



Stonington High School
Pawcatuck, Connecticut

OPPORTUNITIES

2021-2022

(Volume 24)

SHS's Programs: Academic
Co-Curricular
Athletic

STONINGTON HIGH SCHOOL

Pawcatuck, CT 06379

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Stonington High School

Statement of Core Values, Beliefs, and Learning Expectations

The mission of Stonington High School is to foster a lifelong pursuit of learning in a challenging, motivating, and engaging environment. Upon graduation, our students will possess a working plan for post-high school life and become responsible and productive citizens in the 21st century global society.

Our core values include and emphasize:

- Personal Responsibility
- Respect for self and others
- Tolerance for others and their opinions
- Technological literacy
- Partnerships among students, staff, and the community

Our beliefs about learning include and inform our instructional practices:

- Students learn best when they
 - o Participate actively
 - o Work together to learn
 - o Construct knowledge
 - o Engage in authentic experiences
 - o Reflect/self-assess/set goals
 - o Connect what they are learning to the world
 - o Can talk to their teachers and each other
 - o Get timely and meaningful feedback
- Teachers teach best when they
 - o Collaborate and communicate effectively
 - o Use multiple strategies based on content and student needs
 - o Encourage independent thinking and innovation
 - o Create a positive, respectful learning environment
 - o Demonstrate they are learners who construct knowledge
 - o Create meaningful, rigorous, relevant and increasingly complex work
 - o Use varied assessments to make decisions about what and how they teach



Stonington High School's 21st Century Expectations of Student Learning (ESL) represent what we want all students to master by the time they graduate from high school. In an effort to focus our efforts in meeting these expectations and to measure our student's progress in meeting these expectations, Stonington High School has created the 4 Cs (Convince, Communicate, Consider, and Connect) to provide a visual representation of how these ESLs fit into the everyday curriculum.

In the drawing, the Stonington Harbor Lighthouse represents our school community. The lighthouse, a historical landmark in our community, draws attention to the importance of community in our education process. The rays of light emitting from the tower represent our student's learning and experiences illuminating and guiding their pathway toward success.

Stonington High School expects that our graduates will use their 21st Century Skills to:

Convince others, by using a variety of relevant and sufficient evidence to construct and/or analyze arguments to support their position.

Communicate by using clear language both orally and in writing with appropriate meaning and fluency, and to facilitate the collaborative practice within a group.

Consider all possibilities by using the power of reason to develop innovative and/or creative options to solve challenging situations and problems.

Connect all information and/or technology to find, evaluate, create and/or share information, as they become a participative member in the social and civic community.

Each course at Stonington High School is responsible for at least one of the 4Cs to help focus the instruction so all students can meet 21st Century learning expectations. Every course will have one activity each semester that will specifically assess the assigned expectations. School-wide rubrics have been developed to assess these specific tasks. Additionally, components of these school wide rubrics may be used as an additional assessment tool in the content area but will normally not supplant class specific grading rubrics.

It is the expectation that every year each student will be proficient in each of the 4Cs. We have assigned our tasks so that there are multiple opportunities for students to be assessed for each category. The school counselors will track completion of these tasks as part of each student's School Success Plan (SSP). Finally, as part of their graduation requirements, each student will complete a senior project where they will demonstrate each of the 21st century learning expectations.

STUDENT SERVICES

HEALTH SERVICES

In the event that you become ill during the school day, you are to report this immediately to the teacher in charge of the class at that time. He/she will issue you a pass to the health room. The entrance is located off the main corridor, just beyond the main office. If at any time the nurse is not available, please consult one of the office secretaries. If you are ill and cannot participate in physical education, either the nurse or a doctor must submit a note for your physical education teacher.

RESPONSE TO INTERVENTION (RTI)

Response to Intervention (RTI) is a process used to maximize student achievement and progress. The purpose of RTI is to improve general education practices and increase opportunities for struggling learners. RTI monitors student progress and identifies research-based interventions to remediate any academic or behavioral needs. Tiered interventions are used so that interventions increase in intensity in proportion to students' instructional needs. The RTI process involves a team of teachers and school support personnel that analyze data, develop interventions, and monitor progress frequently. RTI is facilitated by the Assistant Principal of Guidance and receives referrals from students, parents, teachers, and administrators. It meets bi-weekly to review student referrals and develop action plans to help students as needed. The plans may include classroom accommodations, referral to outside agencies, special education testing, etc.

LIBRARY MEDIA CENTER PROCEDURES

Students wishing to use the LMC during study hall must obtain a pass from the Library Media Center. Passes are issued on a first come first serve basis. Students will sign their full name on the attendance sheet and have a member of the LMC staff stamp their agendas with the date. When students arrive at the LMC from study, they will "sign in" by recording the time next to their name on the attendance sheet. Students who fail to sign in when they arrive will be marked absent for the block. The LMC will be open from 7:15 A.M. until 3:15 P.M., Tuesday through Thursday. The LMC closes at 2:00 P.M. on Monday and Friday. Students who do not demonstrate appropriate behavior will lose LMC privileges.

SCHOOL COUNSELING DEPARTMENT

School counselors seek to address the needs of all students by providing comprehensive, developmentally appropriate programs and services that will help them make an orderly transition throughout the high school years in preparation for their post-graduation endeavors.

The school counselor focuses on all students' academic, career and personal/ social development needs by designing, implementing, evaluating and enhancing a comprehensive school counseling program that promotes and enhances student success. (American School Counselor Association – Role of the Professional School Counselor)

Academic, career, and life planning is a cooperative endeavor that, ideally, involves those people who play a significant role in a student's life. Students are encouraged to work cooperatively with parents, teachers, counselors, and community members throughout their high school years to move toward

achieving desired goals. Each student will meet at least once a semester with his/her school counselor to discuss:

- Development and implementation of action plans based on individual high school and post-graduation aspirations
- Progress toward meeting graduation requirements
- Any adjustments to their class schedule
- As needed personal consult to assist with problem solving and/or decision-making

In addition, the School Counseling Department, in collaboration with the Career Center, has many resources available to assist in making college and career decisions, such as:

- Naviance/Family Connection
- College brochures
- Scholarship information
- Part-time job postings and volunteer opportunities
- Computerized career/college information
- Internet links (<http://stoningtonhigh.org/guidance>)

To make an appointment with a counselor, students must see Mrs. Colschen, the school counseling secretary. Parents are welcome to schedule a meeting with their child's school counselor by calling Mrs. Colschen at 860-599-2180 or by emailing the counselor directly.

	<i>Grade 9 2025</i>	<i>Grade 10 2024</i>	<i>Grade 11 2023</i>	<i>Grade 12 2022</i>
C. Dentch, School Counselor <i>cdentch@stoningtonschools.org</i>	A-C	A-G	A-G	A-C
M. Steinhoff, School Counselor <i>msteinhoff@stoningtonschools.org</i>	D-J	E-L	H-M	D-H
H. Saad, School Counselor <i>hsaad@stoningtonschools.org</i>	K-P	M-R	N-O	I-O
J. Solomon, School Counselor <i>jsolomon@stoningtonschools.org</i>	Q-Z	S-Z	P-Z	P-Z

Margo Crowley
Assistant Principal of Guidance
mcrowley@stoningtonschools.org

(Note: Caseloads may be adjusted slightly this summer and changes will be publicized by August 1, 2021. Any changes will also be communicated to each family.)

You are encouraged to develop a plan, in cooperation with your counselor, which will serve as a blueprint for your high school and post-graduation aspirations. Counselors are available to assist both students and their parents in making the kinds of decisions necessary for the attainment of their goals.

REPORTING STUDENT PROGRESS

PROGRESS REPORTS

The purpose of the Progress Reports is to apprise both parent and student of a potential problem. It is the responsibility of each student to constantly monitor his/her progress in any given course. Midway through each marking period, Progress Reports will be available on-line. Prior to the first quarter progress report, parents will receive a letter outlining the procedure and a personalized username and password for viewing the progress reports online. This username and password should be the same one used for online registration. If you want to receive these progress reports via email or have a hard copy sent to you by mail, contact Mrs. Colschen at 599-5781, extension 3305 or email her at jcolschen@stoningtonschools.org

REPORT CARDS

Report cards are issued approximately one week after the marking period ends. After each of the first three marking periods they are available online. After the fourth marking period, report cards are mailed home. The following table shows our grading system.

A = Superior (90 – 100)	B = Above Average (80 – 89)	C = Average (70 – 79)
A ⁺ (97 - 100)	B ⁺ (87 – 89)	C ⁺ (77 – 79)
A (93 - 96)	B (83 – 86)	C (73 – 76)
A- (90 - 92)	B- (80 – 82)	C- (70 – 72)
D = Below Average (60 – 69)	F = Failure (below 60)	
D ⁺ (67 – 69)		
D (63 – 66)		
D- (60 – 62)		

COURSE GRADE CALCULATIONS

First Semester		Second Semester	
First Quarter Grade:	40%	Third Quarter Grade:	40%
Second Quarter Grade:	40%	Fourth Quarter Grade:	40%
First Semester Exam:	20%	Second Semester Exam:	20%

CREDIT POLICY

All students will earn credits at the end of each semester. (January and June). For students enrolled in year-long, one credit classes; half credit (.5) will be awarded, if earned, at the end of semester 1 and half credit (.5), if earned, will be awarded at the end of semester 2. If a

student fails a semester, it can be made up in summer school or during the following school year. **If a student fails the first semester, he/she will remain in the class for the second semester.**

Senior class valedictorian, salutatorian, and Stonington Scholars will be announced at the end of the first semester of the senior year.

WITHDRAWAL POLICY

Students may request withdrawal from a course during the first **6 days** of each semester. Students are encouraged to access the school counseling office hours during the summer to review schedules in advance of the school year.

At any time a student withdraws from a course, the student must maintain the minimum number of credits required by grade level (9-7.0, 10-7.0, 11-6.5, 12-6.0) and may not carry more than 2 study halls in a semester.

If a student wishes to withdraw from a class after the 6 day add/drop period, the following steps must be initiated by the student, and all above conditions apply:

1. Student must arrange conference with the classroom teacher to discuss reason for the drop.
2. Student initiates use of Course Withdraw Request Form, to be signed by teacher.
3. If it is deemed appropriate for student to drop the course, Course Withdraw Request form is submitted to School Counselor, and Interdisciplinary Coordinator is informed.
4. Any withdrawal from a course after the 6 day add/drop period will result in a WP/WF on the student's transcript, depending upon average at the time of the withdrawal. WP/WF will not factor into the student's GPA or class rank, however WF will keep a student from the honor roll for that quarter.

If a student wishes to change to a different level of a course after the 6 day add/drop period, the following steps must be initiated by the student:

1. Student must arrange conference with the classroom teacher. Prior to conference, student should be prepared to demonstrate and review steps taken to seek extra-help with course work, including but not limited to extra-help sessions with the classroom teacher. (See Course Change Request Form)
2. If it is deemed appropriate for a student to change levels, a Course Change Form must be signed by the teacher then submitted to the School Counselor, and approved by the Interdisciplinary Coordinator.
3. Parent must give permission for change of level, by signing Course Change Form.

In consideration of the above policy, students are urged to give serious consideration to prerequisites as well as teacher recommendations when selecting their course levels.

There may be circumstances under which a student withdraws from a course after the first 6 days of class. If a student withdraws from a weighted course (AP or Honors) after the **first quarter progress report**, the weighted average is transferred to the new course. For example, if a student has an average of 67 in AP English and moves to Senior College English, the grade transferred is 77 (10 points for AP). If a student has an average of 70 in Geometry Honors and moves to College Geometry, the grade transferred is 75 (5 points for Honors).

SEMESTER EXAMINATIONS

During the last week of each semester, regular class sessions terminate while examinations are administered in all subjects. Students report to school at the specific times that they have scheduled examinations. All of the rules and regulations that apply during these sessions, along with the examination schedule, will be posted well before the close of each semester. Refer to the section on "grading system" for an explanation of how much these examinations count in the semester grade.

Senior Exam Exemption

Semester Courses:

- Seniors who maintain an average of 90 or higher in a second semester course (.5 credits) are exempted from the semester exam.

Year-Long Courses:

- Seniors who maintain an average of 90 or higher during the second semester of a yearlong course are exempt from the second semester.

COURSE WEIGHTING

All courses are assigned a numerical grade based on the letter grade earned in each course (0.0 – 4.3). If the course is designated as "honors," then .5 points will be added to the number resulting from the conversion from letter grade to numerical grade (0.0 – 4.8). If a course is designated as "advanced placement," then 1.0 points will be added to the number (0.0 – 5.3).

A ⁺ = 4.3	B ⁺ = 3.3	C ⁺ = 2.3	D ⁺ = 1.3	
A = 4.0	B = 3.0	C = 2.0	D = 1.0	F = 0.0
A- = 3.7	B- = 2.7	C- = 1.7	D- = 0.7	

Honors courses are accorded the following weights:

A ⁺ = 4.8	B ⁺ = 3.8	C ⁺ = 2.8	D ⁺ = 1.8	
A = 4.5	B = 3.5	C = 2.5	D = 1.5	F = 0.0
A- = 4.2	B- = 3.2	C- = 2.2	D- = 1.2	

Advanced Placement courses are accorded the following weights:

A ⁺ = 5.3	B ⁺ = 4.3	C ⁺ = 3.3	D ⁺ = 2.3	
A = 5.0	B = 4.0	C = 3.0	D = 2.0	F = 0.0
A- = 4.7	B- = 3.7	C- = 2.7	D- = 1.7	

At the end of first semester and again at the end of second semester, once grades have been stored, the student's weighted grade point average (GPA) is calculated. Unweighted (simple) GPAs are available on PowerSchool throughout the year. During the senior year, the weighted GPA will be recalculated at the end of quarter two to determine class valedictorian and class salutatorian.

DUAL ENROLLMENT PROGRAM

Dual Enrollment is an **opportunity** for a senior to take non-matriculated classes at the college level and receive high school credit.

Participating students—

- Must apply and be accepted into the college. Students/families are responsible for securing the college/university who will offer the courses and credit.
- Must pay the cost of the courses. Stonington Public Schools does not pay for the college costs.
- Do NOT attend classes at Stonington High School. (All classes are at the college/university).
- Are considered a Stonington High School student and CAN participate in extracurricular activities at SHS.

Transcript—

- Upon completion of the courses taken at the college/university, the course name and grade will be added to the Stonington High School transcript, including any failing grades.
- Grades earned while taking classes in the Dual Enrollment program will NOT be factored into the student's cumulative GPA.

EARLY GRADUATION

Early graduation is an **opportunity** for students to graduate after the first semester of the senior year. In order to be eligible for this, students must complete ALL graduation requirements, including the Senior Project, by the end of the first semester. (Not all seniors are eligible for this).

If a student opts for early graduation they are NOT eligible to participate in extracurricular activities, including athletics, during the second semester of the senior year.

Students will receive the Stonington High School diploma at the graduation ceremony in June. Students who graduate early are then eligible to attend college, the military or the workforce.

GRADUATION REQUIREMENTS

	Minimum Credits/Year				Total Credits
Grade:	9	10	11	12	
	7	7	6.5	6	26.5 (only 25 needed)

Please note that students will be able to meet all of these requirements while still maintaining at least one and possibly two study halls per year, if they so desire.

A student must meet the following course requirements in order to be eligible for graduation.

Subject Area	Credits (SHS Classes of 2021 & 2022)	Credits (SHS Classes of 2023 & 2024)
English	4	4
Mathematics	4	3***
Science	3	3
Social Studies	3.5 <i>(including 1.0 US History & .5 Civics)</i>	3 <i>(includes .5 civics)</i>
Physical Education	1.5	1
Health (Gr. 10)	0.5	1
Technology Education	0.5	0.5
World Language	2	1
Fine and Applied Arts*	2	1 <i>(Fine Arts & Business**)</i>
Electives	4	6.5
Senior Project	Successful Completion	1 <i>(Must receive a grade of "meets standards")</i>
Community Service	10 hours per year <i>(Grades 9-11)</i>	10 hours per academic year for Grades 9-11

*any combination of courses from: technology education, business education, art, music

**All students must earn at least .5 credit in Art, Band or Chorus course and .5 credit in Financial Literacy or Personal Finance course.

***All students must pass Algebra II.

Changes to the credit requirements are the result of state legislation CT PA 17-42 passed in July of 2017. These new requirements will be effective in their entirety for the SHS Class of 2023. However, administration has the ability to implement the new requirements for Mathematics, Social Studies, and World Language effective for the SHS Class of 2020.

All of the previously listed subject areas must be taken in grades nine through twelve. A grade must be obtained to earn credit and fulfill subject area requirements.

SUMMER ASSIGNMENT

Each year Stonington High School students will report on a learning experience related to an assigned 21st CLE. (4Cs: Convince, Communicate, Consider, Connect). Each grade level will be responsible for addressing one of the 4Cs as identified. We want our students to use their sense of exploration and personal interaction with the world around them to choose how they will meet the expectations of their 4C. Students entering their senior year should refer to the Senior Project materials to determine their summer assignment. Information will be given to all students in June.

PROMOTION

Promotion from grade to grade will depend upon students earning the following number of credits:

Progress Goal	Credits
To Grade 10	5
To Grade 11	12
To Grade 12	17

HONOR ROLL

An honor roll will be issued at the end of each marking period based on grades earned for those individual marking periods. To achieve honor roll status, a student must obtain a 3.0 grade point average for that quarter. All subjects are included. A course average below a C in any subject disqualifies a student for that particular quarter. Students must carry a minimum of six credits in order to be eligible for the honor roll. The honor roll listings will be further broken down into three categories as follows:

	<u>HIGHEST HONORS</u>	<u>HIGH HONORS</u>	<u>HONORS</u>
Required GPA*	4.0	3.5	3.0

* The honor roll GPA is not weighted.

AWARDS AND SCHOLARSHIPS

Each year numerous awards decided by members of the faculty are presented to students who have shown exceptional merit in academic and co-curricular areas. Some of the awards are announced during the school year; however, the majority of them are awarded at the annual Awards Assembly in June.

Many scholarship offers are also made available to students. The School Counseling Department will announce application procedures and deadlines, as these scholarships are made available. Local clubs and organizations donate a significant number of scholarships each year, which are awarded through the Stonington High School Scholarship Committee. During the spring, an announcement will be made for students to complete one application for these particular scholarships. The scholarships are subsequently presented at the Senior Banquet and noted in program at the commencement exercises. All scholarships are listed on Naviance.

STONINGTON SCHOLARS

The top 10% of seniors are designated as Stonington Scholars. The GPA of seniors are reviewed after the close of the second marking period. The names of the valedictorian and salutatorian are announced once the review is completed. The names of the remaining Stonington Scholars are released shortly thereafter.

COMMUNITY SERVICE

All students in grades 9-11 must complete 10 hours of community service per year. Once completed the hours will be added to the student's transcript. Community service forms can be found online or in the School Counseling office.

FOREIGN EXCHANGE

Foreign exchange programs will be acceptable to fulfill subject area requirements upon application. Whenever possible, students should have their programs approved prior to their inception. Students should decide their year of graduation and their possible return to Stonington High School before beginning such a program. Seniors taking part in foreign exchange programs may graduate with their class and enroll as postgraduate students upon their return. Duplicate diplomas will not be issued.

INDEPENDENT STUDY

Independent Study is an option which students should consider when they have exhausted all possibilities for scheduling a specific course. Students may also apply for an independent study if they wish to study a subject that is not included in the curriculum. Independent studies may be added only during the first 5 days of a semester.

INTERNSHIP PROGRAM

Internship is a program for juniors and seniors requiring a year-long commitment. It allows students to explore their career interests, gain valuable work experience, and earn credit toward their high school diploma. During the first semester, students will meet as a class and explore careers, workplace issues, and find/prepare for their internship. During the second semester, students will participate in an unpaid internship where they will become actively involved in local business, government, industry, research, or social services. **Students must apply for this program.** Internship applications are available in room 101.

PASS/FAIL

Grade 12 students may opt to take ONE course on a pass/fail basis. Required courses for graduation may NOT be taken on a pass/fail basis. This option can only be requested during the first five days of the course. Students must see their school counselor for instructions.

TEACHER ASSISTANT

This program is for those **SENIOR** students who are interested in pursuing a career in education. Students will assist the teachers in instruction, class design, demonstration, class management and class evaluation. All student assessment will be under the supervision of the classroom teacher. Similar to a student teaching experience. Student will be graded on pass/fail system and could earn .5 credit per semester. **Student must meet with school counselor to initiate participation in the program.**

SUMMER SCHOOL/CREDIT RECOVERY

The online summer school program is for credit recovery purposes only. It is strongly encouraged that students who fail a math or English class make up the credit in the summer since 4 credits of each are required for graduation. Online credit recovery courses will only be accepted for specific courses failed during the school year at Stonington High School. For rank in class and computation of grade point average, all repeated course grades will be averaged with the original analogous courses at Stonington High School.

Summer school and credit recovery options are taken at the family's expense. Costs and dates of classes will be provided to students in June.

ENROLLMENT IN HONORS/ ADVANCED PLACEMENT AND COLLEGE COURSES

It is the goal of Stonington High School to provide a rigorous curriculum that prepares all students for college or career. We also recognize that some juniors and seniors want to experience actual college curricula while enrolled in high school; to that end, we offer numerous Advance Placement (AP) courses, as well as Early College Experience (ECE) courses through the University of Connecticut. Honors courses in the core freshman, sophomore, and to a lesser extent, junior classes, prepare students for the actual college curricula in their junior and senior years. To be successful in honors and college courses, students must have the following academic characteristics.

Honors Courses:

The successful Honors student must have the following academic characteristics to be successful:

- * Are able to master new concepts quickly without a lot of repetition and practice
- * Are willing to regularly network with other students and form study groups to achieve success and a deeper level of understanding
- * Are willing to spend the required hours on readings and assignments
- * Are inquisitive, determined, self-motivated and have a very good work ethic
- * Finally, are eager for the challenge of working at the honors level/AP level

Advanced Placement/UConn ECE Courses:

Students will only be able to enroll in Advanced Placement and UConn ECE courses with departmental recommendation. AP/UConn ECE students must have the same student characteristics listed above for Honors students. Additionally, they will be evaluated based on:

1. Past performance - usually an average grade of B+ (3.3) or better
2. General academic success in other major academic areas - usually in the upper quartile of the class
3. Successful completion of summer reading while at SHS
5. Other test scores which indicate probable success in the program

It is important that students who enroll in AP/UConn ECE level classes understand the commitment in time and effort that AP/UConn ECE requires. Though there are the rare extenuating circumstances that result in poor grades, AP/UConn ECE level students are expected to be significantly motivated and ready to do their work at an exceptional level.

In order to maintain the integrity of the Advanced Placement and UConn ECE program, you need to be aware of the following:

1. If a student carries an average of 75% at the end of the first quarter, a meeting will be held to determine the possibility of withdrawal from the course.
2. Students who are enrolled in Advanced Placement courses must take the Advanced Placement Exams in May. If a student does not participate in testing, the grade earned in the class will be recorded as an Honors course with grade points commensurate with an Honors course. (If a student drops an AP class at the end of the first semester, the class will be recorded as an Honors course with the grade points commensurate).
3. Students who are enrolled in UConn courses must pay the fee and enroll in the course. A more detailed description of the UConn program is below. Priority enrollment in each ECE course will be given to those who have completed the enrollment process with UConn.

University of Connecticut

UConn Early College Experience (ECE) is a concurrent enrollment program that allows motivated high school students to take UConn courses at their high schools for both high school and college credit. Every course taken through UConn ECE is equivalent to the same course at the University of Connecticut. Students benefit by taking college courses in their high school setting that is both familiar and conducive to learning.

Established in 1955, UConn Early College Experience is the nation's largest running concurrent enrollment program and is nationally accredited by The National Alliance of Concurrent Enrollment Partnerships (NACEP).

Stonington High School Course	UConn Equivalent Course	College Credits Earned	Cost**
UConn ECE/AP European History	HIST 1400: Modern Western Traditions	3	\$150
UConn ECE/AP Biology	BIO 1107: Principles of Biology I BIO 1108: Principles of Biology II	8	\$400
UConn ECE Drawing	ART 1030: Drawing I	3	\$150
UConn ECE English Language	ENGL 1010: Seminar in Academic Writing	4	\$200
UConn ECE English Literature	ENGL 1011: Seminar in Writing through Literature	4	\$200
UConn ECE Spanish	SPANISH 3179: Spanish Conversation: Cultural Topics	3	\$150

**Please note: certain courses also have lab fees. See UConn website.

ECE Course Expectations

1. It is helpful for students and their parents to understand that UConn has different academic departments with different academic expectations. The Stonington High School teachers must abide by university standards in terms of assessments and grading.
2. At the beginning of the course, teachers will have clear course expectations that explain which assessments are being evaluated for the UConn credit.
3. For some classes, the UConn grade is earned by a student's proficiency in the content (example: writing), but other aspects like homework and classwork *may not* count towards the UConn grade.
4. In certain cases, a teacher may assign a student their UConn transcript earned grade, but also use other methods of assessment and evaluation (like homework and classwork) for the high school transcript grade. Again, this varies from course to course. See your teacher for exact course expectations at the start of the academic year.
5. Our teachers are working as instructors for UConn, and they were appointed to those positions on the understanding that they will hold the students accountable for college level work. This means, that merely enrolling in a UCONN class does not guarantee receipt of UConn credits. UConn credits must be earned by the students. The university expects our teachers to have high standards, just as if they were taking the course on one of UConn's state campuses.
6. Some courses which were just AP courses in the past are now tagged as AP/ECE UConn courses. Other UConn ECE courses are not also AP courses. However, all UConn ECE courses receive AP grade weighting.

COLLEGE CREDIT PARTNERSHIPS**New London Scholars Program**

This program is offered to a select number of seniors (2-3/year) who are able to enroll in a 100 level, four credit academic course at Connecticut College. Upon successful completion of the course, these students receive a Connecticut College transcript.

New England Institute of Technology

We have formed a partnership with New England Institute of Technology (NEIT). Through an Advanced Technology articulation agreement, SHS students have the opportunity to gain NEIT college credits while in high school. These credits are only for use at NEIT.

Associates Degree Program	SHS Course Credit Awarded
Electronic Systems Engineering	Engineering
Mechanical Engineering	CAD II Engineering
Information Technology	AP Computer Science A Graphic Design
Game Design and Development	Game Development
Graphics Multimedia and Web Design	Graphic Design
Clinical Assistant Technology Occupational Therapy Assistant Technology Surgical Technology Physical Therapist Assistant Health Information Management	Anatomy & Physiology (pending)
Business Management	Accounting Marketing
Building , Construction and Cabinet Making	Wood Tech
Communications	Video Production II (pending)

Three Rivers Community College (TRCC)

Three Rivers Community College (TRCC) have offered a College Careers Pathway (CCP) to Stonington High School students. The program offers Dual Enrollment in the following courses for the 2020-2021 school year.

SHS CLASS	Three Rivers Class
Exercise Science	HPE K105 Intro to Exercise Science
College Algebra 2 or Honors Algebra 2	MAT K137 Intermediate Algebra
CAD I	CAD K106/107 Computer Aided Drafting W/Lab
Drawing	ART K111 Drawing
Painting	ART K151 Painting

Specific enrollment requirements exist for each course. Please see your school counselor for more information. Students are under no obligation to attend Three Rivers Community College. An official transcript may be requested to be sent to a college of their choice.

Career and Technical Education Pathways

The Career and Technical Education Pathways provides Stonington High School students with specific course work that prepares graduates to pursue a pathway to obtain employment in their desired field or enroll in post-secondary education to gain further knowledge in their desired field.

CTE Program Goals:

1. Ensure that students who pursue Career and Technical Education (CTE) are counseled into career pathways that support careers in high-skill, high-wage, and/or in-demand careers.
2. Increase awareness of Career Clusters, programs of study (POS), and career development in collaboration with K-12 partners, business and industry, and other stakeholders.
3. Maintain/increase the number of high school students successfully completing courses within a pathway that may award post secondary credits or lead to an industry-recognized credential or certificate.

Business Management and Administration Cluster	General Management Pathway	Business Management Careers
Specific SHS Courses	Accounting 1 & 2, Entrepreneurship, Internship 1 & 2	
Sample Related Occupations	Advertising salesperson, Auditor, Business Consultant, Certified Public Accountant, Corporate Trainer, E-Commerce Analyst, Entrepreneur, Facilities Manager, Finance Director, Human Resource Manager, Investment Executive, Marketing Analyst, Office Manager, Personnel Recruiter, Public Relations Manager, Sales Representative.	

Business Management and Administration Cluster	Business and Finance Cluster	Financial Services Careers
Specific SHS Courses	Accounting 1 & 2, Personal Finance, Personal Finance 2, AP Microeconomics, Internship 1 & 2, Entrepreneurship.	
Sample Related Occupations	Financial planner, Asset Manager, Hedge Fund Manager, Actuary, Benefits Consultant, Branch Manager, Claim Adjuster, Claims Agent, Compliance Specialist, Financial Planner, Insurance Agent, Insurance Appraiser, Insurance Broker, Sales Agent, Special Underwriter.	

Marketing Cluster	Marketing Management	Marketing Careers
Specific SHS Courses	Marketing/DECA, Sports and Entertainment Marketing, Hotel and Tourism, Entrepreneurship, Internship 1 & 2	
Sample Related Occupations	Analyst, Brand Manager, CRM Manager, Customer Database Manager, Director of Marketing Development, Forecasting Manager, Frequency Marketing Specialist, Knowledge Management Specialist, Marketing Services Manager, Planning Analyst, Product Planner, Research Project Manager, Research Specialist/Manager, Strategic Planner	

Architecture and Construction Cluster	Construction Pathway	Building Trades
Specific SHS Courses	Wood Tech 1 & 2, Computer Aided Drafting 1 & 2, Manufacturing 1 & 2	
Sample Related Occupations	Carpenter, Code Official, Concrete Finisher, Construction Engineer, Construction Foreman/Manager, Construction Inspector, Contractor, Design Builder, Electrician, Electronic Systems Technician, Equipment and Material Manager, General Contractor/Builder, Heating, Ventilation, Air Conditioning and Refrigeration Mechanic, Mason, Plumber, Project Estimator, Project Inspector, Project Manager, Safety Director, Sheet Metal Worker, Specialty Contractor, Superintendent, Tile and Marble Setter	

Hospitality and Tourism Cluster	Restaurant & Food/Beverage Services	Food Service Careers
Specific SHS Courses	Foods 1 & 2, Marketing/DECA, Hospitality and Tourism	
Sample Related Occupations	Advertising salesperson, Auditor, Business Consultant, Certified Public Accountant, Corporate Trainer, E-Commerce Analyst, Entrepreneur, Facilities Manager, Finance Director, Human Resource Manager, Investment Executive, Marketing Analyst, Office Manager, Personnel Recruiter, Public Relations Manager, Sales Representative.	

Manufacturing Cluster	Manufacturing Production Pathway	Manufacturing Careers
Specific SHS Courses	Manufacturing 1 & 2, Computer Aided Drafting 1 & 2, Wood Tech 1 & 2	
Sample Related Occupations	Assembler, Automated Manufacturing Technician, Calibration Technician, Electrical Installer And Repairer, Electromechanical Equipment Repairer, Extruder And Drawing Machine Setter/Set-up Operator, Foundry Worker, Grinding/Lapping/Buffing Machine Operator, Machine Operator, Medical Appliance Maker, Micro And Nano Fabrication Technicians, Milling Machine	

Education and Training (Proposed for SY 21-22)	Teacher/Training Pathway	Teaching Careers
Specific SHS Courses	Early Childhood Education 1, Early Childhood Education 2, Early Childhood Clinical Experience 1 and 2	
Sample Related Occupations	Early Childhood Teacher, Elementary Teacher, Teacher Assistant Child Care Director, Child Life Specialist, Coach, Human Resource Trainer, Physical Trainer	

Information Technology Cluster	Programming and Software Development Pathway	Computer Science Careers
Specific SHS Courses	Programming, AP Computer Science, Robotics 1 and Robotics 2	
Sample Related Occupations	Applications Analyst, Applications Engineer, Computer Engineer, Data Modeler, Game Developer, Operating System Designer/Engineer, Program Manager, Programmer, Programmer Analyst, Software Applications Specialist, Software Applications Tester, Software Design Engineer, Systems Administrator, Systems Analyst, Test Engineer	

Science, Technology, Engineering and Mathematics Cluster	Engineering and Design Pathway	Engineering Careers
Specific SHS Courses	Principles of Engineering, Robotics 1 and Robotics 2	
Sample Related Occupations	Aerospace Engineer, Automotive Engineer, Chemical Engineer, Computer Engineer, Design Engineer, Electronics Engineer, Engineering Manager, Engineering And Related Technician And Technologist, Industrial Engineer, Manufacturing Engineer, Mechanical Engineer, Software Engineer, Mechanical Engineering Technician, Robotics Engineer, Robotics Technician, Water Or Wastewater Engineer	

OTHER COURSE/PLACEMENT OPTIONS

Stonington's Academic Integrated Learning for Students (SAILS)

Stonington's Academic Integrated Learning for Students is an alternative experience for regular education students. The intent of the program is to prevent at risk students from withdrawing and to help them achieve a diploma in an alternative setting. The academic portion of this program will be delivered Monday through Thursday from 2:30-5:00 p.m. at Stonington High School. Students will be able to earn work credit for their 8:00 a.m.-2:00 p.m. job experience.

The Learning Annex

Stonington Public Schools' Learning Annex is a program maintained and operated by the Stonington Board of Education and offers students a non-traditional educational setting and addresses the social, emotional, behavioral and academic needs of such students. Students enrolled in the program benefit from the same academic standards as all other students in the State of Connecticut, within a different or unique setting, that addresses barriers found in traditional settings.

Student Success Plan (SSP)

The Stonington High School Student Success Plan is an individualized student-driven plan that is developed to address each student's needs and interests to help them stay connected in school and to achieve postsecondary academic and career goals. The SSP provides students support and assistance in setting academic, career, as well as social and personal goals, meeting Stonington High School's rigorous and challenging 21st century learning expectations, and exploring postsecondary education career interests.

The SHS SSP allows students to:

- * Select a career pathway
- * Design a course of study, based on the SHS courses, to meet that career
- * Establish personal goals to act as milestones towards that career
- * Link samples of their class work as evidence that they are meeting personal goals and district and state standards
- * Create "tours" of their work - collections of work samples (including resumes and capstone projects) that can be presented to audiences both in and out of the school, via a student-led conference
- * Reflect on individual entries, and on overall progress
- * See reports on data collected by the school, including test scores
- * Capture links from career sites, such as *Naviance*
- * View assessments from teachers who review work using school-wide rubrics and expectations.
- * Use the SSP as a planning tool for high school to colleges/workforce transition
- * Document students' career exploration and work-based activities related to career pathways

In addition, the SHS SSP will:

- * increase access and use of technology;
- * enable all students to succeed in the 21st century; and
- * expand our school-family business-college partnerships.

Students begin to develop their Student Success Plan in grade nine. During the next three years, students will review, revise, and complete their SSP. The SSP will be used to document career exploration electives within their chosen pathway, and community as well as work-based learning. The SSPs will be monitored and reviewed two times annually by counselors, parents, and advisors as part of our Advisory program.

Create Your 4-year Academic Student Success Plan

Use the following chart to plan your course selections.

Subject	9 th Grade Courses	Semester 1	Semester 2	10 th Grade Courses	Semester 1	Semester 2	11 th Grade Courses	Semester 1	Semester 2	12 th Grade Courses	Semester 1	Semester 2	Total Credits
English													
Math													
Science													
Social Studies /Civics													
PE/Health													
Tech Ed.													
World Language													
Fine/Applied Arts													
Elective													
Elective													
Senior Project													
Community Service													

Students entering Grade 9 may select from the following course offerings:

English

Freshman English
Freshman English Honors

Social Studies:

Modern World History
Honors Modern World History

World Language:

Spanish I
Spanish II
French I
French II

Science:

Biology
Honors Biology
Astronomy*

Technology Education:

Digital Photography I
Robotics I
Video Production I

Physical Education / Health:

Physical Education 9

Math:

Algebra I
Probability & Statistics/Geometry
Honors Algebra I

Business:

Entrepreneurship
Marketing I
Personal Finance I

Music:

Band
Beginning Guitar
Concert Choir
History of Rock & Roll
Honors Band
Honors Chamber Singers
Honors Jazz Ensemble
Introduction to Piano
Music Technology

Visual Arts:

Drawing
Foundations of Art
Graphic/Digital Design I
Painting/Pastels
Pottery I

**Elective credit only*

Students entering Grade 10 may select from the following course offerings:

English:

Sophomore English
Honors Sophomore English
Creative Writing I & II*

Math:

Algebra I
College Algebra II
Honors Algebra II

Science:

Honors Physical Science
Physical Science
AP Biology (UConn ECE)
AP Environmental Science
Astronomy
Environmental Science
Forensic Science

Social Studies:

Ancient History
AP European History (UConn ECE)
AP Government
Citizens in Action
European History
European History Honors
Honors Early American History
Honors Great Movements I & II
Physical Geography
Stonington History
US Conservation and Preservation

Physical Education/Health:

Health Issues
Physical Education 10-12

Business:

Accounting I, II
AP Microeconomics
Entrepreneurship
Hospitality and Tourism
Marketing I
Personal Finance I, II

World Language:

French I
French II
French III
Honors French III
Spanish I
Spanish II
Spanish III
Honors Spanish III

Life Management:

Foods I
Foods II

Technology Education:

CAD I
Digital Photography I, II
Programming
Publications
Robotics I, II
Video Production I, II
Wood Technology I

Music:

Band
Beginning Guitar
Concert Choir
History of Rock & Roll
Honors Band
Honors Chamber Singers
Honors Jazz Ensemble
Introduction to Piano
Music Technology
Music Theory I

Visual Arts:

Drawing (UConn ECE)
Drawing
Foundations of Art
Graphic Design/Digital Design I & II
Painting/Pastels
Pottery I
Pottery II
Pottery: Patterns & Designs

**Elective credit only*

Students entering Grade 11 may select from the following course offerings:

English:

Academic Writing Seminar (UConn ECE
ENG1010)
AP English: Language and Composition
Argument and Communications
Conformity and Rebellion
Multi-media Reading & Writing
Public Speaking
Special Topics A: Nature Writers
Creative Writing I, II*

Science:

Anatomy/Physiology
AP Biology (UConn ECE)
AP Chemistry
AP Environmental Science
AP Physics
Astronomy
Chemistry/Honors Chemistry
College Physics
Environmental Science
Exercise Science
Forensic Science
Marine Ecology
Physical Oceanography

Math:

Algebra 2A/Algebra 2B
College Algebra II
Honors Pre-Calculus
Pre-Calculus

World Language:

French II
French III
Honors French III
French IV
Honors French IV
Spanish I
Spanish II
Spanish III
Honors Spanish III
Spanish IV
Honors Spanish IV

Physical Education/Health:

Advanced Health and Wellness*
Health Issues (*if not completed in Grade 10*)
Physical Education 10-12
Unified Physical Education (*2nd Semester*)*

Technology Education:

Advanced Robotics
AP Computer Science A
CAD I, II
Digital Photography I, II
Introduction to Robotics I, II
Principles of Engineering
Programming
Publications
Video Production I, II
Wood Technology I, II

**Elective credit only*

Students entering Grade 11 may select from the following course offerings:

Social Studies:

Required:

AP United States History

First Semester:

US History: The Emergence of the Modern
United States

US History: The Gilded Age

US History: Prosperity and Depression

Second Semester:

US History: Challenges, Changes, and
Enduring Issues

US History: Global Wars

Electives:

9/11 and the American Memory

Ancient History

AP European History (UConn ECE)

AP Government

AP Psychology

Citizens in Action

European History

European History Honors

Honors Early American History

Honors Great Movements I & II

Physical Geography

Social Psychology

Stonington History

US Conservation and Preservation

Women's Studies

Life Management:

Foods I

Foods II

Internship:

Internship I/Internship Practical

Teacher Assistant – VOICE Internship

See School Counselor for Information

Music:

Band

Beginning Guitar

Concert Choir

History of Rock & Roll

Honors Band

Honors Chamber Singers

Honors Jazz Ensemble

Introduction to Piano

Music Technology

Music Theory I

Unified Music

Business:

Accounting I, II

AP Microeconomics

Applied Business Honors (*2nd Semester*)

Entrepreneurship

Hospitality and Tourism

Marketing I

Personal Finance I, II

Visual Arts:

Drawing (UConn ECE)

Drawing

Foundations of Art

Graphic/Digital Design I & II

Honors Advanced Pottery

Honors Studio Art

Painting/Pastels

Pottery I

Pottery II

Pottery III

Pottery: Patterns & Designs

Unified Art (*1st Semester*)

**Elective credit only*

Students entering Grade 12 may select from the following course offerings:

English:

AP English: Literature and Composition
Seminar in Writing Through Literature
(UConn ECE ENG1011)
Argument and Communication
Multi-media Reading & Writing
Public Speaking
Seekers and Storytellers
Special Topics A
Creative Writing I, II*

World Language:

French II
French III
Honors French III
French IV
Honors French IV
Honors Advanced Conversational French
Spanish I
Spanish II
Spanish III
Honors Spanish III
Spanish IV
Honors Spanish IV
Conversational Spanish V (UConn ECE)

Math:

Advanced Math: Decision Making/Advanced
Probability and Statistics
AP Calculus
Calculus
Honors Precalculus
Math for Liberal Arts I & II
Precalculus
Vocational Math

Social Studies:

9/11 and the American Memory
Ancient History
AP European History (UConn ECE)
AP Government
AP Psychology
AP United States History
Citizens in Action
European History
European History Honors
Honors Great Movements I & II
Physical Geography
Social Psychology
Stonington History
US Conservation and Preservation
Women Studies

Science:

Anatomy / Physiology
AP Biology (UConn ECE)
AP Chemistry
AP Environmental Science
AP Physics
Astronomy
Chemistry/Honors Chemistry
College Physics
Environmental Science
Exercise Science
Forensic Science
Marine Ecology
Physical Oceanography
Principles of Engineering

Physical Education/Health:

Advanced Health & Wellness*
Athletic Experience*
Health Issues (*if not completed in Grade 10*)
Physical Education 10-12
Unified Physical Education (*2nd Semester*)

**Elective credit only*

Students entering Grade 12 may select from the following course offerings:

Business:

Accounting I, II
AP Microeconomics
Applied Business Honors (*2nd Semester*)
Entrepreneurship
Hospitality and Tourism
Marketing I
Personal Finance I, II

Technology Education:

Advanced Robotics
AP Computer Science A
CAD I, II
Digital Photography I, II
Pipeline Manufacturing I & II
Programming
Publications
Robotics I, II
Video Production I, II
Wood Technology I, II

Life Management:

Foods I
Foods II

**Elective credit only*

Music:

Band
Beginning Guitar
Concert Choir
History of Rock & Roll
Honors Band
Honors Chamber Singers
Honors Jazz Ensemble
Introduction to Piano
Music Technology
Music Theory I
Unified Music

Visual Arts:

Drawing (UConn ECE)
Drawing
Foundations of Art
Graphic/Digital Design I, II
Honors Advanced Pottery I & II
Honors Studio Art
Painting/Pastels
Pottery I
Pottery II
Pottery III
Pottery: Patterns & Designs
Unified Art (*1st Semester*)

Internship:

Internship I/Internship Practical
Internship II
Teacher Assistant – VOICE Internship
See School Counselor for Information

COURSE DESCRIPTIONS

Art

Program Description:

The Art Department encourages students to create intellectual and emotional images which reflect the world, the region, and the time period in which we live. Art classes vary in emphasis in the creation of products which are sometimes functional (pottery), commercial (graphic design), amusing (cartooning), and reflective (studio arts classes). Students use both experimental approaches and traditional skills with a variety of materials and tools. Exhibits of student work are displayed within the school and the region.

Graduation Competency

Students will attain proficiency in Art and demonstrate the appreciation that knowledge in the field of Art will have a positive influence on their future success.

ART5000 FOUNDATIONS OF ART

Length ½ year, Credit ½

This course is a foundation program in visual arts which includes a variety of experiences. Students begin by becoming familiar with the Elements and Principles of Art through explorations in varied mediums such as charcoal, graphite, paint and mixed-media. As the course progresses, students are given opportunities to select individual thematic ideas within formulated individual and group lessons on topics such as portrait and figure drawing, art history and color theory, to name a few. In Studio Art, Foundations, students gain success through continued practice in the artistic process which begins with the inception of an idea, followed by assessment and revision, and finally concluding with a well-crafted final product. This process leads to individual artistic visual freedom of expression, as well as a learned process that will carry over future art courses and more importantly into real-life situations. This course is required for all upper level and some mid-level art courses.

ART5011 DRAWING

Length ½ year, Credit ½

This course is designed to introduce students to the basic practice of drawing from observation. Focus will be on the issues of line, mark making, perspective and use of the grid. Students will enlist the Elements and Principles of art to explore techniques in the illusion of depth, use of line quality, light and shadow for form, spatial design and surface rendering using a variety of materials including, but not limited to marker, pencil, graphite, charcoal and ink wash. Students will research the influences of drawing masters of the past and be introduced to and evaluate contemporary artists working in the construct of current society. The course will end with an individual final drawing project to showcase the students' growth and individual artist vision.

ART5010 PAINTING/PASTELS

Length ½ year, Credit ½

This course is designed for students who want to discover the vast opportunities available for self-expression in the mediums of painting and pastel. Students will be introduced to materials and methods of painting, the color wheel and color mixing, past and current painters, as well as care and use of brushes and other materials. Students explore the use of shape, space and textures to depict genres including landscape, portrait, still-life, and abstractions. Painting medium includes watercolor, acrylic, pastels, and collage on a selection of different surfaces such as canvas, paper and board.

ART5012 DRAWING (UConn ECE)

Length 1 year, Credit 1

Drawing (UConn ECE) (UConn Basic Drawing 1030) is designed to arm the student with a strong foundation in not only the art of mark making and replication from observation, but of seeing. Through consistent practice in focused visual exercises, drawing techniques, and compositional studies, the student will develop a strategic process that will lead to his/her success in the construction of drawings from observation. The ability to become aware of the value in observing patiently

instead of putting down what memory would have one believe to be true is paramount in the goal of this fundamental course. Line weight and line variation, perspective, proportion and measurements, composition, and the study of light source will be explored. Emphasis will be placed on the practice of instructional drawing strategies and observational experiences in and outside of the classroom. The portrait will be explored if time permits. Individual and group critiques will be included. ***Prerequisite: Foundations of Art and Drawing I or permission of the instructor.***

ART5007 HONORS STUDIO ART

Length ½ year, Credit ½

This course is offered to the serious, self-motivated student who has an exceptional desire to pursue a higher level of personal growth and development in their art. It also affords students the opportunity to create a portfolio for use in their college search as well as for scholarship opportunities, and for enrollment in the AP College courses here at the high school. Students will work on both teacher directed and self-directed assignments as they investigate materials and methods, conceptual content and art theory. Students are expected to research and work independently. Portable flash drive required. ***Prerequisite: Foundations of Art and one drawing course and/or permission of instructor based upon portfolio review.***

ART5013 AP DRAWING PORTFOLIO

Length 1 year, Credit 1

The AP Drawing Portfolio course utilizes a wide range of media and techniques, such as charcoal, printmaking, and mixed media while addressing drawing issues including but not limited to mark making, the illusion of depth, line quality, light and shade, composition and surface manipulation. Students will apply their knowledge and skills of the Elements and Principles of Design to create works that show understanding of an engagement with drawing issues. Portable flash drive required. ***Prerequisite: Foundations of Art, a drawing course and a grade of B or higher in at least one other Art course or permission of the instructor (based upon portfolio review)***

ART5008 GRAPHIC/DIGITAL DESIGN I

Length ½ year, Credit ½

Design is everywhere, in your clothes, in your toothbrush, in your video games. Design communicates information, brands business identities, and enhances interactive experiences. Graphic/Digital Design I begins as a hands on investigation of the foundations of the Elements and Principles of Design in the art studio, and an investigation into graphic design history. From there, students move into the graphics computer lab where they will be introduced to The Adobe Creative Suite tools. (Photoshop and Illustrator). Students will investigate differences between the two softwares and will apply these techniques in digital projects such as logos, and posters. Focus will be on the importance of “good” design, the division of space, the structure of typography and the importance of clear communication. If you can think it, you can design it! Portable flash drive required. ***Prerequisite: Foundations of Art or permission of instructor or recommendation from 8th grade art teacher.***

ART5009 GRAPHIC/DIGITAL DESIGN II

Length ½ year, Credit ½

Graphic/Digital Design II moves students deeper into the finer nuances of “good” design, the use of type as image and more technical applications in the use of Adobe Photoshop and Adobe Illustrator. Students gain further knowledge of the seamless power of the Adobe Creative Suite software as they further their depth of and sensitivities to graphic design principles. The course allows students deeper “real world” experiences as they develop problem solving strategies to communicate clear messages for potential clients. Brainstorming techniques, effective communication skills, methods of attaining high craftsmanship, working in a team environment and awareness of opportunities in today’s design field are learned.

As a final project, students develop a business proposal and create an identity (brand) for that company, including print, packaging and web imagery and app imagery. Issues of image

ownership, citing sources and legalities regarding copyright and use are touched upon. This course is essential for students planning on furthering their education in the world of graphic design, gaming and other digital media areas. Students are expected to research and work independently. Portable flash drive required. **Prerequisite:** *Graphic/Digital Design I*

TECH5005 DIGITAL PHOTOGRAPHY I

Length ½ year, Credit ½

This course will allow students the opportunity to explore the world of digital photography. Students will be taught the basic concepts and practice of digital picture taking, including understanding and use of the camera. (Digital and Cell phone). The course will also address aesthetic principles as they relate to composition, space, exposure, light and shadow, and intent. Students will develop a solid foundation in the basic of Adobe Photoshop techniques and use varied technologies to archive images and develop a final portfolio slide show. Students should come prepared with either a digital camera or a cell phone equipped with an embedded camera. (Batteries should be charged for each class), as well as a portable flash drive. Foundation of Art strongly suggested.

TECH5006 DIGITAL PHOTOGRAPHY II

Length ½ year, Credit ½

Students in this course further their study of digital photography techniques and explore real life practices where digital photography is embedded. For instance, fashion shoots, food advertising, etc. Advanced Photoshop skills will be taught throughout the digital photography part of this course. However, students will be expected to complete independent work out of the classroom on a regular basis including the study and research of an established photographer. Students will create a final photographic portfolio unique to their genre of interest. The use of digital storage filing systems, as well as digital documentation sites and hand written journaling will be required. Students should come prepared with either a digital camera or a cell phone equipped with an embedded camera, as well as a portable flash drive.

Prerequisite: *Digital Photography I.*
Recommended for Grades 11 & 12.

ART5014 AP 2-D DESIGN PORTFOLIO

Length 1 year, Credit 1

Students will apply their knowledge and skills of the Elements and Principles of Design as they demonstrate quality, individuality and mastery of the art in the discipline of 2D Design. Students will create works that demonstrate understanding of 2D Design principles as applied to a two-dimensional surface, whether physical or virtual. This can include, but is not limited to graphic design, typography branding, fabric design, photograph, illustration, printmaking, etc. Portable flash drive is required. **Prerequisite:** *Foundations of Art, a drawing course and a grade of B or higher in at least one other Art course or permission of the instructor (based upon portfolio review)*

ART5001 POTTERY I

Length ½ year, Credit ½

This hands-on studio course is for students to learn the basic hand building skills and techniques used to work with clay. Techniques include: pinched pot, coil and slab form for decorative, utilitarian and sculptural use. The exploration of different clay bodies and glaze options will give students an introduction to the properties and science involved in successful pottery making. Pottery I touches on the relationships pottery has to other disciplines, such as history, archaeology and anthropology.

ART5004 POTTERY: PATTERNS AND DESIGN

Length ½ year, Credit ½

This course is an extension of Pottery I. It is designed for the student who wants to continue working with clay but does not want to focus exclusively on wheel work. Students will learn more hand building techniques, exploring pattern, design and sculpture. Students will have the opportunity to try the pottery wheel. **Prerequisite:** *Pottery I.*

ART5002 POTTERY II

Length ½ year, Credit ½

The focus of Pottery II is wheel work. Students will be learning to work on the pottery wheel. Students having successfully demonstrated hand building and glaze techniques will expand their investigation of the medium of clay to include working on the wheel. Students must be willing to learn by trial and error and self-directed problem solving as they continue to research, plan and design utilitarian pottery. ***Prerequisite: Pottery I and teacher recommendation.***

ART5003 POTTERY III

Length ½ year, Credit ½

Pottery III gives the more serious pottery student an opportunity to advance their wheel throwing skills. Students, previously having demonstrated their competency with wheel skills in Pottery 2, will set individual goals. Students will augment their wheel work by continuing with their utilitarian and sculptural hand building practice. This course requires *self-directed* goal setting and the ability to problem solve independently. ***Prerequisite: Successful completion of Pottery II.***

ART5005 HONORS ADVANCED POTTERY I

Length ½ year, Credit ½

A semester or yearlong option for the serious art student to focus their craftsmanship in 3-D, with a concentration in clay to gain a deeper understanding of the medium. Many new options are available to students, including drawing and painting on clay, series exploration, tableware, sculpture and historic and cultural investigations. Students plan and design an independent project(s) based on specific goals and development of personal voice and meaning, references to potters work past and contemporary. Exhibition and/or consideration of sale and promotion of art as a business to encourage craftsmanship and skillful media development. Possible community service project (such as Empty Bowls) is embedded in the class. Students may take this class twice for credit. ***Prerequisite: B+ in Pottery III or teacher recommendation. Students may choose to submit***

an AP 3-D portfolio with permission of the instructor.

ART5015 AP 3-D DESIGN PORTFOLIO

Length 1 year, Credit 1

The AP 3-D Portfolio course utilizes a wide range of media and techniques, such as the additive and subtractive methods, fabrication, fiber arts, and figurative and nonfigurative sculpture. Students focus on issues of physical space and material choices for meaning and message while addressing design principles as they relate to depth and space. Demonstration of the Elements of Principles of Design will be an essential part of the course. Portable flash drive required. ***Prerequisite: Foundations of Art, Pottery I and a grade of B or higher in at least one other Art course or permission of the instructor (based upon portfolio review)***

ART5016 UNIFIED ART

Length ½ year, Credit ½

In this course students with special needs are paired with non-disabled peers to work together on various individual and group art projects. This non-leveled course offers students the opportunity to learn the elements of drawing, design and composition in a peer mentoring setting. This is an introductory course recommended for those who wish to pursue a range of art forms in a peer coaching context. Students will explore a variety of materials/projects to solve different design problems and are expected to support and assist each other in the creative process. The therapeutic value of various art forms, the cooperative learning environment, and the mentoring opportunity for all students are emphasized. Projects may include painting, printmaking, collage, and pottery. Projects may vary each semester. ***Prerequisite: Permission of instructor. Preference will be given to students who are interested in special education/art education, volunteer as Bear Buddies and are in good academic standing.***

Business

Program Description:

The Business program at SHS helps to prepare students to enter successfully into the economic life of this country by providing necessary knowledge, skills, and understandings regarding how our capitalist system works. A variety of experiences allow students to focus on areas of particular interest, ranging from the needs of the individual functioning as a consumer in a capitalist society, to the business employee, to the entrepreneur. A practical program offering authentic experiences in money management, marketing, business planning, and other business activities, this program is well suited both for students entering the work-force and those pursuing education beyond their high-school diploma.

Graduation Competency

Students will attain proficiency in Business and demonstrate the appreciation that knowledge in the field of Business will have a positive influence on their future success.

BUS5002 ACCOUNTING I

Length ½ year, Credit ½

This course provides an introduction to accounting, including the basic concepts and standards underlying financial accounting systems. The course emphasizes the construction of the basic financial accounting statements – the income statement, balance sheet and cash flow statement – as well as their interpretation. Students reflect on their knowledge as they engage in the process of recording, classifying, summarizing, analyzing, and communicating accounting information. Automated accounting software is incorporated to enhance student work skills.

BUS5003 ACCOUNTING II

Length ½ year, Credit ½

This course is an extension of the Accounting I course. Students formulate and interpret financial information for use in management decision making. Students will apply their knowledge of basic accounting concepts using automated accounting software. **Prerequisite: Accounting I**

BUS5008 AP MICROECONOMICS

Length 1 year, Credit 1

Economics is a structured and disciplined approach to looking at how society allocates scarce resources with unlimited wants. Microeconomics provides students with the basic language, frameworks, and analytic tools that form the foundation of economic thought. Students will learn how to explain events and concepts through graphs, charts, and tables and will learn how to interpret the information that these representations can provide. Economics, as a topic, will expose students to applying quantitative analytic techniques to school science issues. Students will learn to analyze the mechanisms of markets, the structure of firms, and roles of the government.

Prerequisite: **Teacher Recommendation**

BUS5017 AP MACROECONOMICS

Length 1 year, Credit 1

Economics is a structured and disciplined approach to looking at how society allocates scarce resources with unlimited wants. Macroeconomics focuses on the economic system as a whole. We will look at major economic indicators such as gross domestic product, inflation and unemployment as well as other forces that affect the entire economy. Other topics covered include inflation, unemployment and international policy. This course provides students with the opportunity gain a solid foundation of business practices which will prepare them for future college studies, the AP exam, and provide them with the skills they need to be an informed citizen, a wise consumer and effective work. AP Economics is intended for 10th, 11th, and 12th grade students with academic discipline and abilities appropriate to an AP level course.

Prerequisite: Teacher Recommendation

BUSB5009 APPLIED BUSINESS HONORS

Length ½ year, Credit ½

In this one semester honors level course, students will use the knowledge gained from previous business course to plan, organize, and implement a fundraising event for Stonington High School. The skills that will be developed in this course will include their entrepreneurial skills to develop the

project, their marketing skills to enhance their earnings, and their financial planning skills to manage their revenue. Additional topics that will be explored are the principles and practices of sound public relations, project planning, direct sales, and general management strategies. This project allows students to use the real-world skills that will be used in future education and/or employment. Integrated throughout this course are career preparation skills including: basic academic skills, communication, interpersonal skills, problem solving, workplace safety, technology, and employment literacy. This course will include some work outside of class obtaining donations, recruiting players and hosting the golf tournament. ***Prerequisite: Open to juniors and seniors with successful completion of a business course with a grade of B or higher and teacher recommendation.***

BUS5010 BUSINESS LAW

Length ½ year, Credit ½

Students will begin by learning about workers' rights and employer's rights, as well as laws that affect workplace issues. We will then review the basics of Criminal and Civil law, as it applies to business situations and courts. The Business Law course is designed to provide students with an overview of our legal system, including statutes and regulations that affect business, families and individuals in a variety of ways. Knowledge of business law is particularly useful because all students eventually assume the role of citizen, worker and consumer in society.

BUS5016 BUSINESS TECHNOLOGY

Length ½ year, Credit ½

In this one-semester course, students will acquire proficiency in utilizing the Microsoft Office Suite. Students will receive training in more complex phases of word processing and spreadsheet skills including: creating, editing, and formatting documents in Microsoft Word, and organizing data into tables and creating graphs and charts in Microsoft Excel. This course will also serve to develop the students' presentation skills using Microsoft PowerPoint. The students will learn to apply the features of Microsoft Office to design,

create, and edit professional quality documents and presentation material. The skills acquired can be implemented in the students' current and future classes as well as their future professional lives.

BUS5014 ENTREPRENEURSHIP

Length ½ year, Credit ½

This one-semester course introduces students to the world of entrepreneurship and develops academic, creative thinking, and problem-solving skills through the completion of a semester-long business development project. Students choose their topic and methods of research according to their own interests, strengths, and competencies. The students drive their own learning, and the teacher acts as a facilitator in the entrepreneurship classroom.

BUS5015 FASHION MERCHANDISING

Length ½ year, Credit ½

Fashion Merchandising is a one-semester course designed to offer an overview of the fashion/retail industry. It provides the foundation in preparing students for a wide range of careers available in the different levels of the fashion industry. Emphasis is given to historical development, textiles, manufacturers, merchandising, domestic and foreign markets, accessories, and retailing.

Prerequisite: Marketing I

BUS5005 HOSPITALITY AND TOURISM

Length ½ year, Credit ½

With greater disposable income and more opportunities for business travel, people are traversing the globe in growing numbers. As a result, the hospitality and tourism industry is one of the fastest growing industries in the world. This course introduces the hospitality and tourism industry, including hotel and restaurant management, cruise ships, spas, resorts, theme parks, and other areas. Students learn about key hospitality issues, the development and management of tourist locations, event planning, marketing, and environmental issues related to leisure and travel. The course also examines some current and future trends in the field. Instructional strategies should include projects, team activities,

case studies, and Internet research. Students will have the opportunity to operate the school store, The Bear Cage, by joining DECA, the marketing club.

Prerequisite: *Marketing I.*

BUS5011 INTERNSHIP I

BUS5012 INTERNSHIP (Practical)

Length 1 year, Credit 1 ½

Want the opportunity to intern in a career field of your choice before you go to college, work or the military? This course is designed to prepare you for your plans after high school. During the first semester of this course, you will meet in a classroom setting and complete a career search, develop successful interviewing, leadership, and team building skills, create a portfolio, including a resume, cover letter, job application and thank you letter and research and prepare for an internship that you will attend second semester. Your second semester schedule will be arranged to allow for a double block, or back-to-back internship classes. This will allow you to spend a sufficient amount of time at your internship site. A worksite supervisor will mentor you during that time and the classroom teacher will visit all worksites. **Prerequisite: Parent permission is required and students must provide their own transportation. Recommended for students in grades 11 and 12. Course may be taken twice. Students must successfully complete the first semester classwork in order to be eligible for the second semester internship.**

BUS5004 MARKETING I

Length ½ year, Credit ½

Marketing is the process of determining consumer needs and then directing products, ideas and services to meet those needs. This course is designed to provide a basic introduction to the scope and importance of marketing in the global economy. Emphasis is placed on oral and written communications, mathematical applications, problem solving, and critical thinking skills as they relate to advertising, promotion, selling, distribution, financing, marketing-information management, pricing, and product/service management. Instructional strategies should include projects, team activities, case studies, and

Internet research. Students will have the opportunity to operate the school store, The Bear Cage, by joining DECA, the marketing club.

BUS5000 PERSONAL FINANCE I

Length ½ year, Credit ½

Students learn basic financial literacy and how to be financially independent. They learn how to navigate the financial decisions they must face and to make informed decisions relating to money including budgeting, banking, credit, saving and investing, spending, and taxes. Development of financial literacy skills and an understanding of economic principles will provide the basis for responsible citizenship, more effective participation in the workforce, and career success. The course incorporates personal financial literacy objectives included in the Connecticut CTE Standards.

BUS5001 PERSONAL FINANCE II

Length ½ year, Credit ½

Students build upon and apply the topics they learned in Personal Finance I. This course is primarily project-based. Students will learn about opportunity cost and the financial impact of their decisions. Students will expand upon their investment knowledge and apply their investing knowledge by participating in the Stock Market Game. Other course topics include: taxes, credit and banking. The course expands upon personal financial literacy objectives taught in Personal Finance I, and are included in the Connecticut CTE Standards. **Prerequisite: Personal Finance I**

BUS5006 SPORTS AND ENTERTAINMENT MARKETING

Length 1 year, Credit 1

The Sports & Entertainment Marketing course is designed to apply marketing and management concepts to the sports and entertainment industry. The sports segment will include collegiate, professional, and amateur sports. Students will apply the basic marketing concepts taught in Marketing I to real-life application projects. The entertainment segment will focus primarily on the music industry. This course will also include a unit on careers in the sports and entertainment

industry, which will highlight career paths and future opportunities for students interested in sports and/or entertainment as a career. The lessons, activities, and projects for this course are designed to reflect real-life situations in the sports and entertainment field. ***Prerequisite: Marketing I***

English

Program Description:

The curriculum in English offers a variety of courses in which students can gain insights into themselves as well as an understanding of literature and composition. Students will develop an understanding of literary techniques in both fiction and non-fiction texts. They will write for different purposes and use evidence to support arguments. Students will become familiar with multi-media communication and its impact on culture.

Graduation Competency:

Students will attain proficiency in English and demonstrate the appreciation that knowledge in the field of English will have a positive influence on their future success.

ENG1000 FRESHMAN ENGLISH

Length 1 year, Credit 1

In this course, students will study five units focused on Myths and Legends, The Monomyth, Tragedy, Dystopia, and Memoir. Students will read texts from each of these genres while addressing each unit's Big Ideas and answering its Essential Questions. Students will write for a variety of purposes using substantive evidence to support ideas. They will participate in discussions about the texts and present their knowledge in a variety of ways. Students will study vocabulary, grammar, and make effective choices for meaning and style. ***Prerequisite: Successful completion of Grade 8 English***

ENG1001 FRESHMAN ENGLISH HONORS

Length 1 year, Credit 1

In this course, students will study five units focused on Myths and Legends, The Monomyth, Tragedy, Dystopia, and Memoir. Students will read texts from each of these genres while addressing

each unit's Big Ideas and answering its Essential Questions. This course is designed for students willing to devote extra time and energy to the intense study of literature. Students will read a variety of texts and draw connections to the settings from which the books take place or the author originates. These texts will vary in literature including stories, dramas, and poems; non-fiction texts will also be included in the course. Students will write for a variety of purposes using substantive evidence to support ideas. They will participate in discussions about the texts and present their knowledge in a variety of ways. Students will study vocabulary, grammar, and make effective choices for meaning and style. ***Prerequisite: Successful completion of Grade 8 English and teacher recommendation***

ENG2000 SOPHOMORE ENGLISH

Length 1 year, Credit 1

Students will study four units focused on theme, characterization, structure, and style. Students in English 10 will continue to refine the skills they acquired for writing and reading. They will continue to read various literary forms as well as work with writing as a process. Students will study full-length novels and at least one play. In addition, excerpted essays, stories, and poetry will be used for reading and writing tasks. All course work will be appropriate for continuing education after high school. A research paper is required. ***Prerequisite: Successful completion of Freshman English***

ENG2001 SOPHOMORE ENGLISH HONORS

Length 1 year, Credit 1

Students will study four units focused on theme, characterization, structure, and style. This course is designed for students willing to devote extra time and energy to prepare for sophisticated composition and literary analysis. Students will read a variety of texts including stories, novels, plays, and poems; non-fiction texts will also be included in the course. Students will write for a variety of purposes using substantive evidence to support ideas. They will participate in discussions about the texts and present their knowledge in a variety of ways. Students will study vocabulary and

grammar, and make effective choices for meaning and style. A research paper is required. ***Prerequisite: A student needs a 1st semester average of 87 or better in Freshman English Honors OR a teacher recommendation. A student in Freshman English needs both a first semester average of 87 or better AND a teacher recommendation***

ENG3002 AP ENGLISH: LANGUAGE AND COMPOSITION

Length 1 year, Credit 1

This composition course is designed as a college-level introductory writing and analytical reading class. There is an emphasis on close readings of a variety of mainly non-fiction texts, with some fiction as well, in an effort to deepen awareness of how language works. Through the study of rhetoric, argument, and synthesis, students develop the ability to work with language and text with greater understanding of purpose and strategy, while strengthening their own composition abilities. The work of a wide variety of authors will be read. Students will prepare for the AP examination in English Language and Composition potentially to earn college-level credit. The exam is administered in the first weeks of May. ***Prerequisite: A student needs a 1st semester average of 87 or better in Sophomore English Honors OR a teacher recommendation. A student in Sophomore English needs both a first semester average of 87 or better AND a teacher recommendation***

ENG3003 SEMINAR IN ACADEMIC WRITING (UConn ECE)

Length 1 year, Credit 1

This course is UConn ECE ENGL1010 and includes instruction in academic writing through interdisciplinary reading. Assignments emphasize interpretation, argumentation, and reflection. Research skills and revised inquiry-based writing are a major focus along with close-reading of non-fiction texts. Classic works of fiction are also a part of the course. Successful completion of this course earns the student four transferable undergraduate credits through UConn's Early College Experience program. ***Prerequisite: A student needs a 1st***

semester average of 87 or better in Sophomore English Honors OR a teacher recommendation. A student in Sophomore English needs both a first semester average of 87 or better AND a teacher recommendation

ENG4002 AP ENGLISH: LITERATURE AND COMPOSITION

Length 1 year, Credit 1

The Advanced Placement course in Literature and Composition will focus on poetry, plays, novels, short stories, and essays written at various times in various cultures. Students will learn to construct meaning through their attention to language, image, character, action, argument, and various other literacy techniques and strategies. Students will be expected to justify their responses by referencing details and patterns found in the texts. They will also be given many opportunities for independent work, such as an article-reading project. Students will take the AP English: Literature and Composition test in the first weeks of May. ***Prerequisite: A student needs a 1st semester average of 87 or better in AP Language and Composition, UConn ECE 1010 OR a teacher recommendation. A student in Junior College English needs both a first semester average of 87 or better AND a teacher recommendation***

ENG4003 SEMINAR IN WRITING THROUGH LITERATURE (UConn ECE)

Length 1 year, Credit 1

This course is UConn ECE ENGL1011 and focuses on critical thinking and writing skills as applied to various works of literature. Assignments emphasize interpretation, argumentation, and reflection. Through inquiry-based, academic writing, and multi-model projects, students will learn to distinguish between their own ideas and ideas in the texts. During revision, students will continue to work on grammar, mechanics and style. Additional literary study will include attention to language, image, character, action, argument, and various figurative devices. Students will be expected to engage in frequent and vigorous class seminars and peer-conferencing sessions as they craft their independent writing. Students will be given many

opportunities for independent work including the Senior Project paper. Successful completion of this course earns the student four transferable undergraduate credits through UConn's Early College Experience program. ***Prerequisite: A student needs a 1st semester average of 87 or better in AP Language and Composition, UConn ECE 1010 OR a teacher recommendation. A student in Junior College English needs both a first semester average of 87 or better AND a teacher recommendation.***

ENG 5007 ARGUMENT AND COMMUNICATION

Length ½ year, Credit ½

This course focuses on argumentation and communication. Students will answer questions such as: What does it mean to make an argument? What are the different types and styles of arguments that you can make? What are the different forms of writing that you need to learn in order to be successful in school and when you move into the professional world?

Students will be able to explore their ideas, thoughts, apprehensions, frustrations, and successes that go along with writing and communicating effectively. Students will also practice oral presentation skills.

A few topics discussed in this course include: understanding the parts of an argument, drafting memos that get results, creating, and giving oral presentations, understanding good, bad and horrible graphics. As part of this class, students will be given many opportunities to practice writing and speaking skills. In-class writing and peer review will provide opportunities to practice and refine the ability to communicate ideas clearly.

ENG5006 CHILDREN'S LITERATURE REVISITED

Length ½ year, Credit ½

This course is designed as a survey of the major milestones in the traditions of children's literature in English. This course pays attention to the importance of children's literature as a cultural force. The course is designed chronologically starting with the earliest alphabets and hornbooks,

through readers and primers, fairy tales, legends, fantasy, picture books, verse, adventure stories, and closing with domestic fiction. Students are expected to research one major children's author.

ENG3006 CONFORMITY AND REBELLION

Length 1 year, Credit 1

This course is designed to prepare juniors to take a deeper look at literature and non-fiction and exploring the themes of the course through a variety of forms of writing. We often connect with characters who rebel against conformity. We champion those who struggle against expectations and oppression and emerge with an understanding of their (and our) own truth and identity. This class will focus on fiction and nonfiction in which the main characters stand up against their cultures' rules or limitations. Class discussions and writing will be concerned, in part, with the way we all conform and rebel in our lives.

This class will also focus on classic literature (novels, plays, short stories, myths/tales) and see how they have been transformed into multimedia forms of storytelling including graphic novels, songs, television shows, or movies. We will talk about such ideas as how the transformation enhances or changes the original text, whether the changes are more accessible/acceptable to a modern audience, and what it is about these original "good stories" that makes people want to keep them alive in our culture through these transformations.

ENG5000 CREATIVE WRITING I

Length ½ year, Credit ½

Creative Writing I, which is offered during the first semester, gives students the opportunity to explore a variety of genres. Students will look at many forms of writing and use those models for their own work. Poetry, short stories, reviews, speeches, feature articles, and television, movie and drama scripts are examples of the kinds of writing that students will explore.

ENG5001 CREATIVE WRITING II

Length ½ year, Credit ½

Creative Writing II, which is offered during the second semester, gives students the opportunity to select one form of creative writing as their focus throughout the semester. Each student will confer with the instructor to determine the writing requirements specific to his choice of genre. The emphasis will be on revision and crafting. In addition, students will create new writing in class activities. Students will also aid in the publication of a high school literary magazine, which is a compilation of writing submitted by students and faculty. ***Prerequisite: Creative Writing I or instructor approval based on the submission of writing samples.***

ENG5004 EDITORSHIP/MEDIA ETHICS

Length 1 year, Credit 1

Students will expand their skills in the fundamentals of editing and reporting with special emphasis on news judgment, fairness, accuracy, and editorial balance. Students will participate in the analysis and discussion of current events as a basis for critical thinking and editorial writing. The evaluation of editorial pages of leading newspapers, and the study of journalistic techniques involved in writing reviews and personal columns will be a focus of the class. The students will produce an opinion column for each newspaper published and will be responsible for the accuracy of the publication. ***Prerequisite: Journalism II***

ENG5002 JOURNALISM I

Length 1 year, Credit 1

This course introduces students to newspaper writing styles and techniques. Students will develop an understanding of the importance of journalism in a democratic society, understand what news is and learn the importance of accuracy in reporting, and develop an understanding of the ethics of journalism and the regulations governing the student press. In addition, students will learn about the technology and software used in producing a school newspaper. The class will make up the staff of the school's monthly newspaper. Students in this class are required to attend several extracurricular

events each quarter as part of their responsibility as a staff reporter.

ENG5003 JOURNALISM II

Length 1 year, Credit 1

This course will build on the skills taught in Journalism I and provide students with the opportunity to take on an editing position of the school newspaper staff and to develop an understanding of ethics of journalism and the regulations governing the student press. In addition, students will work independently on news feature writing and Literary Journalism. Students in this class are required to attend several extracurricular events each quarter as part of their responsibility as a staff reporter. ***Prerequisite: Journalism I***

ENG5009 MULTI-MEDIA READING & WRITING

Length ½ year, Credit ½

Since digital culture and new media have dramatically impacted reading, writing, and research practices, this course will teach students to apply these principles across a variety of media. Students will learn both print-based and screen-based literacies that address reading and writing.

Students will also study ways of adapting literary works to forms of multimedia. They will compare the similarities and differences and focus on the practical art of transforming literature into film, graphic novels, and animated works. There will be an emphasis on the practical creation of multimedia interpretations of literature.

Students will explore the theory, research, and practice behind reading and writing visual media, graphic novels and effectively use visual communication to address a variety of content across the academic disciplines. Students will read a variety of graphic novels (both fiction and nonfiction) and craft their own short text.

ENG5005 PUBLIC SPEAKING

Length ½ year, Credit ½

Public speaking is an essential skill that one will rely on throughout the course of his or her life, and it is

a skill that affords a competitive advantage for both academic and career success. The overarching goal of this course is to help every student become a more confident and effective speaker. Inherent in the basic philosophy of the course is that public speaking involves skills that can be learned. In this course, students will learn the fundamentals of speech communication. They will listen, deliver, discuss, and respond to various speeches and presentations throughout the semester. Emphasis will be placed on organization, analysis, rhetorical strategies, and elements of speech delivery, including effective verbal and nonverbal communication. This course will help students identify their strengths as speakers and refine them. Moreover, it will help students identify their weaknesses and overcome them.

ENG4007 SEEKERS AND STORYTELLERS

Length 1 year, Credit 1

This course is designed to prepare seniors for a lifelong appreciation of the power of words through a focused study of literature and writing that explores what it means to live a purposeful life. Whether your life path leads you to college, the military, or other endeavors, senior year is a pivotal year of transition. Students often find themselves exploring endless questions and seeking answers which are not readily found. Regardless, most students want their lives to mean something, and they hope to be remembered for their achievements. Ultimately, your life experiences have and will continue to shape your beliefs regarding human nature and your place in the world. For this reason, this course will combine the study of memoir writing with the exploration of life philosophy.

The content of this course will offer the opportunity for focused reflection that has the power to inspire greater understanding regarding oneself and others. Texts will be selected from various genres to explore how people, both real and imaginary, discern the true meanings of their lives in a world full of mixed messages and conflicting values. Writing assignments will be designed to instill a passion for inquiry, analysis, and appreciation for

the art of storytelling. In addition, we will craft original writings, such as a personal essay that may be used for college or other applications and a 'scrapbook' compilation of narrative poetry and short prose. In the words of Chinese philosopher Lao Tzu, "Knowing others is wisdom, knowing yourself is enlightenment." Thus, the ultimate goal of this course is to foster critical thought and personal expression. Our hope is that you will continue to cultivate these skills throughout your life as graduates of Stonington High School.

ENG5008 SPECIAL TOPICS A

Length ½ year, Credit ½

Nature Writers. The natural world is a source of inspiration for many artists, writers, and musicians. If you take comfort in witnessing a beautiful sunset at Napatree Point, hiking through Barn Island, enjoying a summer day at Sandy Point, or watching the moon rise over the Mystic River, this might be the perfect course for you. Albert Einstein once advised, "Look deep into nature, and then you will understand everything a little better." This course will offer the opportunity for such contemplation through a focused reflection of the beauty and power of nature and how it is depicted in literature and film. Students will explore both fiction and non-fiction works throughout the semester, such as poetry, essays, short stories, novels, documentaries, speeches, and films. These texts will be used to explore varying interpretations regarding nature and humanity's relationship with the natural world. Students will also reflect on their connections to the natural world through the composition of short essays and creative pieces. In addition to course materials, interested students will also have the opportunity to pursue extended learning opportunities with local giving gardens, beaches, parks, and nature preserves to assist with restoration and beautification needs. Altogether, this course will help students look deeper into nature and connect with the beauty around us.

Life Management

Program Description:

Life Management is the art and science of personal, family, social, and economic life. The emphasis on skills and cognitive information is balanced with hands-on experience. The program is designed to provide students with knowledge, attitudes, and skills necessary to meet the demands of family, social and economic life. It provides opportunities for self-expression, investigation, and problem solving.

Graduation Competency

Students will attain proficiency in Life Management and demonstrate the appreciation that knowledge in the field of Life Management will have a positive influence on their future success.

LM5000 FOODS I

Length ½ year, Credit ½

In this Introduction to Foods course, students will develop their knowledge of nutrition, safety and sanitation, food careers, mealtime etiquette, cooking tools and equipment, recipe skills, and the basic principles of food preparation and meal planning. Students will work as part of a team and independently when necessary, taking initiative and completing all tasks as assigned. This course allows students the opportunity to prepare for living independently or possibly choosing a career in the hospitality career cluster.

LM5001 FOODS II

Length ½ year, Credit ½

The focus of this course is "The Art of Entertaining." It emphasizes the planning and preparation of menus in terms of good nutrition; management of time, money and energy, consumer information; hospitality; and social skills. Students are introduced to various American, regional and foreign foods. Special interest topics such as weight control, health foods, and food processing are also covered. ***Prerequisite:** Successful completion of Foods I.*

Mathematics

Program Description:

The mathematics program at SHS has an extensive range of offerings that allow all students opportunities to progress in their mathematical development according to their needs. It is a comprehensive program which utilizes the NCTM (National Council of Teachers of Mathematics) recommendations in its course formulation and presentation. This program emphasizes conceptual understanding, problem-solving/critical-thinking enhancement, practical application of math concepts, and an appreciation for the use of math in the daily lives of our students. Every attempt is made to incorporate active learning practices and practical applications in the course of instruction. Math literacy is the key to many career options, and throughout the program, career paths and level of math competency required are highlighted.

Graduation Competency

Students will attain proficiency in Mathematics and demonstrate the appreciation that knowledge in the field of Mathematics will have a positive influence on their future success.

MATH4000 ADVANCED MATHEMATICAL DECISION MAKING

Length 1/2 year (1st Semester), Credit ½

Grade 12 only

This course emphasizes mathematical modeling and includes advanced work on numerical reasoning (using specialized indices, formulas, and ratios), as well as algebraic and geometric modeling and topics from discrete mathematics. The course offers student activities in a range of applied contexts and helps students develop college and career readiness skills. ***Prerequisite:** College Algebra II or Algebra 2A and 2B*

MATH4001 ADVANCED PROBABILITY AND STATISTICS

Length ½ year (2nd Semester), Credit ½

Grade 12 only

In this course students will work with collecting, exploring, displaying and transforming data with

the goal of extracting useful information and making conclusions. They will learn to distinguish between descriptive and inferential statistics, construct frequency distributions, use scatterplots and calculate lines of best fit, and calculate measures of variation. They will work with statistical measures of centrality and spread, binomial and normal distributions, and solve problems involving statistics and data analysis. Students will be exposed to basic probability concepts and their use in making predictions, and discrete and continuous probability distributions. Students will use multiple representations to present data including written descriptions, numerical statistics, formulas, and graphs.

Prerequisite: College Algebra II or Algebra 2A and 2B

MATH3000 ALGEBRA 2A (1st Semester)

MATH3001 ALGEBRA 2B (2nd Semester)

Length ½ year (each course), Credit ½ (each course)

This class progresses from the standards learned in Algebra I. In addition to these standards, this course extends to include algebraic concepts such as: the complex number system, inverse functions, trigonometric functions and the unit circle.

MATH2000 ALGEBRA I

Length 1 year, Credit 1

Students in this course will study algebraic concepts, develop algebraic skills, and be introduced to mathematical modeling. This course will explore the following topics: quantities, creating equations, reasoning with equations and inequalities, the real number system, and interpreting functions, building functions, linear, quadratic, and exponential models, interpreting categorical and quantitative data, seeing structure in expressions, arithmetic with polynomials and rational expressions. ***Prerequisite: Geometry for students taking in 10th grade. Grade of 70 or better in 8th grade Geometry for students taking in 9th grade.***

MATH4003 AP CALCULUS

Length 1 year, Credit 1

This course is for excellent math students who desire the challenging study of calculus as further preparation for college. Topics will include differential and integral calculus, graphing, derivations, related rate problems, maxima/minima problems, Mean Value Theorem, area under curves, definite integrals, volumes of solids, and techniques of integration. All students in the course are expected to take the AP exam in May. The TI-83 graphing calculator will be used throughout this course. ***Prerequisite: Precalculus Honors***

MATH4002 CALCULUS

Length 1 year, Credit 1

This course aims to challenge the talented mathematics student at a level just below the honors program. Differential and integral calculus topics will be addressed including the application of the following: velocity and acceleration, related rates, curve sketching, maxima/minima problems, area under curves, and volumes of solids. Students will have the opportunity to review functions, graphing techniques, and trigonometry and analytic geometry topics. The TI-83 graphing calculator will be used throughout the course. ***Prerequisite: Successful completion of Precalculus and teacher recommendation.***

MATH5000 COLLEGE ALGEBRA II

Length 1 year, Credit 1

Students in this course study functions and their inverse; quadratics; polynomials; radical and rational functions; trigonometric functions; and matrices. The TI-83 graphing calculator will be used throughout the course. ***Prerequisite: Successful completion of both Algebra I and Geometry.***

MATH1000 GEOMETRY (2nd semester)

Length ½ year, Credit ½

Through the use of connections and applications to mathematical problems, students in this course will explore the study of Euclidean geometry as a deductive system. Students will learn the definitions, postulates, and theorems of geometry and their use in proofs and logical arguments.

Topics include congruence; similarity, right triangles, and trigonometry; modeling with Geometry; Geometric measurement and dimension; expressing Geometric properties and circles. ***Prerequisite: 8th grade math teacher recommendation***

MATH1003 HONORS ALGEBRA I

Length 1 year, Credit 1

Grade 9 only

Students in this course will engage in a rigorous study of algebraic concepts, develop algebraic skills, and be introduced to mathematical modeling. Key topics that will be covered during this course include equations, relations, and functions, linear equations, line of best fit, systems of equations, quadratics, exponents and patterns. These topics will be taught in greater detail than traditional Algebra 1 and involve more abstract thinking. The problems will involve more fractions and there will be limited calculator availability. Students will be asked to analyze and apply strategies to situations they have not previously seen. ***Prerequisite: 85 or better in 8th grade Geometry.***

MATH2001 HONORS ALGEBRA II

Length 1 year, Credit 1

Students in this course will have intensive (faster pace and with greater depth) treatment of the functions and their inverse; quadratics; polynomials; radical and rational functions; trigonometric functions; and matrices. The TI-83 graphing calculator will be used throughout the course. ***Prerequisite: Successful completion of Honors Algebra I and teacher recommendation***

MATH5002 HONORS PRECALCULUS

Length 1 year, Credit 1

This course is designed to prepare students for Advanced Placement Calculus as a senior or for Calculus as a college freshman. Students in this course will intensely study the following topics in depth: conic sections; trigonometric identities and equations; vectors, parameters, and polars; functions from a Calculus perspective; logarithmic/exponential functions; and series and sequences. Problem-solving and mathematical

communication will be stressed throughout the course. The use of a TI-83 graphing calculator will be an integral part of this course. ***Prerequisite: Successful completion of Honors Algebra II or College Algebra II with teacher recommendation.***

MATH4004 MATH FOR LIBERAL ARTS I

MATH4005 MATH FOR LIBERAL ARTS II

Length ½ year each, Credit ½ each

This course explores previous math topics more in-depth as well as introduces new topics in advanced algebra, trigonometry, and statistics. Additional topics include modeling real world problem solving, exploration of functions, conic sections, sequences and series, advanced functions, polar coordinates, trigonometry, and periodic functions. Real life situations are used to reinforce and extend mathematical skills and strengthen overall competence in college preparatory mathematics. SAT preparation skills and drills will be developed and reinforced according to the SAT calendar.

MATH5001 PRECALCULUS

Length 1 year, Credit 1

This course is designed to prepare students for the study of Calculus as either a high school senior or as a college freshman. Topics include the following: conic sections, trigonometric functions, trigonometric equations and identities, functions from a Calculus perspective, logarithmic/exponential functions, and vectors. The use of a TI-83 graphing calculator will be an integral part of this course. ***Prerequisite: Successful completion of College Algebra II or Algebra 2A and 2B with teacher recommendation.***

MATH1002 PROBABILITY & STATISTICS

Length ½ year (1st semester), Credit ½ year

This probability & statistics course contains all of the standards from CCSS High School Statistics and Probability, and select standards from previous grade levels from the Statistics and Probability domain. It begins with a unit containing standards to prepare the learner to provide students with the necessary supports so they can be successful with the content. Students will then explore the following topics: conditional probability, the rules of

probability, and using probability and statistics to make decisions. ***Prerequisite: 8th grade math teacher recommendation.***

MATH4006 VOCATIONAL MATHEMATICS

Length 1 year, Credit 1

Students in this course will make connections with mathematical concepts to their application in a variety of trades and engineering fields including but not limited to carpentry, construction, automotive, culinary, and electrical fields. Students will be given opportunities to make connections in the community in their fields of interest. Students will handle applications including operations with fractions, linear measurement, two dimensional measurements, three dimensional measurements, right triangle measurement, trigonometry, and algebraic modeling. Students will be exposed to a variety of technology used in professional environment and used in similar applications.

Music

Program Description:

The music program at Stonington High School offers performance opportunities as well as the academic study of music. Students who wish to perform may select Band or Concert Choir, or elect to audition for the advanced groups, such as Chamber Singers, Honors Band and Jazz Band. Students who wish to enroll in a non-ensemble music class may select Music Theory, Music Technology, Beginning Guitar, Introduction to Piano, History of Rock or Unified Music. Several co-curriculum ensembles are offered in the Music Department for students wishing to enhance their present coursework.

Graduation Competency

Students will attain proficiency in Music and demonstrate the appreciation that knowledge in the field of Music will have a positive influence on their future success.

MUS5000 BAND

Length 1 year, Credit 1

All students with band instrument backgrounds are encouraged to enroll in this ensemble, which does

not require an audition. The main focus of the class is improving individual and ensemble skills while studying and performing medium difficulty band literature. Students are expected to practice individually. Students will perform at four band concerts; march in three parades per year; play in the stands at six home football games; and play at graduation. Attendance at all rehearsals and performances is mandatory, whether they are during or after school. Conflicts are handled individually. ***Prerequisite: The ability to play a brass, woodwind, or percussion instrument; ability to read music.***

MUS5005 BEGINNING GUITAR

Length ½ year, Credit ½

This is a beginning guitar class for students with no guitar experience or limited experience. Students will gain a basic understanding of guitar technique, reading tabs and notation, and learn how to play various styles of music. Students will also learn small ensemble techniques as well as basic composition skills.

MUS5003 CONCERT CHOIR

Length 1 year, Credit 1

This vocal performing ensemble is open to any interested students, of any musical background and ability. This ensemble performs all styles of choral music, including spirituals, folk music, pop/jazz, multicultural music from various countries, Broadway, and great choral literature from the Renaissance through the 21st century. Enrollment in the Concert Choir leads to possible acceptance into one of Stonington's smaller auditioned ensembles. This ensemble travels to and competes in music festivals throughout the country (participation on music trips, although strongly encouraged, is voluntary). There are generally three concerts per school year for this ensemble. Attendance at all school concerts is mandatory.

MUS5011 HISTORY OF ROCK AND ROLL

Length ½ year, Credit ½

History of Rock and Roll is a listening class designed to expose students to a multitude of styles, genres and historical periods of music. Through listening

guides and class discussion, students will learn how music is written and how to effectively listen as to gain a greater appreciation for its craftsmanship. The class will begin with the history of Early European music and move up through modern popular music with focus on the history of rock and roll. Students will develop a knowledge of proper listening skills and historical cultural knowledge of music. History of Rock and Roll is an elective course open to any student at Stonington High School without prerequisite or performance ability.

MUS5001 HONORS BAND

Length 1 year, Credit 1

The main focus of this class is improving individual and ensemble skills while studying and performing medium difficulty band literature. Students wishing to audition for this class should be comfortable playing one-on-a part. Students are expected to practice individually on a daily basis. Students will perform at four band concerts; march in three parades per year; play in the stands at six home football games; and play at graduation. Attendance at all rehearsals and performances is mandatory, whether they are during or after school. Conflicts are handled individually. ***Prerequisite: Audition and permission of the instructor***

MUS5004 HONORS CHAMBER SINGERS

Length 1 year, Credit 1

Entrance into this advanced vocal performing ensemble is by audition only and is geared toward the more serious music student. This ensemble performs more difficult choral music (Level 5-6), most of which is *a capella*. Styles performed include spirituals, folk music, pop/jazz, multicultural music from various countries and in many different languages, Broadway, and great choral literature from the Renaissance through the 21st century. Students selected to Chamber Singers will be expected to practice consistently with the Garageband computer program and also at home, perform throughout the year in small ensembles and quartets. Students are encouraged to study voice privately and to audition for Regional and All-State choirs. This ensemble performs at many off campus concerts such as the All-New England Solo

and Ensemble Festival, ACDA Chamber Choir Festival, and Carol-o-grams. Attendance at all concerts is mandatory. ***Prerequisite: Audition***

MUS5002 HONORS JAZZ ENSEMBLE

Length 1 year, Credit 1

The jazz ensemble is an organization of students that performs big band jazz literature. Instrumentation consists of saxophones, trombones, trumpets, piano, bass, guitar, and drums. The jazz ensemble performs at concerts, festivals, and community events. Attendance at all rehearsals and performances is mandatory. If a student is not able to concurrently enroll in band, he/she is still required to perform at all band functions. ***Prerequisite: Audition and permission of the instructor, concurrent enrollment of Band (MUS5000) or Honors Band (MUS5001) is HIGHLY encouraged.***

MUS5006 INTRODUCTION TO PIANO

Length ½ year, Credit ½

This is an introductory course for learning to play the piano. No previous experience is necessary. Basic music theory skills will be introduced as needed in relation to students' advancement at the keyboard. Due to the use of individual keyboards and workstations, students could enter the class at differing levels of abilities and advance at their own pace. Students may take this class multiple times.

MUS5008 MUSIC TECHNOLOGY

Length ½ year, Credit ½

In this course students will study music through the use of technology. Students will use *Noteflight* notation software and Microsoft's *Garage Band* to aid in composition projects. Students will also experiment with sound editing and other aspects of music/audio technology.

MUS5009 MUSIC THEORY I

Length ½ year, Credit ½

This course is geared toward students who have an interest in music beyond performing in an ensemble. Music theory starts with basic theory (notes, scales, keys, rhythms) and continues with chord structure, chord progressions, melody

writing, composition, arranging, orchestration, and analysis of classic composers' works. This course also focuses on ear training/sight-singing through interval/chord identification and melodic and rhythmic dictation.

MUS5010 UNIFIED MUSIC

Length ½ year, Credit ½

Unified music is a one semester class geared towards students with special needs and their typical peers. Each day students will sing, dance, play instruments, and listen to music together. The class aims to foster an appreciation of music in our students with special needs and to provide leadership experiences for our typical peers.

Physical Education/Health

Program Description:

The Physical Education/Health program is designed to equip each student to become a physically educated person. A physically educated person demonstrates competency in many movement forms and proficiency in a few movement forms; applies movement concepts and principles to the learning and development of motor skills; exhibits a physically active life-style; achieves and maintains a health-enhancing level of physical fitness; demonstrates responsible personal and social behaviors in physical activity setting; demonstrates understanding and respect for differences among people in physical activity setting; and understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction. (Adapted from National Standards for Physical Education.) To this end, Project Adventure activities will be incorporated into the program. Students are expected to be active participants in class.

Graduation Competency

Students will demonstrate an understanding of behaviors that promote physical fitness and personal lifelong wellness.

HE5000 ADVANCED HEALTH AND WELLNESS (grades 11, 12)

Length ½ year, Credit ½

Advanced Health and Wellness provides students the opportunity for in-depth study of the promotion of personal health and wellness, health related careers, physical activity, healthy eating for an active lifestyle, safety and injury prevention, mental and social/emotional health, substance abuse prevention, family health and parenting skills. Health risk appraisals, individual wellness plans, harmful behavior cessation programs and health myths are explored within the context of the course.

PES002 ATHLETIC EXPERIENCE (grade 12)

Length ½ year, Credit ½

The course will educate the student in the fields of physical education, athletic coaching, sport administration and classroom management. Students will be actively engaged in the principles and methods of teaching. Students will learn through engaging themselves in a 9th grade physical education class. They will assist the physical education staff in instruction, class design, demonstration, class management, administration of state testing and class evaluation. All student assessment will be under the supervision of a specific physical education teacher under a specific schedule. Similar to an internship or student teaching experience. ***Prerequisite: 1.5 credits of physical education completed and approval from previous PE instructor.***

HE2000 HEALTH ISSUES

Length ½ year, Credit ½

This course is designed to help develop and promote healthy student behaviors. Student responsibility regarding personal health decisions and practices, the acquisition of knowledge and the capacity to make prudent choices are points of emphasis. Contemporary health issues and concerns including disease prevention and substance abuse (CT state mandated topics) are focal.

PE1000 PHYSICAL EDUCATION 9

Length ½ year, Credit ½

Required of all students, this course presents a variety of individual and team activities with emphasis on students maintaining an active lifestyle in their adult years (lifetime sports). The improvement of individual fitness levels is stressed through preparation and participation in the CT State Fitness Assessments. Various fitness and health topics are also presented in class.

PE5000 PHYSICAL EDUCATION 10/11/12

Length ½ year, Credit ½

Required of all students, this course presents a variety of individual and team activities with emphasis on students maintaining an active lifestyle in their adult years (lifetime sports). The improvement of individual fitness levels is stressed through preparation and participation in the CT State Fitness Assessments. Various fitness and health topics are also presented in class.

PE5001 UNIFIED PHYSICAL EDUCATION

Length ½ year, Credit ½

This elective course provides students with the opportunity to work directly with special needs students here at Stonington High School in the physical activity setting. In addition to providing encouragement and support during activities, students will be required to research, plan, and instruct their own adapted physical education lessons during the semester. Activities chosen will emphasize fitness, motor-skill development, and exposure to lifelong activities and unified sports for our special needs students. This course provides a unique opportunity for students interested in pursuing careers in the fields of Special Education, Physical Education, Physical Therapy, and Occupational Therapy. ***Prerequisite: Permission of Instructor. Preference will be given to students who volunteer in the TLC Program as "Bear Buddies" and are in good academic standing.***

Science

Program Description:

The science program at SHS offers an extensive range of courses that provide students of all ability levels opportunities to progress in their science development according to their needs. Throughout the program, a heavy emphasis on lab work, hands-on learning, and computer use allows students to experience science as an act and a way of thinking and seeing the world. This provides rich opportunities for students to explore potential career choices in the various sciences. Whenever appropriate, interdisciplinary instruction combining different scientific disciplines allows students to establish connections between different scientific fields.

Graduation Competency

Students will attain proficiency in Science and demonstrate the appreciation that knowledge in the field of Science will have a positive influence on their future success.

SCI1000 BIOLOGY

Length 1 year, Credit 1

Biology is a standard college preparatory program. It will emphasize current biological principles and laboratory investigations. The first semester will begin with an overview of the history and mechanism of natural selection and the process of evolution. Students will continue to delve further into the hierarchy of life from cells to ecosystems with special emphasis on the processes of photosynthesis and cellular respiration. In the second semester, students will study genetics and evolution, and selected systems of the human body. DNA as the molecule of inheritance, will be studied as it pertains to evolutionary change species survival. Students will use the computer to write their lab reports and, for some labs, as a data gathering tool. Activities will involve data analysis and the development of supported argumentation, the use of models, problem-solving and a collaborative approach to learning.

SCI1001 HONORS BIOLOGY

Length 1 year, Credit 1

Biology Honors is a vigorous, college preparatory biology program targeted to high ability and high performance students. Prior to enrolling in this course, students are expected to have experienced a strong academic and successful background in science and mathematics. The first semester will begin with an overview of the history and mechanism of natural selection and the process of evolution. Students will continue to delve further into the hierarchy of life focusing on cell interactions to ecosystems with special emphasis on biochemistry and the processes of photosynthesis and cellular respiration. In the second semester, students will study genetics and evolution, and selected systems of the human body. DNA as the molecule of inheritance, will be studied as it pertains to evolutionary change and species survival. Students will use the computer to write their lab reports and, for some labs, as a data gathering tool. Activities will involve data analysis and the development of supported argumentation, the use of models, problem-solving and a collaborative approach to learning. ***Prerequisite: Recommendation of 8th grade science teacher.***

SCI2000 PHYSICAL SCIENCE

Length 1 year, Credit 1

This course is an introduction to preparatory physics and earth science. In the area of physics, students will explore topics such as motion, forces, and foundations of electricity and magnetism. Earth science will cover topics such as astronomy, and our earth's history. Students will demonstrate their understanding of the scientific method through numerous inquiry-based lab activities. Upon completion of this course, students are prepared for a more in-depth year-long study of chemistry, physics or other areas of science. ***Prerequisite: Biology***

SCI2001 HONORS PHYSICAL SCIENCE

Length 1 year, Credit 1

This course is a fast-paced study in basic principles of physics and earth science. In the areas of physics, students will study motion, forces, interactions, and

foundations of electricity and magnetism. Natural resources, astronomy, and our earth's history will be the earth science topics explored in this course. Students will utilize reasoning and mathematical skills through numerous inquiry-based lab activities. Upon completion of this course, students are prepared for a more in-depth, year-long study of college chemistry, college physics, Honors Chemistry and/or AP physics. ***Prerequisite: Honors Biology and an A- or better in 9th grade math class.***

SCI5000 ANATOMY AND PHYSIOLOGY

Length 1 year, Credit 1

The human body is portrayed as a functioning homeostatic organism. A systems approach is used to identify how organs and body systems work together to carry on the simplest to the most complex of functions. Each structure studied (anatomy) is related to the role that structure plays as it interacts with other structures to make the body function (physiology). Emphasis is placed on understanding concepts (higher order thinking skills) rather than specific facts (rote memorization). ***Prerequisite: Successful completion of Biology and Physical Science.***

SCI5001 AP BIOLOGY (UConn ECE)

Length 1 year, Credit 1

Our Advanced Placement Biology course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year in college. This AP/UConn ECE program will include all those topics normally found in a college biology course for majors or in the syllabus from a high quality college program in introductory biology. This program differs significantly from the usual first high school course in biology with respect to the kind of textbook used, the range and depth of topics covered, the kind of laboratory work done by students, and the time and effort required of students. The AP/UConn ECE biology course is designed to be taken by students after successful completion of a first course in high school biology. 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. Students may

take the Advanced Placement exam in the spring. Students may receive UConn credit for BIO1107 and BIO1108. **Prerequisites:** *Honors Biology with teacher recommendation.*

SCI5004 AP CHEMISTRY

Length 1 year, Credit 1

The Advanced Placement Chemistry course is designed to be the equivalent of the general chemistry course taken during the first college year. Students in this course should attain a depth of understanding of fundamentals and competence in dealing with chemical problems. This course will contribute to the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. This course differs qualitatively from the first secondary course in chemistry with respect to the kind of textbook used, the topics covered, the emphasis on chemical calculations and the mathematical formulation of principles, and the kind of laboratory work done by the students. Quantitative differences appear in the number of topics treated, the time spent on the course by students, and the nature and the variety of experiments done in the laboratory. The AP Chemistry course is designed to be taken only after successful completion of a first course in high school chemistry. Students will take the AP Chemistry Test in the spring. **Prerequisite:** *Prior or concurrent enrollment in Precalculus.*

SCI5006 AP ENVIRONMENTAL SCIENCE

Length 1 year, Credit 1

AP Environmental Science is designed to provide students with the scientific principles; concepts and methodologies required to identify and analyze environmental issues and evaluate the relative risks associated with these problems. It encompasses a wide variety of topics including Earth's Systems, Land and Water Use, Energy Consumption and Global Change. Students will create and carry out labs, present and debate on given topics as well as research and plan their own environmental project. This class will help to prepare students who wish to pursue a career in a multitude of science fields. Students will take the AP Environmental Science test in the spring. **Prerequisite:** *Teacher*

Recommendation only. Recommended for Grades 10, 11, and 12.

SCI5008 AP PHYSICS

Length 1 year, Credit 1

The AP Physics course is designed to be representative of courses commonly offered in American colleges and universities. Its purposes are to develop the student's abilities to read, understand, and interpret physical information—verbal, mathematical, and graphical—describe and explain the sequence of steps in the analysis of a particular physical phenomenon or problem, use basic math reasoning (from arithmetic to calculus where appropriate) in physical situations or problems, and perform experiments and interpret the results of observations. The primary areas of study include mechanics, electricity, magnetism, kinetic theory and thermodynamics, waves and optics, and modern physics. The AP course is designed to be taken only after the successful completion of a first course in high school physics. Students will take the AP Physics Test in the spring. **Prerequisites:** *Honors Physical Science and/or College Physics.*

SCI5010 ASTRONOMY

Length ½ year, Credit ½

An introductory planetary astronomy class that deals primarily with objects in the solar system. The course briefly covers the methods and historical development of astronomy, and is a study of the overall structure of the solar system, the laws governing the motions of the planets and the evolution of the solar system. The courses major topics include the structure of the sun, the structure and remarkable features of the planets and their moons, and solar system debris such as comets and asteroids. Students will explore these phenomena through inquiry, and a sequence of lab activities where they will make observations, analyze data, do research and problem solve in order to develop an understanding of how these forces of nature affect Earth. **Prerequisite:** *Algebra I or concurrent enrollment in Algebra I*

SCI5017 CHEMISTRY**Length 1 year, Credit 1**

Chemistry provides students an opportunity to develop an understanding of the fundamental topics in chemistry. These topics include the structure of matter, chemical bonding, reactions and equations, chemical nomenclature, numeracy skills, stoichiometry, gas laws, and molarity. This laboratory-oriented course will explore the themes of engineering design, earth's systems, modeling, patterns, change and constancy, and problem-solving. Recommended for Grades 11 & 12.

Prerequisite: Successful completion of Biology and Physical Science

SCI5007 COLLEGE PHYSICS**Length 1 year, Credit 1**

College Physics stresses basic concepts and unifying principles in physical science. This program is aimed at both future scientists and the college-capable student who will probably not study physics again. The range of topics studied in the first semester will include measurement, motion, and energy and its conservation. The second semester will encompass the study of wave theory. Topics used to explore this area include light, optics, sound, reflection, refraction, diffraction, interference, and fundamental aspects of electricity. ***Prerequisite: Successful completion of Physical Science and Algebra II***

SCI5005 ENVIRONMENTAL SCIENCE**Length 1 year, Credit 1**

Students will study threads of environmental information that can be woven into a vast planetary fabric of understanding. We will explore facets of our natural ecosystems, what they are, how they function, how balances are maintained, and how they evolve and change. A common theme of "cause and effect" will drive our studies. Students will be encouraged to investigate the personal and global benefits of environmental stewardship through the study of sustainable agriculture, the invaluable resource call Long Island Sound, and the social, economic and environmental aspects of having a source of clean, drinkable water. This course requires physical activity outdoors; comfort

with working with the soil and willingness to work as a team. ***Prerequisite: Biology***

SCI5009 EXERCISE SCIENCE**Length 1 year, Credit 1**

Exercise Science is designed for students interested in fields such as athletic training, physical therapy, medicine, fitness, exercise physiology, kinesiology, nutrition, and other sports medicine related fields. The course includes in-class exploration, guest speakers, and practical hands-on application in the following areas: muscle and skeletal anatomy, exercise physiology, biomechanics, applied kinesiology, fitness/conditioning/strength programs, nutrition and prevention, treatment, and rehabilitation of sports injuries. In addition, this course offers practical experiences with local sports medicine specialists. Each student will be required to shadow a fitness specialist in a health care environment. ***Prerequisites: Successful completion of Biology and Physical Science. Recommended for Grades 11, 12.***

SCI5011 FORENSIC SCIENCE**Length ½ year, Credit ½**

Forensic science is the application of a broad spectrum of sciences to answer questions of interest to the criminal justice system. This course covers, but is not limited to, crime scene evidence collecting, fingerprints, fibers analysis, blood, ballistics, and forensic DNA. Individual research and group projects will be a major component of this course. Each topic will be reinforced with laboratory experiments or inquiry-based activities. The course culminates with simulated crime scene investigation application activities. ***Recommended for Grades 10, 11 & 12***

SCI5018 HONORS CHEMISTRY**Length 1 year, Credit 1**

Honors Chemistry is a fast-paced and rigorous course designed for students with exceptional ability and interest in science. It is assumed that the student is highly motivated, able to read and process information independently, and is proficient in mathematical skills. Topics studied include structure of matter, chemical bonding,

reactions and equations, chemical nomenclature, stoichiometry, gas laws, and molarity. Emphasis is placed on developing chemical principles through laboratory investigations. Considerable attention is given to problem solving techniques and mathematical expression of the concepts studied. Students considering a career in science or anticipating taking an AP Chemistry course should enroll in this course. Recommended for Grades 11 & 12. ***Prerequisite: B- or better in both Algebra II and Honors Physical Science or a teacher recommendation from College Physical Science.***

SCI5021 MARINE ECOLOGY

Length ½ year, Credit ½

The major objectives of the course are to develop an appreciation for and a sound understanding of the "World Ocean" from a biological standpoint. Organisms from all the major marine phyla will be studied, as well as the ecological processes that impact these organisms. Laboratory activities using various marine types will be conducted to study biological relationships and ecological concepts. Specific areas of study will include taxonomy and classification, marine phyla, nutrient cycling, respiration, reproduction, symbiotic relationships, conservation/ preservation, ecological habitats and human impact. Delivery methods will include online/interactive activities, audiovisual materials, hands-on laboratory activities and class discussion. Laboratory activities and field trips to Barn Island Wildlife Management Area and the Mystic Aquarium will be conducted as time and weather allow. ***Prerequisite: Completion of Biology & Physical Science***

SCI5020 PHYSICAL OCEANOGRAPHY

Length ½ year, Credit ½

The major objectives of the course are to develop an appreciation for and a sound understanding of the "World Ocean" from a chemical, physical, and geological standpoint. Particular areas of study include hurricanes and water, the chemical nature of the water, navigation, waves, tides, currents, climate change, plate tectonics, and the ocean floor. Human impact on the oceans will also be discussed. Concept reinforcement will be

accomplished utilizing a variety of methods including computer models, online/interactive activities, audiovisual materials, class discussion, demonstration, hands-on activities and guest speakers. Field trips often include: Mystic Marinelife Aquarium, Barn Island Field Study, USCGA Research & Development Center and the International Ice Patrol. ***Prerequisite: Completion of Biology & Physical Science***

SCI5014 PRINCIPLES OF ENGINEERING

Length ½ year, Credit ½

Principles of Engineering is an honors levels survey of engineering. The course exposes students to some of the major concepts they might encounter in college-level engineering courses. Students will have an opportunity to investigate engineering and high tech careers. Students will have the opportunity to develop skills and understanding of concepts through hands-on activities and projects and problem-based learning. Students will hone their interpersonal skills, creative abilities, and problem solving skills based on engineering concepts. ***Prerequisite: Algebra II***

Social Studies

Program Description:

The curriculum in Social Studies offers a variety of courses in which students can gain insights into themselves as well as an understanding of the effect the past has on the present. Students will also look at the United States and its place in the world in relation to the economics, history, civics, and geography of other countries.

Graduation Competency

Students will attain proficiency in Social Studies and demonstrate the appreciation that knowledge in the field of Social Studies will have a positive influence on their future success.

SOC5009 9/11 AND THE AMERICAN MEMORY

Length ½ year, Credit ½

9/11 and American Memory is a semester-long course that will examine the 2001 terrorist attacks against the United States. Considerable time will be

spent on the 9/11 narrative – what happened and where, who was responsible, the lives lost, and those who helped others survive. We will also examine the country's immediate and long-term responses to the attacks. The course will conclude with a look at the various ways that 9/11 victims have been memorialized with special attention paid to the 9/11 Memorial and Museum in New York City.

SOC5016 ANCIENT HISTORY

Length ½ year, Credit ½

This course will begin by examining the origins of human civilization in the fertile crescent. Students will explore the civilizations of the Sumerians, Assyrians, Babylonians, and Phoenicians to understand both the complexity and organizational patterns of early man. Students will then learn about ancient civilizations that developed around the globe, including Ancient Greece, Ancient Rome, Ancient Maya, and Ancient China. The course will look at ancient government and politics, religion, social and class structure, as well as the cultural achievements of our ancient past.

SOC5002 AP AMERICAN GOVERNMENT (Fulfills state civics requirement)

Length 1 year, Credit 1

This course will give students an analytical perspective on government and politics in the United States and the world. The course involves both the study of general concepts used to interpret politics and the analysis of case studies. Study topics include Constitutional Underpinnings of United States Government; Political Beliefs and Behaviors; Political Parties, Interest Groups, and Mass Media; Institutions of National Government: The Congress, the Presidency, the Bureaucracy, and the Federal Courts; Public Policy; Civil Rights and Civil Liberties. It also provides a familiarity with the various institutions, groups, beliefs, and ideas that constitute political reality. The material is intended to correspond to at least one semester of college-level instruction. Students will take the AP exam in May. ***Prerequisite: A student needs a 1st semester average of 87 or better in an honors course OR a teacher recommendation. A***

student in any other course needs both a 1st semester average of 87 or better AND a teacher recommendation.

SOC5001 AP EUROPEAN HISTORY (UConn ECE)

Length 1 year, Credit 1

This course is designed for students in the sophomore, junior, and senior classes who have demonstrated the ability to write comparative and analytical essays. Students should be able to differentiate economic, social, and political arguments as well. The course is designed to give students a college level background in European history from the Renaissance to the present. The course helps students analyze and interpret primary sources, including documentary materials, maps, statistical tables, and pictorial and graphic evidence of historical events. Students will take the AP exam in May. Successful completion of this course earns the student six transferrable undergraduate credits for HIST1400 through UConn's Early College Experience program. ***Prerequisite: A student needs a 1st semester average of 87 or better in an honors course OR a teacher recommendation. A student in any other course needs both a 1st semester average of 87 or better AND a teacher recommendation.***

SOC5003 AP PSYCHOLOGY

Length 1 year, Credit 1

This course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They will also learn about the ethics and methods psychologists use in their science and practice. Students will take the AP exam in May. ***Prerequisite: A student needs a 1st semester average of 87 or better in an honors course OR a teacher recommendation. A student in any other course needs both a 1st semester average of 87 or better AND a teacher recommendation.***

SOC5005 AP U. S. HISTORY

Length 1 year, Credit 1

AP US History is a challenging, yearlong survey course in American history; it is meant to be the equivalent of a freshman college course. Students will be challenged to become apprentice historians and give meaning to the multitude of names and events of America's past through interpreting, evaluating, and analyzing various sources. A willingness to devote considerable time to homework and study are necessary to succeed. A college textbook is the main text with a weekly reading assignment of approximately 15-20 pages. Additional readings will also be assigned on the historical period being examined. ***Prerequisite: A student needs a 1st semester average of 87 or better in an honors course OR a teacher recommendation. A student in any other course needs both a 1st semester average of 87 or better AND a teacher recommendation.***

SOC5006 CITIZENS IN ACTION (Fulfills state civics requirement)

Length ½ year, Credit ½

This is an interactive course dealing with the study of American civics. Students will understand the rights and responsibilities of being an American citizen and the need for participation in all levels of government in the 21st century. They will explore issues that have an impact on modern American life. Students will be actively engaged in learning how constituents and government interact to influence public policy. This course will include attendance at town meetings and may also engage guest speakers to discuss how the government impacts individual and community life.

SOC5000 EUROPEAN HISTORY

Length 1 year, Credit 1

This course will examine the nature of change over time from the beginning of the Medieval period through the Modern era. The major points of the course will be the emergence of a unified European culture after the disintegration of the Roman Empire, the emergence and impact of a trade economy during the Medieval era, the intellectual and religious changes wrought by the Renaissance,

and the development of modern political, economic, and social constructs that accompanied the rise of the middle class during and after the Enlightenment, and French and Industrial Revolutions. Particular attention will be devoted to the manner in which socio-economic forces and changing belief systems have influenced individual and collective behavior in European societies.

SOC2002 EUROPEAN HISTORY HONORS

Length 1 year, Credit 1

This course will examine the nature of change over time from the beginning of the Medieval period through the Modern era. It is designed for students willing to devote extra time and energy to the intense study of history, as well as writing a number of essays based on historical topics. The major points of the course will be the emergence and impact of a trade economy during the Medieval era, the intellectual and religious changes wrought by the Renaissance, and the development of modern political, economic, and social constructs that accompanied the rise of the middle class during and after the Enlightenment, and French and Industrial Revolutions. Particular attention will be devoted to the manner in which socio-economic forces and changing belief systems have influenced individual and collective behavior in European societies. ***Prerequisite: A student needs a 1st semester average of 87 or better in an honors course OR a teacher recommendation. A student in any other course needs both a 1st semester average of 87 or better AND a teacher recommendation.***

SOC2005 HONORS EARLY AMERICAN HISTORY

Length ½ year, Credit ½

This honors-level course is an introduction to the history of America from pre-Columbian times through the War of 1812. Topics of study include the diverse Native American communities before European colonization, the colonial experience in the 13 British colonies; the American Revolution, the Constitution and the new Republic, and the War of 1812. Students will build essential skills, such as document analysis and essay writing, to prepare them for a range of AP history and social science coursework during high school.

Prerequisite: A student needs a 1st semester average of 87 or better in an honors course OR a teacher recommendation. A student in any other course needs both a 1st semester average of 87 or better AND a teacher recommendation.

SOC2003 HONORS GREAT MOVEMENTS I

Length ½ year, Credit ½

This honors level course of the sixties will examine the mood of change and protest that characterized the turbulent decade. We will begin our examination of this time period by first looking at the 1950s when conformity seems to be the order of the day. The semester will conclude with an in-depth study of the country's deepening involvement in the Vietnam War. ***Prerequisite: A student needs a 1st semester average of 87 or better in an honors course OR a teacher recommendation. A student in any other course needs both a 1st semester average of 87 or better AND a teacher recommendation.***

SOC2004 HONORS GREAT MOVEMENTS II

Length ½ year, Credit ½

This honors level course of the sixties will examine the mood of change and protest that characterized the turbulent decade. We will launch with a study of the Civil Rights Movement and the goal of securing equal rights for all Americans. The semester will conclude with a look at civic activism in the 1960s. This "culture of protest" included the Free Speech Movement, resistance to the Vietnam War, and the counterculture, feminist movement, Chicano Movement, the American Indian Movement, and Gay/Lesbian Movement. ***Prerequisite: A student needs a 1st semester average of 87 or better in an honors course OR a teacher recommendation. A student in any other course needs both a 1st semester average of 87 or better AND a teacher recommendation.***

SOC1001 HONORS MODERN WORLD HISTORY

Length 1 year, Credit 1

In this honors course, students will examine culture, conflict and change as it relates to political and social interactions across the globe. We will emphasize diversity, human rights and social

injustice of developing and first world nations. We will explore how geographic connections play a part in political and social development; and we will gain insight as to how the world adapted to advancement in science and technology. In the end, students will have a broad understanding of global development over the last few centuries.

Prerequisite: Teacher Recommendation

SOC1000 MODERN WORLD HISTORY

Length 1 year, Credit 1

In this course, students will examine culture, conflict and change as it relates to political and social interactions across the globe. We will emphasize diversity, human rights and social injustice of developing and first world nations. We will explore how geographic connections play a part in political and social development; and we will gain insight as to how the world adapted to advancement in science and technology. In the end, students will have a broad understanding of global development over the last few centuries.

SOC5012 PHYSICAL GEOGRAPHY

Length ½ year, Credit ½

This course is designed to study major land and water masses of the world and will include man's knowledge of how land and water formations influenced cultural development. The physical aspects of the earth will be used to show how such factors affected the economy of the human race. Topics include the geographers tools, water and landforms, climate and vegetation, people and places, and the physical geography of the United States.

SOC5008 SOCIAL PSYCHOLOGY

Length ½ year, Credit ½

This course will explore various aspects of human behavior as it is shaped through genetic and environmental influences. Major topics of study include perception, consciousness and the brain, human development, personality theory, and the nature of leadership and conformity. This course is designed to help students identify patterns of behavior in themselves and others, especially the way these patterns affect the flow of daily life.

SOC5011 STONINGTON HISTORY**Length ½ year, Credit ½**

This course is a survey of the history of New England with a focus on Connecticut. The course also consists of an in-depth study of the Town of Stonington's history. Guest speakers and field trips to local museums will be important components of the course, and students will be expected to complete a local area project.

SOC5013 US CONSERVATION AND PRESERVATION**Length ½ year, Credit ½**

US Conservation and Preservation provides a hands-on experiential learning experience through the exploration of the history of the US Conservation movement from its infancy to the present day. From land and resource law to grass root efforts to preserve open spaces and natural settings for posterity, US Conservation and Preservation will explore the past, present, and future of the movement in the classroom and in the environment around us. Applying lessons from the past to conservation efforts being made in our area, this course is far more than a history class, it is an opportunity to actually apply the forward-thinking practices of the past in our world today.
Prerequisite: Successful completion of Modern World History.

SOC3003 US HISTORY: CHALLENGES, CHANGES AND ENDURING ISSUES**Length ½ year (2nd Semester), Credit ½**

Watergate. Reaganomics. The Persian Gulf War. 9-11. The "Bailout". These foreign and domestic events were experienced by the United States from the 1970s into the 21st century. During the last 50 years, a changing world has led to new challenges thrust upon the United States at home and abroad.

SOC3004 US HISTORY: GLOBAL WARS**Length ½ year (2nd Semester), Credit ½**

European conflicts sparked World War I. Despite efforts to remain neutral, events finally led US involvement. The fragile peace established by the Treaty of Versailles did not stop the rise of dictators and totalitarian governments in the 1930s. Soon, events in both Europe and Asia sparked a second

world war, and the United States played a decisive role in fighting it. In the aftermath of World War II, a conflict that came to be known as the Cold War developed between the Communist Soviet Union and the United States for power and influence around the globe.

SOC3002 US HISTORY: PROSPERITY AND DEPRESSION**Length ½ year (1st Semester), Credit ½**

The United States enjoyed tremendous prosperity during the 1920s, but overlooked were significant weaknesses, which triggered the Great Depression. President Herbert Hoover did little to revive the faltering economy. His successor, Franklin Delano Roosevelt, and his response – the New Deal – changed the country in ways that left a permanent mark on the government and society.

SOC3000 US HISTORY: THE EMERGENCE OF THE MODERN UNITED STATES**Length ½ year (1st Semester), Credit ½**

During the late 1800s, the United States emerged as a world power and its influence expanded into foreign countries. Presidents Theodore Roosevelt, William Taft, and Woodrow Wilson increased US trade and influence around the globe, especially in Latin America. While the country became involved in international affairs, a reform movement had developed among middle-class citizens that campaigned for political and social reforms through government action.

SOC3001 US HISTORY: THE GILDED AGE**Length ½ year (1st Semester), Credit ½**

The Gilded Age encompasses the so-called "Wild West", the "New" South, mass immigration, industrialization, violent labor conflict, transformative new technologies, and explosive urban growth. In short, this era created the foundation for the modern United States.

SOC5010 WOMEN'S STUDIES**Length ½ year, Credit ½**

This course offers an introduction to Women's and Gender Studies that explores critical questions about the meaning of gender in society. The

primary goal of this course is to familiarize students with key issues, essential questions and understandings, both historical and current. This course will analyze themes of gender performance and power in a variety of themes (law, culture, education, workforce, social, and family).

Special Education

Program Description:

Special education services are offered to students who meet the criteria defined by the Individuals with Disabilities Education Act (IDEA) and have an active Individual Education Plan (IEP). A continuum of services is offered to students who qualify for special education. Services range from the least restrictive, mainstreamed courses monitored by special education staff, and inclusionary classes with a regular education and special education staff, to self-contained programs within the building. Work study programs and counseling services, both individual and group, are provided by the social worker and the school psychologist.

CLINICAL LAC

The CLAC program is primarily a support service for students who have been identified through the PPT process as needing assistance in their academic classes due to a documented emotional disability, as defined by the Individuals with Disability Act (IDEA). Students can receive support in all academic areas as well as learn compensatory therapeutic strategies in an effort to minimize their learning differences. It is the goal of the CLAC to help these students become independent learners through the process of becoming self-aware of how their emotional difficulties affect them and how to advocate for what they need to be successful. Self-advocacy skills will be modeled and students will be steered towards taking responsibility for their own learning by speaking, and acting in their own best interest.

COMMUNITY CLASSROOM WORK STUDY PROGRAM

The Community Classroom is a transition program for Stonington High School students with an IEP that

provides them with vocational training in their own community. Students work in a variety of sites under the supervision of a special education teacher or job coach with the goal of learning soft skills of employment in an authentic learning environment. Tasks are assigned based on student interests/needs. Placements are typically once per week, either morning or afternoon for 2-3 months, based on student schedule/needs. Students must be recommended by their Program Manager. Placements are based on availability.

TLC

The TLC program is primarily a self-contained program for students who have been identified through the PPT process as having significant disabilities. Individual Educational Plans include student specific goals for reading and math, focusing on functional skills. A life skills component, (possible units of study may include banking, shopping, cooking, safety and job skills), is also a part of the program. Students are involved in inclusive classes as their schedule permits. As determined through the PPT process, TLC students may also access services provided by the speech language pathologist, school psychologist or social worker. Short-term work-study experiences may also be included in the TLC program

LEARNING ADVANCEMENT CENTER

The Learning Advancement Center is an inclusionary resource/tutoring center for both regular and special education students who wish to improve their learning. The LAC offers small group support to remediate skill weaknesses in all subjects. Mini lessons in note taking and test taking strategies may also be available through LAC. The LAC also provides help for those who have fallen behind or missed school due to illness. Transfer students may also use LAC until they are caught up and prepared to enter their classes. Some students may use GradPoint, part of our curricula for Alternative High School. GradPoint is a computer based instructional system. The system incorporates instructional strategies for skill development with real-life applications as well as develops critical thinking skills. The LAC is available

to any student who wants to catch up on or accelerate his or her learning.

Technology Education

Program Description:

The Technology Education program provides students the opportunity to explore, understand, and use a variety of different technologies, all of which have a powerful place in our lives. Topics range from communication technologies to construction. The courses offer a useful balance of theoretical and hands-on learning and allow students to explore possible career fields.

Graduation Competency

Students will demonstrate technological literacy by demonstrating proficiency in a problem solving technology driven curriculum that models real world situations.

TECH5015 ADVANCED ROBOTICS

Length ½ year, Credit ½

This project based semester-long course explores Arduino Systems. Students use Arduino Uno, a programmable circuit board, to prototype and experiment with electronics. The course includes tutorials to learn the basics of programming microcontroller and student-directed projects to fit students' personal interests. ***Prerequisite: Successful completion of Robotics II or Programming***

TECH5013 AP COMPUTER SCIENCE A

Length 1 year, Credit 1

Using the Java language, students explore in-depth work with text files and arrays, abstract data types, recursion, searching and sorting algorithms, and program efficiency. Examination of specified class behaviors, interrelated objects, and object hierarchies are studied. Students may elect to take the A version of the Advanced Placement Computer Science exam upon completion of this course.

Prerequisite: Programming with a final exam grade of A- or better.

TECH5003 CAD

Length ½ year, Credit ½

This course exposes students to three-dimensional solid modeling. Students will be introduced to basic mechanical drawing theory, after which they will recreate real-world objects with Solidworks an industry-standard application. ***Recommended for Grades 10, 11, 12***

TECH5004 CAD II

Length ½ year, Credit ½

CAD II picks up where CAD I left off. Students will be introduced to 3D adaptive manufacturing, architectural design, and a self-guided study into a field of engineering of their interest. Throughout the year students will be creating drawings and prototypes showing their understanding of drafting, engineering, and design. ***Prerequisite: A C- or better in CAD I. Recommended for Grades 11, 12***

TECH5005 DIGITAL PHOTOGRAPHY I

Length ½ year, Credit ½

This course will allow students the opportunity to explore the world of digital photography. Students will be taught the basic concepts and practice of digital picture taking, including understanding and use of the camera. (Digital and Cell phone). The course will also address aesthetic principles as they relate to composition, space, exposure, light and shadow, and intent. Students will develop a solid foundation in the basic of Adobe Photoshop techniques and use varied technologies to archive images and develop a final portfolio slide show. Students should come prepared with either a digital camera or a cell phone equipped with an embedded camera. (Batteries should be charged for each class), as well as a portable flash drive. Foundation of Art strongly suggested.

TECH5006 DIGITAL PHOTOGRAPHY II

Length ½ year, Credit ½

Students in this course further their study of digital photography techniques and explore real life practices where digital photography is embedded. For instance, fashion shoots, food advertising, etc. Advanced Photoshop skills will be taught throughout the digital photography part of this

course. However, students will be expected to complete independent work out of the classroom on a regular basis including the study and research of an established photographer. Students will create a final photographic portfolio unique to their genre of interest. The use of digital storage filing systems, as well as digital documentation sites and hand written journaling will be required. Students should come prepared with either a digital camera or a cell phone equipped with an embedded camera, as well as a portable flash drive.

Prerequisite: *Digital Photography I.*
Recommended for Grades 11 & 12.

TECH5017 PIPELINE MANUFACTURING I

TECH5018 PIPELINE MANUFACTURING II

Length: ¼ year each, Credit ½ each

Manufacturing is a Youth Manufacturing Pipeline Initiative program course to familiarize students with the basic mechanic and manufacturing skills and knowledge required for new hires as an entry level employee in a manufacturing or related field. The course will convey basic trade knowledge, workplace skills, and production readiness. The Youth Manufacturing Pipeline Initiative (YMPI) is a collaboration between Stonington High School, the Eastern Workforce Investment Board (EWIB), Three Rivers Community College (TRCC), and employers. This course is open to seniors who are interested in a career in manufacturing to provide them with skills aligned to the hiring needs of employers. Safety glasses and closed-toed shoes are required. In addition, three mandatory Saturday classes will be held during the semester. Students need to complete both courses and pass a skill assessment given by YMPI to earn up to 12 college credits and attain preferred hiring status at many manufacturing companies in Eastern Connecticut.

Prerequisite: *Wood Technology I or CAD I; concurrent registration in Vocational Math or higher*

TECH5012 PROGRAMMING

Length 1/2 year, Credit 1/2

This course introduces the basic principles of structured programming and provides an overview of programming within the context of an object-

oriented language, via a visual approach. Topics covered include fundamentals of the JavaScript programming language, simple and structured data types, control statements, functions, arrays, and objects. Emphasis is placed on developing effective problem-solving techniques through individual projects. **Prerequisite:** *Completion of Algebra 1*

TECH5011 PUBLICATIONS

Length 1 year, Credit 1

Students in this course will be responsible for the design and publication of the *Pawmystonian* yearbook. They must have the ability to meet strict deadlines as they integrate skills in many areas. In the area of technology, they will use scanning and digital photography. They will take and crop photos; write captions and articles; edit and proof their pages. They will be involved in the process of marketing the book and be responsible for obtaining ads to defray the cost of the publication. They will interact with the school community and local businesses as well as an actual publishing company and a photography studio. Each student will be responsible for all aspects of design and creation of several yearbook pages. These responsibilities may require time during and after school.

TECH5009 ROBOTICS I

Length ½ year, Credit ½

This semester-long course explores a variety of robotic systems. Students work with Lego EV3 Robotics kits to learn about mechanical systems, graphical programming language for EV3, logic, motion systems, motor control, sensors, loops, thresholds, timers, and gear ratios. This is a project-based course and students will work in teams to participate in a number of robotic challenges.

TECH5010 ROBOTICS II

Length ½ year, Credit ½

This semester-long project-based course builds on the concepts learned in Robotics I. Students learn RobotC programming language to program EV3s to complete robotics challenges. **Prerequisite:**

Robotics I

TECH5000 VIDEO PRODUCTION I

Length ½ year, Credit ½

Video Production I is an introductory course that familiarizes students with all aspects of creating videos including storyboarding, lighting, camera operation, and editing. Students will learn how to use Adobe Premiere Pro software to edit various types of videos including movie trailers and montages. Upon completing the course, students will have a solid foundation in video and film production techniques that are used by production companies, broadcast networks, the motion picture industry, and YouTube bloggers. This class is for students interested in careers in Video Production, and Multimedia Video Production.

TECH 5001 VIDEO PRODUCTION II

Length ½ year, Credit ½

Students in Video Production II will build on the foundational skills learned in Video Production I by creating high-end, state-of-the-art videos, news packages, short films, music videos, and other advanced video productions. Students will combine their writing and directing skills with videography and technical skills to produce, program, and even feature in quality news reporting for broadcast on the high school's BLTV. Students will further their study of scriptwriting, pre-production planning, post-production editing in addition to honing their research skills and interviewing skills in front of the camera. Students will finish the class with a substantial portfolio which includes news packages, commercials, music videos, and short films.

Prerequisite: A C- or better in Video Production I. Recommended for grades 10, 11, 12.

TECH5007 WOOD TECHNOLOGY I

Length ½ year, Credit ½

This course is an introduction to hand and power tool operation as related to the woodworking industry. Projects are introductory in nature and emphasize the safe use and techniques of hand tool and select power tool operations. Students will complete four projects over the semester which include but are not limited to a nameplate, a birdhouse, a boomerang, and a basic box. Students will leave this course with a solid foundation of

using basic woodworking tools as well as working safely in the woodshop.

TECH5008 WOOD TECHNOLOGY II

Length 1 year, Credit 1

This course offers an in-depth study of the construction fields. Students will learn to interpret, organize, and investigate current technologies in construction, such as blueprint reading, tool and personal safety, construction trades, planning construction projects, construction management, residential and commercial structures. During the first semester, students will be required four projects assigned by the instructor. During the second semester, students choose their own projects with the instructor's approval.

Prerequisite: A C- or better in Wood Technology I and CAD I with instructor approval. Recommended for Grades 11, 12.

World Language

Program Description:

The World Languages program at Stonington High School offers students the opportunity to become proficient in speaking and writing in two languages, Spanish and French. Students engage in meaningful and authentic activities while immersed in the target language. Students not only gain proficiency, but become global citizens who understand and appreciate diverse cultures.

Students who have demonstrated intermediate mid-level of proficiency in reading, writing, speaking and listening will be awarded the Seal of Biliteracy by their senior year.

Graduation Competency

Students will demonstrate proficiency in one language other than his/her native language by successfully completing at least one year study of the language and culture of one world language: French or Spanish.

WL5007 FRENCH I**Length 1 year, Credit 1**

French I develops students' proficiency based on the ACTFL World Readiness Standards. Students will begin to communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. As novice level students, they will learn introductory phrases and expressions and begin to recognize words and conjugated verbs when reading and listening. Students will be able to write about familiar topics using words, phrases and simple sentences. Level I students will increase their proficiency in interpersonal, interpretive, and presentational modes of communication, based on the five goal areas of Communication, Cultures, Connections, Comparisons, and Communities.

WL5008 FRENCH II**Length 1 year, Credit 1**

French II develops students' proficiency based on the ACTFL World Readiness Standards. Students will be able to write briefly about most familiar topics and present information using a series of simple sentences. They will be introduced to short readings and understand the main idea of authentic texts. Level II students begin to narrate in both present and past times in writing and in conversations. Level II students will increase their proficiency in Interpersonal, Interpretive, and Presentational modes of communication, based on the five goal areas of Communication, Cultures, Connections, Comparisons, and Communities.

Prerequisite: Successful completion of French I or 8th Grade French

WL5009 FRENCH III**Length 1 year, Credit 1**

French III further develops students' proficiency based on the ACTFL World Readiness Standards. As Intermediate level students, they begin to create with language, writing in sentences and short paragraphs, access a variety of authentic texts, and focus on narrating in both present and past times. Level III students will increase their proficiency in Interpersonal, Interpretive, and Presentational modes of communication, based on the five goal

areas of Communication, Cultures, Connections, Comparisons, and Communities. ***Prerequisite:***

Successful completion of French II

WL5010 HONORS FRENCH III**Length 1 year, Credit 1**

French III Honors further develops students' proficiency based on the ACTFL World Readiness Standards. As Intermediate level students, they begin to create with language, access a variety of authentic texts, and focus on narrating in both present and past times. Level III Honor students will increase their proficiency in Interpersonal, Interpretive, and Presentational modes of communication, based on the five goal areas of Communication, Cultures, Connections, Comparisons, and Communities. ***Prerequisite: A student needs a first semester average of 87 or better in French II OR a teacher recommendation.***

WL5011 FRENCH IV**Length 1 year, Credit 1**

French IV further develops student's proficiency based on the ACTFL World Readiness Standards. As solid Intermediate High level students, they communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. Level IV students read from a variety of authentic texts, including *Les Miserables* and *The Little Prince*. They communicate daily in the target language and participate in conversations about current events, experiences, art, and topics they have researched. They make presentations using past, present and future narration and write about a variety of topics. Level IV students will increase their proficiency in Interpersonal, Interpretive, and Presentational modes of communication, based on the five goal areas of Communication, Cultures, Connections, Comparisons, and Communities. ***Prerequisite: A student needs to successfully complete French III or French III Honors.***

WL5012 HONORS FRENCH IV**Length 1 year, Credit 1**

French IV Honors further develops student's proficiency based on the ACTFL World Readiness

Standards. As solid Intermediate High level students, they communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. Level IV Honor students read from a variety of authentic texts, including *Les Miserables* and *The Little Prince*. They communicate daily in the target language and participate in conversations about current events, experiences, art, and topics they have researched. They make presentations using past, present and future narration and write about a variety of topics. Level IV students will increase their proficiency in Interpersonal, Interpretive, and Presentational modes of communication, based on the five goal areas of Communication, Cultures, Connections, Comparisons, and Communities. ***Prerequisite: A student needs a first semester average of 87 or better in French III or French III Honors OR a teacher recommendation.***

WL5013 CONVERSATIONAL FRENCH HONORS

Length 1 year, Credit 1

This course is designed to be a capstone experience for language students that provides an opportunity to use the language in authentic ways in order to develop students' proficiency based on the ACTFL World Readiness Standards. Students will review skills and grammatical concepts from the previous years and learn more advanced skills in order to increase their communication abilities. Students will engage in a variety of communicative activities, such as participating in debates based on contemporary issues in the target culture, cooking authentic recipes, and discussing short stories. Students will be able to use the language in real life situations and hone their skills in the Interpersonal, Interpretive, and Presentational modes through a communicative approach. ***Prerequisite: Successful completion of French IV, French IV Honors***

WL5000 SPANISH I

Length 1 year, Credit 1

Spanish I is designed for students who have not previously studied Spanish. Students will begin the journey to building proficiency based on the ACTFL World Readiness Standards. Level I students will communicate with very familiar topics to increase

their proficiency in Interpersonal, Interpretive, and Presentational modes of communication. As novice level students, they will learn introductory phrases and expressions and begin to recognize words and phrases when reading and listening. Students will be able to write about familiar topics using words, phrases and simple sentences. This course will prepare students for all skill areas and success in Spanish II.

WL5001 SPANISH II

Length 1 year, Credit 1

Spanish II develops students' proficiency based on the ACTFL World Readiness Standards. At Level II, students will communicate and exchange information on familiar topics. Level II students will increase their proficiency in Interpersonal, Interpretive, and Presentational modes of communication by expanding vocabulary and concepts. Students will be able to write briefly about most familiar topics and present information using a series of simple sentences. They will be introduced to short readings and understand the main idea of authentic texts. Level II students begin to narrate in both present and past times in writing and in conversations. ***Prerequisite: Successful completion of Spanish I or 8th grade Spanish.***

WL5002 SPANISH III

Length 1 year, Credit 1

Spanish III continues to develop proficiency based on the ACTFL World Readiness Standards. As Intermediate level students, they begin to create with language, access a variety of authentic texts, and focus on narrating in both present and past times. Students work in all modes of communication, based on the five goal areas of Communication, Cultures, Connections, Comparisons, and Communities. ***Prerequisite: Successful completion of Spanish II.***

WL5003 HONORS SPANISH III

Length 1 year, Credit 1

Spanish III Honors develops students' proficiency based on the ACTFL World Readiness Standards. As Intermediate level students, they begin to create with language, access a variety of authentic texts,

and focus on narrating in both present and past times. Level III Honors students will increase their proficiency in Interpersonal, Interpretive, and Presentational modes of communication, based on the five goal areas of Communication, Cultures, Connections, Comparisons and Communities.

Prerequisite: A student needs a first semester average of 87 or better in Spanish II OR a teacher recommendation.

WL5004 SPANISH IV

Length 1 year, Credit 1

Spanish IV develops students' proficiency based on the ACTFL World Readiness Standards. As solid Intermediate level students, they communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. Level IV students read from a variety of authentic texts, from newspapers to delve into social and environmental issues to literature and music. They communicate daily in the target language and participate in conversations about current events, experiences, art, and topics they have researched. They make presentations using past, present and future narration and write about a variety of topics. Level IV students can participate with ease as they use the language to further their understanding of Cultures, Connections, Comparisons, and Communities. ***Prerequisite: Successful completion of Spanish III.***

WL5005 HONORS SPANISH IV

Length 1 year, Credit 1

Spanish IV Honors develops students' proficiency based on the ACTFL World Readiness Standards. As solid Intermediate mid-level students, they communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. Level IV Honors students read from a variety of authentic texts, from newspapers to delve into social and environmental issues to

literature and music. They communicate daily in the target language and participate in conversations about current events, experiences, art, and topics they have researched. They make presentations using past, present and future narration and write about a variety of topics. Level IV Honors students will increase their proficiency in Interpersonal, Interpretive, and Presentational modes of communication, based on the five goal areas of Communication, Cultures, Connections, Comparisons and Communities. ***Prerequisite: A student needs a first semester average of 87 or better in Spanish III or Spanish III Honors OR a teacher recommendation.***

WL5006 CONVERSATIONAL SPANISH V (UConn ECE)

Length 1 year, Credit 1

This course is designed to be a capstone experience for language students that provides an opportunity to use the language in authentic ways in order to develop students' proficiency based on the ACTFL World Readiness Standards. Students will read and discuss current events, literature, and engage in debates and daily conversations. Students will gain an in-depth development of speaking skills through cultural readings, group discussions and oral presentations on selected topics concerning the Spanish-speaking world. Students will engage in a variety of communicative activities, such as participating in debates based on contemporary issues in the target culture, cooking authentic recipes, and discussing short stories, films and novels. Students will be able to use the language in real life situations and hone their skills in the Interpersonal, Interpretive, and Presentational modes through a communicative approach. Upon successful completion of this course the student will earn three UConn credits. ***Prerequisite: A student needs a first semester average of 87 or better in Spanish IV or Spanish IV Honors OR a teacher recommendation.***

CO-CURRICULAR OPPORTUNITIES

Students are encouraged to participate in the various sports and clubs at Stonington High School. Students should choose a minimum number of activities so that the most time students must meet the following co-curricular eligibility:

CO-CURRICULAR ELIGIBILITY

The Board of Education recognizes the value of extra class programs in the well-rounded education of its students. Because classroom learning is of primary importance however, the following scholastic requirements must be met by any student participating in an extra class activity as defined herein.

1. A student cannot at any time participate unless he/she is taking a minimum of six (6) units of work or the equivalent and maintaining a 2.0 GPA.
2. A student cannot at any time participate unless he/she is passing a minimum of four (4) units of work or the equivalent (in subjects for which he/she has not previously received credit).
3. Marking period grades are to be used in determining eligibility. Eligibility or ineligibility status is determined on the day that report cards are distributed to students.
4. Incomplete grades are not to be considered as passing grades. If a student makes up an incomplete grade or grades within ten (10) school days after report cards are issued he/she can then be declared eligible.
5. To be eligible for fall activities, a student must receive a final passing mark in a minimum of four (4) subjects or their equivalent for which he/she has not previously received credit. Year-end failures may be made up through successful completion of approved summer school work. Additionally the student must have a 2.0 GPA from fourth quarter of the previous school year.
6. Any student who is suspended from school for any reason is ineligible to participate in any extracurricular activity until his/her return to school.
7. Students absent from school on a regular school day shall not participate in any co-curricular activity until their return to school. This is not applicable if the student has been excused from a class or classes by school authorities and received clearance from the office to participate in the co-curricular activity.
8. Students tardy to school must report prior to 8:53 A.M. with a valid excuse identifying the emergency situation and signed by a parent/guardian to be eligible to participate in co-curricular activities. Students arriving after 8:53 A.M. must have a doctor's note or other documentation specifying why the student arrived after this time.
9. Situations not covered by this policy will be reviewed by the principal and Superintendent of Schools.
10. All students in leadership roles— whether in the Student Government (on an athletic team) or in some other school organization— should understand fully that they are subject to dismissal from those positions if they do not maintain the standards of scholarship, leadership, service, and character that were used as the basis of their selection. While students accrue considerable prestige and valuable experience by participating in school activities in a leadership capacity, they also incur significant responsibility to serve as a positive role model within the learning community. As such, they are expected to show good judgment at all times. Depending on the nature of the problem, students may be warned that they are at risk of dismissal, or they may be dismissed immediately.

ALLIANCE FOR ACCEPTANCE

Our mission is to educate Stonington High School students and community regarding LGBTQ issues and to foster a safe and welcoming environment for all. We meet once a week during Activity Block for discussions and planning of events such as the annual Pride Jam concert and the True Colors Conference at the University of Connecticut.

ART CLUB

Stonington High School Art Club is an opportunity for students to extend their visual arts experiences, develop their artistic skills and express their creativity beyond the classroom. Throughout the year, students will work collaboratively on service activities in and out of the high school environment. Art Club also serves as an outlet for students to meet others with similar interests while developing understanding and appreciation for the arts.

COMMUNITY SERVICE CLUB

The Community Service Club (formerly Environmental Awareness Club) offers students the opportunity to work individually or on teams to support fund raising activities, interact with the community, etc. The idea is to allow students to choose the type of activity they are interested in and to share their ideas with/recruit other club members. Examples of activities have been participation in Walk for Life, beach clean-ups, visiting nursing homes, etc.

DEBATE TEAM

This club provides students the opportunity to learn the fundamentals of structuring, sourcing, and of course debating a wide variety of topics and arguments. The Debate Team will motivate students to stay current on important issues relevant in the United States and the world today. The SHS Debate Team spends time preparing for Connecticut's annual Civics First High School Debate.

DECA

DECA is a club for marketing students and/or students interested in pursuing a career in business. DECA students work and manage the school store, the Bear Cage, during X-Block. Students are responsible for ordering supplies and designing merchandise that is available for purchase in the Bear Cage. Students learn valuable on-the-job work skills including time management, money management, inventory control, the operation of a cash register, sales, and customer service.

DRAMA

Participation in the Broad Street Bears is open to all students of the high school. Two productions are presented each school year. Meetings and rehearsal times are in the evenings. Involvement in this activity develops skills that are valuable in virtually any career.

FBLA

Future Business Leaders of America is a non-profit organization that provides benefits to the community and helps prepare students for business related careers. FBLA is comprised of students enrolled in Personal Finance II, Financial Banking, and Financial Banking Honors. FBLA students compete in state and national competitions, conduct fundraisers, attend conferences, award scholarships, and make donations to local causes. Students learn what it takes to run a business through hands on experience running our annual golf tournament.

HELPING HAITI

Students fundraise and collect items to support HELO orphanage in Haiti and a preschool in Peru.

HISTORY DAY

In History Day, students select a historical topic of interest related to an annual theme. Students then create a project for a regional competition in March.

LINK CREW

Link Crew is an organization consisting of juniors and seniors that welcome freshmen and make them feel comfortable throughout the first year of their high school experience. As positive role models, Link Leaders are motivators, leaders and teachers who guide the freshmen to discuss what it takes to be successful during the transition to high school and help facilitate freshman success. Link Crew provides the structure for freshmen to

receive support and guidance from juniors and seniors who have been through the challenges that high school poses, and understand that the transition to a larger school can sometimes be overwhelming

MATH TEAM

The Stonington High School Math Team is a competitive organization of math-minded students who enjoy competing with other high school math teams in an organized fashion. Math Team members travel to other high schools to compete with their peers in Math “meets.” Meets are scored and rankings are maintained similar to interscholastic athletic competition. Although there is an unmistakably academic focus to the organization, serious competition is punctuated with the enjoyment of socializing with other students and competing in an academic setting under controlled conditions.

NATIONAL ART HONOR SOCIETY

The National Art Honor Society has a membership of creative and involved students. Members plan field trips, exhibits, and dinners to expose friends and fellow students to art in New England. Media workshops and drawing sessions, with a live student model, are held twice a month. A social, educational organization to encourage the continued growth in the arts, the National Art Honor Society was founded by the National Art Education Association. Stonington High School's chapter of the group was started in 1987. A full slate of student officers organizes activities for the year. Art history, videos, and music are often provided during the activities. Student artists receive the national newspaper and notices about national workshops and scholarships.

SCHOOL NEWSPAPER

The *Brown & White* is a student newspaper concerned with reporting various current events germane to the high school, community, and the world-at-large. Any student interested and willing to learn more about news writing, newspaper design and production, art, and photography will be given the opportunity to perform on the staff. Shortly after the start of school in September, work on the first issue will commence.

SOCIETE HONORAIRE DE FRANCAIS

The French Honor Society or *Societe Honoraire de francais* is open to all students in the third semester or higher of study. It provides an opportunity to recognize outstanding scholarship in the study of French language through selection for membership. Eligibility requirements are as follows: Semester grade of "A-" or above in French; average of "A-" or above over last three semesters of French; average of "B-" in all other courses over 1st three semesters. Recognition of membership may include the placement of a special seal on the graduate's diploma, the wearing of a tri-colored cord at graduation, and the right to wear the official emblem/pin of the honor society. The chapter provides a vehicle for focusing activities around French language and literature and also for encouraging member participation in the annual writing contest as well as apply for the annual travel grants. In addition, there is the opportunity for students to experience leadership in serving as officers, directing the initiation ceremony and/or leading other chapter events.

SOCIEDAD HONORARIA HISPANICA: SHS PURA VIDA CHAPTER

Purpose of the Society:

The purpose of the Society is to recognize high achievement in Spanish by students of Stonington High School and to promote the learning of Spanish, educate students about Spanish and Latin American culture, and provide community service at the local, regional, and global level. The Society will provide students the opportunity to commit to the World-Readiness Standards for World Languages and proficiency in a second language. Students will “use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world while setting goals and reflecting on their progress in using languages for enjoyment, enrichment, and advancement.” Students will have an opportunity to increase their proficiency level and demonstrate their cultural competency through the Society.

Expectations of members:

Members are asked to commit to becoming a lifelong learner and culturally competent global citizen, attend 2 meetings per month, maintain an overall G.P.A. of 3.5, show academic integrity and character and engage in at least 10 hours of community service at the local, regional, or global level.

STUDENT GOVERNMENT

The Student Government is composed of elected representatives from all classes. It is an influential group within the school, cooperating with the administration to provide opportunities that are in the best interests of the

students insofar as it recognizes its authority to govern every student organization. The council performs meaningful activities throughout the year and will be happy to serve anyone at any time.

TRI-M (MODERN MUSIC MASTERS) HONOR SOCIETY

The Tri-M Honor Society exists to motivate students, to recognize their efforts, and to honor their musical accomplishments. It is a national music honor society sponsored by the Music Educators' National Conference, and its mission is to encourage solo and ensemble performance and to promote departmental leadership. Tri-M helps students reach their full potential and encourages instrumental and vocal students to work together to achieve common goals. Entrance into Tri-M is granted upon demonstration of high levels of achievement in music and the successful completion of a required assignment. All members are expected to demonstrate excellent character and meet minimum academic requirements as well.

UNIFIED SPORTS

Unified Sports helps students with disabilities overcome barriers through sports, with the support of typical peers as their teammates. It provides opportunities for students to develop fitness and skills, as well as friendships, while participating in activities such as bowling, basketball, and track and field. Unified Sports encourages students with disabilities to feel welcome in their school and town communities.

VARSITY CLUB

The Varsity Club's goal is to unify varsity athletes in the areas of academics, athletics, character, sportsmanship, and school spirit. Members support one another academically, socially and emotionally. The members also share their abilities in the school and community while promoting integrity, honesty and sportsmanship with their accomplishment on and off the playing field. The members will become role models that bring pride to the student body and community. Some of the activities the members of Varsity Club facilitate include the Thanksgiving Day Rally, Winter Sports Spectacular and Special Olympics.

VIDEO TECH CLUB

The SHS Video Tech club is for students to get together to watch and critique movies of their choice while learning different cinematic styles. Students will also have the opportunity to utilize the communication equipment in order to create short films, as well as other video projects. This club also presents the opportunity to run and produce fundraisers including a possible movie night in the auditorium and forming a school wide video challenge/contest for our student body.

NATIONAL HONOR SOCIETY

The Stonington High School Chapter of the National Honor Society was founded in 1945. The national organization has worked to bring the achievements of outstanding high school students to the attention of their classmates, parents, community, and the colleges they plan to attend. Membership to the National Honor Society is based upon high qualities of scholarship, leadership, service, and character. The chapter and its members are actively involved in service to school and community. To be scholastically eligible for membership, a student must achieve and maintain a cumulative GPA of 3.7500 by the end of the first semester of the 11th grade. Stonington High School confers no higher honor than membership in this organization. For information on the selection process please see the NHS page of the SHS web site under the Activities tab.

ATHLETIC OPPORTUNITIES

SHS offers a variety of sports for both young men and young women. A listing of sports and coaches is included here.

Athletic Director

Mr. Morrone

FALL SPORTS

Cheerleading

Ms. Stover

Assistant

Mr. Dolan

Men's Crew

Ms. Machin

Women's Crew

Mr. Thornell

Cross Country

Mr. Parkinson

Field Hockey

Ms. Tuccio

Assistants

Ms. McGugan

Football

Mr. Massengale

Assistant

Mr. G. Burnside

Assistant

Mr. S. Burnside

Assistant

Mr. Field

Assistant

Mr. Francis

Men's Soccer

Mr. deCastro

Assistant

Mr. Costa

Women's Soccer

Mrs. Solomon

Assistant

Mr. Moore

Unified Soccer

Ms. Dow

WINTER SPORTS

Men's Basketball

Mr. Wosencroft

Assistant

Mr. Moore

Women's Basketball

Mrs. Solar

Assistant

Ms. Cabral

Gymnastics

Mrs. Gomes

Indoor Track

Mr. Bowne

Assistant

Mr. Parkinson

Assistant

Ms. Chapman

SPRING SPORTS

Men's Tennis

Mr. Adriano

Women's Tennis

Mr. Crouse

Men's Track & Field

Mr. Bowne

Assistant

Ms. Chapman

Women's Track & Field

Mr. Parkinson

Assistant

Ms. Chapman

Golf

Mr. Smilinich

Assistant

Mr. Massengale

Softball	Mrs. Houle
Assistant	Mr. Bousquet
Baseball	Mr. Cahoone
Assistant	Mr. Parrilla
Men's Lacrosse	Mr. Warhola
Assistant	TBD
Women's Lacrosse	Mr. Mederios
Assistant	TBD
Men's Crew	Ms. Machin
Women's Crew	Mr. Thornell
Unified Bowling (All Year Sport)	Ms. Dow
Unified Track	Ms. Dow

C.I.A.C. ELIGIBILITY

In addition to SHS Co-Curricular Eligibility requirements listed above all athletes must also meet the CIAC requirements to be eligible to participate in athletics, students must be passing four (4) one-credit courses or a combination of courses totaling four (4) credits. Students suspended from school for any reason are ineligible for all school activities, including athletics, until the suspension is completed. Students absent from school on a regular school day shall not attend or participate in any after-school activity on the day of the absence. This is not applicable if the student has been excused from a class or classes by school authorities and received a clearance from the office to attend the after-school activity.



Humanities: English

9th Grade Core Courses

Freshman English

Freshman English Honors

10th Core Courses

Sophomore English

Sophomore English Honors

11th & 12th Grade English Credit Options

Semester Options (choose 2)

Multi-media Reading & Writing
Argument and Communication

Special Topics A: Nature Writers
Public Speaking

Year-long Options

Conformity and Rebellion
AP Language and Composition (11th grade)
UConn ECE 1010 (11th grade)

Seekers and Storytellers
AP Literature and Composition (12th grade)
UConn ECE 1011 (12th grade)

English Elective Credit Options

Creative Writing I, II

Journalism I, II



Humanities: Social Studies

Meets Civics Requirement
CIA **OR** AP Gov.

9th Grade Core Courses

Modern World History

Modern World History Honors

10th Grade Electives

Stonington History	Physical Geography	Hon. European History	AP Government
European History	Ancient History	Hon. Great Movements I, II	AP/ECE European History
CIA	Stonington History	Hon. Early Am. History	
US Conservation and Preservation			

11th Grade Core Courses

First Semester Options

The Gilded Age
Becoming a Modern Nation
Honors Great Movements I
Prosperity and Depression

Second Semester Options

Global Wars
Honors Great Movements II
Challenges and End. Issues

OR

AP US History

11th & 12th Grade Electives

Stonington History	European History	Physical Geography	US Conservation and Preservation
Social Psychology	Ancient History	Women's Studies	9/11 and the American Memory
AP US History	AP Government	AP Psychology	AP/ ECE European History
CIA			Honors Great Movements I, II



Humanities: World Language

9th Grade Course Options

French I
Spanish I

French I
Spanish I

10th Grade Course Options

French II
Spanish II

French III
Spanish III

French III Honors
Spanish III Honors

11th Grade Course Options

French III
Spanish III

French IV
Spanish IV

French IV Honors
Spanish IV Honors

12th Course Options

French IV
Spanish IV

French IV Honors
Spanish IV Honors

Conversational French V
UConn/ECE Con. Spanish V



STEM: Science

3 CREDITS REQUIRED FOR GRADUATION

9th Grade Core Courses

Biology OR Honors Biology

9th Grade Electives

Astronomy (must take Algebra I concurrently)

10th Grade Core Classes

Physical Science OR Honors Physical Science

10th Grade Electives

Astronomy
Forensic Science
Environmental Science
AP/ECE Biology
AP Environmental

11th Grade Electives

Chemistry
Honors Chemistry
AP/ECE Biology
Principles of Engineering
Environmental Science
Forensic Science
Anatomy & Physiology
Astronomy
Exercise Science
Marine Ecology
AP Environmental Science
College Physics
AP Physics
Physical Oceanography

12th Grade Electives

Environmental Science
AP Environmental
College Physics
Anatomy & Physiology
Astronomy
Forensic Science
Physical Oceanography
Principles of Engineering
Chemistry
Exercise Science
AP Chemistry
AP Physics
AP/ECE Biology
Marine Ecology



STEM: Math

3 CREDITS REQUIRED FOR GRADUATION

9th Grade Geometry Pathway

Probability & Statistics (Semester 1)
Geometry (Semester 2)

10th Grade

Algebra I

11th Grade

Algebra 2A/2B OR College Algebra II

12th Grade

Precalculus
Advanced Mathematical Decision Making
Advanced Probability & Statistics
Math for Liberal Arts 1 & 2
Vocational Math

9th Grade Algebra I Pathway

Algebra I OR Honors Algebra I

10th Grade

College Algebra II OR Honors Algebra II

11th Grade

Precalculus OR Honors Precalculus

12th Grade

Calculus
AP Calculus
Advanced Mathematical Decision Making
Advanced Probability & Statistics
Math for Liberal Arts 1 & 2
Vocational Math



Technology Education

9th Grade Electives

Video Production I (.5) Robotics I (.5) Digital Photography (.5)
Graphic/Digital Design I (.5) Music Tech (.5)

10th Grade Electives

Video Production I (.5) Video Production II (.5) Robotics I (.5) Robotics II (.5)
Programming (.5) Wood Technology 1 (.5) CAD I (.5) Publications (1)
Digital Photography (.5) Graphic/Digital Design I & II (.5) Music Tech (.5)

11th & 12th Grade Electives

All courses listed for 9th and 10th grade plus:

Independent Study in Video Production (1) Advanced Robotics (.5)
Manufacturing 1 & 2; (12th grade only) AP Computer Science A (1)
Wood Technology II (.5) CAD II (1)



Fine/Applied Arts: Business

Personal Finance I is
required for graduation

Introductory Courses

Accounting I
Entrepreneurship

Marketing I

Personal Finance I

Intermediate Courses

Personal Finance II

Accounting II

Fashion Merchandising

Hospitality and Tourism

Sports and Entertainment Marketing

Internship

Advanced Courses

AP Microeconomics

AP Macroeconomics

Applied Business Honors
(11th and 12th grade)



Fine/Applied Arts: Music/Band

2 CREDITS REQUIRED IN FINE AND APPLIED ARTS FOR GRADUATION

(Visual Arts/**Music**); (Business/Tech Ed)

Instrumental

Jazz Ensemble Honors

Band

Honors Band

Vocal

Concert Choir

Chamber Singers Honors

Electives

Beginning Guitar

History of Rock & Roll

Introductory Piano

Music Theory

Music Tech

Unified Music (permission)



Fine/Applied Arts: Physical Education/Health/Family Consumer Sciences

1 PE and 1 HEALTH CREDITS REQUIRED FOR GRADUATION

Health

Health Issues (Gr. 10)

Advanced Health & Wellness (Gr. 11-12)

Physical Education

PE/Health (Gr. 9)

PE/Health (Gr. 10-12)

Unified PE

Athletic Experience (Gr. 12)

Family and Consumer Sciences

Foods I

Foods II

Child Development (possible offering for 21/22 school year)



Fine/Applied Arts: Visual Arts

2 CREDITS REQUIRED IN FINE AND APPLIED ARTS FOR GRADUATION

(**Visual Arts**/Music); (Business/Tech Ed)

Introductory Courses

Drawing
Pottery I

Foundations of Art
Digital Photography I

Graphic/Digital Design I

Intermediate Courses

Digital Photography II
Pottery II

Graphic/Digital Design II
Pottery: Pattern & Design

Painting/Pastels
Unified Art (permission)

Advanced Courses

Advanced Pottery I & II Honors
AP Drawing Portfolio
Studio Art I & II Honors

AP 2-D Design
UConn ECE Drawing

AP 3-D Design
Pottery III