL SCIENCE

1 credit

11/12

The course is designed to explore the connections of environmental science to land use, food production, natural resources and waste management. The student will examine the complexities of solving current environmental problems at local, national and global levels. It will provide practical knowledge of environmental issues that will help the student become an informed citizen and decision maker. Evaluation is based upon assignments, tests, quizzes, and class participation. This is offered as a level 2 or 3 course. **Prerequisites: Successful completion of Physical Science and Biology.**

## ADVANCED PLACEMENT BIOLOGY

1.5 credits

11/12

The AP Biology course is designed to be the equivalent of a college introductory Biology course usually taken by biology majors in their first year. Because it is a rigorous course, students should be highly motivated and prepared for hard work. Course topics include: biochemistry, cells, cellular energetics, heredity, molecular genetics, evolutionary biology, organism diversity, structure and molecular genetics, evolutionary biology, organism diversity, structure and function of plants and animals, and ecology. NHS evaluation includes: tests, quizzes, labs, special projects, and mid-term exam. Students must take the College Board AP examination administered at NHS in May. **Prerequisites: Successful completion of Biology and Chemistry, preferably through the accelerated science program, and approval of the Science Department. Please note:** Enrollment determines availability of the course.

## ADVANCED PLACEMENT CHEMISTRY

1.25 credits

11/12

The Advanced Placement Chemistry course is designed to be the equivalent of a college intro course in chemistry. Students should be highly motivated and prepared for hard work. Course topics include: structure of matter, state of matter, reaction types stoichiometry, equilibrium, kinetics, and thermodynamics. NHS evaluations include: tests, quizzes, lab reports, projects, and exams. Students must also take the College Board AP examination at NHS in May. **Prerequisites: Successful completion of Biology and Chemistry, preferably through the accelerated science program, and approval of the Science Department. Please note:** Enrollment determines availability of the course.

## **ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE**

**1.25 credits**

**11/12**

The Advanced Placement Environmental Science course is designed to be the equivalent of a college introductory course in environmental science. Environmental Science is an interdisciplinary field of study, which embraces a wide variety of topics from all sciences. This course places heavy emphasis (90%) on the hard science (physical and life science) of environmental systems and less emphasis (10%) on the social sciences (politics, ethics, and economics.) The emphasis on hard science allows students to form a solid background and understanding of environmental systems and issues. With this scientific understanding, students are better prepared to make more informed ethical, economic, social, and political choices. NHS evaluation is based on tests, quizzes, laboratory work, projects, and exams. Students must take the College Board AP examination administered at NHS in May. **Prerequisites: Successful completion of Biology and Chemistry, and approval of the Science Department. Please note:** Enrollment determines availability of the course.

## **ADVANCED PLACEMENT PHYSICS B**

**1.25 credits**

**12**

Advanced Placement Physics B is an algebra-based, second-year physics course designed to be the equivalent of a second semester college introductory course in physics for the student who has advanced skills in math and science and intends to pursue a post-secondary education in the fields of Science, Pre-Medical, Engineering or Mathematics. This course will cover the second portion of the College Board AP Physics B curriculum. Topics covered include thermal physics, nuclear and atomic physics, advanced electricity and magnetism, advanced mechanics, electromagnetic wave theory, and physical optics. Students enrolled in this course must take the AP examination. Following the AP exam, topics of study will include relativity theory, astrophysics, and engineering projects or special topics based on student interest. NHS Evaluation is based upon tests, quizzes, laboratory work, and exams. **Prerequisites: Successful completion of first-year Physics (preferably level 1), and approval of the Science Department. Please note:** Enrollment determines availability of the course.

## *SOCIAL STUDIES/HISTORY DEPARTMENT*

The Social Studies/History Department provides three required history courses to help all students achieve a strong foundation in the historical factors that have shaped the world we have inherited. Students are required to take these three history courses in order. On completion, they are expected to be able to demonstrate the ability to make rational and informed decisions about the economic, social, and political questions confronting them, their society, and the world at large. In particular, they will be able to demonstrate knowledge of American history and government and to understand the duties, responsibilities, and rights of United States citizenship.

To remain in specific level, students should demonstrate:

- Good academic standing
- Above Average homework
- Appropriate class involvement
- Ability to work cooperatively and independently

To move to a higher level, students should demonstrate:

- Above average to excellent grade in the current class
- Excellent homework average
- Appropriate class involvement
- Ability to work effectively in both cooperative and independent settings
- Department recommendation

In addition to these required history courses, the department offers a variety of rotating elective courses designed primarily to introduce students to several of the social sciences. Students will complete the state civics requirement upon completion of the sophomore and junior courses.

### **WORLD HISTORY TO 1900**

**9**

#### **1 credit**

The freshman history course is a survey of selected historical events from ancient times to 1900. The impact of geography, economics, social factors, and government upon historical events is stressed throughout. Key concepts include human migration, nationalism, liberalism, and political and social trends around the world. Students will develop an understanding of world geography, religion, and cultures. Reading, writing, and note taking skills will be taught and reinforced in the course. This course serves as a foundation for the sophomore and junior course, and is offered at three levels of study: level 1, 2 and 3. Level 1 courses offer readings at or above grade level. Level selection is recommended through consultation with the Social Studies Department.

### **U.S. CONSTITUTIONAL HISTORY TO 1900**

**10**

#### **1 credit**

The sophomore history courses are a survey of selected historical events from ancient times to 1900. Special emphasis is given to the Constitution and the Bill of Rights, and their importance in the shaping of American society. Other topics included Meso-American civilizations, European exploration, colonial society, the American Revolution, Federalism, Jeffersonian and Jacksonian democracy, the establishment of the Supreme Court and the development of the separation of powers, westward expansion, sectionalism, and slavery. Later topics include the Civil War, Reconstruction, and post-war changes in American society. The impact of geography, economics, social factors, and government is stressed throughout. This course is offered as a level 1, 2, or 3 course. Level 1 courses offer readings at or above grade level. Level selection is recommended through consultation with the Social Studies Department.

## **TWENTIETH CENTURY HISTORY**

11

### **1 credit**

Twentieth Century History focuses on both America and the rest of the world in the twentieth century. Major topics include imperialism from the point of view of both the colonizer and the colonized, America's emergence as a world power, the devastation of World War I, the growth of communism and fascism and their connection to World War II, the Holocaust, the Cold War and its conclusion, domestic politics and social movements in the United States, and, if time permits, world politics in the late twentieth century. Throughout, emphasis is placed on examining how all of these events have influenced the world we live. Students will continue to develop and refine reading, writing, and historical skills. This course is offered as a level 2 or 3 course. Level selection is recommended through consultation with the Social Studies Department.

## **ADVANCED PLACEMENT UNITED STATES HISTORY**

11

### **1 credit**

This course is a survey of twentieth-century U.S. history as well as a review of the earlier centuries in American history. Its level of difficulty is designed to be that of an introductory university course. Thus, the expectation is that students can, and will, do extensive reading and writing as well as higher level thinking. The students in this course must take the A. P. U. S. History test in May. Those who pass may petition their university for college credit. This course is offered at the advanced placement level course. Level selection is recommended through consultation with the Social Studies Department. **Prerequisite: Level 1 U.S. Constitutional History.**

## **ELECTIVES**

### **CURRENT ISSUES**

#### **.5 credit**

11-12

In this course, we will study and discuss major topics of domestic and foreign importance as they happen. Students will analyze and discuss newspaper articles, periodicals, teacher-selected handouts, and video. In addition, we will often watch the previous evening's televised national news, and we will discuss how both the written and TV news compare. (This course may be taken twice for credit.) This is a level 2 course.

### **THE LAW AND YOU**

10-12

#### **.5 credit**

This course will cover topics in the Law that is of a practical nature. They are Torts (civil litigation), Juvenile Rights and Responsibilities, Family Law and the Bill of Rights. The class will center on discussion and activities such as a mock civil and a mock criminal trial. The course is designed to be a review of current legal events and cases. This is offered as a level 3 course.

### **PSYCHOLOGY**

#### **.5 credit**

11-12

In this course, students will become familiar with the history of psychology, with the vocabulary of psychological study, and with the major subjects in the field, including the biological bases of behavior, different states of consciousness, learning theory, the development of personality, human depression, eccentricities and abnormal behaviors, and the treatment of psychological disorders. Homework will include readings and written assignments from a standard text on the introduction of psychology. This course is offered as a level 2 course.

## **AP EUROPEAN HISTORY**

**1 credit**

**12**

This elective is open to seniors who want the challenge of a college-level history course. It is a survey of European History from 1450CE to the present, with an emphasis placed on the 20th century. The level of difficulty will be that of an introductory university course. The students will do extensive reading and writing, and will be required to participate in daily class discussions of historical topics. Students will work a great deal on the evaluation and interpretation of historical documents. Students will be required to take the AP examination in May. This course is offered at the advanced placement level.

## *SPECIAL EDUCATION DEPARTMENT*

Appropriate education for every Special Education student is the Least Restrictive Environment. Each student is identified by the Planning and Placement (PPT) Team in conjunction with various diagnostic instruments and observations by professionals. The team develops an Individualized Education Plan (IEP) for each identified student in keeping with Region 14's goal to provide a dynamic and quality learning environment where each individual learner becomes a respected contributing member of the community with values, skills, and resources that promote the advancement of society.

Special Education support services are provided in the core subject areas of English, math, science and history. A student's disability and the level of need are closely considered during the scheduling process. Each core subject has a minimum of one section that is co-taught with a Special Education teacher. In addition, classes are also supported by instructional assistants and paraprofessionals. Instruction in the use of assistive technology programs may be accessed through an academic skills lab. Study skills and organizational strategies are key components of the lab. Placement in the skills lab is per the Planning and Placement Team recommendation.

Each Special Education student is assigned a case manager. The case manager works with the student, the classroom teachers, and the parents to ensure that the Individualized Educational Plan appropriately addresses the student's disability and promotes learning. The case manager also informs the student's teachers of the accommodations and modifications necessary to implement the IEP. Each Special Education student is required to meet with their case manager in a teacher advisory session. During this time, academic progress is reviewed, self-advocacy skills are developed, and post-secondary transition is discussed. The transition counselor also plays an active role in aligning student's strengths with potential careers based on age appropriate inventories and personal interviews. Job shadows are arranged and work study opportunities are available as needed.

# *WORLD LANGUAGES DEPARTMENT*

The World Languages Department believes strongly that all students in the high school are capable of and should study a world language. Many colleges and universities strongly recommend three years of a single world language. The World Languages Department is committed to national and statewide standards for world language learning. The following standards define what all students should know and be able to do as a result of study in another language:

## Communication

- Students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.
- Students understand and interpret written and spoken language on a variety of topics.
- Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

## Cultures

- Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

## Connections

- Students reinforce and further their knowledge of other disciplines through the world language studied.
- Students acquire information and recognize the distinctive viewpoints that are available only through the world language and its culture.

## Comparisons

- Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- Students recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture.

## Communities

- Students use the language both within and beyond the school setting.
- Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

To remain in specific level, students should demonstrate:

- Good academic standing
- Above average homework
- Appropriate class involvement
- Ability to work independently

To move to a higher level, students should demonstrate:

- Above average grade in the current class
- Excellent homework average
- Appropriate class involvement
- Ability to work independently
- Department recommendation

## SPANISH I

1 credit

9-12

**Introduction to Spanish.** Through a concentration of listening/speaking in Spanish as well as through exercises in reading and writing, students will be introduced to the basic sound structures in Spanish. Students are expected to read and write all material learned orally. Evaluation will be through regular quizzes and standardized testing, as well as through culture performance-based assessments. This course is offered as a level 2 course.

## SPANISH II

1 credit

9-12

**Elementary Spanish.** This course is a continuation of the skills developed in Spanish I with more emphasis on reading and writing skills. Students should be able to manipulate longer oral and written works. Evaluation will be through regular quizzes and standardized unit tests as well as performance-based assessments. This course is offered as a level 1 or a level 2 course. The level 1 course requires students to read more complex material such as short stories and abridged novels. Writing skills must meet higher expectations in terms of sentence structure, expanse of vocabulary, and grammar acquisition. Level selection will be done in consultation with the World Language Department. **Prerequisite: Spanish I.**

## SPANISH III

1 credit

10-12

**Intermediate Spanish.** This course is open to those students who have successfully completed Spanish II and with the permission of the instructor. While the development of the listening and speaking skills continues, the students exercise their reading and writing skills to a higher degree. Much of the class is conducted in Spanish. Evaluation is based on oral proficiency, regular quizzes, standardized unit tests, and performance assessments. This course is offered as a level 1 or a level 2 course. The level 1 course requires students to read more complex material such as short stories and novels. Writing skills must meet higher expectations in terms of sentence structure, expanse of vocabulary, and grammar acquisition. Level selection will be done in consultation with the World Language Department. **Prerequisite: Spanish II.**

## SPANISH IV

1 credit

11-12

**Advanced Spanish.** This course integrates more advanced grammatical structures with a cultural focus. More advanced work in reading, speaking, and writing is required to increase facility with the language. This class is conducted completely in Spanish. Authentic literary masterpieces will be read and studied. Cultural aspects of Spain, the Caribbean, Argentina, and Mexico will be emphasized. This is a level 1 course. Placement will be done in consultation with the World Language Department. **Prerequisite: Spanish III and department approval.**

## SPANISH AP

1 credit

12

This course meets the criteria of the Advanced Placement test given at the end of the year. Students will work on a curriculum specifically approved by the AP Board in Princeton, NJ. All students who take this course will be required to take the AP exam in May. This is an advanced placement level course. Placement will be done in consultation with the World Language Department. **Prerequisite: Spanish IV.**

## **FRENCH I**

**1 credit**

**9-12**

**Introduction to French.** Students are introduced to all the sound structures of French with emphasis on listening and speaking skills. Students should be able to master all basic sound structures and also to read and write all material that they have mastered orally. Students will be placed in “authentic” French situations and will be required to perform in French. Evaluation will be based on regular oral and written quizzes, standardized unit tests, and projects. This course is offered as a level 2 course.

## **FRENCH II**

**1 credit**

**9-12**

**Elementary French.** Open to those students who have successfully completed French I and with the permission of their instructors. Listening/speaking skills continue to be emphasized but there is more concentration on the development of reading and writing in French. Students will be expected to manipulate longer oral and written work in French, as well as more complex readings. Evaluation will consist of grades for authentic assessment, regular oral and written quizzes, standardized unit tests, and projects. This course is offered as a level 1 or a level 2 course. The level 1 course requires students to read more complex material such as short stories and abridged novels. Writing skills must meet higher expectations in terms of sentence structure, expanse of vocabulary, and grammar acquisition. Level selection will be done in consultation with the World Language Department. **Prerequisite: French I.**

## **FRENCH III**

**1 credit**

**10-12**

**Intermediate French.** Open to those who have successfully completed French II and with the permission of the instructor. Students will complete their study of grammar and begin reading extracted French texts. Class is conducted almost entirely in French. Some original projects as well as independent reading and reports will be completed in addition to oral/written quizzes and unit tests. This course is offered as a level 1 or a level 2 course. The level 1 course requires students to read more complex material such as short stories and abridged novels. Writing skills must meet higher expectations in terms of sentence structure, expanse of vocabulary, and grammar acquisition. During the second semester, students will read the novel, “Le Petit Prince” by Antoine de Saint-Exupéry. Level selection will be done in consultation with the World Language Department. **Prerequisite: French II.**

## **FRENCH IV**

**1 credit**

**11-12**

**Advanced French.** This course is designed as a transition from oral proficiency to a study of French literature and a deeper understanding of the French people and their culture. Open to those students who have successfully completed French III, or with permission of the instructor. Students will begin a study of 19th and 20th century French literature, both prose and poetry. They will be expected to write longer passages in French and to begin to develop a critical vocabulary. Grammar will be reviewed as needed. Students will show mastery of spoken and written French through oral presentations, personal writings, guided compositions, and critical papers. All discussion is in French. This is a level 1 course. **Prerequisite: French III.**

## **FRENCH AP**

**1 credit**

**12**

This course is designed for students who will take the AP examination in French. Students will work on a curriculum specifically approved by the AP Board in Princeton, NJ. Students who take this course will be required to take the AP exam in May. This is an advanced placement level. **Prerequisite: French IV.**

## ITALIAN I

9-12

### 1 credit

**Introduction to Italian.** This course is for beginners in Italian with no previous knowledge of the language. It also offers students of Spanish or French an opportunity to begin the study of a second modern world language. Listening and speaking skills are learned with emphasis on good pronunciation, intonation, and free expression. Subjects include the interests and activities of young people in Italy. Learning benchmarks for the student of Italian I are: to understand the spoken language relating to familiar situations when spoken at moderate speed, to read selected passages within the context of acquired vocabulary and grammar, and to write basic sentences and answer personal questions within the acquired vocabulary and grammar. Students will also become acquainted with Italian culture and civilization, acquiring knowledge of leisure-time activities, festivals, and traditions. This is a level 2 course.

## ITALIAN II

9-12

### 1 credit

**Elementary Italian.** This is the second year of a four-year sequence in Italian. This course begins with a brief review of the skills learned the previous year. Guided activities and increased practice with the language will enable students to conduct conversations in Italian at a level commensurate with their base of knowledge. Selected readings will be introduced as well as various writing assignments. Evaluation will be based on regular oral/written quizzes, unit tests, and projects. This course is offered as a level 1 or a level 2 class. The level 1 course requires students to read more complex material such as short stories and abridged novels. Writing skills must meet higher expectations in terms of sentence structure, expanse of vocabulary, and grammar acquisition. Level selection will be done in consultation with the World Language Department. **Prerequisite: Italian I.**

## ITALIAN III

9-12

### 1 credit

**Intermediate Italian.** This is the third year of a four-year sequence in Italian. This course is particularly designed for students who wish to work at an advanced level. Students are expected to show mastery of grammatical structures through writings and conversational discourse. They will be introduced to the skills of critical commentary on selected literary works. The rich history of Italy will be explored through its contributions to the fields of art, film, literature, music, and opera. This course prepares students for advanced study of Italian literature. All discussion is in Italian. This course is offered as a level 1 or a level 2 course. The level 1 course requires students to read more complex material such as short stories and abridged novels. Writing skills must meet higher prospect in terms of sentence structure, expanse of vocabulary, and grammar acquisition. Level selection will be done in consultation with the World Language Department. **Prerequisite: Italian II.**

## ITALIAN IV

11-12

### 1 credit

**Advanced Italian.** This is the final year of a four-year sequence in Italian. This course is designed to enable students to communicate correctly in both spoken and written Italian. Students will be able to converse with a native speaker on familiar topics at a moderate rate of speed. They will be able to read a variety of articles from newspapers and magazines in addition to selected works of Italian literature. Students will show mastery of written Italian through personal writings, guided compositions, and critical papers. All discussion is in Italian. This is a level 1 course. **Prerequisite: Italian III.**

# ART

Art is a vital part of every child's development. Art is a way of understanding one's self, one's society and other cultures. Art provides the means for expressing and communicating thoughts, feelings, and experiences. Art education provides the gifts of vision, appreciation, and joy for the student to take into the world. Every student at Nonnewaug High School will have a quality art education with self-expression at the heart of the program. Students will experience art as a visual language involving a unique body of knowledge. They will develop perception, imagination, and the ability to communicate and think critically as they engage in the program at every level. Students will learn through a series of organized art experiences to look, discover, and understand. Their original and creative work will tap inner resources and give a personal sense of satisfaction and confidence.

## **FOUNDATION ART**

**1 Credit (meets the fine arts/vocational requirement)**

**9-12**

This is an exciting course for anyone interested in art. This course covers drawing, painting, printmaking and clay as well as the history and appreciation of art. Students will train their eyes to better draw what they see and learn different methods of drawing including contour, blind contour, and gesture. Students will learn how to create a composition and make objects look three-dimensional. Painting still-life, color theory, and critiquing art work will also be taught. This course is the beginning of a four-year sequence for possible future careers such as: Graphic Design, Painting, Web Design, Sculpture, Illustration and Photography. This course is offered as a level 3 course.

## **ADVANCED ART**

**1 Credit (meets the fine arts/vocational requirement)**

**10-12**

Students who successfully complete Foundation Art may continue to develop the skills introduced in Foundation Art with an in-depth study of painting and drawing and use of new mediums including pen and ink, colored pencil, pastel, watercolor, charcoal and collage. Students will work from life and photographs to create landscapes and still-life in a representational style and to develop their artistic voice. This course is offered as a level 2 course. **Prerequisite: Foundation Art or department approval.**

## **3D DESIGN I**

**.5 Credit**

**10-12**

This course will explore 3-dimensional design in the form of sculpture. Focus will be placed on the exploration of form in a variety of mediums. Students will create a book from scratch, make wire sculpture, and carve plaster. We will explore the elements and principles of design as they apply to 3-dimensional work. Students will learn about contemporary sculptors as they relate to the works created in class. This is a level 2 class. **Prerequisite: Foundation Art**

## **3D DESIGN II**

**.5 Credit**

**10-12**

This course will build upon the fundamentals learned in 3D Design I with a more in-depth exploration of the challenges of clay. New materials such as stone, paper mache, wax, and cardboard and wax will be introduced as well as more challenging assignments in the methods of carving, relief, and assemblage. Students will critique artists who have sculpted with these mediums. This is a level 2 course. **Prerequisite: 3D Design I**

## **DIGITAL PHOTOGRAPHY**

10-12

### **.5 Credit (meets .5 of the fine arts/vocational requirement)**

Students will learn how to take a compositionally artistic photograph using digital camera technology. This course incorporates exploration of career opportunities and the history of photography as an art form. Students will be required to spend additional time taking a variety of photographs. This is a level 3 course.

## **APPLIED ART**

### **1 Credit**

11-12

This third year course involves an in-depth study with advanced media. It will include greater exploration into drawing, painting, printmaking, and College Studio Experiences. Emphasis on craftsmanship and presentation of work is stressed. There is further study of art movements, history, criticism, and aesthetic appreciation. Students may choose to take this course as a level 1 or a level 2 course. Students selecting the level 1 program should have a minimum grade of 88 in their Advanced Art course and will have four extra studio projects to complete at home. Students will decide during the first week of class which level they will take. **Prerequisite: Advanced Art or department approval.**

## **ADVANCED PLACEMENT STUDIO ART 2D PORTFOLIO**

### **1 Credit**

11-12

This course is open to junior and senior students who meet department criteria and have approval from the Art Department. The Advanced Placement (AP) Program provides an opportunity for secondary school students to pursue and receive credit for college-level course work. Students are asked to demonstrate proficiency in a variety of areas. Drawing, photography, color and design would qualify as addressing 2D design issues for the AP examination in May. The art department recommends that students also enroll in either Applied Art or Studio Art while taking this course. This is an advanced placement level class. **Prerequisite: Advanced Art or Department recommendation.**

## **ADVANCED PLACEMENT STUDIO ART DRAWING PORTFOLIO**

### **1 Credit**

11-12

This course is open to junior and senior students who meet department criteria and have approval from the Art Department. The Advanced Placement (AP) Program provides an opportunity for secondary school students to pursue and receive credit for college-level course work. The Drawing Portfolio is designed to entertain a very broad interpretation of drawing issues. For example, many types of painting, print making, studies for sculpture, and some forms of design, as well as abstract and observational works, would qualify as addressing drawing issues for the examination in May. The art department recommends that students also enroll in either Applied Art or Studio Art while taking this course. This is an advanced placement level class. **Prerequisite: Advanced Art or Department recommendation.**

## **STUDIO ART**

### **1 Credit**

12

This fourth year program will include continued development with all media, advanced concepts, and techniques. Emphasis on craftsmanship and presentation of work is stressed at a higher level. This course is designed to allow the serious art student the opportunity to concentrate on long-term projects and, for those choosing an art career, to prepare a portfolio for admission into higher art education. Students may choose to take this course as a level 1 or a level 2 course. Students selecting the level 1 program should have a minimum grade of 88 in their Applied Art course and will have four extra studio projects to complete at home. Students will decide during the first week of class which level they will take. **Prerequisite: Applied Art or department approval.**

## **DIGITAL DESIGN**

### **INTRODUCTION TO DIGITAL DESIGN**

**9-12**

**1.0 credit (can be used to meet .5 technology requirement OR 1.0 fine art requirement for graduation)**

This course is open to all students who have an interest in graphic design, the design process and want to work with state-of-the-art graphic design technology. Digital imaging, page layout, digital photography, and illustration will be covered. Students will learn Adobe Creative Suite 4, Photoshop, In-Design, Illustrator, and Flash. They will develop and utilize vocabulary and think critically about design and design software basics. Students will create design projects using iMac computers and the Macintosh operating system. Students will also research topics related to visual communications and the visual arts. Students will be required to exercise effort outside of class time to finish projects as needed. Students may choose to take this course as a level 2 or a level 3 course. Students selecting the level 1 program will have additional complex performance tasks: 3 graphic design articles, 2 “how-to” lessons teaching peers, designing a mock web site, designing a 27” x 41” music poster and a CD jacket for a musical/theatre genre. Students will need a 4-8 gig zip/thumb drive for this class.

### **ADVANCED DIGITAL DESIGN**

**10-12**

**1.0 credit**

This course will allow students to study the areas of electronic publishing & design in greater depth. Creative Suite 4 will be the primary software package used in this course. Exploration of publishing, print and visual communications vocations will be encouraged. Students taking this course must demonstrate a sincere desire to create a final published product and will be expected to spend time outside of class to complete parts of the overall process. Students will be expected to demonstrate intermediate to advanced skills with Photoshop Illustration and In-Design. The second semester will teach Adobe Flash web/animation software and proficiency will be expected. Scanning, importing and exporting images, tiling and creating large visual pieces for display will be required. The course will focus on completion of a digital and visual portfolio. It is highly recommended that students take this course after successfully completing the introductory course. Students may choose to take this course as a level 1 or a level 2 course. Students selecting the level 2 program will have additional complex performance tasks: 4 articles focused on careers in design; Product Photography and a photo shoot with 10-12 photo images altered for products, 1 teacher-approved “how-to” lesson teaching peers, and a portfolio of 10-12 pieces created in class that are an extension of classroom instruction. Students will need a 4-8 gig zip/thumb drive for this course.

## **BUSINESS and TECHNOLOGY EDUCATION**

The Business and Technology Programs at Nonnewaug High School are designed to explore many aspects of business, industry and technology. These programs open pathways to higher education, future employment and life-long learning through outstanding academic programs in accounting, marketing and related technologies. Courses offered address the technological demands of today's economy and provide a foundation for advanced studies. They also prepare students to become productive and contributing members of our ever-changing society by providing the necessary skills and knowledge required for a successful career in the twenty-first century. The Business Department offers two course sequences as part of our College Career Pathways Program. Students must successfully complete specific courses with a 70 or better average to earn college credits.

### **COLLEGE CAREER PATHWAYS PROGRAM**

Nonnewaug High School and Naugatuck Valley Community College have articulated agreements for several of our courses, giving students the opportunity to earn college credit at no cost. The College Career Pathways Program is a federally funded program available only to Junior and Senior students. Students must earn a 70% average in each course. College credits earned through this program are transferable to other colleges, including the CT State University System: Central, Southern, Eastern and Western. **Nonnewaug offers articulated agreements for the following courses/course sequences in Business:**

- Accounting I & II (both courses must be completed to receive College Career Pathways credit)
- Marketing I & II/ECommerce (both courses must be completed to receive College Career Pathways credit)

### **FBLA**

FBLA is an acronym for Future Business Leaders of America. Every student at Nonnewaug High School is encouraged to enroll as a member of the Future Business Leaders of America. FBLA is a club activity which meets after school. It offers students a chance to participate with other FBLA members throughout the State of Connecticut in a social and competitive environment. Students take on leadership roles by holding office in our local chapter, as well as competing in various competitions at the Spring Conference held each year in April. **Any student considering Graduation with Recognition in Business must be a member of FBLA for at least three years. Any student at Nonnewaug may join FBLA by November 1 of the current school year. Business students are encouraged to join.**

## COURSES

### PERSONAL FINANCE

9-12

#### .5 credit

This course offers students an opportunity to gain vital knowledge in personal finance to make each individual more successful in their financial lives. The students will learn how to develop their own financial plan, research careers, prepare budgets, and use credit wisely. They will also learn about different types of investments and insurance. A computer simulation is completed during the course, teaching students how to successfully manage their finances. Students will be challenged by The Stock Market Game, a 10 week on-line program in which they will have the opportunity to invest \$100,000 of game money. Teams of 3-4 students will complete against others throughout the state using actual closing prices from the NYSE, NASDAQ and AMEX. This is a level 3 course.

### ACCOUNTING I

10-12

#### 1 credit

Students learn the basic accounting cycle for sole proprietorship and partnership forms of business. They learn to analyze transactions, enter them in general and special journals, and post them to ledgers. Practice is given in the preparation of work sheets and financial statements. This course also illustrates accounting for personal use, such as checking accounts and bank reconciliations. Evaluation includes application problems, tests and simulations. Microsoft Excel and Quickbooks are taught and utilized extensively throughout this course for purposes of journalizing and preparing financial statements. Accounting is recommended for all students planning to pursue business studies and those students enrolled in the Vocational Agriculture Program. To receive College Career Pathways credit for Accounting, the students must complete Accounting I and Accounting II with a 70 or better average for the course. Students may begin Accounting I in their sophomore year. This is a level 2 course.

### ADVANCED BANKING & FINANCE

10-12

#### 1 Credit

This course provides in-depth experiences and involvement within the finance and banking industry. It provides students with the opportunity to learn and teach others about the importance of banking, interest, consistency, and financial planning. Students work collaboratively with Naugatuck Savings Bank, middle school students, and staff to educate others about the value of financial stability as well as participate in conference/workshops. Students will also be challenged by The Stock Market Game, a 10 week on-line program in which they will have the opportunity to invest \$100,000 game money. Teams of 3-4 students will complete against each other throughout the state using actual closing prices from the NYSE, NASDAQ and AMEX. In addition, students will be engaged with a Electronic Financial simulation. To gain entrance to Advanced Banking & Finance, students must complete Personal Finance with a 70 or better average for the course. This course is offered as a level 2 course.

### ACCOUNTING II

11-12

#### 1 credit

Accounting II is designed for students who wish to expand their knowledge of Accounting and possibly pursue a career in Accounting/Business. The focus of Accounting II is on corporations and end of the year financial statements. Topics of study include: Special Journals, Uncollectible Accounts, Inventory, Notes and Interest, Voucher Systems, Plant Assets, Depreciation and Departmentalized Systems. Evaluation includes application problems, tests and simulations/reinforcements. Microsoft Excel and Quickbooks are used extensively throughout this course for journalizing and preparing financial statements. To receive College Career Pathways credit for Accounting, the student must complete Accounting I and Accounting II with a 70 or better average for each course. Students must complete Accounting II in their junior or senior year to receive college credit. **Prerequisite: Successful completion of Accounting I with a 70 or better average for the course. This is a level 2 course.**

## **ACCOUNTING III**

12

### **1 credit**

This course is designed to follow Accounting II with a further in-depth study of accounting principles, analysis, and interpretation. This is a level 2 course.

## **MARKETING I**

### **1 credit**

10-12

Marketing I is an introductory course that focuses on marketing theory and concepts, economics, salesmanship, advertising techniques, distribution, merchandising, and career planning. Practical applications through projects and computer applications such as Virtual Business are used to develop hands-on marketing examples. Marketing I students are encouraged to join FBLA or DECA, when available, and participate in the state-wide competitions. Exploring this growing and dynamic field offers students exposure to the vast marketing system that exists both globally and within the United States. Marketing I will emphasis marketing terms and concepts, preparing students for Marketing II and experience in the Nonnewaug School Store. To receive College Career Pathways credit, the students must successfully complete Marketing I & II with a 70 or better average for the course. Students may begin Marketing I in their sophomore year. To gain entrance to Marketing II, students must complete Marketing I with a 70 or better average for the course. This is a level 2 course.

## **MARKETING II/ECOMMERCE ENTREPRENURSHIP**

### **1 credit**

11-12

Ecommerce Entrepreneurship is a continuation of Marketing I. This course will examine the e-tailing or virtual storefronts of a variety of businesses in today's market. The course also develops students academic and 21<sup>st</sup> century skills through participation in the E-business Challenge. Students will create individual and class-wide businesses from start to finish. During business development, students will discover marketing and business concepts. Students will participate in state conferences and regional competitions. In addition, students will have the opportunity to take an active role in the school's chapter of DECA as well as the daily operations of the Nonnewaug School Store. To receive college credit for Marketing, students must successfully complete both Marketing I & II (Ecommerce) with a 70 or better average. This course is offered as a level 2 course. **Prerequisite: Marketing I.**

## **DOCUMENT PREPARATION**

9-12

### **.5 credit (meets .5 technology graduation requirement)**

Document Preparation is designed to teach students to touch-type for personal use. Students use the program Microsoft Word and are required to develop reasonable speed and accuracy. The first five weeks of the course is learning to touch-type using the MicroType 4, a training program for individualized instruction. The remainder of the course has students typing from various examples such as: personal and business letters, letters of application, resumes, MLA research papers, tables, and memorandums. Evaluation includes completion of MicroType 4, assignments, tests and quizzes, projects and a portfolio. Students will compile a portfolio of useful examples which will become a reference manual for future use. This is a level 3 course.

## **COMPUTER APPLICATIONS**

### **.5 credit (meets .5 technology graduation requirement)**

9-12

This course will provide students with authentic learning and knowledge in the use of desktop publishing and computer presentation software. Both types of learning can be used in many courses at Nonnewaug High School and beyond. Students will receive hands-on experience using desktop publishing with Microsoft Word and presentation software using PowerPoint. Students will use scanners, digital cameras, and imports from the Internet to develop their graphic documents. This is a level 2 course.

## **SPINNING THE WEB**

**9-12**

### **.5 (meets .5 technology graduation requirement)**

Spinning the Web is a course in Web Page design. Students will learn the fundamental major components of Macromedia Studio, a software package suite, which does not require the knowledge of HTML to create a web page. The focus for Macromedia Studio is the introduction and application of Dreamweaver and Fireworks for various student created Websites. This knowledge is also applied in the development of an Electronic Portfolio by each student. This is a level 2 course.

## **INTRODUCTION TO VIDEO PRODUCTION/COMMUNICATION TECHNOLOGY**

**9-12**

### **1 credit (meets .5 technology graduation requirement)**

This course will allow students to learn basic audio/video techniques including video camera operation, editing techniques, and many other operations in the video production field. Students will work on various video projects throughout the year, applying the skills they have learned in class. Students will also be introduced to the operations of the educational access television programming on “NEAT” TV. This is a level 3 course.

## **VIDEO PRODUCTION**

**10-12**

### **1 credit**

This course is designed to allow students to plan, film and edit a wide variety of video assignments. Students are expected to apply advanced filming techniques to their video projects using high definition video cameras and three editing platforms. Most of the programming for “NEAT TV” will be produced by students in this class. Students will work in groups on most projects but are encouraged to work independently on projects of interest. Students will be required to spend some time out of class filming and editing. This course can be taken more than once by students with a serious interest in the field of video production or film. Students may choose to take this course as a level 1 or a level 2 course. Students selecting level 1 credit should have a grade of 88 or higher in their previous Video Production course and will be required to produce one “on location” video; a studio show; a “Please Stand By Nature” video; and, teach one lesson to peers. **Prerequisite: Introduction to Video Production/Communication Technology.**

## **FAMILY AND CONSUMER SCIENCES**

The Family and Consumer Sciences is an integrated program in the art and science of quality living in today's society. The students will learn to become more independent and resourceful in caring for their own needs and the needs of those around them. Family and Consumer Sciences is an integral part of the high school program. It affords students the opportunity to learn about themselves and to develop skills and knowledge they will need and use in their daily lives. These courses offer a wide variety of choices for students with different interest, and the program is designed to provide for individual differences in background and abilities.

### **COLLEGE CAREER PATHWAYS PROGRAM**

Nonnewaug High School and Naugatuck Valley Community College have articulated agreements for several of our courses, giving students the opportunity to earn college credit at no cost. The College Career Pathways Program is a federally funded program available only to junior and senior students. Students must earn a 70% average in each course. College credits earned through this program are transferable to other colleges, including the CT State University System: Central, Southern, Eastern and Western. **Nonnewaug offers an articulated agreement for the following course sequence:**

- Introduction to Culinary Arts
- Culinary Arts and Hospitality
- Advanced Culinary Arts – Up a Notch

### **INTRODUCTION TO CULINARY ARTS**

**9-12**

#### **.5 credit**

This is an introductory course that emphasizes safety and sanitation, weights and measurements, proper use of equipment, principles of baking and cooking, and nutrition. Students' objectives will focus on the practical application of skills and competencies while preparing a wide range of foods. Foods prepared include quick breads, vegetables, eggs, entrees, and desserts. This is a level 3 course.

### **CULINARY ARTS AND HOSPITALITY**

**9-12**

#### **.5 credit**

As an extension of Introduction to Culinary Arts, students enrolled in Culinary Arts and Hospitality will continue to build upon the competencies mastered. Students will learn cutlery skills, identification and proper use of tools and equipment, advanced baking and cooking techniques, and explore careers in the culinary and hospitality field. Knowledge and skills will be demonstrated by preparation of a wide range of menu items including hors d'oeuvres, soups, salads, entrees and desserts. Students will participate in school-based catered events. Students may contract to take this course as a level 2 or a level 3 course. Students selecting level 2 will complete all level 3 requirements plus complete two article reviews and present a summary to the class; assist with cooking demonstrations; and, present a level-appropriate cooking demonstration. **Prerequisite: Introduction to Culinary Arts.**

### **ADVANCED CULINARY ARTS- UP A NOTCH**

**10-12**

#### **2.0 credit**

This course is designed for students who have a strong interest in the culinary field for employment or wish to attend post secondary school for a degree. Students will study advanced food preparation techniques, proper and attractive presentation of foods, knife skills, safety and sanitation, nutrition, food science, and will participate in all aspects of a school based enterprise related to the food industry. Students are required to participate in school-based catered events. Students will study the National Restaurant Association ServSafe curriculum and have the opportunity to earn the ServSafe certification. This is a level 2 course. **Prerequisite: Introduction to Culinary Art and Culinary Arts and Hospitality.**

**CHILD DEVELOPMENT****10-12****.5 credit**

Child Development will provide students with the knowledge of the physical, emotional, social and intellectual development of children. The course will give students a greater knowledge of materials related to pregnancy; parenting; safety and health; healthy food choices for pregnant women and children of all ages; child development from conception to adolescence and child-related careers. There will be guest speakers throughout the course. This is offered as a level 3 course.

**CHILD PSYCHOLOGY****10-12****.5 credit**

Child Psychology will provide students with a practical approach for developing positive relationships with children. Students will study the factors that influence child growth and development with an emphasis on the psychology of children, theories of development, other adults, family members and the environment. Students will explore the concepts of sensation and perception; nature versus nurture; identity formation; and moral understanding and gain a better understanding of their own lives. There will be guest speakers throughout the course. This is offered as a level 2 course. Prerequisite: Child Development.

## *MUSIC*

Music Education prepares students to become active, culturally aware adults. Performing groups require a student to discipline himself to a rigorous practice routine to acquire the necessary skills and the discipline of working as a unit rather than as an individual. The process of being involved in the creation of art stimulates creativity. Finally, Music Education should prepare students to be musicians in the fullest sense of the word - sensitive and creative. Music from all styles and historic periods will be studied, compared, and performed within each year. Music history, theory, form, etc. should be learned not only in the specific classroom situation but also as the various literature are rehearsed by the performing groups. Music Education at the high school level will promote participation by anyone regardless of the level of his/her ability. The program will be designed to nurture and encourage growth of ability through performing opportunities, classroom work, and one-on-one teaching at every level, so that all may reach their full potential.

### **BAND**

**1 credit**

**9-12**

This is an elective course open to all students in grades 9-12. The band performs in the Memorial Day parades in Woodbury and Bethlehem; the tree lighting ceremonies in Woodbury and Bethlehem; and, two school concerts, winter and spring. Attendance at these performances is mandatory. Students may contract to take the course as level 1, 2 or 3.

**Level 3:** Students who have no prior band experience who wish to take band for the first time will be required to meet the “basic level” standards as defined by National Standards for Music Education. These students must meet the daily class requirements, and they are required to attend the mandatory performances as observers.

**Level 2:** Students who have prior band experience who wish to take the course for level 2 credit will be required to meet the “proficient level” standards as defined by the National Standards for Music Education. These students are also required to play at all mandatory performances and audition for the Northern Region Music Festival.

**Level 1:** Students who have prior experience and wish to take the course for Level 1 credit must meet the “advanced level” of the standards as defined by National Standards for Music Education; play at all mandatory performances; audition for the Northern Region Music Festival; and, perform in an additional ensemble - jazz or wind.

**National Standards for Music Education are available by request to the music teacher or the school counseling office.**

### **CONCERT CHORUS**

**1 credit**

**9-12**

This is an elective course open to all students who would like to experience ensemble singing and perform selections from all music periods. The chorus will perform an average of four concerts per year. Attendance at performances is mandatory. Students will also have the opportunity to audition for the Berkshire League Music Festival, Northern Region Festival, and All State. Students may contract to take the course as level 2 or level 3.

**Level 3:** Students who have no prior choral experience who wish to take course for the first time will be required to meet the “basic level” standards as defined by National Standards for Music Education. These students must meet the daily class requirements, and they are required to sing at the mandatory performances.

**Level 2:** Students who have prior choral experience who wish to take the course for level 2 credit will be required to meet the “proficient level” standards as defined by the National Standards for Music Education. These students are required to sing at all mandatory performances and audition for the Northern Region Music Festival.

**Students interested in a level 1 chorus course should read the course description for Treble Choir.**

**National Standards for Music Education are available by request to the music teacher or the school counseling office.**

## **TREBLE CHOIR**

**10-12**

### **1 credit**

This is an elective course open to treble singers in grades 10 – 12 who have sung in Concert Chorus for at least one year. Students are accepted by audition with the choral director. This group will sing more challenging selections than offered in Concert Chorus. They will learn repertoire in different languages and varying choral styles. They will also study music theory as it applies to the voice. This is a level 1 course. Students who have prior experience and wish to take the course must meet the “advanced level” of the standards as defined by National Standards for Music Education; sing at the winter, spring and jazz concerts with the Concert Chorus and separately with treble ensemble; and, audition for the Northern Region Music Festival. Students will have the opportunity to sing in the Connecticut Chapter of the American Choral Directors Association Honor Choir.

## **MUSIC TECHNOLOGY**

**9-12**

### **1 credit (meets .5 credit technology graduation requirement)**

This is a full year course. The class will provide a background in working with MIDI (computer assisted music) and synthesizer technology. Students will learn traditional music terminology along with sequencing, score writing, and recording technology. These techniques will be utilized in creating musical compositions. Students electing this class should have some musical background. This course is offered as a level 2 or 3 course. Students selecting level 2 will be required to produce and master a live performance and will be required to submit a proposal for an independent music technology project. Students may work collaboratively on these assignments.

## **MUSIC THEORY/ ADVANCED PLACEMENT MUSIC THEORY**

### **1 credit**

**10-12**

This is a rigorous course in college level music theory. Students must have a substantial music background. The course involves the basics of music theory, two to four part harmony, sight singing and ear training. This course is offered as an advanced placement, level 1, or a level 2 course based on the complexity of the work created/performed. AP students will be required to melodically and harmonically analyze musical forms and structures and must complete a composition project. They will also be contracted to take the AP test in Music Theory in May. Criteria for level 1 and 2 credit will be available in the music and counseling departments by February 2010. (This course is offered 2010-11; Jazz Theory will be offered in 2011-12 as an alternate to this course.)

## **JAZZ THEORY/IMPROVISATION**

### **1 credit**

The Jazz Studies course is an elective course offered alternate years with Music Theory. Prior instrumental or vocal performance experience required. The course is designed for those students who have a strong interest in Jazz, Jazz History and wish to learn the art of improvisation. This is a level 2 course. \*Students with no ensemble experience need to seek permission from the instructor. (Offered 2011-12 in place of Music Theory/AP Music Theory.)

# *PHYSICAL EDUCATION and HEALTH*

## **PHYSICAL EDUCATION**

Physical Education is an integral part of the total education program, which aims through the medium of various physical activities, such as games, movement, sports, dance, and related individual and team activities, to contribute to the optimal development of each student.

### **Objectives of Physical Education**

1. To improve biological growth and development.
2. To develop knowledge, skills, and attitudes to use in the attainment of optimal physical fitness.
3. To develop motor movement skills and efficient management of the body.
4. To foster healthy social growth through interaction in games, sports, and other related activities.
5. To provide opportunities that will help to develop a positive self image.
6. To provide activities, which meet the growth, needs of each student taking into consideration his/her individual needs, capabilities, and interests.
7. To develop an understanding and appreciation of rules, strategies, and procedures in a variety of activities.
8. To instill an appreciation for the enjoyment and values of physical activity.
9. To provide knowledge for developing positive attitudes, behavior, and decision-making skills in the areas of Health and Substance Abuse.

## **PHYSICAL EDUCATION I**

**9**

### **.5 credit**

The introductory Physical Education program consists of instruction in both individual and team sports or activities. The theme and program emphasis will be on the development and maintenance of lifetime physical fitness. Classes are co-educational. Students are evaluated on attendance, proper attire, class participation, attitude, knowledge, and skill. All freshman students should register for this course. This is a level 3 course.

## **PHYSICAL EDUCATION II**

**10**

### **.5 credit**

This course is a continuation of Physical Education I, ensuring instruction in a wide variety of recreational activities for all students. Classes are co-educational. Students are evaluated on attendance, proper attire, class participation, attitude, knowledge, and skill. All sophomore students should register for this course. This is a level 3 course

## PHYSICAL EDUCATION ELECTIVE

11-12

### .5 credit

This course will focus on lifetime sports based on the needs and interests of the students. It may be taken more than one time for credit. This is a level 3 course. Activities may include:

Aerobics (Running)	Pillow Polo
Aerobics (Dance/Step)	Recreational Games
Archery	Snow Shoeing
Badminton	Soccer
Basketball	Softball
Conditioning	Speedball
Cross Country Skiing	Team Building
Dance (Folk, Line, Square)	Tennis
Flag Football	Touch Rugby
Frisbee Activities	Track & Field
Golf	Volleyball
Indoor Soccer	Weight Management
Lacrosse	Weight Training
Orienteering	Wrestling
	Yoga

## HEALTH EDUCATION

11

### .5 credit

This is a half-year course required for graduation. Students will be introduced to a variety of health topics including mental health, nutrition, fitness, substance abuse, and family life education\*. This course will challenge students to reflect upon and improve their decision-making skills. Evaluation is based upon class participation, quizzes, tests, and projects. This is a level 3 course. *\*Pursuant to Board Policy 6142.1, if a parent objects to his/ her child receiving instruction concerning family life and/ or sex education, a separate written objection should be submitted by such parent which specifies the area(s) of instruction that is objected to. School staff will arrange for other suitable instruction during the time such family life and/ or sex education program(s) is offered.*

# AGRISCIENCE AND TECHNOLOGY

The Ellis Clark Regional Agriscience program at Nonnewaug High School prepares students for employment in agriculturally related fields and/or further study in collegiate level agriculture programs. The curriculum combines practical training with academic preparation. Heavy emphasis is placed on helping students develop a sense of responsibility for themselves and their community. Students may apply to the program during any of their years at high school.

Notes:

- All Junior/Senior (11-12) courses are for 1.5 credits, and Sophomore semester courses are for .75 credits
- All Junior/Senior (11-12) courses have an alternate year curriculum. Students should check with the instructor to see what units will be covered for each year.
- All 10th, 11th, and 12th grade students are required to maintain an approved Supervised Agricultural Experience (SAE) Program of at least 200 hours per year.
- Independent study courses are available
- All Junior/Senior classes are Level 2.
- All students are expected to participate in the Woodbury FFA Chapter, the co-curricular leadership development component of the Agriscience program.

## COURSES

### **AGRISCIENCE I**

9

**1 credit**

This course is designed to give the student an introduction to careers in agriculture in the fields of plant science, animal science, and agricultural mechanics. Students receive a combination of classroom theory and hands-on skills. All students will also receive leadership training through the FFA and will receive training in Ag tractor operation. During the year, students will plan for their Supervised Agricultural Experience (SAE) programs that are required for sophomore, junior, and senior Ag students. This is a level 3 class.

### **HORSE MANAGEMENT**

10

**.75 credits**

This course is designed for students who would like to further their studies in the area of horse management. Students will become familiar with the following topics: feeds and feeding, tack and equitation, housing, horse breeds, careers, equine health, horse identification, and ways to enjoy the horse. Tests, quizzes, reports, and demonstrated skills will be used to evaluate the student. During the year, students will plan for their Supervised Agricultural Experience (SAE) programs that are required for sophomore, junior, and senior Ag students. **SKILLS:** Skills gained may include the following: grooming, stall cleaning and barn management, using horse tack and equipment, health care, feeding, basic equitation, and safety in working with horses. This is a level 3 class.

## **AGRICULTURAL PRODUCTION**

**10**

### **.75 credits**

This course is designed for students who show an interest in animal science beyond the freshman level. The course deals with five major productive livestock species including dairy cattle, beef cattle, swine, sheep and poultry. The course is designed to give students a broad base of knowledge concerning animal selection, feeds and nutrition, forage crops, animal health, animal housing, animal products, and careers in ag production. Students will also spend time working with the school's livestock and related outside projects. During the year, students will plan for their Supervised Agricultural Experience (SAE) programs that are required for sophomore, junior, and senior Ag students.

**SKILLS:** Students will acquire skills in animal handling and care, animal selection, nutrition, health, housing, and in producing and marketing animal products, such as, milk, meat, wool, and eggs. This is a level 3 class.

## **AG MECHANICS**

**10**

### **.75 credits**

This course provides students with an introduction to fabrication and maintenance of common agricultural machines and buildings. Students are given a balance of theory and hands-on experience in the areas of outdoor construction, tractor operation, small gas engines, electrical wiring, and metal work. Skills learned are utilized in all other Ag areas including plant science, animal science, and conservation. During the year, students will plan for their Supervised Agricultural Experience (SAE) programs that are required for sophomore, junior, and senior Ag students. **SKILLS:** Students will operate Ag tractors, construct small buildings, and perform site preparation. Students will repair and troubleshoot small gas engines, operate welding equipment, and perform basic A.C. wiring exercises. This is a level 3 class.

## **GREENHOUSE PLANT PRODUCTION AND PROCESSING**

**10**

### **.75 credits**

This course introduces students interested in plant science to the field of greenhouse plant production and management, plant processing and interior landscaping. Students will be given the opportunity to produce and manage crops while studying production structures, cultural requirements, and pest and disease management. Students will design with plants to construct several basic industry products. Evaluation is through tests, quizzes, crop projects, reports, record keeping, work experience, and participation during various activities. During the year, students will plan for their Supervised Agricultural Experience (SAE) programs that are required for sophomore, junior, and senior Ag students. **SKILLS:** The students will make several basic floral arrangements, corsages, and boutonnières. Prepare flowers for use by proper care and conditioning. Students will be able to identify and control plant pests and disease, plus produce and maintain plants in the greenhouse and the interior of the school. This is a level 3 class.

## **VETERINARY SCIENCE**

**10**

### **.75 credits**

This course is designed for students who wish to explore an interest in Veterinary Science. The course acquaints students with animal terminology, various health conditions, medicating animals, basic first aid, normal animal health and pet animal care. There will be tests, quizzes, participation, reports, SAE records, and SAE. During the year, students will plan for their Supervised Agricultural Experience (SAE) programs that are required for sophomore, junior, and senior Ag students. **SKILLS:** Skills covered include record keeping, animal care, medicating, first aid techniques, and medical care for the school animals, animal handling techniques, and some exotic animal care. This is a level 3 class.

## **CONSERVATION**

10

### **.75 credits**

This course introduces students to careers in natural resource management. The students will get experiences in tree identification, forest products production and measurement, wildlife management, beekeeping, map and compass use, Global Positioning Systems, chainsaw safety and other forest tool use. The students are expected to work in the classroom, in the shop and outdoors regardless of weather conditions. Evaluation is based on quizzes, tests, projects and participation. During the year, students will plan for their Supervised Agricultural Experience (SAE) programs that are required for sophomore, junior, and senior Ag students. **SKILLS:** The students will acquire skills that include: tree identification, chainsaw safety, forest tool use, wood products production through the use of the school sawmill and wood splitter, orienteering and GPS skills, when time permits the students will participate in apple cider, honey and maple syrup production. This is a level 3 class.

## **LANDSCAPING**

10

### **.75 credits**

This course is designed to introduce students who show an interest in plant science to the field of interior and exterior landscape design, construction, and maintenance. The course acquaints the student with basic skills in plant identification, landscape management, plant selection and maintenance, plus design. Evaluation is conducted by tests, crop projects, reports, record keeping, and work experience. During the year, students will plan for their Supervised Agricultural Experience (SAE) programs that are required for sophomore, junior, and senior Ag students. **SKILLS:** Students will acquire skills in plant identification, interior plant maintenance, selection of plants pruning practices, landscape design techniques, planting techniques, and equipment operation and maintenance. This is a level 3 class.

## **AGRICULTURE MECHANICS**

11-12

### **1.5 credits**

This course is designed to acquaint the student with the broad area of Ag Mechanics. Job opportunities include equipment operator, repair technician, carpenter, welder, surveyor, power equipment technician, electrician, parts manager, etc. Automotive skills are not covered in this course. Evaluation consists of written tests and quizzes, oral and written reports, completion of shop projects, and demonstration of safe shop practices. This course has an alternating year curriculum that is not sequential. Interested students should consult the instructor about topics to be covered during the year. Every student is required to maintain and document an approved agricultural work experience program. During the year, students will plan for their Supervised Agricultural Experience (SAE) programs that are required for sophomore, junior, and senior Ag students. **SKILLS:** The skills in this course include hot and cold metal working, arc and gas welding, shop design and management, land measurement, small engine overhaul, record keeping, Ag and industrial tractor repair, barn construction, Ag utilities, machinery operation, hydraulics, electrical controls, and special student topics. This is a level 2 class.

## **VETERINARY SCIENCE**

11-12

### **1.5 credits**

This course is designed for students who show an interest in the animal science field, as assistants or technicians, or college bound students in any animal science field. This course acquaints the student with basic animal clinic operation, small and large animal care, first aid, animal behavior and restraint, small animal grooming, and parasitology. It also includes an investigation of animal health and disease, alternative veterinary medicine, animal anatomy and physiology, animal nutrition, animal reproduction and genetics, and animal identification. Evaluation will be done by tests, quizzes, projects, participation, and work experience. Every student is required to maintain and document an approved agricultural work experience program. During the year, students will plan for their Supervised Agricultural Experience (SAE) programs that are required for sophomore, junior, and senior Ag students. **SKILLS:**

Students will acquire skills in animal terminology, restraint and handling of large and small species, some reptile and amphibians, disinfection, identification of breeds of companion, livestock and exotic animals, first aid surgical tools, and performing a veterinary physical exam. Students will also be able to identify major structures and functions of the primary organ systems, prepare and analyze nutritional contents of animal rations, and gain skills in animal breeding, neonatal care, and management. Skills will be practiced through hands-on work with both large and small animals, laboratory experience, and specimen dissection. This is a level 2 class.

## **HORSE MANAGEMENT**

**11-12**

### **1.5 credits**

This course is designed for those students who are interested in a career in the equine industry. The course emphasizes the following management areas: selection and evaluation of horses, feeds and nutrition, equine health, financial management, horse housing, anatomy and physiology, farrier science, reproduction and genetics, breaking and training, and facilities maintenance. Tests, quizzes, reports, and a demonstration of skills will be used to evaluate the student. Every student is required to maintain and document an approved agricultural work experience program. During the year, students will plan for their Supervised Agricultural Experience (SAE) programs that are required for sophomore, junior, and senior Ag students. **SKILLS:** Students will acquire skills in judging, grooming, identifying feedstuffs, first aid, restraint, facility design, machine operation, safe handling of horses, trailering, and basic horse training and behavior, stable management skills, and record keeping. This is a level 2 class.

## **NURSERY/LANDSCAPING**

**11-12**

### **1.5 credits**

This course is designed for those students who have an interest in the plant science field as landscapers, nurseryman, and grounds maintenance technicians. The course emphasizes such topics as tree and shrub identification, pruning, fertilization, and management. Experiences are also provided in lawn grass management, landscape design, lawn and grounds equipment maintenance, landscape construction, and integrated pest management. Evaluation is conducted by tests, land lab projects, reports, work experience, and participation based on the operation of equipment. Every student is required to maintain and document an approved agricultural work experience program. During the year, students will plan for their Supervised Agricultural Experience (SAE) programs that are required for sophomore, junior, and senior Ag students. **SKILLS:** Students will acquire skills in tree and shrub maintenance, lawn maintenance, equipment use and maintenance, landscape planning and construction, landscape plant material pruning, propagation, and pest control. This is a level 2 class.

## **GREENHOUSE PLANT PRODUCTION AND PROCESSING**

**11-12**

### **1.5 credits**

This course is designed for those students who have an interest in the plant science field as greenhouse plant growers and processors. The course emphasizes production of commercial greenhouse crops, greenhouse management, plant processing, business management, Integrated Pest Management, and greenhouse construction. Evaluation is conducted by tests, crop projects, reports, record keeping, and work experience. Every student is required to maintain and document an approved agricultural work experience program. During the year, students will plan for their Supervised Agricultural Experience (SAE) programs that are required for sophomore, junior, and senior Ag students. **SKILLS:** Students will acquire skills in basic production of greenhouse crops, business techniques, floral arranging, propagation, and pest management. This is a level 2 class.

## **AGRICULTURE PRODUCTION**

11-12

### **1.5 credits**

The Ag Production course is designed for students who are interested in pursuing a career in production agriculture and related fields. This course is designed to familiarize students with the areas of animal reproduction and genetics, animal health, animal selection, agribusiness, poultry production, computers in agriculture, diversified ag production, feeds and nutrition, meat science, dairy products, livestock management, dairy management, and forage production. Students also spend time working with the school's livestock and related outside projects. Every student is required to maintain and document an approved agricultural work experience program. During the year, students will plan for their Supervised Agricultural Experience (SAE) programs that are required for sophomore, junior, and senior Ag students. **SKILLS:** Students will acquire skills in animal handling and care, animal husbandry, identification of feeds and forages, animal nutrition, livestock, dairy and meats selection, identification of meats and meats products, dairy products technology and manufacturing, livestock management, dairy management, operating personal computers in agricultural applications, animal breeding and genetics, animal health, comparative judging and reasons, and designing and constructing animal housing and fencing systems. This is a level 2 class.

## **CONSERVATION**

11-12

### **1.5 credits**

This course is intended to familiarize students with careers in the natural resources management industry such as forestry, wildlife management, urban tree care (arboriculture), and environmental science. The course extends over two years in order to cover the complete curriculum. The students will participate in outdoors as well as classroom activities to help them better understand the natural resources industry. Evaluation is based on tests, projects and participation (including attendance). The students work outdoors throughout the year and are expected to dress appropriately. Every student is required to maintain and document an approved agricultural work experience program. During the year, students will plan for their Supervised Agricultural Experience (SAE) programs that are required for sophomore, junior, and senior Ag students. **SKILLS:** Some of the skills involved in this course include: urban forestry, chainsaw safety, surveying, woodlot management, maple syrup production, insects and diseases, taxidermy, trail & brush clearing, sawmill operation, firewood production, beekeeping and honey production, wildlife management, and water quality. This is a level 2 class.

## **AGRI-BUSINESS SEMINAR**

11-12

### **.5 credit**

This course is designed to assist students with the transition from school to career. Students will learn to process job applications, practice-interviewing skills, complete loan application forms, develop career goals and write an effective resume. Students will also develop their own portfolios. In addition, basic record keeping skills for a single proprietor business will be studied. Emphasis will be placed on developing skills so students may be more successful in future employment, education, or entrepreneurship. Every student is required to maintain and document an approved agricultural work experience program. During the year, students will plan for their Supervised Agricultural Experience (SAE) programs that are required for sophomore, junior, and senior Ag students. This is a level 2 class.



