



## 2020–2021 COURSE CATALOG

The Woodstock Academy | 57 Academy Road Woodstock, CT | (860) 928-6575 | [woodstockacademy.org](http://woodstockacademy.org)

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# THE WOODSTOCK ACADEMY AT A GLANCE

## HISTORY

Founded in 1801, The Woodstock Academy is a comprehensive, independent, coeducational, residential secondary school. During the 1930s, The Woodstock Academy entered into contracts with surrounding towns to serve as the high school for the residents. Currently, the school operates as a New England town academy, opening its doors to residents of Brooklyn, Canterbury, Eastford, Pomfret, Union, and Woodstock. Students from non-sending towns, out of state, and around the world, apply to WA and may become day or boarding students. A thirty-member independent Board of Trustees governs The Woodstock Academy.

## LOCATION

The Woodstock Academy is located in the northeastern corner of Connecticut, known as The Quiet Corner. A rural area with a combined population of 20,000, it is centrally located between Boston and New York City.

## STUDENT BODY

There are approximately 1150 students enrolled in grades 9-12 and postgraduates. The student body is comprised of students from the six sending towns, non-sending towns, and from countries around the world. Approximately twelve percent of WA students are boarding students.

## CURRICULUM

A broad, comprehensive curriculum satisfies the academic needs of a diverse student population. The majority of our students are preparing for college and university after high school, and our goal, through course offerings, is to ensure that they are ready for the challenges that lie ahead. A wide offering of elective courses in the fine & performing arts, technology, family and consumer science, and physical education complete the educational experience. A Plan of Study is maintained for each student and provides a four-year working plan as college and career readiness are considered. Students, parents, and counselors maintain ongoing communications over a student's high school career.

## CAMPUS

The three hundred and fifty acres of The Woodstock Academy's dual campus configuration provide a college-like setting. The North and South campuses each hold six buildings and are approximately two miles apart. Nestled between these campuses is the Bentley Athletic Complex. Classes, activities, and events are held in all locations. The school has two full-size gymnasiums; The Center for The Arts with a 1,000 seat auditorium, on-campus art gallery, and professional recording studio; the SPIROL STEAM (Science, Technology, Engineering, Arts, and Math) Center; the Bracken Memorial Library; two unique dining halls; and numerous classrooms that house over 240 courses throughout the day. The campus is busy from morning until after dinner with classes, almost 50 clubs and activities, over 50 athletic offerings, a robust intramural program, and tutoring and study hall opportunities.

## GRADUATES

Eighty-five percent of our seniors continue their education at universities, colleges, and other institutions of higher learning. The military, travel, and employment provide post-secondary options as well. We are proud of the many alumni who report back to us regarding their success at the college level and as they enter the work force.

## FACULTY

Over 85% of the teaching faculty hold advanced degrees. All teaching faculty are certified through the state of Connecticut. Most faculty, in addition to teaching, are involved with students as advisors and coaches in the varied co-curricular program offerings. The student to faculty ratio is 14:1.

## MISSION

The Woodstock Academy prepares all students by providing diverse opportunities through a rigorous curriculum and a variety of programs in order to cultivate the necessary skills to become lifelong learners and global citizens.



# SPECIAL ACADEMIC PROGRAMS FOR COLLEGE/HS COURSE CREDIT

## ADVANCED PLACEMENT COURSES (AP)

Advanced Placement Courses are rigorous courses taught at The Woodstock Academy by The Academy teachers that allow students to earn college credit while still in high school. AP courses are overseen by the College Board and require an AP test in order to earn AP credit. All students who register for AP courses at The Academy must take the corresponding AP exam at the end of the course. This exam is scored by the College Board on a scale of 1 to 5, with 5 being the highest. Awarding of college credit and fulfillment of college requirements varies by institution based on test scores, subject matter, and the student's area of study.

The Woodstock Academy offers courses corresponding with the following AP tests:

- Spanish Language and Culture
- German Language and Culture
- European History
- Statistics
- English Literature and Composition
- English Language and Composition
- U.S. Government and Politics
- Calculus AB
- Calculus BC
- Studio Art
- U.S. History
- Chemistry
- Physics C—Mechanics
- Physics C—Electricity & Magnetism
- Biology
- Macroeconomics
- Psychology
- Computer Science Principles
- Capstone: Seminar
- Capstone: Research

Students may also register to take AP tests for classes not offered at The Woodstock Academy. See [apstudent.collegeboard.org](http://apstudent.collegeboard.org) for course offerings and consult the counseling office for test dates, registration, and preparation.

## EARLY COLLEGE EXPERIENCE COURSES (ECE)

The UConn Early College Experience is an opportunity for students to earn college credit through the University of Connecticut while enrolled in approved The Woodstock Academy ECE courses. Students who participate in ECE are considered non-degree students by UConn. Every ECE course is equivalent to a course at UConn and students will receive a transcript from UConn verifying college credit. These courses may then be transferred to other institutions of higher education just as a traditional college course. Acceptance of these credits is at the discretion of the accepting institution. Additionally, a college transcript from UConn, submitted as a part of a college application packet, demonstrates a high level of academic commitment and readiness for the demands of higher education. Currently, The Woodstock Academy offers the following courses which are eligible for ECE credit:

- Chemistry 1
- AP Chemistry 2
- AP Physics C—Mechanics
- AP Physics C—Electricity & Magnetism
- AP English 3
- AP English 4
- Electronic Design
- Individual & Family Development
- International Relations 2
- Latin 3: Literature
- Latin 4: Roman Epic
- Latin 5: Vergil & Caesar
- Spanish 4
- AP Spanish 5: Language
- Italian 3
- Italian 4
- Calculus (1st semester only)
- Biology 1 & AP Biology 2
- Biotechnology
- Environmental Science
- Statistics
- Music Fundamentals 1
- Drawing 2
- Intro to Human Rights

We also offer an ECE course through Eastern Connecticut State University, and we plan to expand these options in the future:

- Math for Liberal Arts

While there is a fee for each course, the cost is dramatically less than the traditional cost of college courses. Registration costs for ECE courses vary based on the number of credits offered.

# SPECIAL ACADEMIC PROGRAMS FOR COLLEGE/HS COURSE CREDIT

## HIGH SCHOOL PARTNERSHIP PROGRAM

(Quinebaug Valley Community College – QVCC)

A partnership between QVCC and regional high schools that provides the opportunity for qualified juniors and senior high school students to enroll in college credited courses at the Community College at no cost.

### HOW DO I QUALIFY FOR THE PARTNERSHIP PROGRAM?

The program is open to high school juniors and seniors at any of the high schools that participate in the Partnership with QVCC.

- A student must have a minimum cumulative scholastic average of 80 or "B".
- A student must be recommended, in writing, by their guidance office Partnership coordinator (usually the director of guidance or the principal).
- A student must complete a special High School Partnership Application available from their guidance office or at the QVCC Admissions Office.
- A student must meet with an advisor in the Learning and Student Development Office at QVCC for academic advisement and to select an appropriate course(s).

### HOW MUCH DOES IT COST?

QVCC waives the tuition and all fees for students enrolled in the Partnership Program. Students are responsible for the cost of books and supplies for the classes they take, as well as for transportation.

### WHEN CAN I TAKE THESE CLASSES?

Most of the courses are offered in late afternoon and evenings. Students must generally be available at least two days each week. Students need to be aware that these courses are in addition to their regular high school classes.

### HOW MANY CREDITS MAY I EARN?

Qualified high school juniors and seniors are permitted to take one course per college semester; however, spots are limited and offered on a first-come, first-serve basis. If there should be unused spots, a student may take an additional course for a maximum of two courses per semester.





# SPECIAL ACADEMIC PROGRAMS FOR COLLEGE/HS COURSE CREDIT

## VIRTUAL HIGH SCHOOL

- Over 300 exciting and unique Virtual High School NetCourses taught by certified teachers
- Flexible class schedule
- Full elective course credit from WA
- NetCourses, books and materials provided free of charge
- ELIGIBLE: Grades 11–13—standard, honors and advanced placement courses

### VHS Overview

Virtual High School, Inc. is a non-profit organization which provides online Netcourses through Internet or webbased methods to participating schools. Virtual schools allow students to take courses not currently offered at The Woodstock Academy and, as such, enrich existing curricula. Moreover, VHS NetCourses offer student opportunities to gain proficiency in online collaboration and accessing and processing data in an online environment. In addition to the academic benefits of each course, students learn how to use the Internet and its vast resources in their search for information. All VHS courses are monitored regularly, and adhere to the National Education Association's (NEA) recommended course guidelines for high quality online courses. A more detailed profile of the VHS organization can be found at [www.govhs.org](http://www.govhs.org).

The Woodstock Academy believes that distance learning through virtual/online courses is an opportunity for student enrichment. The advantage of online learning is that it does not require students to be physically present in the same location as the instructor or other students. Distance learning courses allow The Academy's educational program to increase accessibility and flexibility in the delivery of instruction.

It is the school's intention that Distance Education will not replace AP courses, or any other courses, currently offered at The Woodstock Academy. Online courses are intended to augment the curriculum and provide learning opportunities where financial resources do not justify the addition of courses to meet particular student interests.

Academy students may earn a maximum of three (3) credits by completing online courses. Students must pay a \$250 fee for each VHS course taken.

## INDEPENDENT STUDY

The primary objective of the independent study program is to provide Academy students an opportunity to design, with assistance of faculty members, an individual course or project that is above and beyond the required academic experience. Independent study is for serious, mature, and well-motivated students who possess the intellectual ability and self-discipline to pursue a program of intense and focused study. It will be the primary responsibility of the supervising teacher to help the student in his/her pursuit of the independent study goals. Independent studies can also be designed to enhance the learning gained on school-sponsored educational travel experiences.

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

1. A completed form must be submitted to guidance by June 1 for any proposed independent study to take place in the fall semester, and by December 1 for any proposed independent study to take place in the spring semester.
2. Students must have met or show evidence that they will meet all Academy course requirements.
3. Independent study credits cannot be used to meet credit or distribution requirements for graduation. **Students must earn twenty-five credits towards graduation in addition to any credits granted for independent study.**
4. The student must have exhausted all departmental courses that relate to the independent study.

## CAPSTONE PROJECT

### AP CAPSTONE: SEMINAR

#### 6880

AP Capstone: Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

**Credit:** 1 E/ACC Gr: 11, 12, 13

### AP CAPSTONE: RESEARCH

#### 6890

The Career and technology department is currently look at ways to offer students courses that provide training, experience and certifications relevant to today's job market. This course will prepare students for the Private Pilot written exam and the Part 107 Drone Pilot exam. The course will also prepare students for flight training in an actual aircraft with a flight instructor via flight simulator. Learning to fly opens up a whole new world of fun and adventure. With a private pilot's license students can enjoying a lifelong hobby and take the first step toward a career in commercial, government or military aviation.

**Pre:** AP Capstone: Seminar

**Credit:** 1 E/ACC Gr: 11, 12, 13

# ACADEMIC GUIDELINES

The Woodstock Academy Board of Trustees believes in the vision that The Academy is a student-centered school which emphasizes individual growth and development through student engagement in diverse instructional opportunities effectively managed by an empowered faculty, supported by a participating community, and characterized by the highest global values of a rapidly changing world. To that end, The Woodstock Academy Graduation Requirements are in alignment with the school's mission.

## CREDIT REQUIREMENTS

**1.** Students in the Class of 2021 and 2022, all students must earn a minimum of 25 credits in order to graduate (students have the opportunity earn 32 credits over the course of 4 years), which must include

### Core: Minimum of 17 credits

English	4 (English 1, 2, 3, 4)
Mathematics	4 (Algebra I and II, Geometry recommended sequence)
Science	3 (Foundations of Science, Biology, & Chemistry)
Social Studies	3 (Mod. World, Gov. & Politics, & Mod. U.S.)
Health/PE	2 (1.5 in Physical Ed, .5 Health)
World Language	1

### Electives: Minimum of 8 credits

Fine Arts	1
Humanities	1
STEAM	1
Career/Life Skills	1
<b>Total Credits</b>	<b>25</b>

Beginning with the class of 2023 all students must earn a minimum of 25 credits in order to graduate (students have the opportunity earn 32 credits over the course of 4 years), which must include

### Core: 18 credits, must include

English	4 (English 1, 2, 3, 4)
Mathematics	4 (Algebra I and II, Geometry recommended sequence)
Science	3 (Foundations of Science, Biology, & Chemistry)
Social Studies	3 (Mod. World, Gov. & Politics, & Mod. U.S.)
World Language	1
Phys. Ed. & Wellness	1
Health & Safety	1 (.5 Gen. Health required)
Mastery-Based Diploma Assessment	1

### Electives: 7 credits, must include at least

Fine Arts	1
Humanities	1
STEM	2
Additional Credits	3
<b>Total Credits</b>	<b>25</b>

**2.** All students attending The Woodstock Academy must carry a minimum of three (3) credits per semester each year. A passing grade in at least five academic subjects in each year is required for promotion to the succeeding grade level. Seniors must carry a minimum of six (6) credits and must pass a minimum of five (5) to be eligible to graduate, in addition to the total and distribution requirements previously outlined. Exceptions may be granted to fifth year students following discussion with administration and counseling staff.

**3.** Transfer students, having successfully completed high school level academic work, must present certified transcripts from accredited high schools or a cies where work was completed for Academy evaluation. Credits, reflecting previous accomplishments, will be evaluated for individual students in selecting a course schedule that meets Academy total and distribution graduation requirements. Following the completion of four semesters at The Woodstock Academy, the student will be placed into the GPA and rank structure determined by all certified, accredited high school level academic core courses completed.

Any transfer credits factored into The Woodstock Academy GPA and rank structure will not be factored at levels higher than the academic course levels available to Academy students. Current and previous academic course levels are compared and evaluated in determining student class standing.

All students must satisfy both the minimum credit requirements and the minimum Graduation Performance Standards to be awarded an Academy diploma.

## GRADUATION PERFORMANCE STANDARDS

### 1. Reading Performance Standard

A student will read a variety of texts (i.e., literary, informational and persuasive) and describe their general content.

### 2. Writing Performance Standard

A student will produce an essay which: 1) employs appropriate process; 2) has a beginning, middle, and end; 3) adequately develops a clear thesis; and 4) adheres to the conventions of standard written English.

### 3. Mathematics Performance Standard

A student will analyze a mathematical problem and apply strategies and processes that will yield an appropriate solution. The student will either explain in writing, or in a pictorial, graphical, or algebraic representation how she/he arrived at each solution or justify each solution.

### 4. Science Performance Standard

A student will analyze a scientific problem, apply strategies, and processes that demonstrate use of experimentation and scientific reasoning to realistic problems.

## DEMONSTRATION OF PERFORMANCE STANDARDS

Students may demonstrate achievement of the performance standards by:

### READING/LANGUAGE ARTS

- Achieve a minimum score of 370 on the Evidence-Based Reading and Writing portion of the PSAT or SAT, or 19 on the ACT Reading Test; or
- Earn an overall minimum C- average in Freshman and Junior English, or a C- average in Reading Seminar; or
- Achieve a minimum Degrees of Reading Power percentile rank for spring of grade 10 at an independent level or P=.90 of 70% which will be administered by the Administration.
-

## WRITING

- Achieve a minimum score of 19 on the Writing & Language subtest of the PSAT or SAT, or 19 on the ACT English Test; or
- Earn a minimum grade of C- in Sophomore English or Modern U.S. History; or
- Produce an essay that is focused, organized, elaborated, and edited for Standard English conventions, earning a minimum rating of a six (6) on the Academy Writing Rubric which will be part of a performance portfolio reviewed by the Graduation Performance Standards Committee.

## MATHEMATICS

- Achieve a minimum score of 380 on the Mathematics portion of the PSAT or SAT, or 19 on the ACT Mathematics Test; or
- Earn an overall minimum C- average in a four credit sequence of mathematics courses. If the student has not earned an overall C- minimum average, he/she must take and pass a fifth problem-solving course from this list.
  - Any fifth Math course,
  - College Accounting 1,
  - Engineering CAD,
  - Architectural CAD,
  - Advanced Engineering CAD,
  - Family Foods and Nutrition,
  - Intro to Manufacturing
  - Ground Flight School
  - Aerospace Engineering
  - Pastry and Baking

During this time, the Dean of Academics will provide him/her the problems that require demonstration of basic math operations, including fractions and decimals, and earn a minimum rating of two (2) on the Academy Mathematical Rubric reviewed by the Graduation Performance Standards Committee.

## SCIENCE

- Achieve a minimum score of 19 on the ACT Science Reasoning subtest; or
- Earn a minimum score of 3 on the NGSS; or
- Earn an overall minimum C- average in Foundations of Science, Biology, and a third science course. If the student has not earned an overall C- minimum average, he/she must take and pass a fourth science course. During this time, the Administration will provide him/her the opportunity to complete at least two science performance tasks earning a minimum rating of 2 on a CAPT rubric, which will become part of a performance portfolio reviewed by the Graduation Performance Standards Committee.

In a situation where a student has retaken a class for credit, the first course shall not be included in the compliance calculations.

## NOTIFICATION

**Students:** At the beginning of the senior year, each senior shall be notified by their counselor of their status relative to meeting performance standards for graduation.

**Parents and/or guardians:** The Counseling Department will notify in writing parents and/or guardians of seniors who have not met the performance standards by November 30, February 10, and April 15.

## EXEMPTIONS

- ELL students may be exempt from graduation performance standards if they have received instructions in English for fewer than three years, or if other factors for exemption exist, as determined by their counselor and the Associate Head of School.
- Special Education students may be exempt from the graduation performance standards as determined by a PPT.
- Transfer students may be exempt from the graduation performance standards if they have completed fewer than four semesters at The Woodstock Academy.

## APPEAL PROCESS

- There is no appeal to the scoring of the NGSS, SAT, or ACT, or course grades on the transcript.
- The scoring of exhibitions in the performance portfolio may be appealed to the Associate Head of School, in writing, no later than May 1st. The appeal must specify which exhibitions are in question and specify the reason. The Associate Head of School will appoint a three-member panel to review the portfolio in question and make a recommendation. The Associate Head of School will render a decision within ten (10) school days.
- The Associate Head of School's decision may be appealed to the Head of School, in writing within five (5) days if the student believes there has been a procedural violation. The appeal must specify the violation. The Head of School will review the records and render a final decision within five (5) days.





# STUDENT SERVICES

This collaborative program provides services to students with identified specialized instructional needs. Services include case management, resource room support, co-taught classes in selected areas, direct reading instruction and other supports as needed and determined via the Planning & Placement Team process.

Should a student be referred for consideration, a referral form to special education is completed and a Planning & Placement Team meeting is scheduled. If the student requires testing, an individualized testing plan is arranged at that initial meeting given written parent permission. Upon testing completion, a Planning & Placement Team meeting is again called to discuss the testing results and all pertinent educational data to make recommendations including special education eligibility.

Specific services may include:

- Case management by special education teacher.
- Tutorial support in areas of identified need
- Specific skill development as determined:  
Reading skills, Written Language, Math skills, Social Skills, Study skills, Organizational Strategies, Problem Solving, Transition Planning and Advocacy
- Para-educator support within classroom setting
- Further evaluation as appropriate
- Specialized Related Services as determined by PPT

## AMERICANS WITH DISABILITIES ACT (ADA)

The ADA prohibits discrimination on the basis of disability in employment, State and local government, public accommodations, commercial facilities, transportation, and telecommunication.

An individual with a disability is defined by the ADA as a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment. The ADA does not specifically name all of the impairments that are covered.

## SECTION 504/ REHABILITATION ACT

Section 504 states that “ no qualified individual with a disability in the United States shall be excluded from, denied the benefits of, or be subjected to discrimination under” any program or activity that receives Federal financial assistance. The key factor in determining whether a person is considered an “individual with handicap” covered by Section 504 is whether the physical or mental impairment results in a substantial limitation in one or more major life activities.

Requirements common to these regulations include reasonable accommodation for students with disabilities; program accessibility; effective communication with people who have hearing or vision disabilities; and accessible new construction and alterations. Any student suspected of being handicapped under Section 504 might be eligible once referral/evaluation/placement process is completed.

For further Section 504/Americans with Disabilities Act questions, please contact the school’s section 504/ADA coordinator, your child’s school counselor or the Student Services secretary at (860) 928-6575 ext. 1131.



# COURSE OFFERINGS

## ACCELERATED (ACC):

Accelerated courses are rigorously academic. Content includes independent student research, problem-solving and projects enhanced by the knowledge and expertise of the instructor. Substantial and challenging homework, extensive in-class discussion and intensive examinations are routine. Students exhibit exceptional competence in oral and written skills and independence in research, review and study skills. Students are required to take the Advanced Placement test in AP courses; there is no cost to students for the test. Students in courses marked with an asterisk (\*) can apply for college credit from a local university for an additional fee.

### ENGLISH

AP English 4\*  
AP English 3\*

### SCIENCE

Biology 1  
AP Biology 2\*  
AP Physics C—Mechanics\*  
AP Physics C—Elec. & Mag.\*  
Chemistry 1\*  
AP Chemistry 2\*  
Environmental Science\*  
Biotechnology\*

### FINE ARTS

AP Studio  
AP Photography  
Music Fundamentals\*  
Drawing 2\*  
Electronic Design 1\*

## HONORS (HON):

Honors courses are those whose objective is academic preparation for four-year colleges. Content emphasizes student practice, application and development of prerequisite skills and knowledge through in-class discussion, lectures, and independent work and projects. Daily homework assignments, independent problem solving, challenging examinations requiring concept application, and substantial independence in time management are required.

### ENGLISH

English 1,2,3  
Creative Writing  
Eng 4: Mythology  
Eng 4: Studies in Classic  
and Modern Literature  
Writing Ctr. Theory & Practice  
Gender Studies  
Social Media Literacy

### SOCIAL STUDIES

Modern World History  
Modern US History  
Intro to Human Rights  
Psychology  
Intro to Sociology  
American Gov. & Pol.  
Intro to Economics  
Int'l Relations 1  
America Through Art & Music  
Law  
African-American Studies  
Seaport Exp. Academy

### CAREER, FAMILY, & TECH

Individual & Family Dev.\*  
AP Computer Sci. Principles

### MATHEMATICS

AP Calculus AB  
AP Calculus BC  
Calculus\*  
Statistics\*  
AP Statistics

### SOCIAL STUDIES

AP U.S. Hist. 20th Century  
AP European History  
Int'l Relations 2\*  
AP Amer. Gov. & Pol.  
Intro. to Human Rights\*  
AP Macroeconomics  
AP Psychology

### WORLD LANGUAGE

Mandarin 1,2,3  
German 1,2,3  
French 1,2,3  
Spanish 1,2,3  
Latin 1,2  
Italian 1,2,3,

### SCIENCE

Foundations of Science  
Biology  
Ecology Field Studies  
Chemistry 1  
Physics 1  
Anatomy & Physiology  
Environmental Science  
Biotechnology  
Forensic Science  
Organic Chemistry

### MATHEMATICS

Algebra 1  
Geometry  
Precalculus  
Algebra 2  
Calculus 1A

### WORLD LANGUAGES

Spanish 4\*  
AP Spanish 5\*  
Spanish 6  
Latin 3 Lit.\*  
Latin 4 Roman Epic\*  
Latin 5\*  
Italian 3\*  
Italian 4\*  
AP Italian 5  
Mandarin 4  
Mandarin 5  
German 4  
AP German 5

### INTERDISCIPLINARY

AP Capstone: Seminar  
AP Capstone: Research

### FINE ARTS

Electronic Design 1,2  
Sculpture  
Printmaking  
Photography  
Advanced Photography  
Painting  
Studio Art  
Ceramics 2  
Drawing 2  
Art History  
Art Remix  
Gallery Management

### CAREER, FAMILY, & TECH

Early Childhood Ed.  
Early Ch. Ed. Practicum  
College Accounting 1,  
Computer Science  
Architectural CAD  
Advanced Engineering CAD  
International Business

## COLLEGE PREP (CP):

College prep courses are also designed to prepare students planning to continue formal education upon graduation. Content includes teacher instruction and review of skills and concepts for student practice, application and development. The teacher directs and guides students in independent and group projects. Test review, homework, and time management are monitored by the instructor.

### ENGLISH

English 1,2,3  
Eng 4: Poetry/Short story  
Eng 4: Mystery  
Eng 4: Contemporary lit  
Eng 4: Sci. Fiction & Fantasy  
Creative Writing  
Intro to Theatre  
Theatre Workshop  
English Intensive 1,2  
Social Media Literacy  
TOEFL Prep

### MATHEMATICS

Geometry  
Algebra 2  
Algebra 1 part 1  
Algebra 1 part 2  
Statistics  
Trig. & Sel. Funct.  
Math for Liberal Arts\*

### FINE ARTS

Art 1  
2D/3D Arts  
Ceramics 1  
Drawing  
Digital Drawing  
Music Tech & Production 1, 2  
Intro to Musical Theater  
History of Rock and Roll  
The Music Biz

## STANDARD (ST):

Courses in which the primary aim is practice and practical application of skills to build competence and content literacy. Emphasis is on in-class assignments; homework and projects are initiated in class. The teacher provides greater assistance, instruction and guidance to students.

### ENGLISH

English 1, 2, 3  
Reading Seminar  
Eng 4: Contemporary Lit.

### SCIENCE

Foundations of Science  
Biology  
Human Biology  
Chemistry

### CAREER, FAMILY, & TECH

Intro to Careers  
Innovative Technology  
Cooperative Work Exp.  
Personal Finance  
& Economics  
Exploring Multi-Media  
3D Animation  
Game Design  
Entrepreneurship  
Accounting 1  
Engineering CAD  
STEAM Foundations  
Inventors Workshop  
Explorations in Woodworking  
Prenatal Dev. & Infancy  
The Developing Child  
Family Foods & Nutrition  
Culinary Arts  
Pastry & Baking  
Advanced Pastry & Baking  
Multicultural Food  
College & Career Readiness  
Intro to Manufacturing  
Ground Flight School

### HEALTH & PE

Health Ed.  
Advanced Health  
Sports Medicine  
Sports Management

### MATHEMATICS

Algebra 1 part 1  
Algebra 1 part 2  
Algebra 2  
Math 1  
Consumer Math  
Geometry  
Pre-Algebra

### WORLD LANGUAGE

Conversational Spanish

### SCIENCE

Foundations of Science  
Biology  
Chemistry  
Env. Science  
Human Biology  
Ecology & Field Studies  
Forensic Science

### SOCIAL STUDIES

Modern World History  
Military History  
Mod US History 20th  
Intro to Sociology  
Current Affairs  
Psychology  
American Gov. & Politics  
Culture & Sport  
America Through Art & Music  
Law  
African-American Studies  
Seaport Exp. Academy

### WORLD LANGUAGES

Spanish 1,2,3

### INTERDISCIPLINARY

Fire Technology

### SOCIAL STUDIES

World Cultures  
Military History  
Current Affairs  
Mod US History  
American Gov. & Politics  
Culture & Sport

## PARTICIPATORY:

Courses whose basis is largely nonacademic, in which evaluation is primarily based on participation and attendance. While there may be formal teacher instruction and written testing, little or no written homework is assigned.

### FINE ARTS

Glee Club  
Chorale  
Guitar 1, 2  
Intro to Instruments  
Concert Band  
Symphonic Band  
Mixed Chorus  
Piano  
Unified Music  
Piano 2  
Percussion Prep

### HEALTH & PE

Gen P.E.  
Team Sports  
Unified P.E.  
Individual & Dual Sports  
Weight Training 1, 2  
Yoga  
Lifetime Fitness  
Peer Leadership  
Outdoor Pursuits

### CAREER, FAMILY, & TECH

Unified Foods & Nutrition

### INTERDISCIPLINARY

Peer Tutor

### ENGLISH

Writing Center Internship

## THE FOLLOWING CODES ARE USED THROUGHOUT THE PROSPECTUS:

**A/E** = Alternative elective to meet graduation requirements  
**E** = Elective  
**R** = Required for Graduation

**Gr** = Recommended grade level  
**Pre** = Prerequisite  
\* = College credit available



# FINE ARTS





# VISUAL ARTS

## ART 1 7025

Art 1 is aimed at familiarizing students with the world of visual art through production, evaluation, the study of art history, and aesthetics. Students primarily investigate drawing and design, but are introduced to creative problem solving in the design and execution of 2-D and 3-D visual concepts in a variety of media. The course is designed to increase the student's ability to see, and to creatively express him/herself using a variety of drawing materials. Analysis of the structure of a work of art, critical evaluation, and development of an aesthetics sense are primary goals of the course. Creative, and carefully crafted solutions to involved homework assignments are extremely important for growth. The class is open to all students regardless of previous art experience, and is necessary for those who plan on taking subsequent art courses.

**Credit:** 1 E/CP Gr: 9, 10, 11, 12, 13

## ART 1 7015

This course will be scheduled as a full-year (every other day) course that will meet during block C. The course will follow the same curriculum and expectations of the traditional semester art 1 course (#862). Students are expected to commit to the course for the full year in order to receive credit.

**Credit:** 1 E/CP Gr: 9, 10, 11, 12, 13

## 2D/3D ARTS: ILLUSTRATION, DIGITAL MEDIA, PRINTMAKING, SCULPTURE 7275

This course will be made up of 4 "units" that introduce a range of skills and techniques for creating art through Illustration, Printmaking, Sculpture and Digital Art. These four disciplines are essential in the development of any well-rounded artist who wishes to pursue more knowledge in the field. Students will be engaged in a variety of art making processes beyond the concepts covered in Art 1 that build upon one another and allows for inquiry-based learning through experimentation and problem solving. By narrowing a focus to 4 disciplines, students can spend extended time exploring and refining their skills.

**Pre:** Art 1

**Credit:** 1 E Gr: 9, 10, 11, 12, 13

## ART REMIX 7185

This course combines both traditional and computer-based techniques to create an image. It is a studio-based exploration of image-capture devices and traditional art media in art and society. Techniques will include picture taking with small mobile tools like cell phone and digital cameras, iPads, and image manipulation from Photoshop to alternative applications, and will result in a display through a variety of venues including prints, blogs and projectors. The course is designed to give students a wide variety of art making experiences that are focused on bringing work in traditional media, such as painting, sculpture, printmaking, and photography, into contact with new media forms, to create hybrid projects to stretch the bounds of one's art practice.

**Pre:** Art 1

**Credit:** 1 E/HON Gr: 9, 10, 11, 12, 13

## DIGITAL DRAWING 7145

This course is a studio course introducing concepts and processes in computer graphics specific to the digital drawing and painting applications. Projects explore a range of tools and techniques used in the digital drawing environment, including the acquisition of imagery. The unique features of digital tools and techniques are investigated in terms of their relationships with traditional drawing materials and processes. A critical and conceptual framework is developed for the many uses of these tools in a fine art context through an emphasis on using the computer as the artist's tool and the inclusion of digital art forms and processes into the mixed media studio.

**Pre:** Art 1

**Credit:** 1 E/CP Gr: 9, 10, 11, 12, 13

## DRAWING 7075

Students learn to critically observe and creatively express observations. Also, students learn creative thinking skills and strategies as they apply the rules and language of design to composition. This course is a rigorous introduction to the materials, process and composition of drawing. Drawing from observation, developing an understanding of composition, and working on extended projects are key components of work in the studio, while keeping a sketchbook and developing skills are the basis for work outside of class. Students are challenged to create expressive and original artwork using a variety of materials including graphite, ink, charcoal, pastels, colored pencil, and mixed media.

**Pre:** Art 1

**Credit:** 1 E/CP Gr: 10, 11, 12, 13

## DRAWING 2\* 7040

In this course, a rigorous academic approach is taken to the discipline of Drawing. The course objective is to develop students' ability to construct drawings based on direct observation while exploring creative mark making and dynamic use of composition. Students will develop their proficiency of the drawing strategies: sighting, proportioning, and perspective. Composition, line weight variation, and measurement will be applied in order to describe forms in space. In constructing drawings from observation, emphasis will be placed on drawing exercises and assignments both in and out of class. Still life objects, figure drawings and architectural spaces will be the primary subject matter. Group critiques will be held frequently during the semester to share students' discoveries and effective solutions to projects.

**Pre:** Drawing 1 or Digital Drawing

**Credit:** 1 E/ACC Gr: 10, 11, 12, 13

## PRINTMAKING 7135

The study and practice of printmaking enables students to make fine art prints using studio processes such as relief, intaglio, planography, and collagraphy non-toxic photographic processes. Students will produce a portfolio of prints by exploring a variety of processes. Non-toxic methods, contemporary technique and studio practice, as well as dialog of historical context of printmaking, will be discussed. Focus will be on the development of subject matter as well as technique. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skills and to cultivate skills related to art criticism, art history and aesthetics.

**Pre:** Art 1 & Drawing

**Credit:** 1 E/HON Gr: 10, 11, 12, 13

## **PAINTING**

### **7155**

The painting course offers the interested art student his/her first in-depth study of the application of water-soluble painting media, including watercolor and acrylic paints. The course reinforces what the student has learned previously regarding color theory, design, composition and problem solving and is designed to encourage creativity. Students are introduced to prominent historical and contemporary painters and movements. Aesthetic judgment and the evaluation of their own work and the work of others is an important aspect of the course. Drawing skills are required and necessary to complete assignments.

**Pre:** Art 1 & Drawing

**Credit:** 1 E/HON Gr: 10, 11, 12, 13

## **PHOTOGRAPHY**

### **7115**

In photography students learn the fundamental concepts and techniques of fine art photography, including aesthetics and technical aspects as a basis for creating a photographic image. In addition, students explore the intricacies of camera operation, basic composition, developing and printing. By using a variety of photographic techniques students will be challenged to investigate the photographic medium and consider its application to the making of art.

**Pre:** Art 1; Drawing or Electronic Design

**Credit:** 1 E/HON Gr. 10, 11, 12, 13

## **ADVANCED PHOTOGRAPHY**

### **7125**

The Advanced Photography course is designed for the serious student who has demonstrated motivation and self-direction, and may be pursuing a career in fine arts. Students will be expected to pursue their own artistic visual direction while refining technical skills learned during previous courses. Projects will show conceptual higher order thinking skills that explore various issues in combination with exploration of new materials and techniques. At the end of the semester, the student will have a professional quality portfolio that will reflect the goals and objectives set by the student and teacher.

**Pre:** Photography and consent of instructor

**Credit:** 1 E/HON Gr: 11, 12, 13

## **AP PHOTOGRAPHY**

### **7105**

A student in Advanced Placement Photography will complete a portfolio for AP College Board submission. There are 28 pieces required to complete a 2-D portfolio (5 actual quality works, 12, 13 pieces of a concentration accompanied by a written statement, and 12, 13 works for breadth selection). The student also has the option to complete some of the work over the summer prior to enrollment.

**Pre:** Advanced Photography

**Credit:** 1 E/ACC Gr: 11, 12, 13

## **CERAMICS 1**

### **7075**

Ceramics students study the sculptural qualities of useful art objects. They develop a variety of skills in handbuilding and decorative techniques, utilizing specific tools and ceramic materials for each process. Design of utility pieces is emphasized as are surface / form relationships. Creative solutions to practical problems are sought. The history of ceramics is introduced.

**Pre:** Art 1

**Credit:** 1 E/CP Gr: 10, 11, 12, 13

## **CERAMICS 2**

### **7085**

Through the continued and advanced study of ceramics materials and processes, students will apply original ideas derived from drawings and from nature to functional and non-functional form. Further, students will learn about and understand ideas and issues from art history and master artists, applying this knowledge to their own ceramic work, using hand building, sculptural, and wheel throwing methods. Each student will be responsible for a one-person display of work and an artist's statement by the end of the semester.

**Pre:** Art 1; Ceramics 1

**Credit:** 1 E/HON Gr: 10, 11, 12, 13

## **SCULPTURE**

### **7095**

The sculpture course offers the interested art student his/her first in-depth study of the application of sculptural material and its relation to three-dimensional design. The course reinforces what the student has learned previously regarding design and composition in three-dimensions and builds upon this knowledge in the construction of media-specific imagery designed to stimulate creative problem solving skills. Additionally, students are introduced to prominent historical and contemporary sculptors and movements, practice the application of aesthetic judgement and evaluate their own work and the work of others.

**Pre:** Art 1

**Credit:** 1 E/HON Gr: 10, 11, 12, 13

## **ELECTRONIC DESIGN 1 \***

### **7050**

Electronic Design teaches students the fundamentals of artistic design using computers. The class will progress from learning basic computer operation to understanding a variety of software packages. Students will explore visual communication technology through projects in desktop publishing, textile design, image manipulation, package and logo design. The course will develop students' understanding of and skills in visual literacy. Class critiques and written evaluations are used to build students' presentation skills. The final project of this course is a portfolio of work demonstrating design competence and computer literacy. The course teaches Illustrator, Photoshop and InDesign software.

**Pre:** Art I

**Credit:** 1 E/ACC Gr: 10, 11, 12, 13

## **STUDIO ART**

### **7205**

This course addresses the processes of creative and innovative thinking, structure and dynamics in composition, observation and investigation, and form and expression. Students rely on their foundations in the elements of art (line shape, value, texture, color, and form) and the principles of design (emphasis, balance, contrast, unity, harmony, repetition, variation, and movement) as they employ the high level thinking and creative strategies while discovering a personal voice. Students begin the process of developing a body of work that demonstrates mastery of concept, composition, and craftsmanship all essential to portfolio development.

**Credit:** 1 E/HON Gr: 10, 11, 12, 13

## **AP STUDIO ART 7255**

This advanced placement course is pursued by those students who have taken the Studio Art course and who plan to submit either a Drawing portfolio or a 2D Design portfolio for AP consideration to the College Board. Offered in a block schedule, Studio Art and AP Studio Art, respectively, are taken in the fall semesters of junior and senior years, allowing sufficient time to create the minimum of 24 artworks required for the AP portfolio. Within a block schedule, this course meets one semester, 84 minute classes. Further, this course begins to address the three specific components of the AP portfolio: Quality, Breadth, and Concentration. Students begin the discovery and definition of their thesis idea for the Concentration in the Studio Art course in the junior year, and then continue work on the Concentration in the AP Studio Art class, developing mastery and maturity in critical decision making and art making. Because of the sizable body of work required for the AP portfolio, it may also be necessary for the AP student to commit to an independent study block during the second semester in order that independent work on the concentration and breadth sections may be completed.

**Pre:** Studio Art and permission of instructor

**Credit:** 1 E/ACC Gr: 11, 12, 13

## **GALLERY MANAGEMENT 7265**

Students will discover the range of responsibilities of a gallery manager in an academic setting while developing hands-on skills in communication, technology, and design. Students will gain essential skills in PhotoShop and Illustrator so that they can assist in public relations and gallery signage. Students will learn to mat and frame art and how to use framing hardware to create a professional show in a gallery; students will assist in development of an engaging range of exhibit ideas.

**Pre:** Art 1

**Credit:** 1 E/CP Gr: 9, 10, 11, 12, 13

# **MUSIC**

## **GUITAR 1 7755**

This is a course designed to give the student with an interest in learning to play the guitar an opportunity to do so in a classroom setting. Note reading, rhythmic principles, elementary music theory, and TAB will be introduced. This class is designed for the student who has no, or little, previous guitar instruction.

**Credit:** 1 E/CP Gr: 9, 10, 11, 12, 13

## **GUITAR 2 7765**

This course expands on the playing techniques and music concepts introduced in Guitar 1. Chord progressions, melodies, improvisation, strumming patterns and finger picking will be developed.

**Pre:** Guitar 1 or Teacher approval.

**Credit:** 1 E/CP Gr: 9, 10, 11, 12, 13

## **MUSIC FUNDAMENTALS 1 \* 7700**

This course provides an essential understanding of the basic elements of music and musical composition. Students will compose original music using the elements of music and music theory and will strengthen their ability to aurally and visually analyze basic elements of music and music theory in current music. The content of this class includes, but is not limited to, the following: note reading on the treble and bass staves; time signatures in simple and compound meters; keys signatures for major, minor, and enharmonic keys; basics of rhythmic values including syncopation, triplets, duplets, and dotted rhythms; major and minor scales; accidentals; parallel and relative keys; diatonic triads and their inversions; 7th chords and their inversions; part writing; borrowed chords; modulations; secondary dominants; chord progressions; accompaniment styles; original musical compositions; aural identification, melodic and rhythmic dictation, and introduction to solfege. Up to six credits can be earned through UConn's ECE program.

**Credit:** 1 E/ACC Gr: 9, 10, 11, 12, 13

## **MUSIC TECHNOLOGY & PRODUCTION 1 7715**

Aspiring music producers will be introduced to 21st century technologies used to create and manipulate audio. There is no pre-requisite for this course, and students are not required to be proficient singers or instrumental musicians. While there will be many opportunities for those with musical skills to sing or play their instruments, the focus of this course is a technological one; students will learn about the engineering side of the music and audio production industry through the use of iMac computers, USB MIDI Keyboard Controllers, Microphones and GarageBand and ProTools software in our state-of-the-art studio and music lab.

**Credit:** 1 E/CP Gr: 9, 10, 11, 12, 13

## **MUSIC TECHNOLOGY & PRODUCTION 2 7725**

Following Music Tech 1, this next level will further explore detailed audio recording techniques using the recording studio with advanced editing and mixing techniques. Student projects will range from Remixes and Mash-ups to sessions that use audio recorded exclusively in the recording studio. Recording instruments such as drums, bass guitar, guitar and voice will lead toward using advanced techniques for Compression and EQ.

**Pre:** Music Technology & Production 1

**Credit:** 1 E/CP Gr: 9, 10, 11, 12, 13

## **PIANO 1 7735**

This class is designed to give the student with an interest in learning to play the piano an opportunity to do so in a classroom setting. Note reading, rhythmic principles, and elementary music theory will be introduced. This class is designed for students of all piano ability levels.

**Credit:** 1 E Gr: 9, 10, 11, 12, 13



## **PIANO 2**

**884**

This course is a continuation of the Piano 1 course. Piano 2 is an every other day class for one semester. Through this course, students will continue their study of classical piano repertoire and basic music theory along with the addition of modern repertoire. Students must receive a B or higher in Piano 1 or test into Piano 2 through a written and performance assessment administered by the teacher.

**Pre:** Piano 1 and teacher recommendation

**Credit:** .50 E Gr: 10, 11, 12, 13

## **MIXED CHORUS**

**7605**

This course is open to all students regardless of previous experience or talent. Serving as the foundation for the Academy choral program, it is an introductory musicianship course covering the basis of reading music, music vocabulary, vocal production, choral diction, part singing, and to a lesser degree, discriminating listening to choral music. The student's attendance and participation at the Music Department concerts during the school year is required.

**Credit:** 1 E Gr: 9, 10, 11, 12, 13

## **GLEE CLUB**

**7625**

The Glee Club is a chorus open to women in the 10th, 11th, or 12th grade. The concepts and skills begun in the mixed chorus are continued and developed. The class will give the student an opportunity to learn choral music of a wide range of styles and time periods. The student's attendance and participation at the music concerts during the school year is required. Singers are expected to be enrolled in Glee Club for the entire year.

**Pre:** Mixed Chorus & Audition

**Credit:** 1 E Gr: 10, 11, 12, 13

## **CHORALE**

**7655**

The Chorale is a select mixed chorus for the upperclassmen who have displayed a talent for and an interest in choral music. A large variety of choral music will be introduced. A student selected for membership in the Chorale will be expected to have a working knowledge of the music concepts introduced in Mixed Chorus and/or Glee Club. Singers are expected to be enrolled in Chorale for the entire year. The student's attendance and participation at the music concerts during the school year is required. Students are expected to enroll for the entire year.

**Pre:** Mixed Chorus & Audition

**Credit:** 1 E Gr: 10, 11, 12, 13

## **CONCERT BAND**

**7505**

This course is open to all students with previous instrumental experience. In serving as the foundation for the Academy band program, it is designed to build upon basic musicianship skills. The group performs a wide repertoire and the student's attendance and participation at the music concerts during the year is required.

**Credit:** 1 E Gr: 9, 10, 11, 12, 13

## **CONCERT BAND: Percussion Prep**

**7525/7515**

CB: Percussion Prep is a course intended for all freshmen percussion as well as those who have taken piano or music theory and wish to learn to play percussion instruments. One semester of CBPP is required for all percussionists before entering Concert Band in the second semester. Through this course, musicians will become familiar with all of the sections of percussion instruments and gain basic to advanced proficiency on snare, mallets, timpani, and auxiliary percussion with exposure to drum set and drum line playing. This course requires a full-year ensemble commitment with enrollment in Concert Band as the continuation. CBPP may be repeated each year as recommended by the ensemble director.

**Credit:** .50 E Gr: 9, 10, 11, 12, 13

## **SYMPHONIC BAND**

**7555**

The Symphonic Band is a select ensemble open to any instrumental students who have displayed a talent for, and an interest in instrumental music. The concepts and skills begun in Concert Band are continued and developed. The class will give the student an opportunity to learn instrumental music of a wide range of styles and time periods. The student's attendance and participation at the music concerts is required. Students are expected to enroll for the entire year.

**Pre:** Concert Band and audition.

**Credit:** 1 E Gr: 10, 11, 12, 13

## **HISTORY OF ROCK AND OTHER AMERICAN MUSIC**

**7805**

The History of Rock and Other American Music will be a comprehensive overview of the music produced over the last 100 years. It will begin with the origins of American music (Ragtime, Jazz, Broadway, etc.) and cover every major musical genre in America as a result of those musical forms. The main objective of this course is to provide students with understanding of American music in its relationship to our unique history and culture. This course will have students listening, analyzing, and describing music every day, well beyond basic levels. Students will consistently be evaluating music and the execution of performance. This course will provide students with constant examples of how all aspects of culture influence each other, which will explain the relationship between music and other disciplines.

**Credit:** 1 E/CP Gr: 9, 10, 11, 12, 13

## THE MUSIC BIZ: from MTV to MP3

### 7815

The Music Biz: From MTV to MP3, will be a comprehensive overview of the marketing and branding of pop stars, the innovations in music recording, and the massive shifts in music distribution, following the year of 1980. The main objective of this course is to provide students with a better understanding of how the music industry has adapted, and advanced, to fit the technological, and social demands of the past 40 years. Beginning with the invention of the music video, and the reimagining of the "pop" star, and ending with the musical climate of present day, students will follow the major advancements in the music industry, as it has become one of the most profitable, diverse, and influential markets of today. This class will cover many different genres of music such as rap, rock, and electronic music, and how other markets have used their music, and image, to cross-promote other areas of entertainment. Students will also be exposed to the time leading up to the technology "boom" of the new century, and how our consumption of music has changed drastically since the year 2000. Students will be listening to, and analyzing many genres of music, creating music videos, and learning that thanks to the internet, "You too, can easily become a pop star in the music biz!" Taking "History of Rock and Other American Music" prior to enrolling in this course is recommended.

**Credit:** 1/E/CP Gr: 9, 10, 11, 12, 13

## UNIFIED MUSIC

### 7855

The purpose of Unified Music is to provide an experiential music course specific to students with cognitive impairments. Regular education students will also enroll in the class to act as peer mentors, to gain knowledge of the needs of special education students, and to foster important and meaningful relationships through music. The class will focus on movement to music, singing, basic in-class performance (drum circles, call and response, etc.) and overall experimentation with different genres and equipment.

**Credit:** .50 E Gr: 9, 10, 11, 12, 13

## INTRO TO MUSICAL THEATRE

### 7925

This is a course that exposes students to many elements of the dramatic arts and the proper techniques of singing. In this class, students will learn about:

- the history of theater with a main focus on Broadway and one of the musical art forms unique to America, the musical,
- biographical information on influential Broadway composers,
- plots and music from many different Broadway shows,
- the singing voice and healthy vocal production,
- staging and performance practices, and elements of putting together a musical theatre production-show: selections, contracts, auditions, set design/construction, rehearsal schedules, directing, musical directing, choreography, staging, costumes, props, stage crew, amplification, lighting, publicity, exercises in acting technique, audition process.

Students will be required to sing and act as part of this class.

**Credit:** 1 E/CP Gr: 9, 10, 11, 12, 13

## NON-CREDIT MUSIC ACTIVITIES

### HILL SINGERS

This is a small vocal ensemble which is considered to be the premier vocal performing group at the Academy. Participation is by audition only. Auditions are held in the spring. Many additional festivals and concerts are scheduled. Students who participate in the Hill Singers will be required to do much individual work on their own outside the regularly scheduled rehearsal times.

**Pre:** Audition - \* Students must be a member of a Choral performing ensemble that meets during the school day.  
(Meets in the evening all year)

**Credit:** None E Gr: 10, 11, 12, 13

### PEP BAND

The Woodstock Academy Basketball Pep Band is a group that is open to all band members regardless of ability level. The group performs at home basketball games as well as school-wide pep rallies. Rehearsals for this ensemble take place two hours before each game. The pep band experience promises tons of fun, great music, face painting, and a huge amount of music department pride!

**Pre:** Students must be a member of the Symphonic or Concert Band

**Credit:** None E Gr: 9, 10, 11, 12, 13

### JAZZ BAND

This Academy ensemble focuses on the various styles of Jazz including but not limited to Funk, Swing, Rock, Latin, and Blues. The Jazz Band participates in music concerts and performs periodically for the general public and civic organizations throughout the school year.

Jazz band is an auditioned group. Auditions are held in the fall.

**Pre:** Audition - Students must be a member of the Symphonic or Concert Band that meets during the day.

(Meets after school &/or evenings all year)

**Credit:** None E Gr: 9, 10, 11, 12, 13

### DRUM LINE

The Drum Line is an indoor regimented percussion ensemble which meets after school for two hours per week throughout the entire year. All The Woodstock Academy band members are eligible to audition for this ensemble in the fall of each year. Instrumentation for this group includes snare drums, bass drums, quads, crash cymbals, and a full pit (marimba, bells, xylophone, timpani, and auxiliary percussion). The Drum Line performs at Music Department Concerts as well as venues throughout the community.

**Credit:** None E Gr: 9, 10, 11, 12, 13

# ENGLISH





## **ENGLISH 1: Literature and Composition**

### **1111**

This course is an introduction to the analysis and interpretation of literature. It emphasizes the concepts and terminology used in the examination of novels, short stories, plays, poetry and nonfiction. Students read a variety of works. Writing experiences include journal entries, fiction and nonfiction analysis, and persuasive writing. Instruction in grammar and vocabulary is also included as necessary. Students make class presentations. Course topics include works by American and world authors; introduction to basic literary analysis; exploration of novels, drama, short stories, poetry, and nonfiction; effective writing strategies; vocabulary development, and discussion of the themes and purposes of writings. Student writing is a major part of this course.

**Credit:** 1 R/HON Gr: 9

## **ENGLISH 1: Literature and Composition**

### **1112**

This course is an introduction to the comprehension and study of literature, which emphasizes fundamental concepts and terminology used in the examination of important works. The course is also concerned with the improvement of oral and written expression and the development of effective reading, vocabulary, speaking and study skills. Instruction in reading, methods of study, and vocabulary is provided along with practice in classroom skills and library skills. A review of grammar, mechanics and usage is provided as related to written and oral expression. Emphasis is placed upon variety in writing experiences, including directed journal entries, paragraphing exercises, summaries, library reports, and short essays. Course topics include works by American and world authors; introduction to basic literary analysis; exploration of novels, drama, short stories, poetry, and nonfiction; effective writing strategies; vocabulary development, and discussion/analysis of readings. Writing is a major part of this course.

**Credit:** 1 R/CP Gr: 9

## **ENGLISH 1: Literature and Composition**

### **1113**

This course is concerned with the fundamental understanding and appreciation of literature, the improvement of oral and written expression, and the development of effective reading, vocabulary, and study skills. Reading instruction and directed class discussion assist students' comprehension of high-interest novels, short stories, plays and poetry. Emphasis is given to vocabulary enrichment, independent study skills, classroom skills and library skills. Writing experiences include outlining and note taking; sentence construction and paragraphing; directed journal entries; summaries, letters, and creative pieces. Speaking experiences include oral projects. Course topics include works by selected American and world authors, current affairs as reported in newspapers and news magazines, and language arts skills on an as-needed basis. Writing is important in this course.

**Credit:** 1 R/S Gr: 9

## **ENGLISH 2: World Literature & Composition**

### **1211**

This course examines the work of world authors with an emphasis on persuasive and analytical writing. Advanced students are expected to demonstrate effective, independent work habits and a high level of initiative in classroom activities and self-directed study. Work includes essays that analyze and respond to fiction, nonfiction, poetry, and drama. World authors are emphasized. Increasingly complex writing techniques and styles will be introduced, discussed and emulated. Every student will be encouraged to focus on the cultivation of individual voice. Pieces of writing will go through the writing process (prewriting, drafting, conferencing, revising, editing). Individual and group grammar lessons will augment writing instruction. Vocabulary will be introduced, practiced, and assessed. Activities provide students with the opportunity to practice basic literary analysis, critical interpretive skills, and review fundamental concepts and terminology.

**Pre:** English 1

**Credit:** 1 R/HON Gr: 10

## **ENGLISH 2: World Literature & Composition**

### **1212**

This course emphasizes world authors, analysis, and writing. Routine reading and writing assignments and a deliberate pace of instruction accommodate the variety of learning styles. Students are required to complete writing assignments that analyze and respond to both fiction and nonfiction. Each piece of writing must go through the writing process (prewriting, drafting, conferencing, revising, editing). Individual and group grammar lessons will augment writing instruction. Study of vocabulary is important. In addition, each student will read core selections as a continuation of literature study. Teacher-directed activities provide students with the opportunity to practice basic literacy analysis, critical interpretive skills, and to review fundamental concepts and terminology.

**Pre:** English 1

**Credit:** 1 R/CP Gr: 10

## **ENGLISH 2: World Literature & Composition**

### **1213**

This course is a study of fiction and nonfiction analysis and writing. Improvement of written expression, effective reading, vocabulary and study skills will be on an individual basis. Each piece of writing must go through the writing process (prewriting, drafting, conferencing, revising, editing). Individual and group grammar lessons and vocabulary will augment reading writing instruction. In addition, each student will read core texts during the semester as a continuation of literature study. World authors are emphasized. Teacher-directed activities provide students with the opportunity to practice basic analytical skills, and review fundamental concepts and terminology.

**Pre:** English 1

**Credit:** 1 R/S Gr: 10

**AP ENGLISH 3: Writing through Nonfiction\***  
**1310**

This seminar is an exploration of persuasion and argumentation. The course provides initial preparation for the Advanced Placement Language and composition exam. This course is eligible for UCONN ECE credit, also. Students examine the philosophical antecedents of great literature and their relationship to prevalent themes in the American experience. A variety of genres and forms are analyzed, with emphasis upon non-fiction. Writing experiences include journal entries, literary criticism, expository and argumentative prose, persuasion, research writing and creative pieces. **This course requires the completion of a summer assignment.**

**Pre:** English 2 HON; English teacher recommendations, a high level of student achievement in previous English courses, an advanced level of skill in oral and written discourse, and reading and comprehension above grade level.

**Credit:** 1 R/ACC Gr: 11

**ENGLISH 3: American Literature & Composition**  
**1311**

This course is an exploration of literature as a record and interpretation of American culture. Students engage in a variety of activities to develop and refine critical and interrelated language skills: thinking, listening, speaking, questioning, reading and writing. Readings address a variety of genres and forms, including the novel, short story, drama and poetry. Emphasis is placed upon analysis and interpretation. Writing experiences include daily journal exercises, expository and argumentative prose, presentations, interpretative readings, lectures, and debates. Course topics include selected American authors; the sociocultural context of literature; regional traditions in literature; writing as process; research methodology; techniques in interpretative reading and debate; and cultivation of reading as a lifetime habit.

**Pre:** English 2

**Credit:** 1 R/HON Gr: 11

**ENGLISH 3: American Literature & Composition**  
**1312**

This course is an exploration of literature as a record and interpretation of American culture. Directed class discussion and vocabulary instruction assist student comprehension of novels, short stories, plays, and poems. Writing experiences include argumentative essays and a research paper. Exercises in oral expression include class discussion and oral presentations. Course topics include selected American authors' approaches to writing, the social and historical context of selected works, practical applications of language skills, and research methodology.

**Pre:** English 2

**Credit:** 1 R/CP Gr: 11

**ENGLISH 3: American Literature & Composition**  
**1313**

This course is a continuation and reinforcement of General Freshman and Sophomore English, with the objective of integrating students into the standard level English program by the senior year. Reading instruction and practice emphasizes the functional literacy inherent in post-graduation demands. Reading for both pleasure and competency includes the examination of newspapers, magazines, American literature, short stories, plays and poetry. Continued instruction is provided for vocabulary enrichment, independent study skills, classroom skills, and library skills. Writing experiences may include personal and practical writing, business writing, and short compositions. A review of fundamental grammar, mechanics, and usage is applied to written and oral expression. Course topics include works by selected traditional and contemporary American authors and the use of language in communicating and in interpreting current affairs.

**Pre:** English 2

**Credit:** 1 R/S Gr: 11

**AP ENGLISH 4: English Literature & Composition\***  
**1400**

This course is an examination of the human condition through British and world literature, with a focus upon the principle concerns of literary criticism and the extension of these selections to historical and contemporary topics. The course provides preparation for the Advanced Placement Examination and is eligible for UCONN credit. The course provides a comparative study of selected works of literature, emphasizing their philosophical, historical, and thematic aspects. Students write primarily in the literary-critical mode. Of primary concern is the student's critical response to literature and its expression of the conduct of life. Course topics include selected works by world authors, the sociocultural context of great works, the Advanced Placement Examination in Literature and Composition, and preparation for the collegiate experience. **This course requires completion of a summer assignment.**

**Pre:** English 3; English teacher recommendations, a high level of student achievement in previous English courses, an advanced level of skill in oral and written discourse, reading and comprehension above grade level, and demonstrate ability to work independently.

**Credit:** 1 A/E/ACC Gr: 12, 13

**ENGLISH 4: Mystery**  
**1452**

This course introduces the mystery genre through a wide range of literature, starting with the genre's inception in the mid-nineteenth century and ending with contemporary mystery writing. The course will be organized by units: Unit #1 Classic Detective Fiction; Unit #2 Hard-Boiled Detective Fiction and Film Noir; Unit #3 The Golden Age; Unit #4 Contemporary Mystery. How has the genre evolved since the mid-nineteenth century? What similarities exist between classic and contemporary mystery literature? How has the genre of mystery influenced film?

**Pre:** English 1, 2, 3

**Credit:** 1 E/CP Gr: 12, 13

## **ENGLISH 4: Science Fiction and Fantasy 1442**

This course provides students with the opportunity to read and analyze a number of classics in the genres of science fiction and fantasy. Students will read and explore these works with the assumption that future and fantasy worlds provide a measure by which the real world may be understood and evaluated. Students will examine texts to assess whether the predictions made have been accurate. Students will engage in class discussions, individual and group presentations and writing activities in response to the ideas presented by the authors. Students may have the opportunity to write creatively in the science fiction and fantasy genres, making their own predictions about their world or their visions of alternate worlds.

**Pre:** English 1, 2, 3

**Credit:** 1 E/CP Gr: 12, 13

## **ENGLISH 4: Poetry and Short Story 1432**

This course is a genre study of poetry and short stories. It will include literary analysis as well as some creative writing. Units will be thematically organized and incorporate both genres. Traditional and modern works will be included. Essays and oral presentations are included in assessment.

**Pre:** English 1, 2, 3

**Credit:** 1 E/CP Gr: 12, 13

## **ENGLISH 4: Mythology 1501**

Students enrolled in this course will read myths from a variety of cultures and eras. The primary focus will be exploring how authors use myth to reveal the archetypal struggle between good and evil, between human and monster. Students will also examine the role of hero, the nature of the hero's quest, the evolution of the myth, and the importance of myth in modern society. What are the functions of myth? What are the characteristics of a hero? What makes something evil? How have our values changed over time? How have they remained the same? What can we learn about a culture through its literature?

**Pre:** English 1, 2, 3

**Credit:** 1 E/HON Gr: 12, 13

## **ENGLISH 4: Contemporary Literature 1422**

This course is a survey of current literature that emphasizes critical reading and analytical writing. The course is designed to prepare students for adult life by focusing on reflective reading of contemporary issues. Writing instruction will emphasize process, constructive feedback, grammar, style, and vocabulary. The reading selections reflect a diversity of genres that explore current social issues facing young adults today. Various works will explore the often challenging transition that occurs between adolescence and adulthood and the relationship between the past and future.

**Pre:** English 1, 2, 3

**Credit:** 1 E/CP Gr: 12, 13

## **ENGLISH 4: Studies in Classic and Modern Literature 1411**

This course is a melding of HON Contemporary Literature and HON World Literature. It will employ classic and current books of merit, including fiction and nonfiction. This course is a culmination of the study of literature and writing. It challenges students to polish reading, writing, analytical, and interpretive skills to the point where they use texts as points of departure for inquiry, argumentation, persuasion, and/or reflection. Students will examine both fiction and nonfiction.

**Pre:** English 1,2,3

**Credit:** 1 E/HON Gr. 12, 13

## **ENGLISH 4: Contemporary Literature 1423**

This course is offered at the General instructional level and is similar in emphasis and design as the CP level. There will be fewer texts covered throughout the semester than the CP level and one less paper required. Students will read in class as well as at home.

**Pre:** English 1, 2, 3

**Credit:** 1 E/ST Gr: 12, 13

## **CREATIVE WRITING**

### **1551 /1552**

This course is designed for self-motivated students with a genuine interest in writing. The course provides students with the opportunity to develop writing skills and to refine individual style.

Students are exposed to a variety of literary forms as models for their own work. Instruction is provided in the discipline of writing, while students are allowed the freedom to explore and experiment with their original compositions. Writing exercises range from the simple to the complex, with emphasis on writing as a process. Teacher and students respond to and evaluate works generated by the class.

**Pre:** Freshman English; B in English Class; recommendation of previous instructors

**Credit:** 1 E/HON/CP Gr:10, 11, 12, 13

## **GENDER STUDIES LITERATURE**

### **1581**

Gender Studies Literature provides a literary approach to the critical, theoretical, and historical study of gender and its intersection with other systems of power and inequality, including sexuality, race and ethnicity, class and nation. The course topics discuss gender, sex, their relationship to each other, and their differences. How does the concept of gender shape a person's social experiences and understandings of themselves? How does analysis of media change through a gendered lens? Through readings both fiction and non-fiction, activities, and assignments in this course, students will develop the skills necessary to critically analyze the ways in which social and cultural forces shape people as gendered individuals in the context of the world in which they live. Students will analyze a range of perspectives in literature and consider the ways that gender, sex, biology, race, class, nationality, power, politics, and social movements intersect to influence their understanding of gender and culture.

**Pre:** English 1, English 2 HON

**Credit:** 1 E/HON Gr: 11, 12, 13

## **SOCIAL MEDIA LITERACY**

### **1561 /1562**

Social Media Literacy decodes the media to develop an understanding of how media content, and the various techniques utilized to create content, influence our understanding and perceptions of the world around us. This course will deconstruct websites, images, popular television shows, news articles, photographs, advertisements, social media (Facebook, Twitter, Instagram), etc. Students will focus on the importance of point of view and learn to identify the media's influence on our view of others, ourselves, race, class, gender, and sexuality. This course expands the definition of literacy beyond the printed word. Students will be asked to determine how media is used to construct meaning and/or persuade audiences. They will consider how race, class, gender, and sexuality are represented in media, and question bias in the media by examining stereotypes. They will also examine media's influence on our consumption of products through advertisements.

**Pre:** English 1, English 2

**Credit:** 1 E/HON/CP Gr: 11, 12, 13



## THE WRITING CENTAUR

The Writing Centaur is The Woodstock Academy's peer run writing center with a mission to improve writers-one paper at a time. The Writing Centaur is available to everyone, including students with papers or creative projects as well as faculty or community members with independent work. Tutors in the Writing Centaur have been selected for their writing and interpersonal skills and have undergone a semester-long training course in peer writing instruction. The Writing Centaur is located in the library conference room and is open for walk-ins all four blocks and before and after school, by appointment. With its inviting and supportive atmosphere, The Writing Centaur is an excellent resource for students endeavoring to improve their writing skills, or for confident students wishing to gain a fresh perspective on their writing.

## WRITING CENTER THEORY AND PRACTICE 1901

The course, modeled after UConn's Writing Center and based on the Connecticut Writing Project's best practices in the teaching of writing, places emphasis on the importance of the writing process. Students will refine their own writing skills and their ability to successfully assist other students with their writing. Units of study focus on genres of writing and the writing process, effective peer tutoring strategies, and management of a successful, student-staffed writing center. As trained peer writing tutors, students in this course will become savvy in twenty-first century skills such as collaboration, critical thinking, computer literacy, and creative problem-solving, as they learn to work in the dynamic setting that is a peer conference.

**Pre:** English 1, teacher recommendation, and permission of Writing Center director.

**Credit:** 1 E/HON Gr: 10, 11, 12, 13

## WRITING CENTER INTERNSHIP 1915

This course is a minimum one semester requirement for students who have successfully completed Writing Center Theory and Practice, and so will be trained to effectively tutor their peers and to manage the day-to-day operations of the writing center. The goals of the Writing Center Internship are the same as the goals of the Writing Center: to serve The Woodstock Academy community in peer-to-peer writing coaching that supports students and teachers engaging in writing across the disciplines. Writing tutors will serve a diverse population of students across classes and content areas.

**Pre:** Writing Center Theory and Practice

**Credit:** 1 E Gr: 10, 11, 12, 13

## INTRODUCTION TO THEATRE 7902

Introduction to Theater exposes students to three elements of dramatic arts: history of the theater; dramatic literature; and principles of theater production. Students examine important influences in the development of the theater, the major forms and types of drama, and the creative choices required in stage production. This course is offered in even numbered school years.

Course activities include exercises in acting technique, training in the operation of the Academy auditorium facility, independent projects, production assignments for scheduled Academy theater performances and Bates Auditorium events, and attendance at area theater performances.

**Credit:** 1 E/CP Gr: 9, 10, 11, 12, 13

## THEATRE WORKSHOP

### 7915

Theater Workshop is a continuation of the training begun in the Introduction to Theater course. Students are provided with additional experiences in the history of theater, dramatic literature, and principles of theater production. They explore the vast scope of the theater and its current role in American culture. Students produce, direct, and perform in studio theater scenes, focusing on composition, picturization and movement. They also are assigned independent projects in specific aspects of theater production, including stage direction, stage management, acting, scene design, lighting and sound, costume design and makeup. This course is offered in odd numbered school years.

Course activities include: training in the operation of the Academy auditorium facility, studio theater productions, production assignments for scheduled Academy Theater performances, and attendance at area theater performances.

**Pre:** Introduction to Theatre

**Credit:** 1 E/CP Gr: 9, 10, 11, 12, 13

## READING SEMINAR

### 1952

This course is designed for freshman and sophomore students who are reluctant and/or struggling readers who do not qualify for special education services related to reading in an Individualized Educational Plan (IEP). Reading Seminar helps students to develop their vocabularies, reading fluency, and reading comprehension. Students are given daily opportunities to independently read fiction and nonfiction texts of their choice, including novels, short stories, poetry, magazines, newspapers, children's literature, graphic novels, and comic books. This course also helps students with organization, time management, and library/research skills. Content area reading tutorials occur on an as-needed basis.

**Pre:** Teacher Recommendation

**Credit:** .50 per semester E/S Gr: 9, 10

# COURSES FOR ENGLISH LANGUAGE LEARNERS

## ENGLISH INTENSIVE 1

### 1712

In English Intensive 1, students will develop increased understanding in the four skill areas of listening, speaking, reading and writing through the following: communicative activities, basic grammar lessons (present, past, future, simple and progressive verb tenses, prepositions, adjectives/adverbs, etc.), pronunciation drills, U.S. and international cultural awareness, idiomatic expressions, practical and academic vocabulary-building exercises, and reading comprehension in the multiple academic subject areas. Additionally, students will receive support in their individual inclusion coursework.

**Pre:** Placement Recommendation

**Credit:** 1 R/CP Gr: 9, 10, 11, 12, 13

## ENGLISH INTENSIVE 2

### 1722

In English Intensive 2, students will develop increased understanding in the four skill areas of listening, speaking, reading and writing through the following: communicative activities, intermediate-level grammar lessons (perfect verb tense, modals, gerunds/infinitives, etc.), pronunciation drills, U. S. and international cultural awareness, idiomatic expressions, practical and academic vocabulary-building exercises, and intermediate reading comprehension exercises in the multiple subject areas. Students will also study TOEFL vocabulary and practice TOEFL exercises in reading, writing, and speaking. Additionally, students will receive support in their individual inclusion coursework.

**Pre:** ELL 1 and/or ELL Teacher/Coordinator recommendation

**Credit:** 1 R/CP Gr: 9, 10, 11, 12, 13

## TOEFL PREP

### 1832

In this every-other-day course, students will study TOEFL vocabulary and practice TOEFL exercises in reading, writing, and speaking.

**Credit:** 1/2 E Gr: 10, 11, 12, 13

## ENGLISH 1A

### 1722

Combined with English 1B, this full-year course introduces and strengthens the analysis and interpretation of literature and the study of English as a language. Course work includes American and world authors in short fiction, nonfiction, drama, and poetry; introduction to basic literary analysis, grammar, and vocabulary; and speaking, reading, writing, and listening. English 1B must also be taken to satisfy the English 1 credit requirement. Students will still need to earn credit in English 2, English 3, and English 4 in order to meet graduation requirements. Student placement in this course is determined collaboratively by an English teacher and the assigned school counselor.

**Pre:** Placement Recommendation

**Credit:** 1 R/CP Gr: 9, 10, 11

## ENGLISH 1B

### 1732

This course is an expansion and continuation of English 1A and will further expand on literary interpretation, rhetorical devices, and cultural literacy, and prepare students to take other courses in the English department. Course work includes American and world authors in long and short fiction, nonfiction, drama, and poetry; introduction to basic literary analysis, grammar, and vocabulary; and speaking, reading, writing, and listening. Combined, English 1A and English 1B satisfy the English 1 credit requirement. Students will still need to earn credit in English 2, English 3, and English 4 in order to meet graduation requirements. Student placement in this course is determined collaboratively by an English teacher and the assigned school counselor.

**Pre:** Placement Recommendation

**Credit:** 1 R/CP Gr: 9, 10, 11

# MATHEMATICS





## **MATHEMATICS 1**

### **4043**

This course stresses the development of arithmetic skills and emphasizes concepts as well as computation. Proficiency is developed with each of the fundamental operations. As the student becomes more proficient at using these skills and concepts, he or she will be assisted in learning to apply them to problem solving. This course cannot be taken for credit if a student has previously received credit in any other math course at The Woodstock Academy.

**Credit:** 1 E/ST Gr: 9

## **CONSUMER MATH**

### **4063**

Practical consumer and career related mathematics are presented in this course. Consumer math is designed to give students the fundamental knowledge and skills necessary to calculate wages, taxes, discounts, and simple interest. Topics such as housing, investments, and the buying and selling of goods are also introduced.

**Pre:** Successful completion of one math course

**Credit:** 1 E/ST Gr: 10, 11, 12, 13

## **PRE-ALGEBRA**

### **4033**

Pre-algebra will give an extensive review of arithmetic (rather than re-teach the arithmetic as Math 1 does) but will show its application to algebra. Emphasis will be placed on developing the "number sense" necessary to succeed in algebra. The course will stress understanding why arithmetic algorithms are followed so that students will be able to apply them to algebra. This course cannot be taken for credit if a student has previous credit in any math courses, other than Math 1 and Consumer Math at The Woodstock Academy.

**Credit:** 1 E/ST Gr: 9, 10, 11

## **ALGEBRA 1**

### **4111**

This course is the basis for all subsequent work in mathematics. Students will be introduced to fundamental concepts which will be studied in greater depth in Algebra 2. It places much emphasis on analytical thinking, reasoning, discovery and justification of mathematical processes using algebraic properties. Students choosing this course should exhibit the mathematical ability to deal successfully with the more abstract aspects of Algebra and be prepared to move at a rapid pace. This course stresses independent problem solving and application of knowledge rather than practice of skills.

**Credit:** 1 R/HON Gr: 9, 10

## **ALGEBRA 1 - PART 1**

### **4012/4013**

This course reflects the same topics that are covered in the first half of the HON Algebra 1 course. Topics to be covered include equation solving, solving and graphing inequalities of one variable, writing and graphing linear functions, including modeling of real-world data, and arithmetic sequences.

**Credit:** 1 R/CP/ST Gr: 9, 10

## **ALGEBRA 1 - PART 2**

### **4022/4023**

This course reflects the same topics that are covered in the second half of the HON Algebra 1 course. Topics to be covered include systems of linear equations and inequalities, exponential functions, polynomial factoring, graphing and solving quadratic functions, and geometric sequences. Students need to have completed this course prior to enrolling in an Algebra 2 course.

**Pre:** Algebra 1 - Part 1

**Credit:** 1 R/CP/ST Gr: 9, 10, 11

## **ALGEBRA 2**

### **4211**

This course is intended for students who took HON Algebra 1. The purpose of this course is to review fundamental concepts from Algebra 1 and prepare students for the study of mathematics in subsequent courses. The function concept is a major emphasis and is used to develop and unify other concepts. The structure of the real number system is also emphasized and is used as a basis for developing the complex number system. Quadratic systems and exponential functions and logarithms, are substantially developed.

**Pre:** Algebra 1, a grade of B or higher in HON or CP Algebra 1 - Part 2 with teacher recommendation

**Credit:** 1 R/HON Gr: 9, 10, 11, 12, 13

## **ALGEBRA 2**

### **4212**

This course is intended for the student who took both parts of CP Algebra 1. CP Algebra 2 will review and reinforce some concepts from Algebra 1 and progress to a more in-depth study of selected Algebra topics. This course covers less material than HON Algebra 2 and stresses skills over concepts. Students who receive credit in this course will not receive credit for HON Algebra 2.

**Pre:** Algebra 1 PT2, grade of C- or higher

**Credit:** 1 R/CP Gr: 9, 10, 11, 12, 13

## **ALGEBRA 2**

### **4213**

This course is intended for the student who took both parts of CP Algebra 1 and found the material to be challenging. Algebra 2 will review and reinforce some concepts from Algebra 1 and progress to a more in-depth study of selected Algebra topics. This course covers Systems of Linear Functions, Polynomials, Quadratic Functions, Rational Functions, Exponential & Logarithmic Functions, and Irrational Functions. Student who receive credit in this course will not receive credit in CP or Honors Algebra 2

**Pre:** Algebra 1 Part 2

**Credit:** 1 R/ST Gr: 10, 11, 12

## **GEOMETRY**

### **4311**

The main emphasis in this course is placed on logical, analytical thinking. These skills are developed by use of two-column deductive proofs as applied to geometric concepts. Algebraic skills are combined with geometric principles and applied to many problem-solving situations so that an appreciation of how algebra and geometry compliment each other is developed. Students choosing this course should expect to move at a rapid pace, apply concepts rather than practice skills, and to do more independent problems-solving.

**Pre:** HON Algebra 2, a grade of C or higher or CP Algebra 2 with teacher rec.

**Credit:** 1 R/HON Gr: 9, 10, 11, 12, 13

## **GEOMETRY**

### **4312**

The main emphasis in this course is on logical, analytical thinking. Algebraic skills are combined with geometric principles and applied to many problem solving situations so that an appreciation of how algebra and geometry compliment each other is developed. Students choosing this course should expect more teacher guidance in problem solving and more time and emphasis on learning and reviewing skills. The pace is slower than that of Honors.

**Pre:** Algebra 2 CP

**Credit:** 1 R/CP Gr: 9, 10, 11, 12, 13

## **GEOMETRY**

### **4313**

The main emphasis in this course is placed on logical, analytical thinking. Basic Geometry uses an informal approach to the study of shapes and sizes and their applications. Skills for this course are developed by applying inductive reasoning to geometric concepts. An appreciation of how algebra and geometry compliment each other is also developed.

**Pre:** Algebra 2 ST

**Credit:** 1 R/S Gr: 9, 10, 11, 12, 13

## **TRIGONOMETRY AND SELECTED FUNCTIONS**

### **4352**

This course is for students who have completed CP Algebra 2 and CP Geometry. It is intended to help students develop the skills and confidence necessary to study college-level mathematics courses required of non-engineering/science majors. Problem solving is emphasized. Algebraic skills are constantly added to and reinforced in this course. The functions studied are exponential, logarithmic, and trigonometric. Special emphasis is placed on trigonometric functions. Students successfully completing this course can go on to HON Precalculus if they desire. Students with previous credit in Pre-calculus will not receive credit for this course.

**Pre:** Successful completion of CP Geometry

**Credit:** 1 E/CP Gr: 10, 11, 12, 13

## **MATH FOR LIBERAL ARTS\***

### **4372**

This course is for students who have completed both CP Geometry and CP Algebra 2 with a C- or better. It is intended to be a course offering for those students looking to take another math credit but not willing to pursue higher level math offerings in Pre-Calculus and Calculus. Mathematics will be applied to solving practical problems in a variety of disciplines, enhanced by algebraic content and technology skills. Mathematical topics include intermediate algebra, voting theory, financial mathematics, linear programming, identification numbers, and statistics. Students taking this course have the option to apply for dual enrollment credit through Eastern Connecticut State University.

**Pre:** Completion of CP Geometry & CP Algebra 2 with a C- or better.

**Credit:** 1 E/CP Gr: 11, 12, 13

## **PRECALCULUS**

### **4401**

This is an advanced course that is designed for students who will go into Calculus 1A and other higher-level mathematics courses in college. It should be chosen by any student anticipating a career in mathematics, science, engineering or certain fields in business. This course requires an extensive working knowledge of HON Algebra 1, HON Geometry, and HON Algebra 2, in addition to proficiency in solving word problems. Topics covered include linear functions, function notation, exponential and logarithmic functions, function transformations, and trigonometric functions. Application of all content is a major focus of this course.

**Pre:** A grade of B or higher in HON Algebra 2, or Trigonometry with teacher recommendation

**Credit:** 1 E/HON Gr: 10, 11, 12, 13

## **CALCULUS 1A**

### **4411**

This course covers the equivalent of the first half of ACC Calculus and is designed to offer students a calculus experience at a slower pace. Topics include limits, derivatives, and extreme values of algebraic, trigonometric, exponential, and logarithmic functions, with supporting algebraic topics.

**Pre:** Precalculus

**Credit:** 1 E/HON Gr: 11, 12, 13

## **STATISTICS ACC**

### **4500**

This course offers a standard approach to statistical analysis. The course is UCONN Early College Experience (ACC) accredited and is the prerequisite course for Advanced Placement (AP) Statistics. Topics include elementary probability theory, probability distributions, sampling distributions, confidence interval estimation, hypothesis testing, regression and correlation, and exploratory data analysis. Using technology to perform statistical analysis is an integral part of the course.

**Pre:** Precalculus with a C+ or higher, or teacher recommendation

**Credit:** 1 E/ACC/Gr: 11, 12, 13

## **AP STATISTICS**

### **4550**

This course is a continuation of ACC Statistics. Topics are covered in more depth than in ACC Statistics and the focus is more on application than mechanics. Topics from the ACC course will be reviewed and addressed with AP expectations in mind. New topics that will be covered include sampling and experimental design, Chi-square inference tests, and inference procedures for linear regression analysis. Following the AP examination, topics include non-parametric statistics and students will work on an end-of-semester project to design a statistically significant study. Students who master this course will be qualified to take the College Board Statistics Advanced Placement (AP) examination.

**Pre:** ACC Statistics and teacher recommendation

**Credit:** 1 E/ACC Gr: 11, 12, 13

## **CALCULUS\***

### **4450**

This course is designed to provide mathematical foundation for further study in mathematics and is equivalent to Calculus 1 (1131) at the University of Connecticut. Students earning a C or higher may acquire 4 college credits through the UCONN Early College Experience (ECE) program. The student selecting this course will complete most to all of a one semester college course in calculus. Topics introduced include limits, continuity, differentiability and its applications, and integration and its applications. Compared to the AP Calculus AB course, the focus within this course is more on mechanics and less on application. Students contemplating a career in mathematics, science, engineering, or any field which requires a mathematics course with beginning calculus as a prerequisite should plan to retake beginning calculus in college.

**Pre:** Grade of B or higher in Precalculus

**Credit:** 1 E/ACC Gr: 11, 12, 13

### **AP CALCULUS (AB)**

#### **4460**

This course is a continuation of Honors Calculus. Topics are covered in more depth than in Honors Calculus and the focus is more on application than mechanics. Prior to the AP examination, topics covered include limits, continuity, differentiability and its applications, and integration and its applications. After the examination, topics covered include integration by parts, trigonometric integration, trigonometric substitution, and partial fractions. If time permits, students are also introduced to sequences and series. Students who master this course will be qualified to take the College Board Calculus AB Advanced Placement examination. An uncompromising syllabus will be followed, the pace will be rapid, and the work intense.

**Pre:** ACC Calculus and teacher recommendation

**Credit:** 1 E/ACC Gr: 11, 12, 13

### **AP CALCULUS (BC)**

#### **4470**

This one-semester course is an extension of AP Calculus AB. Students taking this course should be skilled in all content areas from AP Calculus AB as these skills will be applied to new topics including, but not limited to, parametric, polar, and vector functions, Euler's Method, sequences, series, improper integrals, and application problems involving physical, biological, and economic situations. An uncompromising syllabus will be followed, the pace will be rapid, and the work intense. Students who successfully complete this course will be qualified to take the AP Calculus BC examination.

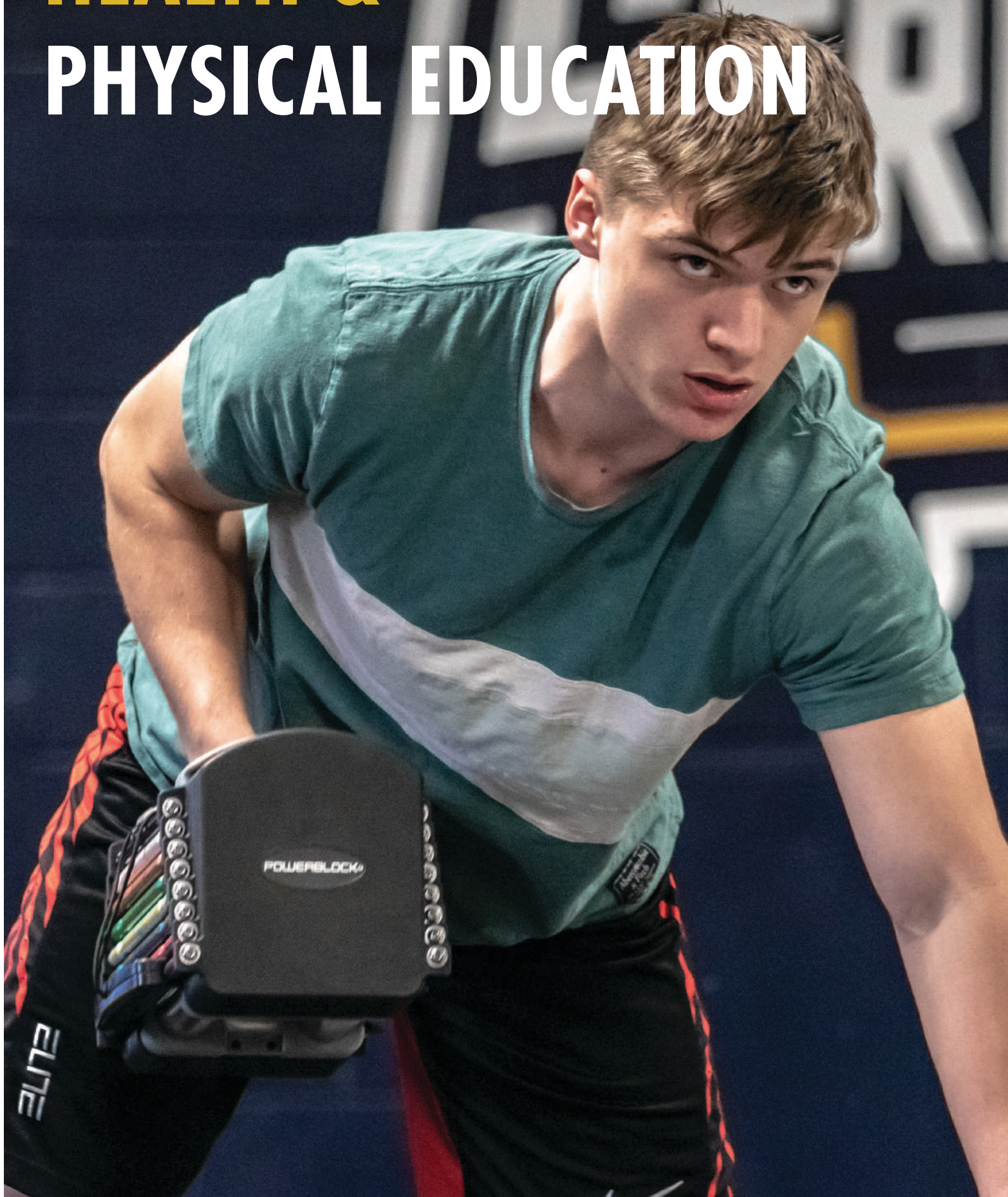
**Pre:** ACC Calculus, Calculus AB and recommendation of the teacher

**Credit:** 1 E/ACC Gr: 11, 12, 13



**HEALTH &**

**PHYSICAL EDUCATION**





## GENERAL HEALTH EDUCATION

### 0025

This course is intended to provide students with the knowledge and skills that enable them to adopt and maintain healthy attitudes and behaviors throughout their lives. This is a comprehensive health education course designed to comply with Connecticut General Statutes, section 10-16b. This statute states that public school program of instruction shall include health and safety education covering, but not limited to the following topics: human growth and development; nutrition; first aid; disease prevention; community and consumer health; physical, mental and emotional health, including youth suicide prevention; substance abuse prevention; and safety and accident prevention.

**Credit:** 0.5 R/CP Gr: 9

## GENERAL PHYSICAL EDUCATION

### 0035

This is a prerequisite for all basic and advanced Physical Education courses. It is designed as a general overview of a variety of activities that a student will need to move on to other courses. It will review and expand fundamental skills, rules and concepts of various activities and will introduce the concept of active involvement in personal fitness. The activities will be designed to give students experiences in team, individual and dual and recreational sports.

**Credit:** 0.5 R Gr: 9

## TEAM SPORTS

### 0065

Team Sports is a general level semester course. It is for students interested in developing proficiency in activities such as football, soccer, frisbee, lacrosse, and team handball. The course will concentrate on the review of basic skills, learning of history, rules and strategies of the various activities. Each student will be encouraged to complete 2 hours per marking period of community service for extra credit. The course is designed for students to participate in large or small team-oriented activities working together for a common goal. This course will emphasize healthy competition and require the active participation of each student for the success of the entire group. In addition to improving motor skills in the various sports, students will be expected to maintain the appropriate level of fitness for participation in the sports and to maintain a healthy lifestyle.

**Pre:** General PE

**Credit:** 0.5 E Gr: 10, 11, 12, 13

## INTRODUCTION TO YOGA

### 0135

The objectives of the Yoga class are to provide each student the knowledge of why it is important to be physically fit and to give them an opportunity to improve their fitness level through daily exercise and activities. Each student will have the opportunity to learn and practice specific workouts that improve certain aspects of their health related fitness such as their cardiovascular endurance, muscular fitness, flexibility, body composition, and eating habits. Also, Yoga will give the students an opportunity to acquire important life skills such as teamwork, sportsmanship, and a positive attitude about themselves and towards others.

**Pre:** General PE and one other PE course

**Credit:** 0.5 E Gr: 10, 11, 12, 13

## INDIVIDUAL AND DUAL SPORTS

### 0095

Individual and Dual Sports is designed as a study of a variety of activities in the area of individual and dual sports. During this course students will learn the rules, skills, and strategies of a variety of activities. The major activities in this course are: archery, badminton, pickleball, golf, tennis, and ropes course/project adventure. This course will emphasize cooperation and active participation of each student in order to ensure success for both the individual and the class. Students will be expected to maintain an appropriate level of fitness and to maintain a healthy lifestyle. Students will also be encouraged to complete 2 hours of community service for extra credit.

**Pre:** General PE

**Credit:** 0.5 E Gr: 10, 11, 12, 13

## WEIGHT TRAINING 1

### 0085

This course will give all students a solid foundation of proper lifting technique and a better understanding of safe weight training practices. The use of the Volt program will ensure that all students become more proficient at performing movements associated with weight training concepts. This will allow for the instructor roam freely throughout the class assisting students as needed and providing additional training/support as needed. Students who succeed in this course will be better prepared to actively participate in Weight Training 2.

**Pre:** General PE

**Credit:** 0.5 E Gr: 9, 10, 11, 12, 13

## LIFETIME FITNESS

### 0115

This course will explore a variety of cardiovascular and anaerobic activities that will allow students to engage in diversified movements that will enhance overall levels of fitness throughout their lives. Students will become familiar with principles, guidelines and practices related to weight management, nutrition and cardiovascular risk factors. Students wishing to enroll in this course should have a strong desire to work hard physically and have the commitment necessary to see improvement in their overall fitness.

**Pre:** General PE

**Credit:** 0.5 E Gr: 10, 11, 12, 13

## OUTDOOR PURSUITS

### 0135

The main objective of the course is to expose students to a variety of outdoor experiences by which they learn or further develop skill sets that foster personal growth. How does Outdoor living affect our lives? How does facing challenges in class translate to real life? How can service to others affect you and those around you? From learning how to prepare a tent site to setting up and leading 8th graders on our ropes course, students will be presented the opportunity develop skills in critical thinking, creativity, collaboration, and communication.

**Pre:** General PE

**Credit:** 0.5 E Gr: 10, 11, 12, 13

## **UNIFIED PHYSICAL EDUCATION**

### **0075**

The exciting aspect of this course is the benefit to not only our students with intensive-needs, but also our "peer partners." Students are partnered with an intensive-needs student throughout this course. The course embraces the philosophy of inclusion within a supportive, enriching environment. Students with special needs will receive individualized attention from our faculty in addition to support, motivation, and encouragement from their typical peers. Partner students will receive the benefit of an experience that will crystallize their post-secondary goals and inform them of their potential interest in a related field of study (social work, special education, physical education, etc.).

**Pre:** General PE

**Credit:** 0.5 E Gr: 10, 11, 12, 13

## **SPORTS MEDICINE**

### **0205**

This is an introduction course of the basic concepts and techniques in the prevention, diagnosis, treatments and rehabilitation of injuries to athletes. Basic concepts of training, conditioning, diet and nutrition in athletics are presented as well. The practical applications of the concepts will be examined and emphasized. Students will be able to assist the Athletic Trainer in the various aspects of the job. Job shadowing and career exploration will be strongly encouraged.

**Pre:** General Health and Biology

**Credit:** 0.5 E/CP Gr: 11, 12, 13

## **SPORTS MANAGEMENT**

### **0225**

This course will draw an audience comprised of those who wish to advance in the sports management field, those who would like to better understand the workings of the sports industry, and those who would like to transition to careers in the sports industry. This class will focus on the skills of literacy, advocacy, analyzing influences, goal setting, decision-making, communication and leadership. It will also provide opportunities to connect with professional and collegiate sports programs in New England.

**Pre:** General PE and one other PE course

**Credit:** 0.5 E Gr: 11, 12, 13

## **PEER LEADERSHIP**

### **0215**

The Peer Leadership course will cover a broad range of relevant topics and issues to assist students in developing positive leadership skills and improve the quality of life in school, home and community. The curriculum includes, but is not limited to the following: conflict resolution and peer mediation, active listening and effective communication, public speaking, group problem solving and collaboration, empathy, respect for the diversity of others, stress management, and demonstration of healthy ways to express needs, wants, and feelings. The Peer Leadership course will provide students with the skills and knowledge necessary to lead their own lives as well as the individual and group experiences of others, and it will inspire them to be healthy and successful beyond high school. It will also contribute toward making The Woodstock Academy a safe and respectful environment. This course will meet every other day in a semester block. Priority will be given to sophomores and juniors, and then to 2nd semester freshman and seniors.

**Pre:** Application and Faculty recommendation

**Credit:** 0.5 E Gr: 9, 10, 11, 12, 13



# SCIENCE



## FOUNDATIONS OF SCIENCE

### 5111

Students will explore a variety of topics in earth and physical science and develop a foundation in science using the methods of scientific thinking. They will be expected to use the scientific inquiry method approach to problem solving. Topics which will be investigated in-depth include energy and resources, the chemistry of matter and elements, and global changes to our planet due to natural and human sources. Students will be expected to apply mathematical skills to compute and express experimental results. Independent problem solving and concept application are stressed in this course.

**Credit:** 1 R/HON Gr: 9

## FOUNDATIONS OF SCIENCE

### 5112

Students will explore a variety of topics in earth and physical science and develop a foundation in science using the methods of scientific thinking. They will be expected to use the scientific inquiry method approach to problem solving. Topics which will be investigated in-depth include energy and resources, the chemistry of matter and elements, and global changes to our planet due to natural and human sources. Students will be expected to apply mathematical skills to compute and express experimental results. Students may expect more teacher guidance in homework, problem solving, application of concepts and homework than in the advanced college prep course.

**Credit:** 1 R/CP Gr: 9

## FOUNDATIONS OF SCIENCE

### 5113

Students will explore a variety of topics in earth and physical science and develop a foundation in science using the methods of scientific thinking. They will be expected use the scientific method approach to problem solving. Students will be expected to apply basic mathematical skills to compute and express experimental results, but should expect extensive teacher guidance in completing these tasks.

**Credit:** 1 R/ST Gr: 9

## BIOLOGY 1 \*

### 5200

Biology I Honors is a rigorous course intended for the high achieving, motivated student. The course is designed to be the equivalent of a college-level introductory Biology I course which is usually taken by biology majors during their first year. The college course in biology differs significantly from the usual first high school course in biology with respect to the kind of text book used, the range and depth of topics covered, the kind of laboratory work done by students, and the time and effort required of students. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. In conjunction with completion of Biology 2 AP students will complete all of the topics and lab requirements to be successful on the AP Biology Exam. This course will focus on the general areas of Biochemistry, Cell Biology, Genetics, and Molecular Biology. In conjunction with AP Biology 2, students will be prepared to take the AP Biology exam while fulfilling the requirements to earn college credit for the UConn Biology 1107 course through the Early College Experience Program. **This course requires completion of a summer assignment.**

**Pre:** B in HON Foundations of Science & HON Geometry, as well recommendation of previous teacher.

**Credit:** 1 R/ACC Gr. 10

## BIOLOGY

### 5211

This is an inquiry-based course usually taken during the sophomore year. The aim of the course is to provide the student with a solid preparation for future courses biology by developing the appreciation for all life forms and their dynamic nature. The major biological concepts of cell theory, biochemistry, genetics, and evolution theory are presented in detail. Controversial issues associated with such themes as bioethics and biotechnology are discussed. Lab experience is an integral part of the course. Lab time is spent observing and collecting data on the topics discussed in class. The methods of scientific thinking are stressed through class discussions and various testing methods. Application of knowledge is a key focus in evaluations.

**Pre:** Foundations of Science

**Credit:** 1 R/HON Gr: 10

## BIOLOGY

### 5212

This is an inquiry-based course usually taken during the sophomore year. The aim of this course is to familiarize students with the diversity of life forms and their effect on human species. The main concepts of biochemistry, cell biology, genetics and evolution theory are presented in their practical context. In addition, controversial issues associated with current biological topics are discussed. Lab experience extends the topics discussed in class. The course is more of a practical than theoretical nature. Hands-on activities and the role of biology in daily life are included.

**Pre:** Foundations of Science

**Credit:** 1 R/CP Gr: 10

## BIOLOGY

### 5213

This is a course usually taken during the sophomore year. Classes are activity oriented and visually instructive. Lab work is organized to stress inquiry, careful observation, collecting and recording facts, and drawing conclusions. The aim of this course is designed to give students a practical view of the living world. It is life and career oriented, with consumer education interspersed throughout the program. Topics to be covered include the microscopic world, living structure, comparative physiology of organisms, nutrition, disease and other social problems and evolution.

**Pre:** Foundations of Science

**Credit:** 1 R/ST Gr: 10

## AP BIOLOGY 2\*

### 5250

This course is a continuation of Honors/HON Biology 1 and is intended to prepare students to be successful on the AP Biology Exam. The course is designed to be the equivalent of a college-level introductory Biology course which is typically taken by biology majors during their first year of college. This college course in biology differs significantly from the typical high school course in biology with respect to the level of textbook used, the range and depth of topics covered, the kind of lab work done by students, and the time and effort required of students. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapid changing science of biology. This course will focus on advanced biology topics in Regulation of Gene Expression, Cell Communication, Evolution, Ecology, and Animal Anatomy and Physiology. In conjunction with Honors Biology 1, students will be prepared to take the AP Biology exam while fulfilling the requirements to earn college credit for the UConn Biology 1107 course through the Early College Experience Program.

**Pre:** ACC Biology or B or higher in HON Biology and recommendation of biology teacher.

**Credit:** 1 E/ACC Gr. 10, 11, 12, 13

## CHEMISTRY 1\*

### 5300

Chemistry I Honors is a rigorous course designed for those students planning to pursue advanced study requiring a sound science background such as engineering or the medical field. This course is equivalent to Chemistry 1127 at the University of Connecticut and students earning a C or better may acquire four (4) UCONN credits, which are often transferable through the UCONN Early College Experience Program. The course provides a systematic introduction to the main principles of chemistry including matter and energy, chemical calculations such as stoichiometry, gases, the periodic table, bonding and intermolecular forces. Additionally, an introduction to organic chemistry is included. Emphasis is given to developing skills with which students can competently and efficiently work with chemical calculations. Additionally, this course will increase students' abilities to think through problems and express their ideas with clarity and logic. Laboratory work will be emphasized throughout the course. An excellent knowledge of algebra II is required for success in this course. Students should progress to Chemistry 2 AP (as ACC and AP Chem result in a yearlong course) from this course or from Chemistry I HON. ACC students can earn another 4 UCONN credits for AP Chemistry. Students may postpone AP Chemistry until senior year if scheduling conflicts are a problem.

**Pre:** A grade of B or better in HON or ACC Biology, Algebra 2, or precalculus and recommendation of a previous science teacher

**Credit:** 1 E/ACC Gr. 10, 11, 12, 13

## AP CHEMISTRY 2\*

### 5350

Chemistry II is a demanding course designed for those students planning science related majors in college. This course will give students the background needed to be successful in premedical or engineering college programs by enabling students to develop a sophisticated understanding of chemical concepts and theories as well as proficiency in problem solving. This course is equivalent to chemistry 1128 at the University of Connecticut and students earning a C or better will acquire four (4) UCONN credits through the UCONN Early College Experience Program. These credits are transferable to many colleges. The course will cover atomic structure, the dependence of properties on structure, chemical reactions, kinetics, equilibria, enthalpy and entropy in detail as well as nuclear chemistry and complex ions. Emphasis is given to developing skills with which students can competently and efficiently deal with chemical calculations. Students are expected to be self-motivated in completing readings and study problems as well as lab reports outside of class time. Independent qualitative analysis lab work will be required in addition to curriculum-based labs. Students in this class will be prepared to take the Advanced Placement exam in Chemistry.

**Pre:** A grade of B or better in HON or ACC Chemistry, precalculus, and recommendation of previous chemistry teacher

**Credit:** 1 E/ACC Gr. 10, 11, 12, 13

## CHEMISTRY

### 5311

This course is an in-depth, mathematical coverage of chemistry specifically designed for those students planning to pursue study in a science, medical, or engineering related field. The course incorporates current theories in chemistry and is based on the central theme that the properties of matter are a consequence of its structure. Students will develop an understanding of chemical reactions and the interaction of matter and energy as well as the structure of the atom through the historical development of atomic theory. Quantity relationships in chemical reactions will also be emphasized. Laboratory procedures and the proper and safe use of equipment are integrated with the subject matter. Numerous experiments, which permit students to interpret data and arrive at conclusions, are included. Upon completion of the course, students will have developed greatly enhanced problem solving abilities. Students may take Chemistry II AP after this course, but will not receive UCONN credits.

**Pre:** Foundations of Science and Biology; Algebra 2 recommended and may be taken concurrently

**Credit:** 1 E/HON Gr. 10, 11, 12, 13

## CHEMISTRY

### 5312

This course presents a broad introduction to chemistry providing a solid base for students who will continue study in fields requiring knowledge of chemistry such as nursing and fire fighting. This course is not recommended for students considering careers in engineering, physics, chemistry or premedical fields. Instruction in the course emphasizes practical applications and laboratory work as the best way to develop an understanding of and an appreciation for the important role of chemistry in daily life. Students will use their algebraic skill to be able to manipulate formulas and complete the mathematical operations needed in lab analysis.

**Pre:** Foundations of Science, Biology, and Algebra I.

**Credit:** 1 E/CP Gr. 10, 11, 12, 13



## CHEMISTRY

### 5313

Chemistry is involved in many of our everyday activities. Students will gain an understanding of how chemistry applies to their everyday life. This course is a conceptual approach to chemistry with only a small amount of math involved. Students will study lab safety, atoms, density, hazardous wastes, distillation, polymers, kitchen chemistry and battery chemistry. They will learn to interpret MSDS and NFPA diagrams for chemicals in terms of safety and the precautions necessary when handling chemicals. This is a laboratory science and students will gain much of their understanding of chemistry through their lab work. This class will satisfy the third science credit needed for graduation.

**Pre:** Foundations of Science, Biology and two math classes. The second math class may be taken concurrently.

**Credit:** 1 E/S Gr: 11, 12, 13

## ORGANIC CHEMISTRY

### 5361

Organic Chemistry is a natural extension of the core chemistry courses offered in the science department. The focus of the course is the chemistry of carbon-based molecules that are common in biological systems. This course is a science elective for students who have an interest in chemistry, biology, or biotechnology. Students will conduct experiments to study the physical and chemical properties of carbon compounds, perform synthesis reactions of interesting organic molecules, and isolate natural products from locally available resources. Students will learn many applications of organic molecules, including medical applications and material science advances. Organic chemistry is an excellent option for any student who has an interest in pursuing a career in medicine.

**PRE:** Successful completion of a chemistry course

**Credit:** 1 E/HON Gr: 11, 12, 13

## AP PHYSICS C—Mechanics

### 5400

AP Physics provides a systematic introduction to the main principles of mechanics, simple harmonic motion, and waves. The understanding of basic physics principles and the ability to apply these principles in the solution of problems is a major goal of the course. A complete schedule of both guided and open-ended laboratory activities is an integral part of the course. The syllabus follows a college level, calculus-based physics course that utilizes a college level textbook. An excellent knowledge of algebra, geometry, trigonometry, and pre-calculus is required for the course. Previous completion of a calculus course is recommended but may be taken concurrently. Students will be required to take the AP Physics C—Mechanics exam. A grade of C or better in the course will qualify participating students for four (4) college credits from UCONN's Early College Enrollment Program.

**Pre:** Completion of a calculus course or concurrently enrollment in calculus

**Credit:** 1 E/ACC Gr: 11, 12, 13

## AP PHYSICS C—Electricity & Magnetism

### 5450

This course is a continuation of AP Physics C—Mechanics covering the curriculum for AP Physics C—Electricity and Magnetism and UCONN ECE 1402 intended to provide students with a thorough understanding of the concepts of electricity, magnetism, light, atomic and nuclear physics, and modern physics. This course is calculus-based with much emphasis being placed on mathematical models as a means of prediction and laboratory investigations. Much attention is given to problem-solving. Students are expected to be able to transfer concepts and mathematical solutions to the world around them to explain certain occurrences and behaviors. Examples from other science disciplines, the arts and engineering are included to demonstrate the depth and breadth of the applications of physics knowledge. Successful completion of this course will enable students to take the AP Physics C—Electricity and Magnetism Advanced Placement examination. Student who are enrolled in the UConn Early College Experience Program can earn four (4) college credits by achieving a minimum grade of C in the course.

**Pre:** Completion of AP Physics C—Mechanics strongly encouraged

**Credit:** 1 E/ACC Gr: 11, 12, 13

## PHYSICS

### 5411

This course is intended to give a thorough understanding of the concepts of mechanics, optics, and electricity, and, by means of applications, to prepare students to use physics in their own lives and professions. This course is algebra based and emphasis is placed on both conceptual understanding and the mathematical model as a means of prediction. Much attention will be placed on problem solving but at a level not as in-depth as the Honors level course. Students are expected to be able to transfer the concepts and mathematical explanations to the world around them to explain why certain occurrences take place.

**Pre:** A grade of C or better in Algebra 2 is required. Introductory knowledge of trigonometry is recommended but will be covered in the course.

**Credit:** 1 E/HON Gr: 10, 11, 12, 13

## ANATOMY & PHYSIOLOGY

### 5661

This course is open to all students who have passed HON or Honors Biology. The course offers a solid background for students entering related fields as well as providing a working knowledge of the structure and function of the human body for HON level of students regardless of future plans. This is a lab course involving dissection of various specimens required and experiments with human physiology. Pathology is included as an integrated component of the course content.

**Pre:** HON or ACC Biology, Recommendation of teacher or permission of teacher

**Credit:** 1 E/HON Gr: 11, 12, 13

## **ENVIRONMENTAL SCIENCE\***

### **5600/5611**

This is an advanced course and course requires previous exposure to biology. It offers an exploration of the environment, problems associated with it, and possible solutions to those problems. Students are expected to complete supplemental reading related to current topics. Major projects include two book reviews, a mentorship project, and a guest speaker assignment. Students are encouraged to examine their behavior patterns and how they impact our environment on a short and long term basis. This course is generally taken by students in their junior or senior year. Fieldwork is a part of this course. A grade of C or better in the ACC level will qualify students for three college credits from UCONN through the Early College Experience (ECE) program.

**Credit:** 1 E/ACC/HON Gr: 11, 12, 13

## **ENVIRONMENTAL SCIENCE**

### **5612**

This course requires previous exposure to biology. It offers an exploration of the environment, problems associated with it, and possible solutions to those problems. Students are expected to complete weekly supplemental reading related to current topics. Field work is a part of this course. Students are encouraged to examine their behavior patterns and how they impact our environment on a short and long term basis. This course is generally taken by students in their junior or senior year.

**Pre:** Biology

**Credit:** 1 E/CP Gr: 11, 12, 13

## **ENVIRONMENTAL SCIENCE**

### **5613**

This course requires previous exposure to biology. It offers an exploration of the environment, problems associated with it, and possible solutions to those problems. Students are expected to complete weekly supplemental reading related to current topics. Field work is a part of this course. Students are encouraged to examine their behavior patterns and how they impact our environment on a short and long term basis. This course is generally taken by students in their junior or senior year.

**Pre:** Biology

**Credit:** 1 E/ST Gr: 11, 12, 13

## **HUMAN BIOLOGY**

### **5662/5663**

This course is open to students who have passed CP or General level biology. The aim of this course is to familiarize students with the anatomy of human body systems and their functions. This is a lab course which will include dissection of various specimens (required) and experiments with human anatomy and physiology. Health maintenance, nutrition, diseases and their control, diagnostic techniques and decision making are discussed. Students will also examine the many career opportunities in the field of allied health. This course is offered on a contract basis for CP or Standard level.

**Pre:** Biology

**Credit:** 1 E/CP/ST Gr: 11, 12, 13

## **BIOTECHNOLOGY\***

### **5500**

The overall goal of this course is to prepare students of all backgrounds to understand the basic scientific principles, methodologies, and applications used in modern biotechnology. This course will also encourage discussions related to the impact and public perception of biotechnology and consider ethical and otherwise controversial issues related to biotechnology. In this course you will get hands on experience with basic biotechnological techniques, such as bacterial transformation, DNA electrophoresis their uses as well as discuss the issues created by these new technologies. Regardless of your career choices, you will be responsible for making the decisions regarding the application of the discoveries of today and knowledge is the key to good decision making. Students can earn college credits for a UConn Biotechnology course through the Early College Experience program. Note: Those taking the course at the Honors level will have the same expectations as the ACC students although the grading scale will be the WA grading scale.

**Pre:** Biology

**Credit:** 1 E/HON/ACC Gr: 11, 12, 13

## **BIOTECHNOLOGY**

### **5511**

This course requires a previous exposure to biology. It offers a more in-depth investigation into techniques and applications of biotechnology. Students will also discuss ethical issues associated with existing and emerging uses of biotechnology such as cloning, DNA testing and genetic engineering. Students will gain hands-on experience with basic biotech techniques such as bacterial transformation, DNA electrophoresis and protein purification. Computer simulations will be used to experience more complex techniques. Career opportunities in biotechnology will also be explored. This is a required course in both the Health and Bioscience and Environmental, Natural Resources and Agriculture School to Career clusters.

**Pre:** Biology

**Credit:** 1 E/HON Gr: 11, 12, 13

## **ECOLOGY FIELD STUDIES**

### **5671/5672**

This course will include both an introduction to methods for sampling and studying a variety of organisms and environmental factors in the field, and an introduction to how to design sampling programs and interpret the data collected. The principles for the design, execution, and interpretation of data derived from field sampling programs and experiments will be studied. Methods for sampling aquatic invertebrates and fish, small mammals, insects, plants, and birds will also be discussed and demonstrated. Students will learn how to conduct various water and soil sampling techniques. Data collection for impact assessment and environmental monitoring will be a major focus of the course. Students will work with local non-profit organizations on projects

**Pre:** Environmental Science or AP Biology or Chemistry

**Credit:** 1 E/HON/CP Gr: 11, 12, 13

## **FORENSIC SCIENCE**

### **5481 /5482**

In Forensic Science, students will learn the various aspects of forensic science that incorporates biology, chemistry, physics, earth sciences and anatomy and physiology. Forensic science careers include scientific lab technicians, computer forensics, toxicologists, engineering scientists, pathologists, physical anthropologists, behavior scientists, and document examiner. Students will observe, collect, examine, and analyze evidence from a crime scene in order to help solve a crime through various laboratory and simulation experiences that utilize current scientific technology. This course will encourage students to be inquisitive learners who can make sound, informed decisions based on scientific principles and data using valid resources to draw accurate conclusions.

**Pre:** Foundations of Science, Biology, Chemistry

**Credit:** 1 E/ HON/CP Gr: 11, 12, 13



# SOCIAL STUDIES

ROMANIA

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## **WORLD CULTURES**

### **2113**

This course will focus on the study of world cultures through the five themes of geography (location, place, human-environmental interactions, movements and religions) and history. This course will emphasize the history, geography and modern day culture of such regions as South America, Central America, North America, Africa, Europe, the Middle East, and Asia.

**Credit:** 1 R/ST Gr: 9

## **MODERN WORLD HISTORY**

### **2111 /2112**

Students will study major turning points that shaped the modern world, from the late eighteenth century through the present, with a focus on European, African, Asian, and Latin American empires. The course will trace the rise of democratic ideas and help students develop an understanding of the historical roots of current world issues. Students will develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Critical thinking, map reading, primary source analysis, and research techniques will be emphasized.

**Credit:** 1R/ HON/CP Gr: 9

## **AMERICAN GOVERNMENT & POLITICS**

### **2210/2211 /2212/2213**

The Government and Politics course provides an analytical perspective on the government and politics in the United States. The course involves the study of general concepts used in interpreting the Constitution and the American party system. The goal of the Government and Politics course is to provide students with a deep understanding of the American government. This course will count as the Civics graduation requirement.

**Pre:** Modern World History

**Credit:** 1 ACC/HON/CP/ST Gr: 10

## **MODERN US HISTORY**

### **2311 /2312/2313**

Modern US History is an exciting journey through America's past after the civil war to present day. Topics include the Progressive Era, World Wars, the Great Depression, Cold War, the Civil Rights Movement, Vietnam, and the Reagan Era. Primary sources and critical analysis of the topics is a focus of instruction along with a research paper.

**Pre:** Modern World History and American Government & Politics.

**Credit:** 1 R/HON/CP/ST Gr: 11, 12, 13

## **AP US 20TH CENTURY HISTORY**

### **2310**

This Advanced Placement course is meant to prepare students for the A.P. U.S. History exam. This course is an intensive study of the history of the United States from its beginning to present. Critical thinking, analysis, reading, and persuasive writing are emphasized. **This course requires completion of a summer assignment.**

**Pre:** Modern World History and American Government & Politics

**Credit:** 1 R/ACC Gr: 11

## **AP EUROPEAN HISTORY**

### **2410**

This challenging course is designed to prepare students for success on the AP European History examination. This course builds off of the Modern World History course. In addition to reading a college-level textbook, students will be exposed to a wide variety of primary sources. Critical thinking and analysis of sources will be emphasized, along with building a sound foundation in the study of Western civilization.

**Pre:** Modern World History and American Government & Politics

**Credit:** 1 E/ACC Gr: 11, 12, 13

## **INTRODUCTION TO SOCIOLOGY**

### **2441 /2442**

A basic introduction to sociology, this course gives students an opportunity to learn about people and how people live in society, with a focus on contemporary culture, social institutions, and social problems. Over the course of the semester, each student will be expected to conduct in-depth independent research on a social problem of his or her choosing, culminating in an oral presentation and a paper at the end of the semester. Readings of text and current print media, as well as regular written reports, are required.

**Pre:** American Gov. & Politics and Modern World History

**Credit:** 1 E/HON/CP Gr: 11, 12, 13

## **PSYCHOLOGY**

### **2451 /2452**

This course studies behavior. It gives the student an awareness of the complexity of behavior and an understanding of why people act as they do. Student awareness and self-discovery are encouraged. This course assists the student in developing attitudes which will help in adapting to changing situations and varied environment by better understanding human behavior. A formal, typed research paper or a research-based project is required as well as extensive reading in text books and secondary sources. A field project necessitating students to visit a primary source related to their research paper may also be required. This is an advanced level course which requires independent study and independent field work.

**Pre:** Modern World History and American Government & Politics

**Credit:** 1 E/HON/CP Gr: 11, 12, 13

## **AP PSYCHOLOGY**

### **2450**

The goal of this course is to introduce students to the study of psychology for the purpose of preparing them to continue their exploration of the content at the college level. In this class, students will be introduced to the foundational principles of the discipline as well as skills necessary to read, understand, conduct and write about psychological research. Critical thinking, analysis and writing skills will be developed and scaffolded alongside the core content of introductory psychology to prepare students to take and succeed in the AP Psychology exam in May.

**Pre:** Modern World History and American Government & Politics

**Credit:** 1 E/ACC Gr: 11, 12, 13

## **CURRENT AFFAIRS**

### **2432/2433**

This course is designed to keep students informed about local, state, national, and international events shortly after they occur. Newspaper and magazine articles will serve as the primary resources used on a weekly basis to accomplish this. We will address topics in an in-depth fashion and class participation and discussion are expected.

**Pre:** Modern World History

**Credit:** 1 E/CP/ST Gr: 10, 11, 12, 13

## INTERNATIONAL RELATIONS 1

### 2491

This class will explore the history of international relations as a field of study, with a particular focus on the United Nations and the current world system. Topics covered will include the origins and structures of the current world system, and the U.S. role within it, international economics, parliamentary procedure, and current and past case studies in international relations. Students will participate in numerous in-class simulations throughout the year. This class is recommended for students who have a strong desire to improve their public speaking and negotiation skills while also becoming specialists in the issues facing particular countries. It is strongly recommended that students who successfully complete this class plan to enroll in I.R. II the following year.

**Pre:** Modern World History and American Government & Politics

**Credit:** 1 E/HON Gr: 11, 12, 13

## INTERNATIONAL RELATIONS 2\*

### 2500

This class will build upon topics covered in I.R. through different case studies. In addition, students will examine the socio-economic infrastructures of regions and their impact on issues regarding the current world. Students will also explore international careers and identify a cause or issue about which they will inform others beyond the classroom. Finally, developing skills of statistical analysis will be stressed.

**Pre:** International Relations I

**Credit:** 1 E/ACC Gr: 12, 13

## MILITARY HISTORY

### 2422/2423

This class will analyze the impact war has had on the course of history. Students will examine warfare and the strong connections with several other factors including economics, politics, and social issues beginning with the hoplite soldiers of Ancient Greece and progressing to present day issues. By discussing such topics as the rise and fall of empires, technological advancements, major battles, the leaders, and the ethics, students will be exposed to a broad range of information and will evaluate the role of the war in our culture. Each student will be required to complete a research project.

**Pre:** Modern World History and American Government & Politics

**Credit:** 1 E/CP/ST Gr. 11, 12, 13

## CULTURE AND SPORT

### 2532/2533

Culture and Sport examines the historical relationship between societies and the sports they embrace and celebrate. Particular attention is devoted to the interrelationship between sport, society, social organizations and social change. This includes investigating how sport and sports participation inform the way people think about their own bodies, along with gender, social class, race, ethnicity and disability, as well as the social organization, group behavior and social interaction patterns that exist within sport settings. In addition, students will study the processes that occur in conjunction with sports, including but not limited to, socialization, competition, cooperation, conflict, nationalism, social stratification and social change.

**Pre:** Modern World History and American Government & Politics

**Credit:** 1 E/CP/ST Gr: 11, 12, 13

## AFRICAN-AMERICAN STUDIES

### 2541/2542

This elective course will examine the history and culture of Africa and the African-American experience, from the Middle Passage to the present day. Critical thinking, reading, writing, and oral presentation skills will be emphasized.

**Pre:** Modern World History, American Government & Politics

**Credit:** 1 E/H/CP Gr: 11, 12, 13

## AMERICA THROUGH ART AND MUSIC

### 2551/2552

Social anthropologists seek to understand how people live in societies and how they make their lives meaningful. This course will focus on aspects of American culture that are not always covered in a traditional American history course, such as music, poetry, song, art, film and photographs as both primary and secondary sources, and examine its impact on the nation's history.

**Pre:** Modern World History and American Government & Politics

**Credit:** 1/E/HON/CP Gr: 11, 12, 13

## INTRODUCTION TO ECONOMICS

### 2611

This course will provide students with an introduction to economic principles, institutions, and activities to prepare them for participation as a national consumer, citizen, and participant in a 21st century globalized economy. The focus of this course will introduce students to the economic terminology and methods that will be demanded of them if they choose to pursue the study of economics at the post-secondary level. This course will also provide opportunities for students to apply economic concepts, highlighting how economics can guide the decision-making process of consumers, businesses, and governments. This course will also introduce practical skills such as household budgeting, saving, borrowing, credit, taxes, insurance, and other personal finance skills.

**Pre:** Modern World History and American Government & Politics

**Credit:** 1 HON/CP Gr: 11, 12, 13

## AP MACROECONOMICS

### 2600

This course will serve as an introduction to macroeconomics for students who wish to continue their studies in business, economics, or political science at the college level. This course will provide students with an understanding of the economic principles that apply to the economy as a whole. This course will also emphasize analytical and graphic literacy skills. Ultimately, this course will prepare students to succeed on the AP Macroeconomics exam in May.

**Pre:** Modern World History and American Government & Politics

**Credit:** 1 E/ACC Gr: 11, 12, 13

## LAW

### 2521/2522

This course will provide students with an understanding of the legal system used in the United States. A number of law-related topics will be explored in detail so students can gain an understanding of how law affects them on an everyday basis. Topics covered include lawmaking and the structure of the court system, constitutional law, criminal law, and civil law (torts, contracts, and family law). Students will participate in a moot court within the constitutional law unit, and two mock trials, one within the criminal law unit and the other within the civil law unit. Students will also complete an independent research project on a problem they identify within the U.S. legal system.

**Pre:** American Government & Politics

**Credit:** 1 E/HON/CP Gr: 10, 11, 12, 13



## **HUMAN RIGHTS \***

### **2470**

Human Rights is a powerful idea in our time, but it is also the focus of numerous controversies: it is not only an ideal but also political tool, which different forces try to bend to their own ends. This course will open with a focus on the structural elements of human right - basic human rights concept and institutions, as well as the brief history of human rights. We will then turn to a number of contemporary debates in the field, such as Genocide, Crimes Against Humanity, Rights of Refugees, Economic and Labor rights, Woman's Rights, and Minority Rights. Throughout the course, we will address the challenge of contemporary human rights advocacy. By the end of the semester, students will have developed a thorough understanding of the institutions and processes related to human rights through legal, anthropological, economic and other lenses.

**Pre:** Modern World History and American Government & Politics

**Credit:** 1 E/ACC Gr: 11, 12, 13

## **SEAPORT EXPERIENCE ACADEMY (SEA)**

### **6901**

Students enrolled in this interdisciplinary course will engage in four cross-curricular modules—science, history, English literature, and technology—that offer a holistic view of 19th century New England whaling culture. Students will rotate every five weeks through the modules led by expert Academy teachers. Content-specific field trips to Mystic Seaport will be a central part of the course.

**Credit:** 1 E/HON Gr: 10, 11, 12, 13

# CAREER FAMILY TECHNOLOGY



# CAREER

## COLLEGE ACCOUNTING I

### 6041

This course may be taken as a math credit. Accounting is the “language of business and this course is an introductory accounting course geared to college-bound students. The primary focus of the course is on learning the rules and procedures for maintaining financial records for profit-oriented businesses. The textbook organization parallels the steps in the accounting cycle, leading students through accounting records in a sequential, logical manner. The “why” is emphasized as much as the “how”; this will enable students to be able to use financial information to make wise business decisions. Practice activities teach and reinforce both manual accounting and computerized accounting using Excel and spreadsheet software. This course is strongly recommended for students who are planning to pursue a business degree; Accounting is a required course for college students who declare a business major and students with a background in Accounting may find the preparation beneficial.

**Pre:** Innovative Technology recommended

**Credit:** 1 E/HON Gr: 10, 11, 12, 13

## PERSONAL FINANCE

### 6022

Teens often misuse their first credit card and lack experience and knowledge regarding managing their spending and saving. This course uses interactive, timely and relevant material, including the Internet and various computer programs, to help students develop money skills that will influence them the rest of their lives. Some topics included are setting financial goals, career exploration, creating a budget, spending, saving, investing, using credit, and insurance. Students will also learn how economic principles such as demand, supply, market equilibrium, government’s role, and public policy relate to their personal lives and the world around them.

**Credit:** 1 E/CP Gr: 11, 12, 13

## ENTREPRENEURSHIP

### 6015

This course provides students with the opportunity to learn about entrepreneurship and small business. Students study the traits of an entrepreneur and the steps necessary to start a business. They will learn why a business succeeds or fails. Hands-on computer activities involve the use of Word to develop a company logo and write a business plan, Excel to work through an analysis of profit and loss and Power Point to present their business plan and marketing program. This course is designed for students who are thinking about opening their own business someday or students who are thinking about majoring in business in college.

**Credit:** 1 E/CP Gr: 11, 12, 13

## INTERNATIONAL BUSINESS

### 6035

This course offers students the opportunity to learn about the expanding global economy. Because the Internet makes e-commerce possible 24 hours per day, consumers use products imported from countries around the world and U. S. companies manufacture and send American products to other countries on a daily basis. Many businesses are expanding into the global market; this means that there are and will continue to be jobs that involve international business. Course topics include the following: The World of International Business; Importing, Exporting, and International Trade; International Management, International Marketing and Finance, and Your Future in International Business.

**Credit:** 1 E/HON Gr: 11/12, 13

## INTRODUCTION TO CAREERS

### 6005

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

**Credit:** 1 E/CP Gr: 9, 10, 11, 12, 13

## COLLEGE & CAREER READINESS

### 6075

The College and Career Readiness elective will provide students an opportunity to develop skills necessary for success in college and careers. The course will combine practice in SAT skills in math, reading, and writing; personal finance in and after college; rhetorical analysis and public speaking skills. The course is interdisciplinary in nature

**Credit:** 1 E/CP Gr: 11, 12, 13

## COOPERATIVE WORK EXPERIENCE

### 6085

The objectives of the Cooperative Work Education Program are to prepare students to make responsible career and personal life decisions, to set goals, and to develop plans to achieve these goals through a combination of classroom and paid/unpaid on-the-job training. This course and program will provide business and technical education students with experiential learning with real-life application of academic skill application in the work place. The course will prepare students for competitive job searches, writing resumes and cover letters, and interviewing. Students will also be taught an understanding of basic taxes, insurances, budgeting, personal finances, banking, credit and loans, etc.

**Credit:** 1 E/CP Gr: 11, 12, 13



# FAMILY

## PRENATAL DEVELOPMENT AND INFANCY

### 6635

Students in this course will learn the basic principles and sequences of human development from the time of conception through infancy. Topics such as teen pregnancy, contraception, family, prenatal care, birth defects and discipline will be explored. This course will show the benefits of delaying parenthood, as well as provide insight into the importance of childhood. This course is appropriate for all students, especially for those who have an interest in children and parenting in their future. Students will participate in a variety of learning experiences including interviews, Realcare baby simulation, empathy belly, and exploring how much it costs to prepare for a baby.

**Credit:** 1 E/CP Gr: 11, 12, 13

## THE DEVELOPING CHILD

### 6645

This course covers the physical, emotional, social, and intellectual development of children from ages 1-6. The course analyzes safety, health, and special challenges of children of all ages, and also includes care of children in the 7-12 age group. Course emphasis centers on how a child grows and develops between birth and early childhood, and how knowledge of this will lead to better parenting decisions in the future. Some topics that will also be included are career opportunities with children, teaching values, school readiness, child abuse, encouraging independence, and reading to children.

**Credit:** 1 E/CP Gr: 10, 11, 12, 13

## INDIVIDUAL AND FAMILY DEVELOPMENT\*

### 6600

If you are interested in a career in teaching, nursing or social services, this course experience is for you. Tech Prep/University of Connecticut Early College course (HDFS 1070) is required of all Education, Nursing and Family Studies majors at UConn. This course will use the text and reading assigned by the University of Connecticut. Students will also be required to complete field experiences including job shadows, internships, interviews, and tours. Classroom discussions, research projects, and small group activities are planned to assist students in learning course concepts. Course content covers human and family development theories from conception to death and how family dynamics affect individuals and are affected by individual family members and life events. Students will work for self-understanding as well as recognition of how others may behave in and are affected by the variety of life relationships. In order to receive 3 UConn credits (which are transferable), students must take the class at honors level and achieve a final grade of C or better. Students receiving less than a C are marked "audit" on their UConn transcript. There is a credit fee payable to UConn.

**Credit:** 1 HON/ACC Gr: 11, 12, 13

## EARLY CHILDHOOD EDUCATION

### 6615

This is an introductory course aimed at preparing students who are interested in working in child care centers or in pre-school and elementary school positions. Course work includes an introduction to early childhood education history and theory, child development through age eight, curriculum planning developmentally appropriate educational practice, and the roles of a teacher. Activities will include job shadows at local day care and pre-school centers, as well as visits to area elementary schools.

**Credit:** 1 E/HON Gr: 11, 12, 13

## EARLY CHILDHOOD EDUCATION PRACTICUM

### 6625

Do you want to be a teacher? This course is an extension of Early Childhood Education with a student teaching style component. Students will put into practice the concepts learned in Early Childhood Education by observing and working in a local elementary classroom 2 to 3 times per week throughout the semester. They will interact with teachers and coworkers, young students of varying abilities and their families. Practicum students will be able to plan and deliver lessons and develop assessments to truly see what the field of teaching entails. Upon completion of the Early Childhood Education sequence, students will have enough knowledge to make successful occupational decisions in their future, including where to go and what major to choose in college.

**Pre:** Early Childhood Education

**Credit:** 1 E/HON Gr: 11, 12, 13

## FAMILY FOODS & NUTRITION

### 6505

In this introductory course students will develop food preparation skills and basic knowledge of nutrition through classroom, home, and laboratory work. In labs students will be expected to demonstrate kitchen safety and follow directions when working with food and equipment. Meal planning, consumer skills, such as budgeting and grocery shopping, healthy meal substitutions, and foods of other cultures will be addressed. This course is a prerequisite for Food Science and Human Nutrition, Culinary Arts, and Pastry and Baking.

**Credit:** 1 E/CP Gr: 9, 10, 11, 12, 13

## UNIFIED FOODS & NUTRITION

### 6515

Students are partnered with an intensive-needs student throughout this course. The course embraces the philosophy of inclusion within a supportive, enriching environment. Students with special needs will receive individualized attention from team-teachers in addition to support, motivation and encouragement from their typical peers. Mentors and mentees will have ample opportunity to develop and practice the 4 C's: critical thinking, communication, collaboration, and creativity.

**Pre:** Family Foods & Nutrition

**Credit:** 1 E Gr: 10, 11, 12, 13

## CULINARY ARTS

### 6555

This course is designed for students considering a career in food service or a food-related field such as hospitality or dietetics. The focus will be on food service techniques such as food production, the visual aspects of food presentation, knife skill development, nutrition, and baking. Students will be evaluated using lab work, quizzes/skill tests, homework, projects, and catering experiences. Concepts from the National Restaurant Association ServSafe® Protection Manager Certification course will be covered.

**Pre:** Family Foods & Nutrition (recommend C average)

**Credit:** 1 E/CP Gr: 10, 11, 12, 13

## MULTICULTURAL FOOD

### 6545

Multicultural Food will help students develop a better understanding of the world around them. This course will investigate various cultural groups with an emphasis on the foods they eat. Countries or regions to study will be determined by student interest. Collaboratively, students will prepare and serve full meals or meal components from each country or region studied. This course will meet every other day for one semester in the foods lab.

**Pre:** None. Multicultural Food will not satisfy the prerequisite for Culinary Arts or Pastry and Baking.

**Credit:** 0.5 E Gr: 9, 10, 11, 12, 13

## PASTRY & BAKING

### 6525

Students will gain in depth knowledge of different baking techniques which are not covered in Family Foods and Nutrition. Students will learn advanced bread making and pastry making which will allow them to acquire a larger repertoire of skills specific to the area of baking. As a result, these skills will help a student pursue a position in a supermarket bakery or a stand-alone bakery. The students will also develop a portfolio of their work that could be used in seeking employment. The class will support various catering events at The Woodstock Academy.

**Pre:** Family Foods & Nutrition with minimum of a C grade

**Credit:** 1 E/ CP Gr: 10, 11, 12, 13

## ADVANCED PASTRY & BAKING

### 6535

Advanced Pastry & Baking is an opportunity for students to extend and strengthen their baking/decorating skills and prepare for employment in a foods-related field. Students will explore the following questions: What employment skills should a person possess to be successful in the culinary workplace? How does the manipulation of hard and soft wheats impact the outcome of baked products?

How can variation in the cost of ingredients impact the price charged to customers? Several units of the National Restaurant Association's ServSafe training will be covered in this class. Including the Safe Food Handler and the Flow of Food units. Students will also learn employment soft skills, how to cost recipes, and how to market products.

**Pre:** Family Foods & Nutrition, Pastry & Baking

**Credit:** 1 E Gr: 10, 11, 12, 13

## TECHNOLOGY

### INNOVATIVE TECHNOLOGY

#### 6205

This course assures students that they have the technology skills necessary to succeed at the Academy. In addition to providing students with a core understanding of an Office Suite for creating, connecting, collaborating, and enhancing their productivity, the course will also provide students with a hands-on approach to blogging, wikis and podcasts. The course will also focus on cutting-edge technology developments, along with topics that are related to ethical and security issues, and will be a combination of classroom and online instruction. Course content will include the following: Review of new and emerging technologies (with an elective certification option); use of digital media (hardware and software); desktop design; web pages design; ethical issues and digital citizenship; and an exploration of careers in technology.

**Credit:** 1 E/CP Gr: 9, 10, 11, 12, 13

## COMPUTER SCIENCE

### 6215

This course offers a "hands-on" experience with the fundamentals of programming and algorithm development. Using Alice and C++ the students learn the proper procedures for planning and implementing computer programs. Students are also introduced to object-oriented and event driven programming. The C++ language is introduced to students from game programming perspective. This course assumes no prior knowledge.

**Credit:** 1 E/HON Gr: 9, 10, 11, 12, 13

## AP COMPUTER SCIENCE PRINCIPLES

### 6210

The AP Computer Science Principles course is designed to be equivalent to a first- semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

**Pre:** Algebra 1

**Credit:** 1 E/ACC Gr: 9, 10, 11, 12, 13

## DIGITAL MEDIA PRODUCTION

### 6232

Digital Media Production is designed as a continuation of Exploring Multimedia, except that the emphasis will be on digital video and digital audio. DMP will allow the students to explore, create, and produce more styles of video production, as well as different editing and compositing systems. The course will also allow the students to explore, write, and produce audio pieces such as short podcasts and longer audio shows to be used as the audio track of Channel 17. Students will also create vodcasts (video blogs) that will be published to a site and accessible through RSS to their ipod, iphone or computer. Programs such as Adobe Premiere, Audacity, FeedBurner, and Photoshop will be used during the course. Students taking the class will be expected to produce weekly, quality pod and vodcasts for publication.

**Pre:** Exploring Multimedia

**Credit:** 1 E/CP Gr: 11, 12, 13

## ALTERNATIVE ENERGY & CONSTRUCTION

### 6342

This course will provide engineering and construction students with a second course to advance their knowledge and opportunity to explore the growing field of alternative energy. The objective of the course is to assist students through an exploration of alternative forms of energy and their construction, as well as assess their benefits as viable solutions to our growing energy crisis. The technologies to be covered include fossil fuels, solar, geothermal, magnetic, wind, hydro fuel cell, parabolic, biomass, and nuclear. Engineering CAD and/or Building Construction are suggested as prerequisites courses.

**Pre:** Engineering CAD and/or Building Construction

**Credit:** 1 E/CP Gr: 10, 11, 12, 13

## STEAM FOUNDATIONS

### 6355

STEAM Foundations is a fun, hands-on, project-based class where students, through mini-units, explore the skills, practices and techniques needed to successfully create in a STEAM classroom. This non-traditional approach uses student-centered, problem-based, project centric strategies. Students will explore team building, design thinking and modeling, systems engineering, and product design through the lenses of Science, Technology, Engineering, Art, and Math. This will be a course where creativity, problem-solving and innovation will be championed. Classes will be filled with hands-on labs, design challenges and building competitions which address the NGSS Science and Engineering practices.

**Credit:** 1/E/CP Gr: 9, 10, 11, 12, 13

## INVENTOR'S WORKSHOP

### 6365

Inventor's Workshop is an integrated STEAM (Science, Technology, Engineering, Arts, & Math) experience where students are introduced to the creative and innovative world of product design. Students will participate in mini-unit projects involving story-telling, creative modeling and marketing to solve real-world, community-based problems. Students will use their imaginations and practices of design thinking to create new and innovative products that will attempt to solve real world problems. Some of the techniques and topics that will be introduced are Biomimicry, user-centered design, assistive technology, product case studies, inventor vignettes, and copyrighting and patent law. It will culminate in a Shark Tank-like pitch competition format where students will pitch product ideas and marketing to an audience representative of the school community.

**Credit:** 1/E/CP Gr: 9, 10, 11, 12, 13

## ENGINEERING CAD

### 6305

This course is college prep level in computer-assisted-drafting (CAD), designed for students considering entering into engineering and technical careers. Students will learn to draw mechanical drawings using "AutoCAD" software in 2-D. Drawing projects include: basic drafting skills, complex single-view 2-D drawings, multiview draws, an introduction to 3-D and an introduction to architecture. Design engineering combines multiview drawings and assembly drawings of wooden objects and paper box design.

**Credit:** 1 E/CP Gr: 10, 11, 12, 13

## ADVANCED ENGINEERING CAD

### 6315

This advanced college prep course is the next higher level following Engineering CAD, intended for students considering design engineering as a career. Students will learn 3-D solid modeling using "Solid Works" software. Computer models include: parts made from a single piece of material, assemblies made by joining parts together, and animation of the assemblies showing moving parts. Other projects will include converting 3-D models into 2-D drawings, and 2-D into 3-D.

**Pre:** Engineering CAD

**Credit:** 1 E/HON Gr: 11, 12, 13

## ARCHITECTURAL CAD

### 6325

The goal of this Honors college prep course is to draw a complete set of house plans. The completed package will be to the standards required to obtain a building permit and for a contractor to use to build the house. Design projects include: floor plans, window and door selection, elevations, kitchen and bath planning. Other projects may include framing details, cross-sections and other detail-oriented drawings. The time during this course is primarily devoted to drawing on the computer. Students may be eligible to receive three college credits while taking CAD at The Woodstock Academy as juniors and seniors.

**Pre:** Engineering CAD

**Credit:** 1 E/HON Gr: 11, 12, 13

## AEROSPACE ENGINEERING

### 6335

This course is intended for students considering engineering careers. Aerospace Engineering is the study of the engineering discipline which develops new technologies for use in aviation, defense systems, and space exploration. The course explores the evolution of flight, flight fundamentals, navigation and control, aerospace materials, propulsion, space travel, orbital mechanics, ergonomics, remotely operated systems and related careers.

**Pre:** Engineering CAD

**Credit:** 1 E/HON Gr: 10, 11, 12, 13

## GROUND FLIGHT SCHOOL

### 6375

The Career and technology department is currently look at ways to offer students courses that provide training, experience and certifications relevant to today's job market. This course will prepare students for the Private Pilot written exam and the Part 107 Drone Pilot exam. The course will also prepare students for flight training in an actual aircraft with a flight instructor via flight simulator. Learning to fly opens up a whole new world of fun and adventure. With a private pilot's license students can enjoying a lifelong hobby and take the first step toward a career in commercial, government or military aviation.

**Pre:** None, but Aerospace Engineering is recommended

**Credit:** 1 E Gr: 11, 12, 13

## EXPLORING MULTIMEDIA

### 6225

Exploring Multimedia is the exploration and design of various aspects of presentation that are used in today's world of multimedia. We will look at print, animation, video, audio, and cyber presentations. Included in the program will be treatment and script writing, planning and design of a product, construction of a project and presentation of the project. Programs such as Microsoft Word, PowerPoint, Adobe PageMaker, Photoshop, GoLive!, LiveMotion, Premiere, Bryce 4D, Anfy 3D, Macromedia suite, Adobe Audition and Premiere are used to enhance the class. Scanners, digital cameras and video equipment, as well as audio equipment and the studio setting are all incorporated. Real world projects are used as well as discussion of career possibilities in the field.

**Credit:** 1 E/CP Gr: 9, 10, 11, 12, 13



### **3D ANIMATION AND DESIGN**

#### **6245**

This course provides a brief overview of the history of animation and the different mediums in which animation has evolved. This course will explore industry job options and expectable workplace etiquette. The software the course will cover is Autodesk Maya. Students will learn navigation through 3D animation software as well as overviews of several techniques and special effects. Students will learn the basics in Polygon rendering, textures, character rigging, and distribution techniques. This class is offered to all students.

**Credit:** 1 E/CP Gr: 9, 10, 11, 12, 13

### **GAME DESIGN**

#### **6255**

This course will provide an overview of games played throughout history, and highlight specific challenges that make games fun to play. Students will understand key components that create challenges and promote user engagement. We will explore industry jobs and acceptable workplace etiquette. We will be working with Unity as a software medium. Students will learn to navigate the game creation software and create simple but engaging electronic games that can be distributed across several platforms. This class is offered to all students.

**Credit:** 1 E/CP Gr: 9, 10, 11, 12, 13

### **SPECIAL EXPLORATIONS IN WOODWORKING**

#### **6435**

This course is a periodic special offering meant to supplement and reinforce the other courses offered by the Career/Technical/Technology Department. Each semester is themed around a specific project. The projects offered will rotate from year to year to maximize and maintain student interest. Possible semester projects include building electric guitars, skateboards, snowboards, or recurve archery bows.

**Credit:** 1 E Gr: 10, 11, 12, 13

### **INTRODUCTION TO MANUFACTURING**

#### **6385**

The Eastern CT Youth Manufacturing Pipeline Initiative (YMPI) is a workforce development program dedicated to offering the potential for a career pathway for high school graduates who opt for the job market instead of college. This course provides an alternative pathway for students seeking employment immediately after high school. Students receive industry endorsed training and college credit for the work they complete. Students are also given networking and interview opportunities with prospective employers. Each student, assuming good performance, will receive job placement support while enrolled in the program. Employer representatives will guide students along the process of applying for a job, which includes an application, interview, and possibly a security clearance and drug testing process. If the individual is then hired, YMPI employer partners will offer on-the-job training to extend the learning and professional growth opportunities.

**Credit:** 1 E Gr: 11, 12

# WORLD LANGUAGE





## **LATIN 1**

### **3211**

This course lays the foundation for the acquisition of the Latin language for the purpose of eventually reading the literary masterpieces of the ancient Romans. Students are introduced to most of the basic grammar. They learn vocabulary as well as the rules of Latin syntax. Proficiency is developed through memorization, drills and extensive practice in translation and composition from Latin to English and vice versa. Grammar work is supplemented by the study of Classical history, mythology and culture.

**Credit:** 1 E/HON Gr: 9, 10, 11, 12, 13

## **LATIN 2**

### **3221**

Students are introduced to the remaining elements of Latin grammar and syntax. Vocabulary continues to be built. Drills, translation, and composition skills continue to be emphasized. As they complete the grammar, students make the transition from adapted Latin to authentic Roman texts. Some attention may also be given to introducing the students to Classical Greek.

**Pre:** Latin I with C- average

**Credit:** 1 E/HON Gr: 9, 10, 11, 12, 13

## **LATIN 3: LITERATURE\***

### **3230**

Having completed basic Latin grammar, students learn some of the more sophisticated and subtle grammatical structures, while increasing skill with that material which was previously learned. Emphasis is placed on refining translation and literary interpretation skills by reading selections from the literary works of Roman authors. Attention is also given to rhetorical devices and figures of speech, as well as to Classical literary criticism and scholarship. Latin 3 students read from the works of Catullus and Ovid. These authors make up the syllabus of the Latin Literature Advanced Placement Exam, which motivated and skillful students are encouraged to attempt.

**Pre:** Latin 2 with C average

**Credit:** 1 E/ACC Gr: 10, 11, 12, 13

## **LATIN 4: ROMAN EPIC\***

### **3240**

Students continue developing facility with analyzing, interpreting, and translating Latin literature by closely reading Vergil's Aeneid and Ovid's Metamorphoses. Students study the historical and cultural background of the work, the techniques of the author, and secondary scholarship. Motivated and skillful students are encouraged to attempt the Vergil Advanced Placement Exam in the spring.

**Pre:** Latin 2 with C+ average or better

**Credit:** 1 E/ACC Gr: 10, 11, 12, 13

## **LATIN 5: VERGIL AND CAESAR\***

### **3250**

The purpose of this course is to continue translating Vergil's Aeneid, as well as other prose writers from the late republic and early empire. In this class, particular emphasis will be placed on literal translation, critical analysis and interpretation of the literature, and also the recognition and appreciation of imagery, figures of speech, sound, and metrical effects. Students will also study the political, social, and cultural backgrounds of the authors and their works. Students may take the Vergil Advanced Placement Exam in the spring.

**Pre:** Latin 3 or 4 with a C+ average or better

**Credit:** 1 E/ACC Gr: 11, 12, 13

## **CONVERSATIONAL SPANISH**

### **3013**

This course will introduce students to the Spanish language and culture with a conversational approach that relies more on social interaction, movement, and games than it does on rigorous study of grammar. This course is ideal for students who learn best by doing. Students taking this course will learn in a language immersive environment where group activities are goal oriented and fun. By the end of this course students will be able to use Spanish in both practical and social situations. Moreover, they will develop an awareness and understanding of many important facets of Spanish speaking cultures around the world.

**Credit:** 1 E/ST Gr: 9, 10, 11, 12, 13

## **SPANISH 1**

### **3111**

The Spanish 1 course is designed to provide a solid foundation in the basic skills of listening, speaking, reading and writing. Students are introduced to vocabulary and grammatical structures in conversational contexts, thus enabling them to communicate with each other about common interests from the outset. Communication progresses from short opinion-oriented questioning to more advanced discussion of topics being studied. Although the primary emphasis on the first level is the attainment of effective aural/oral proficiency and mastery, students are also expected to know the correspondence between the spoken words and their written forms. Oral practice is reinforced by daily written assignments. Spanish and Latin American culture and practices are studied.

**Credit:** 1 E/HON Gr: 9, 10, 11, 12, 13

## **SPANISH 1**

### **3112**

Spanish I CP is designed to introduce the basic skills of the Spanish language; listening, reading, writing, and speaking. Students are introduced to varied vocabulary and grammatical structures. Spanish and Latin American culture are studied. Upon completion of this course, students may only continue to Spanish II CP.

**Credit:** 1 E/CP Gr: 9, 10, 11, 12, 13

## **SPANISH 2**

### **3121**

This course continues to stress the development of all four communicative skills study -- listening, speaking, reading and writing. At this level, the aim is to enhance the student's ability to communicate in the foreign language -- both in the spoken and written language. A more detailed study of grammatical structures serves as a basis for more sophisticated use of the language in reading and writing. A continued appreciation and awareness of Spanish and Latin American contributions to history, literature and the arts are developed throughout the course.

**Pre:** Spanish 1 with C- average or better

**Credit:** 1 E/HON Gr: 9, 10, 11, 12, 13

## **SPANISH 2**

### **3122**

Spanish II CP is designed to continue the practice of the four communicative skills: listening, reading, writing and speaking. At this level the students will increase their knowledge of thematic vocabulary, grammatical structures, and Spanish and Latin American culture. Upon completion of this course, students may only continue to Spanish III CP.

**Pre:** CP Spanish 1

**Credit:** 1 E/CP Gr: 9, 10, 11, 12, 13



## SPANISH 3

### 3131

This course, taught mainly in Spanish, develops more fully the four communicative skills study stressed in the first two levels. At this level, particular stress is placed upon improving the student's ability to creatively express his or her emotions and thoughts in both spontaneous conversation and prepared composition. By the end of this year's study, all basic grammatical structures of the target language will have been learned and reviewed. The student's ability to read and grasp directly the general meaning of materials in Spanish is enhanced by the continued stress on the development of this skill. A continued appreciation and awareness of Spanish and Latin American contributions to history, literature and the arts are developed throughout the course.

**Pre:** Spanish 2 with C average or better

**Credit:** 1 E/HON Gr: 10, 11, 12, 13

## SPANISH 3

### 3132

In Spanish 3 CP students will gain confidence in all areas of communication as they further develop these skills. Students will continue to study thematic vocabulary and learn more advanced grammatical structures, specifically the preterit and imperfect. Spanish and Latin American culture are studied. Upon completion of this course, student may only continue to Spanish IV CP.

**Pre:** CP Spanish 2

**Credit:** 1 E/CP Gr: 9, 10, 11, 12, 13

## SPANISH 4\*

### 3140

At this level, emphasis is placed on the practical use of basic skills previously learned in Spanish 1-3, integrating them into the creation of complex and sophisticated compositions. Each week the students must write an informal writing sample (i.e., a postcard, a blog message, a thank you card, a movie critique) and a formal composition or persuasive essay. Students also read and listen to a variety of authentic resources, including Podcasts, and then write a personal reaction and/or summary in the target language. Subject matter to be covered includes a review of grammar and vocabulary from levels 1-3 and an introduction of finer points of grammar (i.e., prepositions, seven simple tenses, seven compound tenses, subjunctive, formal and informal commands, direct and indirect object pronouns, idiomatic expressions, passive voice, if clauses, demonstrative adjectives and pronouns, superlatives and comparatives) and new vocabulary; as well as a continuation of the study of the products, practices and perspectives of the Spanish speaking world. Upon completion of this course, students may choose to continue their study of the Spanish language in Spanish 5. Spanish 5 focuses largely on conversation. In order for a student to advance to Spanish 5 a B should be achieved in Spanish 4.

**Credit:** 1 E/ACC Gr: 11, 12, 13

## SPANISH 4

### 3141

Spanish 4 HON continues the development of the four communication skills of listening, speaking, reading, synthesizing listening and writing, including the five C's of foreign language learning (i.e. communication, cultures, connections, comparisons, and communities). At this level, emphasis is placed on practical use of basic skills. Subject matter to be covered includes vocabulary, grammar, syntax, and idiomatic expressions pertaining to: greetings and salutations; school; numbers and time; personal identity; vocabulary activities, historical contemporary Spain and Latino America technology and the world of work, music, painting and literary work. The following grammatical topics are covered: definite and indefinite articles; noun/ adjective agreement; gender and number agreements; prepositions; possessive adjectives, possessive pronouns direct and indirect pronouns, present and progressive tense of regular and irregular verbs; preterit; imperfect; present perfect; pluperfect; future; conditional; informal and formal commands; the uses of present and imperfect subjunctive, the use of infinitive.

**Pre:** Spanish 3 HON with a C- or better

**Credit:** 1 E/HON Gr. 11, 12, 13

## AP SPANISH 5\*

### 3150

The Spanish Language 5 course is an intense course in which students will primarily develop and strengthen their speaking ability in the target language through integrating and synthesizing authentic materials and sources. Interpersonal, presentational and interpretive modes of communication will be used throughout the course. Students will be exposed to current events, products and practices of Spanish and Latin American cultures. The class is conducted exclusively in Spanish and students, as well, are required to communicate in the Spanish language.

Additional skills such as reading, writing, and listening comprehension will also improve greatly as a result of exposure to a variety of authentic sources and practice drills. Students will prepare for the Spanish AP exam, given in May. Students who enroll in this course must have completed Spanish 4 ACC, which covers and reviews advanced grammar, extensive vocabulary and idiomatic expressions.

**Pre:** Spanish 4 ACC with a B average or better.

**Credit:** 1 E/ACC Gr: 11, 12, 13

## SPANISH 6

### 3160

Careers, Culture & Language, taught exclusively in Spanish, expands and edifies the four communication skills of listening, speaking, reading, and writing as well as the five C's (communication, cultures, connections, comparisons, and communities) of foreign language learning. At this level, skills previously learned in Spanish will be integrated into the creation of complex and sophisticated conversations/interviews, oral presentations, class discussion, essays, and cultural projects. Subject matter to be covered includes a review of grammar and vocabulary from levels I-V, new vocabulary related specifically to careers/trades, cultural learning (study of indigenous groups, languages, traditions and customs, religions, etc.) as well as career related guest speakers (interpreters/translators, service related fields, medical, educators, managerial, arts). Thematic units of the course may include: future career prospects, history of Spain and Latin America, geography, indigenous languages, traditional holidays and celebrations, music, poetry, literature, drama/plays, and art.

**Pre:** Spanish 4 ACC/HON and Spanish 5 ACC/HON/AP

**Credit:** 1/E/ACC Gr: 11, 12, 13

## ITALIAN 1

### 3311

This course has as its principal objective the development of the language skills: listening, speaking, reading and writing. Basic grammar and useful vocabulary are introduced and reinforced through oral and written exercises and short reading selections. Accurate pronunciation and inflection as well as correct grammar usage are emphasized. The general geography and culture of Italy are explored.

**Credit:** 1 E/HON Gr: 9, 10, 11, 12, 13

## ITALIAN 2

### 3321

This course continues the development of listening, speaking, reading and writing skills. Knowledge of grammar and useful vocabulary is expanded and reinforced through oral and written exercises and reading selections. The presentation of situational dialogues are used to increase proficiency. The study of geography, culture, and the contribution of famous Italians will be included. This course is conducted mainly in Italian.

**Pre:** Italian 1 with C- average or better.

**Credit:** 1 E/HON Gr: 9, 10, 11, 12, 13

## ITALIAN 3\*

### 3330/3331

This level of the sequence is conducted exclusively in the target language. Advanced grammar, vocabulary, and idiomatic expressions are presented in a variety of topics related to life in modern-day Italy. Oral presentations, compositions, and role-playing on related themes are used to reinforce the course content. Specific regions and cities in Italy are highlighted through dialogues, readings, and Internet sources in Italian. Students may earn three college credits through the University of Connecticut.

**Pre:** Italian 2 with a C- average or better.

**Credit:** 1 E/ACC/HON Gr.: 10, 11, 12, 13

## ITALIAN 4\*

### 3340

This course will provide the opportunity for dedicated Italian students to further expand upon the vocabulary and grammar base. Advanced grammar, new vocabulary, and idiomatic expressions will be presented through literary selections, Internet sources and music, and will be reinforced in the course assignments. Language skills will be strengthened through class participation, developed compositions, and oral presentations in Italian. There will be continued integration of the geography, history, and culture of Italy. The course will be conducted in Italian. Students may earn three college credits through the University of Connecticut.

**Pre:** Italian 3 with a C+ average or better.

**Credit:** 1 E/ACC Gr.: 11, 12, 13

## AP ITALIAN 5

### 3350

Italian 5 continues to develop the four communication skills of listening, speaking, reading, and writing, including the five C's of foreign language learning (i.e. communication, cultures, connections, comparisons, and communities). At this level, emphasis is placed on comprehension of complex linguistic structures through the skills of reading and listening. Subject matter to be covered includes vocabulary, grammar, syntax, and idiomatic expressions pertaining to: people and places, cultural celebrations and festivals, food and dining, travel by car, public service and local government, daily activities, adjectives; present tense of regular and irregular verbs; regular and irregular passato prossimo tense, regular and irregular imperfect tense, regular and irregular passato remoto tense, future tense, conditional tense, subjunctive tense, direct and indirect pronouns, geography; gender and number agreement; and various cultural topics from the Italian speaking world.

**Pre:** Italian 4 with a C+ average or better

**Credit:** 1 E/ACC Gr.: 11, 12, 13

## MANDARIN 1

### 3411

The Mandarin I course is designed to provide a solid foundation in the basic skills of listening, speaking, reading and writing. Basic grammar and vocabulary are introduced and reinforced through oral and written exercises and short reading selections. Conversational Chinese and cultural topics will be studied through thematic units.

**Credit:** 1 E/HON Gr. 9, 10, 11, 12, 13

## MANDARIN 2

### 3421

The Mandarin 2 course continues to develop the skills of listening, reading, writing and speaking that were introduced in Mandarin 1. More intensive grammar and vocabulary are covered and reinforced through oral and written exercises and short reading selections. Conversational Chinese and cultural topics will be studied through thematic units.

**Pre:** Mandarin 1 with a C- average or better.

**Credit:** 1 E/HON Gr. 9, 10, 11, 12, 13

## MANDARIN 3

### 3431

The Mandarin 3 course provides the opportunity for further expansion of vocabulary and grammar introduced in Mandarin 1 and 2. The new vocabulary and grammar concepts will be incorporated into thematic units and reading selections. Course content will be reinforced and assessed through oral presentations, class discussion, written activities, and compositions. Students will be exposed to authentic Chinese readings, music selections, and listening activities and will be asked to react and comment on them in the target language. The culture and history of China will also be integrated in the course content and reinforced in student presentations. The course will be taught exclusively in Chinese and students are expected to participate fully in the target language for the purposes of developing proficiency in the language. Thematic units of the course include but are not limited to: Diet and health, Clothing, Environment, Home, and Beijing Opera.

**Pre:** Mandarin 2

**Credit:** 1 E/HON Gr: 10, 11, 12, 13

## **MANDARIN 4**

### **3440**

The Mandarin 4 course provides the opportunity for further expansion of vocabulary and grammar introduced in Mandarin 2 and 3. The new vocabulary and grammar concepts will be incorporated into thematic units and reading sections. Course content will be reinforced and assessed through oral presentations, class discussions, written activities, and compositions. Students will be exposed to authentic Chinese readings, music selections, movies, and listening activities and will be asked to react and comment on them in the target language. The culture and history of China will be integrated in the course content and reinforced in student presentations. The course will be taught exclusively in Chinese and students are expected to participate fully in the target language for the purpose of further developing proficiency in the language. Thematic units of the course include but are not limited to: a tour around Beijing, traditional culture, social activities, leisure time, and further education and job hunting.

**Pre:** Mandarin 3

**Credit:** 1 E/ACC Gr: 10, 11, 12, 13

## **MANDARIN 5**

### **3450**

This Mandarin 5 course provides the opportunity for further expansion of vocabulary and grammar introduced in Mandarin 3 and 4. The new vocabulary and grammar concepts will be incorporated into thematic units and reading selections. Course content will be reinforced and assessed through oral presentations, class discussion, written activities, and compositions. Students will be exposed to authentic Chinese readings, music selections, movies, and listening activities and will be asked to react and comment on them in the target language. The culture and history of China will also be integrated in the course content and reinforced in student presentations. The course will be taught exclusively in Chinese and students are expected to participate fully in the target language for the purposes of further developing proficiency in the language. Thematic units of the course include but are not limited to: transportation and geography, traditional culture, social activities, leisure time, and further education and job hunting.

**Pre:** Mandarin 4

**Credit:** 1 E/ACC Gr: 11, 12, 13

## **GERMAN 1**

### **3511**

This course provides an introduction to the German language and the culture it represents in the various countries where it is spoken. An equal emphasis is placed on speaking, listening, reading, and writing.

**Credit:** 1 E/HON Gr: 9, 10, 11, 12, 13

## **GERMAN 2**

### **3521**

This course continues developing the skills acquired in HON German 1. Students will be introduced to more complex linguistics structures enabling them to discuss, read, and write about a wider variety of topics in modern German. By the end of the course, students will have an advanced beginner/low intermediate level of the language. An equal emphasis is placed on speaking, listening, reading, and writing.

**Pre:** A C or better in German I

**Credit:** 1 E/HON Gr: 9, 10, 11, 12, 13

## **GERMAN 3**

### **3531**

This course continues developing the skills acquired in German 2 HON. Students will be introduced to more complex linguistic structures enabling them to discuss, read, and write about a wider variety of topics in modern German. By the end of the course, students will have a low-mid intermediate level. An equal emphasis is placed on speaking, listening, reading, and writing. This course is a pre-requisite for German 4 HON.

**Pre:** A C or better in German II

**Credit:** 1 E/HON Gr: 11, 12, 13

## **GERMAN 4**

### **3541/3540**

This course, taught exclusively in German, will provide dedicated students the opportunity to further expand upon the vocabulary and grammar base of the German language. Advanced grammar, new vocabulary, and idiomatic expressions will be presented through literary selections. Course assignments in German 4 utilize print and electronic sources, music, and films in the target language. Students will strengthen their language skills through class participation, developed compositions, and oral presentations in German. There will be continued integration of the geography, history, and culture of Germany, with a particular focus on the period of 1961-1989 and the Berlin Wall.

**Pre:** A C+ or better in German 3

**Credit:** 1 E/HON/ACC Gr: 10, 11, 12, 13

## **AP GERMAN 5**

### **3550**

German V is taught exclusively in German, expands and edifies the four communication skills of listening, speaking, reading, and writing as well as the five C's of foreign language learning (i.e. communication, cultures, connections, comparisons, and communities). At this level, emphasis is placed on the practical use of skills previously learned in German I-III HON and German IV HON/HONORS integrating them into the creation of complex and sophisticated conversations/interviews, oral presentations, class discussion, and cultural projects. Subject matter to be covered includes a review of grammar and vocabulary from levels I-V, new vocabulary related specifically to cultural learning (study of indigenous groups, languages, traditions and customs, religions, etc.) as well as literary analysis through the study of a German-language novel. Thematic units of the course may include: future career prospects, history of Germany and German-speaking countries, geography, pop-culture, traditional holidays and celebrations, music, poetry, literature, and art.

**Pre:** German 4

**Credit:** 1 E/ACC Gr: 11, 12, 13



# SPECIAL INTERDISCIPLINARY COURSES

## PEER TUTOR 9945

Peer Tutors are assigned to an Academy teacher during one block, either every day (1 credit), or every other day (1/2 credit). They observe the teacher, tutor students, assist with lesson implementation, classroom management and organization, and, in many cases, plan and teach lesson segments under the supervision of the faculty member. Peer tutors are also required to maintain a journal and complete reflection papers.

**Pre:** Permission of the Instructor

**Credit:** 1 or .50 E Gr: 10, 11, 12, 13

## FIRE TECHNOLOGY 6925

This course is designed to give students an entry level, working knowledge base, to pursue a future career in firefighting. Throughout the course, the students will work with both the Fire Technology teacher and the local fire departments, to gain both valuable coursework and hands on experience. Students will learn about personal protective equipment, hose lines, search and rescue, tools, hydrants, vehicle extrication, along with other basic firefighting skills. Additionally, students will participate in physical fitness at least twice a week. Maintaining fitness levels is a crucial part of the firefighting profession and it is important to understand how to remain fit for the job. There will be several field trips and guest speakers throughout the semester where students will learn from local experts. Students will be taught to the standards of FF I in hopes of preparing them for a future in the fire service.

**Credit:** 1 E/CP Gr: 10, 11, 12, 13

# SPECIAL COURSES FOR POSTGRADUATE STUDENTS

## LIFE PREP 8490

The Life Prep course is an interdisciplinary elective course for Grade 13 students heading to collegiate varsity athletics. This course will offer students a variety of opportunities and experiences to prepare for life as a student-athlete. This course will cover multiple topics relevant to student's experiences, including college readiness, career development, financial education, health education, and community service. Several WA staff members will participate as guest instructors in their areas of expertise. This course will meet every day during quarter 3 only.

**Credit:** E Gr: 13

## CONDITIONING 8491

Conditioning is an interdisciplinary elective course for Grade 13 students heading to collegiate varsity athletics. This course will offer students a variety of opportunities to improve their physical bodies to prepare for collegiate athletics. Overseen by the athletic training staff, the objectives of Conditioning class is to provide each student the knowledge of why it is important to be physically fit, and to give them an opportunity to improve their fitness level through daily exercise and activities. Each student will have the opportunity to learn and practice specific workouts that improve certain aspects of their health related fitness such as their cardiovascular endurance, muscular fitness, flexibility, body composition, and eating habits. This course will meet every day during quarter 3 only.

**Credit:** E Gr: 13





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