



**Windsor Locks High School
Program of Studies
2018 – 2019**

Windsor Locks High School Program of Studies

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WINDSOR LOCKS HIGH SCHOOL

A Professional Learning Community

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Dear Families:

We are pleased to provide you with this comprehensive program of studies, which is the guide to choosing all academic programs at Windsor Locks High School for the **2018-2019 school year**.

The Windsor Locks High School community is not only dedicated to the goal of students developing the knowledge and skills necessary to make them active, contributing members of a constantly evolving global society, but it is also committed to fostering an environment where students are able to dream, question and self-actualize into complete, well-rounded young adults.

The opportunities in this program of studies, therefore, should be seen not only as a tool to achieve credits and knowledge toward the goal of higher education and a career, but as an opportunity for students to fully engage themselves in a journey of self-discovery. This journey is not constrained by an acquisition of knowledge; the world of tomorrow is defined, if nothing else, by the constant redefining of what is essential to know. The opportunities in this program of studies combine themselves in countless ways with the ultimate goal of producing people who are informed thinkers, self-directed, collaborative learners, clear and effective communicators, and creative and practical problem solvers.

These goals put the individual student at the center of his or her own education. They demand that students chart their path carefully, but courageously, with a willingness to work hard, take risks and accept that they are equal partners and the ultimate leader in their journey. As leaders of their own education, students will design, apply, document and defend their own learning as they strive towards mastery of the standards that will fully empower them in whatever they choose for their lives.

As we all have a role to play in supporting our students on this important journey, we ask that you spend time with your student to carefully chart his or her course, using this program of studies as the guide and an empowered, informed student as the goal. As always, the entire Windsor Locks High School community is here to support our students and families on every step of this journey.

Sincerely,

Steven Swensen – Principal

Carrie Grado – Assistant Principal

WINDSOR LOCKS HIGH SCHOOL

Core Values and Beliefs

The WLPS will create and sustain a community of life-long learners where all students are engaged, empowered and expected to achieve at the highest levels and to become responsible, contributing citizens in an ever-changing, global society

In order to achieve our mission our students will receive a world class education that:

- Challenges each student to meet and exceed high expectations through a stimulating, rigorous and challenging curriculum;
- Enables each student to think critically, work collaboratively, and display the confidence necessary to be successful in a diverse and complex society;
- Prepares each student to be an adaptable risk taker who is proud to invest in the future;
- Prepare each student to use all of the technological resources available to complete research, solve problems, and identify creative solutions;
- Develops individuals who are open-minded, respectful, and compassionate,
- Develops honest, interdependent, skilled future leaders and independent thinkers who will become the world's problem solvers;
- Enriches the skills and talents of each student to be inventive and ready to achieve a sustainable future;
- Invites the entire community to be involved in providing a well-rounded education; which
- Inspires each student to become an active member of our community, the nation, and the world.

Academic Information

The Windsor Locks Public Schools will create and sustain a community of life-long learners where all students are engaged, empowered and expected to achieve at the highest levels and to become responsible, contributing citizens in an ever-changing, global society.

Graduation Requirements

Members of the Class of 2019: must earn a minimum of 24 credits, meet the credit distribution requirements, and meet the district's performance standards in Literacy, Computation, Science, Technology, Social Responsibility, Cultural Awareness, and Arts Appreciation.

English	4
Social Studies (including U.S. History and Civics)	3
Mathematics (including Algebra 1)	3
Science (including Biology)	3
Physical Education	1
Health (2 half credits)	1
Fine Arts (visual and performance)	1
Applied Studies (Business, Tech. Ed, Family & Consumer)	1
Electives	7
Community Service	20 hours
Total Credits Required for Graduation	24

Members of the Class of 2020 and Beyond: must earn a minimum of 25 credits, meet the credit distribution requirements, and meet the district's performance standards in Literacy, Computation, Science, Technology, Social Responsibility, Cultural Awareness, and Arts Appreciation.

English	4
Social Studies (including U.S. History and Civics)	3
Mathematics (including Algebra 1)	3
Science (including Biology)	3
Physical Education	1
Health (2 half credits)	1
Career & Technical Education	1
Fine Arts	1
Raider Block	1
Electives	7
Community Service	20 hours
Total Credits Required for Graduation	25

Literacy: proficiency is demonstrated by performance on the **SAT Evidence-Based Reading/Writing**, or by demonstrating equivalent capability.

Computation: proficiency is demonstrated by performance on the **SAT Mathematics**, or by demonstrating equivalent capability.

Science: proficiency is demonstrated by proficient performance on the NGSS Science tests, or by demonstrating equivalent capability.

Technology: proficiency is demonstrated by completing one credit in technology, business, or by demonstrating equivalent capability in basic computer technology skills.

Social Responsibility and Cultural Awareness: proficiency is demonstrated by completing at least 20 hours of community service, and by completing a course in world civilization, world language, family and consumer science, or by demonstrating equivalent capability.

Arts Appreciation: is demonstrated by completing one credit in fine arts (either music or art), or by demonstrating equivalent capability.

Students who transfer from another state in their senior year must demonstrate performance in literacy, computation, science, technology, social responsibility and cultural awareness, and arts appreciation comparable to that required of all WLHS students. This is determined by a review of student records and/ or assignment of performance tasks which must be completed successfully prior to graduation. **Community Service requirement is waived for new incoming seniors.**

Students with Individualized Education Plans (IEPs) may be exempt from specific graduation requirements if that is deemed appropriate by the Planning and Placement Team (PPT).

Completion of coursework at an accredited institution may be granted credit toward meeting graduation requirements by a committee of high school administration and faculty, but only if it is evaluated prior to the student's enrollment (refer to WLBOE Policy 6001 for guidelines).

Cross-Curricular Graduation Requirements

A Windsor Locks High School Graduate:

Will demonstrate his/her understanding and knowledge of English Language Arts, Mathematics, Science, Social Studies, Computer Literacy/ Technology, Visual and Performing Arts, Health and Physical Education, World Language, and Career Preparation. In addition, graduates will be:

- 1. Informed Thinkers**
- 2. Self-directed Learners and Collaborative Workers**
- 3. Clear and Effective Communicators**
- 4. Creative and Practical Problem Solvers**
- 5. Responsible Citizens**

Course Rigor and Expectations

Windsor Locks High School encourages all students to attempt the highest-level courses possible. Three distinct levels of course rigor are offered at WLHS. All levels offer content and skill development appropriate for students preparing to attend college. Students are encouraged to request enrollment in the most demanding courses of which they are capable, as the challenge of rigorous coursework provides the greatest opportunity to build solid academic skills. Following are the levels:

Advanced Placement (AP) and UConn Early College Experience (ECE) – Level 1

Courses offered at the Advanced Placement and Early College Experience levels require students to be independent learners. Students are expected to complete extensive reading and writing outside of class, and the courses are characterized by fast-paced instruction, project-based work, and in-depth research. Because the demands of these courses are substantial, they generally are restricted to juniors and seniors, and we suggest that juniors enroll in no more than two such courses.

Students who enroll in AP courses are required to sit for the AP exam in May. Students who decline to sit for the exam will have the AP designation removed from their transcripts and will receive honors weight for the course.

Honors (H) – Level 2

Courses offered at the Honors level require an extensive amount of work outside of class, including research projects, assignment-based homework, extensive reading and writing, as well as group work.

Academic (A) – Level 3

Courses offered at the Academic level require a moderate amount of homework, including writing projects, reading, course assignments and group work.

School Counselors will help students select courses based on requirements as well as teacher recommendations, interests, performance, career and college plans, and the schools to which they apply.

GRADING AND CLASS STANDING FOR CLASS OF 2019

Class grades are determined by evaluating student performance on class work, projects, tests and quizzes. Each quarter, students earn a numerical grade. If the semester-long course uses a final exam at the end of the semester, the grades are calculated by adding 40% of the first quarter grade, 40% of the second quarter grade, and 20% of the exam grade. If the year-long course uses a mid-term and a final exam the grades are determined by adding 20% of the grade for each quarter, and 10% for the mid-term exam plus 10% of the final exam grade. If it is the teacher's discretion to opt out of having a mid-term and/or final, then the grades are determined by adding 25% of the grade for each quarter.

Rank in class, or class standing, for students in the Class of 2019 is determined based on the weighted quality point average. The quality point system is a method of weighting courses by assigning a numerical value for each course, based on its degree of rigor. The number of quality points earned by a student, divided by the number of credits assigned to courses attempted by the student, results in a Quality Point Average. Class rank for 2019 is calculated for the first time in a student's career at the end of the junior year. The weighted quality point average calculated at the close of the third quarter of the senior year is used to determine the class valedictorian and salutatorian.

The quality point system is established by WLBOE Policy #6006, and is outlined below for students in Class of 2019:

Letter Grade	Numerical Grade	AP/ECE	Honors	Academic
A+	100-97	7.3	6.3	5.3
A	96 – 93	7	6	5
A-	92 – 90	6.7	5.7	4.7
B+	89-87	6.3	5.3	4.3
B	86 – 83	6	5	4
B-	82 – 80	5.7	4.7	3.7
C+	79-77	5.3	4.3	3.3
C	76 – 73	5	4	3
C-	72 – 70	4.7	3.7	2.7
D+	69 - 67	4.3	3.3	2.3
D	66 – 63	4	3	2
D-	62 – 60	3.7	2.7	1.7
F	59 – 50	0	0	0
F*	49 and below	0	0	0

GRADING AND CLASS STANDING FOR CLASS OF 2020 & Beyond

The Classes of 2020 & beyond will graduate with a “standards-based” diploma. The Classes of 2020 and beyond have had a consistent system of grading that reports student learning progress and achievement across two aligned categories on a 4.4 point scale that aligns Standards Levels with Standards Descriptions. The point scale will be used for the purpose of calculating out averages for colleges/universities in the student’s senior year. **NOTE: GPA is not calculated except for the senior year.**

The quality point system below is outlined for students in the Class of 2020 & beyond

Standards Levels Academic/Honors/AP & UConn ECE	Standards Descriptions
4.0 - 4.2 - 4.4	Exceeds Standards (ES) Student applies skills in a complex and authentic manner
3.0 – 3.2 – 3.4 <i>**Only this grade or higher earns credit</i>	Masters Standards (MS) Student demonstrates skill independently and in a variety of ways
2.0 – 2.2 – 2.4	Progresses Toward Standard (PS) Student demonstrates timely and appropriate growth
1.0 – 1.2 – 1.4	Limited Progress (LP) Student demonstrates minimal growth
0.0	No Evidence Shown (NE)

Academic Recognition

Level of Recognition	Students with a cumulative GPA of
Cum Laude	Honors with a minimum GPA of 3.5
Magna Cum Laude	Great Honors with a minimum GPA of 3.7
Summa Cum Laude	Highest Honors with a minimum GPA of 3.9

GENERAL PROGRAM INFORMATION

A great deal of time and effort on the part of the staff is devoted to developing an individual program for each student. It is also essential that students and parents put sufficient time and thought into the process to assure a satisfactory program. When this combined effort is made, there are few legitimate reasons for making program changes during the school year.

Incomplete Grades – A student whose marking period grade is incomplete because of excused absences or other special circumstances **must complete the missing work within 10 school days** of the close of the marking period in question. Students with one or more incomplete grades will not be eligible to participate in extracurricular activities.

Withdrawal from a course – **Students may add or drop classes only during the first 3 days of a semester**, unless there are extraordinary special circumstances. Adds and drops are not approved routinely, and only for just cause. **Students who withdraw after first quarter progress reports are issued must obtain approval from the Principal and will receive a grade of “W” if they are in good standing or “WF” if they are not in good standing in the course, on their transcript.** The student will also be **ineligible for honor roll** and potentially ineligible for extracurricular activities for the next term.

Extended Day/Extended Year – Students who wish to attend summer school must obtain prior approval in writing from their school counselor. No credits will be honored without receiving prior approval! To be eligible to attend the Extended Day/Extended Year program, the student must have been enrolled in the course during the preceding academic school year and have shown progress toward all course standards. Summer courses through approved on-line and community college programs must also be pre-approved by the school counselor and administration, courses in these programs do not require previous enrollment at WLHS.

Full-time students – In order to be considered a full-time student, **a student must be enrolled in six classes each semester in addition to Raider Block.** Students are not eligible to participate in extracurricular activities unless they are full-time students or receive written permission from principal.

PLAYING SPORTS IN COLLEGE
NCAA Initial Eligibility Clearinghouse

Students who plan to participate in Division I or Division II athletics in college must be certified by the NCAA Clearinghouse. To review the current requirements and complete certification, log-on to the initial eligibility clearinghouse at <https://web3.ncaa.org/ecwr3/>

College athletes must have completed selected courses in high school, and must have earned minimum standardized test scores and high school grade point averages in order to be eligible to play varsity sports. These requirements are detailed below:

Core Courses

NCAA Division I requires college-bound athletes entering Division I Colleges/Universities on/or after August 1, 2016 to meet new academic rules. Please see charts for both course breakdowns and DI requirements.

NCAA Division II requires 16 core courses. See the breakdown of core-course requirements below. Please note, beginning August 1, 2018 to become a full or partial qualifier for Div. II all college-bound athletes must complete 16 core course requirements.

WLHS courses certified as core courses are as follows:

Full Qualifier	Academic Redshirt	Non-Qualifier
Complete 16 Core Courses: <ul style="list-style-type: none"> •Ten of the 16 core courses must be complete before the seventh semester (senior year) of high school. •Seven of the 10 core courses must be in English, Math, or Science. 	Complete 16 core courses.	Does not meet requirements for Full Qualifier or Academic Redshirt status.
Minimum Core-Course GPA of 2.300.	Minimum Core-Course GPA of 2.000.	
Meet the sliding scale requirement of GPA and ACT/SAT score.*	Meet the sliding scale requirement of GPA and ACT/SAT score.*	
Graduate from high school.	Graduate from high school.	

DIVISION I
16 Core-Course Rule

- 4 years of English.
- 3 years of mathematics (Algebra I or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 1 year of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 4 years of additional courses (from any area above, foreign language or non-doctrinal religion/philosophy)

DIVISION II
16 Core-Course Rule

- 3 years of English.
- 2 years of mathematics (Algebra I or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 3 years of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).

****Starting in August 2018 – the minimum GPA for D II athletes will be 2.20**

English - English 1, English 2, English 3, English 4, Shakespeare, College Writing, Creative Writing, World Literature, AP English Language, AP Literature & Comp/ECE. (NOTE: **MEDIA and COMMUNICATIONS AND FILM APPRECIATION ARE NOT APPROVED AS CORE COURSES!**)

Social Studies – World Civilization, American Studies/Civics, US History, Law in American Society 1&2, Economics, Psychology 1&2, Sociology, Contemporary American Issues, Modern European History, AP US History, AP Psychology

Mathematics – Algebra 1, Geometry, Algebra 2, Pre-Calculus, Probability and Statistics, AP Calculus, AP Statistics

Science – Integrated Science, Biology, Chemistry, Environmental Science, Astronomy, History of the Earth, Physics, AP/UConn ECE Physics, AP Biology, AP Environmental Science, AP Chemistry, Anatomy & Physiology, Forensics, Applied Science

World Language - Spanish 1, 2, 3, 4, 5

Test Scores:

Division I has a sliding scale for test score and grade-point average. The complete sliding scale for those requirements is shown at <https://web3.ncaa.org/ecwr3/>. Sample points on the scale are presented below:

- GPA of 2.0 requires SAT of 1020
- GPA of 3.0 requires SAT of 620
- GPA of 3.5 requires SAT of 420

Division II has a minimum SAT score requirement of 820 or an ACT sum score of 68. Beginning August 1, 2018 Div. II will use a sliding scale to match test scores and GPA's.

The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.

The ACT score used for NCAA purposes is a **sum** of the four sections on the ACT: English, mathematics, reading and science.

All SAT and ACT scores must be reported directly to the NCAA Eligibility Center by the testing agency. Grade Point Average:

Only core courses are used in the calculation of the grade-point average.

Be sure to look at your high school's list of NCAA-approved core courses on the Eligibility Center's Web site to make certain that courses being taken have been approved as core courses.

The Web site is <https://web3.ncaa.org/ecwr3/>

The Division I grade-point average requirements vary, depending on the athlete's test scores as described above.

The Division II grade-point-average requirement is a minimum of 2.0. (Starting August 1, 2018 it will be 2.2)

*This information is taken from the NCAA Clearinghouse web site and is subject to change as new regulations are approved and implemented. Student athletes are responsible for checking the Clearinghouse frequently and following its requirements carefully.

**POST HIGH SCHOOL CONSIDERATIONS
RECOMMEND ACADEMIC COURSE CHOICES AND ADMISSIONS
GUIDELINES FOR COLLEGE-BOUND STUDENTS**

SUBJECT/ Requirement	MINIMUM (4-year college)	UNIVERSITY OF CT & CT Colleges	MOST SELECTIVE COLLEGES
English	4 years	4 years (some AP & ECE recommended)	4 years (some AP & ECE recommended)
Mathematics	3 years through Algebra 2	4 years, depending upon major through Algebra 2 or PreCalculus (recommended)	4 years Calculus recommended
Science	3 years At least one year of lab science	4 years depending upon major At least two years of lab science	4 years of Integrated Science Biology, Chemistry, Physics, and/or Anatomy & Physiology
Social Studies	3 years Include US History	4 years Include US History and World History	4 years Include US History and World History
World Language	2 years same language (or will be required to take language in college)	2 years same language (or will be required to take language in college)	4 years same language
GPA	Generally C+ or higher	A+, B	A
SAT scores	400 or higher	500 or higher	600 or higher. At least 3 SAT Subject Tests at 600 or higher
Course Levels	Academic perhaps with some Honors	Predominantly Honors or higher	Predominantly Honors and Advanced Placement or Early College
Other	<ul style="list-style-type: none"> • Fine Arts Recommended • Computer Competency Required • Leadership in Extracurricular Activities 	<ul style="list-style-type: none"> • Fine Arts Recommended • Computer Competency Required • Leadership in Extracurricular Activities 	<ul style="list-style-type: none"> • Fine Arts Recommended • Computer Competency Required • Leadership in Extracurricular Activities

CAREER CLUSTERS & PATHWAYS

WLHS Mission and Vision of Career Pathways

A Career Pathway is a coherent sequence of rigorous academic and career courses that begins in high school and leads to an associate degree, a bachelor's degree and beyond, and/or an industry-recognized certificate or license. Career Pathways are developed, implemented, and maintained by partnerships involving educators, community leaders and employers. The program is intended to help students focus on specific career opportunities that meet the student's interests. Windsor Locks High School (WLHS) offers students a variety of learning options that allow students to demonstrate mastery on expected learning standards, earn academic credit, and satisfy graduation requirements. WLHS also encourages its students to explore a broad range of learning experiences, including outside-of-school options, that allow them to pursue personal interests and career aspirations, gain applied knowledge and skills, and build strong work habits and character traits. WLHS's Career Pathways are designed to strengthen the collaboration between community, industry, post-secondary education and economic/workforce development stakeholders in direct response to current and future talent demands of select industries. A key focus is on high growth industries and occupations that are in demand in the greater-Hartford area. All students have the option to create a Personalized Learning Pathway intended to increase educational engagement and motivation, while increasing preparation for postsecondary education and careers. Therefore, students connect the high school experience to the real world of work and gives the student purpose to excel in an area of personal interest.

*Students can review the 3 articulated career clusters and their pathways in the WLHS Career Pathway Brochure – see your school counselor or Mrs. Ramirez for this information.

The Power of Career Pathways!

Career Pathways offer a number of benefits to students, employers, educators and society. The following are highlights of some of the benefits:

- **Students who complete one or more career pathways will receive certification at graduation for that career pathway(s).**
- Students can take courses which can potentially assist their ability to earn credits toward college.
- Students learn how academic concepts are used outside the classroom.
- Students are motivated and have the desire to stay in school.
- Career Pathways can lead the student toward personal and professional goals
- Career Pathways are academically rigorous. They integrate STEM subjects (science, technology, engineering and mathematics) with language arts, social studies, and other academic subjects in the context of the world of work
- Career Pathways take into consideration the variety of student learning styles.
- Career Pathways require every student to begin their career exploration early. As a result, every student has a sense of direction. Every course, every concept leads toward an identified goal.
- Career Pathways produce “knowledgeable workers” who understand systems and can solve problems in teams.
- Career Pathways are all about building toward the future, a future in which students can fulfill their potential on the job and in their homes and communities.
(Institute for a Competitive Workforce-U.S. Chamber of Commerce, April 2012)

Many Career Pathways have courses that offer Free College Credit!

Many of the Career Pathways require courses which offer free college credit that are articulated through Asnuntuck Community College and the University of Connecticut (Early College Experience). UConn ECE courses are UConn courses that are taught at Windsor Locks High School by WLHS teachers who are adjunct professors at UConn.

Windsor Locks High School’s articulation agreements linked with ACC’s and UConn’s post-secondary certificate or degree programs can lead to a two-year or four-year college degree, if a student continues to pursue their post-secondary education. Credits not only transfer to any Connecticut Community College, but they also transfer to the Connecticut State University System (Central, Eastern, Southern, Western) as well as some out-of-state universities and colleges.

Upon successful completion of the approved courses, students must fill out a form to request a transcript of those credits from either ACC or UConn. Students are also accepted to ACC or UConn to further their education and career training. If a student chooses not to attend ACC or UConn after completing a Career Pathway, they can send their transcripts to any other post-secondary school for evaluation of credits for that institution.

Below are courses offered at WLHS and their course equivalent offered at ACC and UConn.

WLHS Course	ACC (College/Career Pathway) Courses	ACC Credit Earned
Algebra 2 Honors	College Career Pathway MAT 137	3
Graphic Design	Computer Graphics	3
Photo 1 & 2	Photography	3

WLHS Course	ACC College Connections Program	ACC Credit Earned
Welding	Welding	23
Machining Technology	Machine Technology	21

Asnuntuck Community College (Accelerated Consortium Courses)	ACC Credit Earned
Human Development (HDEV 101)	3
Public Speaking (COM 173)	3
Self & Others: Dynamics of Diversity (SOC 190)	3
Political Science (POL 111)	3

WLHS Course	UConn ECE Course	UConn Credit Earned
AP Literature/Comp	ENGL 1011	4
AP Physics	PHYS 1201Q	4
AP Biology	BIOL 1107	4

CONNECTICUT CAREER CLUSTERS

At different times throughout the course of the school year, students meet with their school counselor to discuss their four-year educational plans and career or post-secondary interests. Listed below are the Windsor Locks High School courses recommended for students in each of 16 career cluster areas designated by the Connecticut State Department of Education. This list has been prepared to help students focus on preparing the skills and background needed to advance toward education in a particular field of study or for direct entry into a specific career.

Agriculture, Food & Natural Resources

Anatomy & Physiology
AP Statistics
Biology (All Levels)
Chemistry (All Levels)
Culinary
E-Commerce Entrepreneurship
Economics
Environmental Science (All Levels)
iCook
Integrated Science (All Levels)
International Foods
Physics (All Levels)
Probability & Statistics

Architecture & Construction

Algebra I/II
Architectural Design
Construction Technology
Drawing I
Engineering/FIRST Internship
Geometry
Intro to Design & Manufact.
Manufacturing Technology
Mixed Media Design
Physics (All Levels)
Pre-Engineering Sculpture

Arts, A-V Tech, & Communications

American Studies/Civics
AP Studio Art
Art Foundations
Audio Engineering & Sound
Beginning Guitar
Beginning Piano
Business Principles
Ceramics I/II
Communications
Concert Band
Concert Choir
Contemporary American Issues
Creative Writing
Drawing I

Film/Video Production

Graphic Design
Intro to Design & Manufacturing
Intro to Graphic Media
Jazz-Rock Improvisation
Marketing
Mixed Media Design
Music History & Appreciation
Music in Society
Music Theory
Painting I
Photography
Portfolio Preparation
Psychology I/II/AP
Public Speaking
Sculpture
Sociology
Spanish (All Levels)
World Literature

Business, Management, & Administration

Accounting I
AP Statistics
Business Principles
Communications
E-Commerce Entrepreneurship
Economics
Law in American Society I/II
Marketing
Personal Finance
Probability & Statistics
Spanish (All Levels)

Education & Training

AP Language & Composition
AP/UConn Literature & Comp
Art Foundations
Business Principles
Child Development
Contemporary American Issues
Creative Writing
Health/PE
Probability & Statistics

Psychology I/II/AP

Sociology
Spanish (All Levels)
Unified PE

Finance

Accounting I
Algebra I/II
AP Statistics
Business Principles
E-Commerce Entrepreneurship
Economics
Marketing
Personal Finance
Probability & Statistics
Spanish (All Levels)

Government & Public Administration

American Studies/Civics
Anatomy & Physiology
AP/UConn Literature & Comp
Biology (All Levels)
Chemistry (All Levels)
Communications
Contemp American Issues
Forensics
Law in American Society I/II
Modern European History
Psychology I/II/AP
Sociology
Spanish (All Levels)

Health Science

Anatomy & Physio
Biology (All Levels)
Chemistry (All Levels)
Child Development
Culinary
Health/PE
iCook
International Foods
Law in American Society
PE Elective: Team Sports
PE Elective: Yoga & Stress Reduction

**PE Elective: Personal
Fitness/Training**

Physics (All Levels)

Psychology I/II/AP

Sociology

Spanish (All Levels)

Unified PE

Hospitality & Tourism

Architectural Design Art

Foundations

Communications

Contemporary American Issues

Culinary

E-Commerce Entrepreneurship

Economics

International Business

iCook

International Foods

Intro to Graphic Media

Marketing

Mixed Media Design

Music History & Appreciation

Music in Society

Photography

Psychology I/II/AP Sociology

Spanish (All Levels)

Human Services

Anatomy & Physiology

Applied Science

Biology (All Levels)

Chemistry (All Levels)

Child Development

Communications

Culinary

Forensics

Health/ PE

Law in American Society I/II

PE Elective: Team Sports

PE Elective: Yoga and Stress

Reduction

PE Elective: Personal

Fitness/Training

Physics (All Levels)

Psychology I/II/AP

Sociology

Spanish (All Levels)

Information Technology

Art Foundations

Audio Engineering & Sound

Communications

Film/Video Production

Graphic Design

Intro to Design and

Manufacturing Intro to Graphic

Marketing

Photography

Law, Public Safety & Security

American Studies/Civics

AP/UConn Literature & Comp

Contemporary American

Issues Forensics

International Business

Law in American Society I/II

Media Communication

Psychology I/II/AP

Public Speaking

Sociology

Spanish (All Levels)

US History (All Levels)

Manufacturing

Architectural Design

Art Foundations

Construction Technology

Engineering/FIRST

Graphic Design

Intro to Design &

Manufacturing

Manufacturing Technology

Mixed Media Design

Physics (All Levels)

Pre-Engineering

Marketing, Sales & Service

Accounting I AP Statistics

Art Foundations

Business Principles

Communications

E-Commerce Entrepreneurship

Economics

Graphic Design Marketing

Mixed Media Design

Personal Finance

Photography

Probability & Statistics

Psychology I/II/AP

Sociology

Spanish (All Levels)

STEM

Algebra I/II

Anatomy & Physiology

AP Calculus

AP Statistics

Applied Science

Architect Design

Astronomy

Audio Engineering & Sound

Biology (All Levels)

Business Principles

Chemistry (All Levels)

Communications

Engineering/FIRST

**Environmental Science (All
Levels)**

Forensics

Film/Video Production

Geometry Graphic Design

Integrated Science (All Levels)

Intro to Design &

Manufacturing

Intro to Graphic Media

Manufacturing Technology

Mixed Media Design

Photography

Physics (All Levels)

Pre-Calculus

Pre-Engineering

Probability & Statistics

**Transportation, Distribution &
Logistics**

AP Statistics

Audio Engineering & Sound

Business Principles

Communications

Contemporary American Issues

Economics

Engineering/FIRST

Physics (All Levels)

Pre-Engineering

Probability & Statistics

CORE PROGRAM OFFERINGS BY DEPARTMENT

ENGLISH

The English department of Windsor Locks High School believes students must develop the habits of scholarship essential to reading and writing for authentic purposes. For this reason, we incorporate both choice and assigned texts. Current research indicates that students need to engage in independent reading and writing in order to become better critical readers and writers. We also believe that reading core texts allows students to develop their critical thinking and encourages sound decision-making practices through reading, writing, and discussing the ideas in the texts.

We encourage all students to work toward placement in the honors, Advanced Placement (AP), and the University of Connecticut's Early College Experience (ECE). Continuation in honors English beyond 9th grade is based upon several factors. Has the student consistently demonstrated a work ethic that enables the student to further develop the skills necessary to master the Language Arts standards? Does the student continue to develop as an astute reader and a writer? **The student's placement should also be supported by the recommendation of the English teacher.**

All other students will be placed in the Academic English classes, ensuring that by the end of 12th grade, Windsor Locks students will meet the literacy demands of the 21st century with proficiency and confidence. Placement in either honors or academic English classes will provide all students the opportunity to pursue post-secondary education.

Placement in AP English Language and Composition as a junior or senior, AP English Literature and Composition as a senior, or the University of Connecticut's Early College Experience classes will be based upon recommendation of an English teacher and permission of the instructor.

English 1 (111-H, 112-A)

1 Credit

Grades 9-10

***Prerequisite:* Criteria for placement into the honors level class - high achievement in 7th and 8th grade English (MS or ES) and the recommendation of 8th grade English teachers. MAP scores considered in placement decisions.**

Through the study of various genres, students develop their skills and interest in reading; in writing with clarity, accuracy, and efficiency; and in listening and speaking effectively. Students work with fiction, non-fiction, drama and poetry to develop an initial understanding, analyze to deepen their understanding, make real world connections, and take a critical stance. In the writing process, students construct and develop ideas using the conventions of standard English. Students develop their study skills, as

well as their ability to use technology and other resources to enhance learning.

English 2 (121-H, 122-A)

1 Credit

Grades 10-12

***Prerequisite:* English 1**

Students will gain insights into World Literature as they read and respond to classical and contemporary works. Students will refine their critical and analytical reading skills and use the writing process to develop and substantiate ideas through personal narrative, expository and argument writing. Students will also expand their knowledge of the conventions of Standard English, as they speak, write and visually represent their ideas. Research, technology, presentation, and study skills are developed over the course of the year.

AP Seminar (130)

1 Credit

Grade 10

Prerequisite: **English 1H, Teacher Recommendation and minimum of 3.25 HOS**

The primary goals of the AP Seminar course are to help students understand how to study an issue from multiple perspectives, evaluate source information, and then develop and communicate effectively a logical, fact-based point of view. Students will practice and apply these skills through the exploration of the complex topics and by examining a variety of and often divergent or competing perspectives.

Students will gain a rich appreciation and understanding of issues through the following activities: reading articles and research studies; reading foundational, literary, and philosophical texts; viewing and listening to speeches, broadcasts, and/or personal accounts; and experiencing artistic work and performances.

This course will equip students with the skills to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. Students will develop an understanding of ethical research practices while following the AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information. Students will have the opportunity to explore real-world issues from multiple perspectives and consider varied points of view to develop deep understanding of complex issues and topics in order to make connections between these issues and everyday life. Students will take the AP Seminar exam in May.

*This course fulfills the requirement for **English 2** that is necessary for graduation. Additionally, it is the prerequisite for AP Research.

English 3 (131-H, 132-A)

1 Credit

Grades 11-12

Prerequisite: **English 2**

This course expands students' knowledge of American literature (fiction and non-fiction) through the study of American authors (including authors from the expanding canon) and the literary/historical periods they represent. Students write to develop and substantiate ideas using the forms of narrative, expository, argument, and research based writing. Students refine their listening, speaking and viewing skills through authentic, small and whole class discussions that come from students' questions and issues that they find in a text. Students also continue to refine the application of the conventions of standard English to ensure career and college-readiness.

AP English Language and Composition (133-AP)

1 Credit

Grades 11-12

Prerequisite: **Teacher Recommendation and English 2**

The AP course in English Language and Composition, in conjunction with the College Board Advanced Placement program, engages students in becoming skilled readers of prose written in a variety of rhetorical contexts and skilled writers who compose for a variety of purposes. This college course provides students with opportunities to write about a variety of subjects from a variety of disciplines and to demonstrate an awareness of audience and purpose while emphasizing the expository, analytical, and argumentative

writing that forms the basis of academic and professional communication, as well as personal and reflective writing that fosters the development of writing facility in any context. Since this course prepares students for the expository, analytical, and argumentative writing required in college, students will be expected to read primary and secondary sources carefully, synthesize material from these texts, and cite sources using conventions recommended by professional organizations. This course provides the opportunity for students to earn college credits or receive an exemption from a freshman English course with a qualifying score on the AP exam.

Senior English Choices

Four English credits are required for graduation.

Students taking the AP Literature and Composition/ Early College Experience course, AP Language and Composition, or English 4-H fulfill the senior English requirement as these classes meet for the entire year.

Students not enrolled in these year-long classes must take two English electives that are offered as semester courses for .5 credit each. Students must take either:

A) English Expeditions or Journalism and then,

B) Creative Writing or World Literature.

AP English Literature and Composition/UConn Early College Experience (141-AP)

1 Credit

Grades 11-12

Prerequisite: Teacher Recommendation

Working in conjunction with the College Board's Advanced Placement Program and the University of Connecticut's Early College Experience Program, this course provides the opportunity for students to earn college credits or receive an exemption from a freshman English course with a qualifying score on the AP exam. It is designed to be a rigorous course requiring extensive close readings of major works drawn from British, American, and World canons. The course includes the terminology that students need to discuss the literature and a survey of the critical approaches used in the analysis and evaluation of that literature. Students read a wide range of literature and practice using close reading to analyze and evaluate. They also write in the various modes of college composition and produce at least thirty pages of polished prose. Class is a mixture of seminar, in which the literature is discussed, analyzed and evaluated, and writing workshop, in which conferences are held to refine writing skills.

English 4H (138H)

1 Credit

Grade 12

Prerequisite: English 3

This year-long course is a combination of College Writing and World Literature. Students will read, discuss and analyze professionally written essays and texts (consisting of selected works from ancient cultures and Shakespeare to present day) in order to analyze how writers use structure, details and point of view to influence the way a story engages readers. Students will then write original essays so that they may demonstrate their understanding of how a writer uses, organizes and develops specific details and arguments. Students will polish their ability to craft strong thesis statements, research and cite effective supporting and relevant information to support their arguments, and strengthen their language usage. This class is a mixture of seminar, in which literature is discussed, analyzed, and evaluated, and writing workshop in which conferences are held to refine writing skills. Students will continue to practice close reading strategies, discuss a wide range of literature, and survey the critical approaches used in that literature in order to analyze and evaluate. By the end of the year, students will have composed various types of writing (persuasion, process analysis, classification, analysis and inquiry-based argument) that have a wide range of academic, professional and practical uses.

Creative Writing (149A)

.5 Credit

Grades 11-12

This course gives students opportunities to write imaginatively in a student-led workshop environment. Students will discuss the fundamental concepts of poetry and short fiction. They will read texts like a writer to understand the author's formal and imaginative choices to create meaning. Students will frequently write, edit, revise and re-work their pieces throughout the semester. Within a community of writers, students will create original pieces to be shared in class and presented in a portfolio at the end of the semester.

English Expeditions (157A)**.5 credit****Grades 11-12**

Students in this course will master CCSS standards and build life skills as they work independently and collaboratively to identify real-world problems, effectively conduct thorough research, and create action plans to address the issues they have explored. This course will provide students with authentic and meaningful opportunities to strengthen their communication skills and use their creativity to make a difference as they engage in rigorous inquiries regarding topics identified as being of interest to them. Students will have many opportunities to draw deeper connections with their school and town communities as they conduct their research and present their findings. PBL English will focus on the same reading, writing, and speaking/listening standards addressed in traditional courses but will do so through the completion of several long-term, student-led collaborative projects. Students will also learn the value of reflection as they consistently work to assess themselves and others in order to set new goals for the future.

World Literature (159A)**.5 Credit****Grades 11 -12**

Students will choose, read, discuss, study, and analyze a selection of literary works. Through small group and whole class discussions, students will examine similarities and differences among the works, determine the thematic issues that are raised, and analyze the impact of specific word choices and/or language on the literature's meaning and tone. Students will refine their analytical, expository, and creative writing skills as they respond to the literature and produce clear and coherent essays. By taking part in this course, students will determine what diverse literature may tell modern readers about the cultures from which they generate, as well as what these stories can tell us about ourselves.

Journalism (161A)**.5 Credit****Grades 11-12**

Students in this course will gain essential background knowledge regarding American journalism to familiarize them with the role of news media in a democratic society. They will gain a rich understanding of the essential history of journalism. Study will analyze the balance between freedom of speech and objective reporting. Students will work through the process of defining news, interview tactics, generating various types of articles, layout design, photojournalism, and maintenance of the school newspaper, "The Daily Raider."

MATHEMATICS

The mastery of college- and career-ready math skills for all students is the mission of the WLHS Math Department. To that end, students will be expected to peer- and self- assess their mastery of problem solving in all math courses via a school-wide rubric that includes defining variables, estimating & predicting, modeling a solution process with multiple representations, computing with precision, and checking reasonableness of an answer in a given context. **In addition, all students will be expected to track their progress toward mastery of learning targets and course standards and seek additional interventions they need as appropriate.** A variety of instructional strategies will be used within a workshop model in order to promote a student-centered, contextualized, personalized learning experience. Students will be expected to actively engage in their learning of math and hold themselves accountable to WLHS Habits of Scholarship. Standardized end-of-unit assessments will be administered in all classes, while mid-term and final exams may also be given in any course at teacher discretion. While necessary technology will be available in all classrooms, students are encouraged to secure their own TI-83 Plus or higher graphing calculator as soon as possible in their high school career.

Algebra I (412-A)

1 Credit

Grade 9

Prerequisites: Successful completion of Pre-Algebra in Grade 8 (MS in all content standards and/or teacher recommendation)

Aligned to CCSS Standards (Common Core Standards) and based on the integration of CSDE Algebra One & Geometry Model, this course provides students opportunities to develop algebraic concepts and procedures, reasoning, communication, representation and problem-solving skills. Students will use verbal models, number tables, graphs, and algebraic equations and functions to recognize patterns and model and represent real-life situations focused exclusively on linear relationships. Units of study emphasize writing, solving and graphing linear equations and inequalities (including absolute value) and methods for solving linear systems. Reinforcement of topics from two-dimensional geometry are integrated into this curriculum, including applications of area and perimeter, similarity and geometric proportion, and the Pythagorean Theorem and its applications. Finally, introductory statistics topics including graphical data displays, scatterplots, lines of best fit, and regression will be integrated based on their connection to linear functions.

Algebra I (411-H)

1 Credit

Grade 9

Prerequisites: Non-credit earning experience in 8th grade Algebra 1 (PS or higher in at least 5 of 7 Power Standards) OR teacher recommendation from Pre-Algebra with minimum of 238 RIT on MAP

Aligned to CCSS and based on the CSDE Algebra One Model Curriculum, this course provides students opportunities to develop algebraic concepts and procedures, reasoning, communication, representation and problem-solving skills. Students will use verbal models, number tables, graphs, algebraic equations and functions to recognize patterns and model and represent real-life situations, especially those involving linear, quadratic and exponential relationships. Units of study emphasize writing, solving and graphing linear equations and inequalities (including absolute value), solving linear systems, writing and graphing exponential functions, simplifying exponential expressions, and graphing, factoring and solving quadratic equations. Finally, introductory statistic concepts including scatterplots, lines of best fit, and regression will be integrated based on their connection to linear functions.

Geometry (421-A)

1 Credit

Grades 9-11

Prerequisites: Algebra I

Also CCSS aligned and based on CSDE Model Curricula, this course provides students with further opportunities to develop algebraic concepts and procedures, reasoning, communication, representation and problem solving skills. Students will continue to use models, tables, graphs, equations and functions to model and represent real-life situations focused on linear and quadratic relationships. Units of study emphasize writing and solving linear systems of equations and inequalities, simplifying radical and exponential expressions, and writing, graphing, factoring and solving quadratic equations. Topics from two- and three-dimensional geometry are integrated into this curriculum, including transformations in the coordinate plane, surface area and volume of solids, and an introduction to right triangle trigonometry. Finally, counting methods and theoretical and experimental probability topics including permutations, combinations, randomness, simulations, expected value, the Law of Large Numbers, the complement rule, compound events, and binomial distribution models will be discussed.

Geometry (420-H)

1 Credit

Grades 9 - 10

Prerequisites: Algebra 1A, with minimum 245 RIT on MAP and/or Teacher recommendation or the successful completion of Algebra 1H.

Also aligned and based on the CCSS Standards, this course provides students further opportunity to develop geometric concepts as well as reasoning, communication, representation and problem-solving skills. Students will use algebraic skills, symbols, formulas and notation, as well as geometric tools (including dynamic geometry software) to investigate, model and represent various spatial relationships. The concepts of transformations in the coordinate plane, similarity and geometric proportionality, applications of Pythagorean Theorem and right triangle trigonometry, surface area and volume of solids, and properties and applications of circles will be explored and applied to real-life problem solving. Finally, a major emphasis will be placed on probability topics including permutations, combinations, randomness, simulations, expected value, the Law of Large Numbers, the complement rule, compound events, and binomial distribution models.

Algebra 2 (430-H, 431 –A) (CCP pp. 15 & 48)

1 Credit

Grades 9-11

Prerequisite: Academic Level: Algebra IA and Geometry A. Honors: Minimum of 250 RIT on MAP and/or Teacher recommendation or successful completion of Geometry H.

Again CCSS-aligned and based on the CSDE Algebra 2 Model Curriculum, this course provides students further opportunities to develop algebra concepts as well as reasoning, communication, representation and problem solving skills. Building on concepts, skills, and strategies from Algebra I about linear and quadratic relationships, Algebra 2 extends student understanding into more complex topics. At the academic level, a deeper understanding of linear inequalities and quadratics will be explored, as well as the introduction of function compositions and inverses, radical functions and equations, factoring, and solving and graphing higher order polynomials. The Honors level will also include the above topics and extend into unit-circle trigonometry and graphing trigonometric functions, and writing, solving and graphing rational, exponential and logarithmic equations and functions. Finally, one-variable statistics topics, including sampling methods and bias, experimental design, and normal distributions will be emphasized. **Students taking honors will be required to complete a summer assignment.**

Pre-Calculus A (442-A)

1 Credit

Grades 10-12

Prerequisite: Minimum 245 RIT on MAP and/or teacher recommendation, successful completion of Algebra 2A.

This course is designed to better prepare students in the area of algebraic understanding before moving onto an undergraduate college or university program. It will focus on problem solving real-world applications, modeling, and the appropriate use of technology while reinforcing skills learned in Algebra 1 and 2. Course content will include a review of linear inequalities and quadratic and polynomial functions, an in depth look at look at rational, exponential, and logarithmic functions, a review of fundamental statistics and probability, basic trigonometry, and SAT test-taking strategies. This course will also help prepare students for the math placement exam given by colleges and universities. Seniors with a 90 average after 4 marking terms are exempt from the final exam.

Pre-Calculus H (440-H)**1 Credit****Grades 10-12**

Prerequisite: Minimum 260 RIT on MAP and/or Teacher recommendation or successful completion of Algebra 2H.

This course is designed for students who plan to take AP Calculus during their senior year or plan to take a Calculus course during their first semester of college. Pre-Calculus continues to provide students further opportunity to reason, communicate, represent and problem solve mathematically. Building on concepts, skills and strategies from Algebra 2 about rational, exponential, logarithmic and trigonometric relationships, Pre-Calculus explores these complex ideas more deeply. Emphasis will be placed on exponential, logarithmic and rational problem solving, applying trigonometric identities, solving and applying trigonometric equations, trigonometric problem solving in non-right triangles, conic sections (including circles, parabolas, ellipses, and hyperbolas), sequences and series, limits, continuity and introduction to derivatives. **Students taking this course will be required to complete a summer assignment.**

Probability and Statistics (445-H)**1 Credit****Grades 11 – 12**

Prerequisites: Honors: Minimum 255 RIT on MAP or Teacher recommendation or successful completion Algebra 2H.

This course is ideal for a college-bound student seeking a fourth math credit who would benefit from a hands-on, activity-based, practical math course. Students considering a college program of study in accounting, marketing, economics, social and political sciences or applied health fields are encouraged to enroll. Probability and Statistics provides students with opportunities to collect, organize, display, analyze and interpret real data, to predict and forecast future events, and to solve problems. Students will complete projects that will require them to conduct experiments, perform simulations, administer surveys and engage in original research from internet databases. Students will learn such concepts and skills as standard deviation, z-scores, normal distributions, confidence intervals and hypothesis tests, correlation, regression, binomial distribution models, expected value, and probability models within the context of previously described project. Seniors with a 90 average after 4 marking terms are exempt from the final exam. **Students taking this course will be required to complete a summer assignment.**

Consumer Math with Business Applications (438 A)**1 Credit****Grade 12**

Prerequisite: Algebra 2A

This course is intended to provide students with the skills to maintain their personal finances related to income, taxes, banking, investing and insurance through the study of relevant problems from everyday life and the use of a graphing calculator and computer spreadsheet. The use of recursive sequences as a means making better consumer decisions with credit cards, car loans, and amortization (home ownership from a mortgage) will be also be explored.

A.P. Statistics (444-AP)**1 Credit****Grades 11-12**

Prerequisites: Minimum 260 RIT on MAP or Teacher recommendation or successful completion of Algebra 2H.

This course is based on the College Board Advanced Placement syllabus and standards and is designed to give students the opportunity to earn a transferable college credit in Statistics. Since AP exams are administered in early May, the rigor and workload in the first three marking periods is significantly greater than that of previous Honors math courses. **Students will be expected to work collaboratively outside of class and will have an additional 4 hours per month of class time after school and on Saturdays.** Students will learn to compose exemplary responses to be released to AP Free Response problems and evaluate them using the official College Board AP rubrics. Topics of study include sampling and bias, experimental design, summarizing one-variable data, constructing and comparing data displays, probability rules, normal distributions, drawing inferences from one- and two-sample means and proportions, correlation, linear regression, and multiple regression analysis. Completion of the AP exam is required. **Students with an 80 average after four marking terms are exempt from the final exam. Students taking this course will be required to complete a summer assignment.**

A.P. Calculus AB (450-AP)

1 Credit

Grade 12

Prerequisites: **Minimum 265 RIT on MAP or Teacher recommendation or successful completion of Pre-Calculus H.**

This course is based on the College Board Advanced Placement syllabus and standards and is designed to give students the opportunity to earn a transferable college credit in Calculus I. Since the AP Exams are administered in early May, the workload in the first 3 marking periods is **significantly greater** than that of previous Honors math courses. **Students will be expected to work collaboratively outside of class and will have an additional 4 hours per month of class time after school and on Saturdays.** Students will learn to compose exemplary responses to released AP Free Response problems and evaluate them using official College Board AP rubrics. Topics of study include limits, the limit definitions of derivative and integral, differentiation and integration rules and techniques, graphing functions using their first and second derivatives, relate rates, optimization, L'Hospital's Rule, the Mean Value and Intermediate Value Theorems, the Fundamental Theorem of Calculus, area estimation techniques, area between curves, volumes of irregular solids with known cross-sections, slope fields, and an introduction to differential equations. Completion of the AP exam is required. **Students with an 80 average after four marking terms are exempt from the final exam. Students taking this course will be required to complete a summer assignment.**

AP Calculus BC (450A – AP)

1 credit

Grade 12

Prerequisites: **Minimum 275 RIT on MAP or Teacher recommendation or successful completion of AP Calculus AB or successful completion of Pre-Calculus H with Teacher recommendation**

This course is based on the College Board Advanced Placement syllabus and standards and is designed to give students the opportunity to earn a transferable college credit in Calculus II. Since the AP exams are administered in early May, the rigor and workload in the first three marking periods is significantly greater than that of previous Honors math courses. Students will be expected to work collaboratively outside of class and will have an additional 4-5 hours per month of class time after school and on Saturdays. Students will learn to compose exemplary responses to released AP Free Response problems and evaluate then using the official College Board AP rubrics. Topics of study include all aforementioned derivative, integral and limit topics of Calculus AB, with additional higher-level topics that include: derivatives of polar and parametric equations, convergence and convergence tests for algebraically defined series, advanced integration techniques, and Taylor and MacLaurin series. Completion of the AP exam is required, and students receive an AB exam sub-score from College Board as part of their BC exam grade. A student-designed final project will be given in place of a final exam. **Students taking this course will be required to complete a summer assignment.**

SCIENCE

Integrated Science (315-H, 313-A)

1 Credit

Grade 9

The unifying theme of integrated science is the interaction of Earth's systems. Using science and engineering practices, students will explore plate tectonics, the origin of the solar systems and the motions within the solar system, the flow of energy and climate change, and physical sciences of Newton's laws of motion. Students will investigate how science and technology affect the quality of our lives and the use of them to develop solutions for the management of energy and natural resources. The study will explore real world connections to gain a greater appreciation of the relevance of science in our daily lives. Students will actively participate in scientific investigations, use mathematical modeling for data analysis and problem solving, apply critical thinking skills, and further develop cooperative learning skills.

Biology 1 (322-A)

1 Credit

Grades 10-12 (Required)

Prerequisite: Integrated Science

Inquiry-based learning is used to aid students in the exploration of the topics including Cell Chemistry, Biotechnology, Genetics, Evolution and Biodiversity. Students will participate in scientific investigation, experimental design, and the application of scientific principles while exploring the interconnection between human and other living things. Emphasis is placed on developing critical thinking, problem solving, and cooperative learning skills

Biology Honors (321-H)

1 Credit

Grades 10-12 (Required)

Prerequisite: Integrated Science H or ES in Integrated Science A

This course is designed for students pursuing Advanced Placement Biology as a junior or senior. The topics covered include but are not limited to The Chemistry of Life, Cell Biology, Genetics, Ecology, Evolution and Physiology. The inquiry based, highly analytical and mathematical approach promotes active student participation in scientific investigation, experimental design, and the application of scientific principles.

AP Biology (342-AP)

1 Credit

Grades 10 – 12

Highly Recommend Prerequisite: Integrated Science H and Biology H or Integrated Science H with Teacher recommendation or Integrated Science A and Biology A with Teacher recommendation

College Board Advanced Placement Biology is an introductory college level course. This rigorous paced course will explore in-depth concepts covered include but are not limited to Chemistry, cells, energy transfer, biochemistry, genetics, evolution, classification and ecology. Students are expected to complete summer reading and writing assignments, develop advanced inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains. The results will be readiness for the study of advanced topics in subsequent college courses. All Students will be required to take the AP examination in May and may be eligible for college credit at various colleges throughout the United States. **Students taking this course as a junior, are encouraged to take Chemistry concurrently. Students taking this course will be required to complete a summer assignment.**

Chemistry (332-A)

1 Credit

Grades 11-12

Prerequisite: Algebra 1, Geometry and successful completion of Integrated Science and Biology.

An Introductory course involving mathematical and theoretical aspect of the following topics: Atomic Theory, Bonding, Chemical Reactions, Quantitative Analysis, States of Matter, and Acids and Bases. Using analytical mathematical skills students engage in scientific investigation of interactions of atoms and their influence of the world around us.

Chemistry Honors (331-H)

1 Credit

Grades 11-12

Prerequisite: Successful completion of Integrated Science, Biology H and Algebra 2

This course will examine the composition of matter and the causes for changes. It prepares students especially for science and engineering majors and also for the SAT Chemistry Subject test. This course requires critical thinking and high level, problem solving skills and involves the student in intensive laboratory investigation and data analysis to further enhance the students understanding of chemical principles and their implications. It emphasizes the mathematical and theoretical aspects of the topics listed, but is not limited to the following: Properties of Matter, Atomic Structure, Bonding, Chemical Reactions, Stoichiometry, Solutions, Acids and Bases, Gas Laws.

AP Chemistry (334-AP) (Offered 2018-2019)

1 Credit

Grade 11-12

Prerequisites: Completion of Biology and/or teacher recommendation. Recommend successful completion of Chemistry H and a minimum 250 RIT on Math MAP

This course is designed to be the equivalent of a general chemistry course usually taken during the first college year. Emphasis in an AP Chemistry course will be both qualitative and quantitative in exploring the topics, with a focus on rigorous laboratory experiences to promote application of skills and critical thinking. **Students taking this course will be required to complete a summer assignment.**

Physics Honors (351-H)

1 Credit

Grades 11–12

Prerequisite: Algebra 2

This honors course engages students in a rigorous algebraic approach to physics while nurturing a greater understanding of mathematics and its application through their understanding of physics. Students will be introduced to concepts such as Work, Power, Energy, Wave Motion, Sound and Light. Students will be expected to work independently and participate in laboratory experiences. This class is designed for students considering a STEM related major in college

AP/UConn ECE Physics 1 (350-AP)

1 Credit

Grades 11-12

Prerequisite: Successful completion of Chemistry and/or teacher recommendation and a minimum 250 RIT on Math MAP

This course is the equivalent to a first semester college course in algebra based Physics. The course covers Newtonian Mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits. This course is excellent preparation for Physical Science and Engineering majors and is transferable for credit for life science, architecture and other majors. **Students taking this course will be required to complete a summer assignment.**

Honors Anatomy and Physiology (364-H)

1 Credits per semester

Grades 10- 12

Prerequisite: Successful completion of Biology and Chemistry (can be taken concurrently with teacher recommendation).

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

***AP Environmental Science (345-AP) (Offered 2018 - 2019)**

1 Credit

Grades 10 -12

Prerequisite: Biology and Chemistry, however, it may be taken concurrently with Chemistry

College Board Advanced Placement Environmental Science is an introductory college level course. The course will explore the interconnected relationship between humans and living systems. The in-depth concepts covered include but are not limited to Human Populations, Biodiversity, Natural Resources and Sustainability of the Biosphere. All Students will be required to take the AP examination in May and may be eligible for college credit at various colleges throughout the United States. **Students taking this course will be required to complete a summer assignment.**

Applied Science (381)

.5 Credit

Grades 10-12

Prerequisite: Integrated Science and Biology

Applied Science is an engaging and hands-on course that offers students the opportunity to gain further scientific inquiry skills as they explore science topics and their relevance to applications in the modern world. This course is a project driven elective that allows students flexibility to propose their own research projects while exploring areas of interest. Some potential topics of interest include building earthquake-resistant structures, constructing model rockets in the study of physics, exploring the chemistry of food science, amongst other interest based research projects.

Forensics (382)

.5 Credit

Grades 10 -12

Prerequisite: Biology

Forensic science is an engaging and hands on approach to exploring various forensic topics: crime scene analysis, collection of evidence, classification of fingerprint evidence, forensic anthropology, and forensic entomology. Students will gain analytical skills and laboratory techniques as they examine data and evidence in order to analyze criminal cases.

Meteorology (383)

.5 Credit

Grades 10-12

(Can be taken concurrently with Biology for Gr. 10)

This course is an applied science that offers all students the opportunity to apply laboratory and technology skills to understand and predict weather on a daily basis. Students will actively monitor local weather stations, radars, and satellites and learn about the interactions between temperate, air pressure, wind, humidity, and precipitation to forecast weather. Extreme weather events will also be explored, such as tornadoes, hurricanes, and blizzards. The emphasis on scientific problem solving provides a perspective on the accomplishments of meteorologists and the limits of forecasting and uncertainty of future climate.

Zoology (384)

.5 Credit

Grades 10-12

(Can be taken concurrently with Biology for Gr. 10)

This course is designed for students interested in exploring the diversity of organism in the animal kingdom. Understanding the tremendous diversity of life on earth allows scientists to connect different animal species with each other and with humans. This course provides an introduction to the evolution and classification of animals, comparative anatomy and physiology of various invertebrates and vertebrates, animal behavior and relationships, zoo design, preservation of species, and careers in science. This class will provide a thematic and hands on approach to learning animal science through classroom activities, dissections, inquiry experiments, projects, and problem solving. The course is designed for all interested students but will especially benefit students who enjoy biology or a future science major.

SOCIAL STUDIES

World Civilization (211-H, 212-A)

1 Credit

Grade 9

The purpose of the World Civilization course is to develop a greater understanding of the evolution of modern societies. Through student-centered, project-based learning, students will gain skills in collaboration, communication, writing, analytical and critical thinking. The course highlights the changes in our world, the causes, and the consequences they have on our modern society. The course emphasizes analyzing events and actions in history and how patterns form, as well as historical interpretations, primary source analysis, critical thinking and reading, and various types of historical evidence. Units are organized according to individual themes: Power, Authority, and Revolution; Culture, Conflict, and Change; Political and Economic Systems; Diversity, Human Rights, and Social Justice. Additionally, topics such as the Industrial Revolution, World War I and II, the Russian Revolution, The Cold War, and Conflicts in the Middle East are also covered.

American Studies / Civics (221-H, 222-A)

1 Credit

Grade 10

Prerequisite: **World Civilization**

This course consists of half a year of civics and half a year of early United States History. Civics will include the study of the executive, legislative and judicial branches of government on the national, state and local levels, including the government's role in the economy, and comparative governmental systems, and the impact of the judicial system on students' lives. Units are organized according to individual themes: Democratic Principles and the Rule of Law; Rights and Responsibilities of Citizens; Cultural Diversity and American National Identity; Role of United States in World Affairs.

AP World History

1 Credit

Grade 10

AP World History is designed to be the equivalent of a two-semester introductory college or university world history course. In AP World History students investigate significant events, individuals, developments, and processes in six historical periods from approximately 8000 B.C.E. to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures.

United States History (231-H, 232-A)

1 Credit

Grade 11

Prerequisite: **American Studies/Civics**

This course advances the American Studies continuum by developing themes that are focused on the 20th century. Units are organized according to individual themes:

Struggle for Freedom, Equality, and Social Justice; Economic Prosperity and Equity; The Impact of Science and Technology on Society and Conflict; Globalization and Interdependence.

AP US History (230-AP)**1 Credit****Grades 11-12**

The AP U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials — their relevance to a given interpretive problem, reliability, and importance — and to weigh the evidence and interpretations presented in historical scholarship. An AP U.S. History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

AP Psychology (250-AP)**1 Credit****Grades 12**

AP Psychology is a course designed to be the equivalent of an introductory college level psychology class. This course will provide a general survey of various topics in psychology. Initially students learn about “what is psychology” in the introduction and history of psychology unit. Other topics covered include: research methods in psychology, biology and behavior, sensation and perception, states of consciousness, learning, memory, and cognition. Furthermore, this course will address psychological development, emotion and motivations, personality, intelligence testing, psychological disorders and therapies, and social psychology. Students are expected to perform at a college level of study and prepare themselves for the AP exam. This course is designed and offered to seniors only at WLHS.

Psychology 1 (246-A) (Offered Odd Years)*.5 Credit****Grades 11-12**

This course introduces students to units of study in learning, memory, the body and behavior, sensation, perception, motivation, emotions, sleep and dreams, drug states, and human development from birth through adulthood. Students will take part in, or observe, experiments relevant to these topics.

Psychology 2 (247-A) (Offered Odd Years)*.5 Credit****Grades 11-12***Prerequisite: Psychology 1*

This course builds on topics discussed in Psychology 1, exploring personality theory, psychological testing, abnormal psychology, and types of human interaction. Psychological research and evaluation will also be examined.

Sociology (248-A) (Offered Odd Years)*.5 Credits****Grades 11-12**

The study of sociology is the study of humanity. This course will explore the relationships humans have with one another, with, larger social groups, and with the environment. The course will attempt to answer the questions, “Why am I the way I am?” and “What is my role in society?”

Contemporary American Issues(249-A) (Offered Odd Years)*.5 Credit****Grades 11-12**

This course is designed to increase the student’s awareness of current American issues in a modern global society. Issues such as, but not limited to, a nation of debt, gender inequalities, gun control, and the death penalty will be studied. Students will be exposed to relevant texts, news magazines, documentaries and literature. Emphasis will be placed on the student’s ability to research and defend their ideas to understand their emerging role as a participant in American Democracy

****Law in American Society 1 (243-A) (Offered Even Years)****.5 Credit****Grades 11-12**

This course is designed to increase the student’s understanding of everyday “street” law. The areas to be covered include an introduction to American law, government functions, and the American legal system, with an emphasis on criminal and civil law. Among the activities included in the course are in depth analyses of past and current cases that have helped to shape this nation. In addition, mock trials, panel discussions, and debates relating to current legal issues are an integral part of the course.

****Law in American Society 2 (244-A) (Offered Even Years)**

.5 Credit

Grades 11-12

Prerequisite: Law I

This course advances the student's understanding of everyday "street" law. Emphasis is on civil law and current legal issues that impact most Americans. Students will be required to read newspapers, weekly magazines and other publications related to current legal issues. Class field trips, class projects, and debate are central to this course.

****Economics (241-H) (Offered Even Years)**

1 Credit

Grades 11-12

Prerequisite: American Studies/Civics

This course applies basic economic principles and solutions to everyday economic problems. The study of both micro- and macroeconomics constitutes a major portion of this course. A comparative approach is used to analyze capitalism, socialism, and communism as political and economic systems. The first semester emphasizes foundations of economics such as concepts of supply, demand, and prices. The second semester studies the stock market, the role of government in a free market economy and the global economy as a whole. Extensive use of television programs, news magazines and the Internet are employed in this course.

****Modern European History (260-H) (Offered Even Years)**

1 Credit

Grade 12

Prerequisite: World Civilization and U.S. History

Modern European History is an investigation of the revolution of Western Civilization, beginning with the Renaissance and ending with the present. Our American society is based on a European foundation, and in order to more fully understand the development of the United States and "modernity" it is essential to complete the study of Europe after the Middle Ages. It is because of Europe that our world has changed from a collection of "traditional" societies to a transitional global culture, due in great part to the power of Europe's influence and ideas in creating the United States.

*Courses offered in "Odd Years" refers to courses that run in school years beginning with an odd number (ie. 2017-2018).

**Courses offered in "Even Years" refers to courses that run in school years beginning with an even number (ie 2018-2019)

WORLD LANGUAGES

Spanish 1 (612-A)

1 Credit

Grades 9-12

Prerequisite: **This course is for students with no previous Spanish language experience OR students who have NOT met the required MS on the middle school course/exit exam.**

This course uses the four skills of listening, speaking, reading and writing in Spanish vocabulary. The rules of grammar are presented and stressed through a variety of exercises. Reading supplements are also included.

Spanish 2 (622H, 622A) 1 Credit

Grades 9-12

Prerequisites: **Spanish 1 and Teacher recommendation for Honors**

This course is a continuation of Spanish 1. The four skills of listening, speaking, reading, and writing are intertwined throughout the course increasing in difficulty as the year progresses. Grammar is an integral part of coursework. Vocabulary is reinforced through video and audio presentations as well as writing assignments. Reading selections are also included.

Spanish 3 (632-H, 633-A)

1 Credit

Grades 10-12

Prerequisite: **Spanish 2 and Teacher recommendation for Honors**

This course stresses proficiency in all areas of Spanish language. The vocabulary and grammar studied is more sophisticated. Cultural readings improve comprehension skills and provide for a better understanding of Hispanic culture.

Spanish 4 H (640)

1 Credit

Grades 11-12

Prerequisite: **Spanish 3 and Teacher recommendation**

Students should be self-motivated to achieve at a high level. In the 4th year, emphasis is placed on raising the level of the student's ability to read and to write accurately, as well as to speak more naturally. Through the annotated texts and projects students will become more culturally proficient.

AP Spanish Language and Culture (647)

1 Credit

Grades 11-12

Prerequisite: **Spanish 4/5 and Teacher recommendation**

This course is intended for qualified and academically talented students who are willing to commit themselves to the rigor of a college-level course. Students enrolled in this course must demonstrate superior reading, writing, listening, and speaking skills. Students enrolled in this AP course will use only Spanish in all course work. The course of study for this class is established by the Advanced Placement Program of the College Board and culminates in an exam in May through which students may earn college credits

ELECTIVE PROGRAM

OFFERINGS BY DEPARTMENTS

ART

Art Foundations (910-A)

.5 Credits

Grades 9 – 12

Come explore various media, while developing techniques and strategies to convey personal vision. Emphasis will be on basic drawing and composition skills.

Ceramics 1: (912-A)

.5 Credits

Grades 9-12

There is nothing more grounding than manipulating clay in your hands. Focusing on hand building techniques such as: pinch, coil, slab and modeling, we will discover how to create basic functional and sculptural pottery while developing a personal style. We will engage in a various glaze and decoration techniques as well experiencing an alternative firing. *There is no pre-requisite for this class; however, Art Foundations is encouraged.*

Ceramics 2: (918-A)

.5 Credits

Grades 9-12

Prerequisite: **Ceramics I**

Discover the potter's wheel and develop your clay skills by throwing a variety of basic functional forms such as mugs, bowls, vases, and plates. Expand on your hand-building knowledge by furthering your understanding of manipulating the clay to create teapots, clocks, and lamps and more. New Surface treatments will be explored and an alternative firing with horsehair will be conducted.

Mixed Media Design (913-A)

.5 Credits

Grades 9 – 12

Prerequisite: **Drawing or Painting**

Mix media explores the pulse of what is happening in contemporary art. We will be mixing, layering, experimenting and combining techniques and processes using multiple forms of media at once: including but not limited to pencil, charcoal, watercolor, acrylics, ink, collage, photography, digital art and incorporating sculptural elements, textures and found objects into our work.

Drawing I (906-A)

.5 Credits

Grades 9 – 12

Develop personal vision and imagination by exploring traditional concepts through a contemporary style. Various Media will be utilized, such as graphite, charcoal, pastel, colored pencil and ink. *There is no prerequisite for this class; however, Art Foundations is encouraged.*

Painting I (902-A)

.5 Credits

Grades 9 – 12

The focus of this course is discovering and developing various painting techniques, while following the art elements and principles to create unified compositions. students will explore and become familiar with a variety of art movements and experiment with the styles and techniques used by artists in these movements.

Sculpture (904-A)

.5 Credits

Grades 9-12

Discover three dimensional art by manipulating, transforming and constructing a variety of material. Exploring personal vision and creative problem solving skills, this class challenges you to think beyond the box.

There is no prerequisite for this class; however, Art Foundations is encouraged.

Portfolio Preparation (909-A)

1 Credit

Grades 10-12

Prerequisite: Earned 1 credit in previous art electives

This course is designed for students who are planning to take AP Studio Art the following year or Students who need a portfolio for admission to an art college/program. Students will choose the area of interest 3D, 2D or Drawing. Students choosing to 2D or 3D will develop work that demonstrates understanding of the principles of design, including unity/variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale and 2D-figure/ground relationship, 3D- occupied/unoccupied space. Students choosing Drawing will demonstrate understanding of a wide range of drawing concerns, such as drawing from observation, work with invented or nonobjective forms, effective use of light and shade, line quality, surface manipulation, composition, various spatial systems and expressive mark making. The art work created should show evidence of conceptual, perceptual and expressive development, as well as technical skill; thus, the student's work should demonstrate a variety of skills, and approaches.

Advanced Placement Studio Art I(914)

1 Credit

Grades 11 – 12

Prerequisite: Portfolio Preparation and permission from the instructor

This course is intended for highly motivated students who are seriously interested in the study of art. Students will develop a concentration in this course. A concentration is a body of related works that demonstrate a student's commitment to the thoughtful investigation of a specific visual idea. It is **NOT** a selection of a variety of works produced as solutions to class projects or a collection of works with differing intents. Students will be encouraged to explore a personal, central interest as intensively as possible; they are free to work with any idea in any medium that addresses 2D, 3D or drawing issues. The concentration should grow out of the student's idea and demonstrate growth and discovery through a number of conceptually related works. Students will be evaluated on visual and written evidence of student's thinking, their selected method of working, and development overtime. Students are expected to work in and outside the classroom and beyond scheduled periods. A portfolio will be submitted to the College Board for evaluation and possible college credit.

BUSINESS EDUCATION

Accounting (521)

1 Credit

Grades 9 – 12

This course provides students with an understanding of the basic accounting principles and procedures used to operate a business. Students will complete several computerized projects and an accounting simulation that will give students the experiences of managing the financial activities of a business.

Personal Finance (525)

.5 Credits

Grades 10 – 12

This course is designed to give students a comprehensive understanding of personal money management, for now and in the future. This course will assist students in developing and understanding of their roles as consumers and the financial implication of their choices. topics to be covered include: budgets, credit cards, real estate and mortgages, auto purchases and insurance, earning and reporting income, medical insurance and other benefits, preparation of tax returns, stocks, planning a wedding, retirement, death, college loans, bonds and mutual funds.

Business Principles (534)

1 Credit

Grades 9 – 12

This course is designed to give students a comprehensive understanding of the various career paths and areas in the business realm. Students will explore career opportunities, get a glimpse of business issues through authentic projects and learn about the various computer components that are necessary to get the work done efficiently and effectively. Areas that will be covered include: marketing, finance, economics, human resources, management, accounting, management information systems, and entrepreneurship.

Principles of Marketing (545) (CCP, pg. 42)

1 Credits

Grades 9 – 12

Fasten your seat belts!!! You already know a lot of marketing – It’s all around you – at home, at school, where you work, where you play, you are exposed to marketing. Yet, there is more to marketing than meets the consumer’s casual eye. Through authentic projects, guest speakers and activities, this course will introduce students to the processes and functions involved in meeting consumer’s wants and needs and why a business can’t function without this EXTREMELY important element.

***Entrepreneurship (520) (Offered on odd years)**

1 Credits

Grades 9 – 12

This course introduces students to the world of Entrepreneurship. Through the use of electronic mediums, students will use creativity, creative thinking and problem solving skills as they design an internet business of their own. Through individual and group work, students will learn about e-technologies and Internet based business development by participating in online technical seminars, exposure to professionals in the industry and virtual conferences. Student teams will present their projects at the Connecticut Exposition in May.

***Communications (523) (Offered on odd years)**

.5 Credits

Grades 9 – 12

The common thing all successful people have is the ability to express themselves effectively. This is an introductory course designed to give students the opportunity to acquire self-confidence, poise, and practice as they develop their skills in oral and written communications. These skills will be useful for speaking in public through the use of informative, persuasive, debate, and narrative speeches. The course will also examine proper written communication techniques as well.

***Courses offered in “Odd Years” refers to courses that run in school years beginning with an odd number (ie. 2017-2018).**

FAMILY & CONSUMER SCIENCE

Culinary (824-C)

1 Credit

Grades 9-12

Culinary explores the competencies, characteristics, and expectations of careers in the culinary arts. The course includes topics such as sanitation, fundamentals of cooking and baking, planning, preparation, presentation, and service. Working in the lab will provide students with the opportunity to handle foods, utensils, and equipment. The emphasis throughout the course is to provide authentic experiences, including Community Bakery, Restaurant Service, Demonstrations, and Competitions.

International Foods (825-A)

.5 Credit

Grades 9-12

In this course, students examine the different cultures, and traditions of countries from around the world to better understand global relationships. Recipes are planned and prepared that are representative of these different areas.

iCook (826-A)

.5 Credit

Grades 9-12

This course teaches students how to cook for themselves and others, while emphasizing culinary skills and nutrition. The focus in this course is to gain an appreciation and understanding of cooking and nutrition. Students learn about food and nutrition basics as they prepare a variety of dishes. Culinary skills covered include, baked products, simple meals, sides dishes, snacks, and desserts.

Childhood Development (827-A)

1 Credit

Grades 10-12

Child Development serves as an excellent first glance into the development and care of a child. It is designed for students genuinely interested in working with young children. The course covers all areas of child development from birth to preschool including weekly placement in a Pre-school classroom at North Street Elementary School. In this placement, students will work directly with faculty and students. Students will be required to commit fully to all expectations or requirements of the North Street placement

MUSIC

Concert Band (920-AB)

1 Credit

Grades 9-12

Prerequisite: The Concert Band is open to students with experience playing a brass, woodwind, or percussion instrument. This course can be repeated for credit.

The Concert Band consists of three families of music instruments: Woodwind, Brass, and Percussion.

Instruction is offered in performance skill for a variety of musical styles. Students are required to attain a basic level of instrumental proficiency for participation in concert performances. The Concert Band rehearses daily. Group instruction is offered at sectional meetings scheduled during open periods. The concert band performs at all Music Department concerts, and the Marching Band performs in a minimum of two parades per year.

Attendance at all scheduled performances is expected. Marching Band parade attendance is expected in accordance with the

W.L.H.S. Music Department policy. Students who would like to participate in extra-curricular activities, e.g. Jazz Band, Rhythm Section, Combo, etc., are required to participate in Concert Band unless other arrangements are made with director.

Concert Choir (921-AB)

1 Credit

Grades 9-12

This course can be repeated for credit.

Choir is a performance-oriented class designed to develop and perfect choral performance techniques learned at the Jr. High or Middle School level. The class is open to all students regardless of musical background or experience. Students will develop their musical literacy skills and improve their interpretation of choral/vocal music, relevant to their grade level. Performance techniques covered will include: breathing and supporting tone, balance and blend, diction and placement, stage presence and decorum, use of sound equipment and lighting from a performance perspective. Students will demonstrate increasing familiarity with, and appreciation for, music of varying styles and time periods. Choir performs music in other languages as well as English, and promotes an understanding of music from other cultures. Opportunities for solo performance will be offered. Because the primary emphasis of a choral ensemble is *performance*, all students who elect choir as a class will be required to participate in all scheduled concerts. Students who wish to participate in extra-curricular music activities (Vocal Motion, Select Choral, NCCC, etc.) are required to participate in Concert Choir.

Beginning Guitar (929-A)

.5 Credit

Grades 10-12

Beginning guitar class is designed for students with an interest in learning to read music and play basic chords on the guitar. The class will use classical guitars provided by the music department, is designed for students who have **no previous playing experience**. Students will learn basic fingering techniques, scales and chords on the instrument. Traditional notation will be used for solo/melodic playing. The class will also cover instrument maintenance, stringing and tuning the guitar, use of the guitar and guitar-like instruments in Western Music (history of the instrument), and a variety of accompaniment techniques. Students will be graded on their effort in class, written quizzes, short quizzes, short papers, playing evaluations and a final performance/analysis project.

Beginning Piano (930)

.5 Credit

Grades 10-12

Beginning Piano class is a one-semester course that will provide students with an elementary foundation in piano skills. Topics covered will include basic notation, hand positions and technique, scales, chords and simple accompaniment, and the piano as a tool for writing (composing) music. This course is recommended for all students who plan post-graduate study in music, as well as any student who would just enjoy an opportunity to develop musical keyboard skills. Practice keyboards will be made available for in class use, but students should have access to either a piano or electronic keyboard at home for daily practice. Assessments will include both playing and written tests, but students will not be required to play in any concerts or public performances. **This class is not designed for students who are already proficient on the keyboard, nor is it intended to be a substitute for private lessons.**

Audio Engineering and Sound Technology (926-A)

.5 Credit

Grades 10-12

Audio Engineering and Sound is an introductory course which is designed to assist students in exploring areas of interest, relative to sound engineering and recording technology. Topics covered will include an understanding of basic audio theory, use of sound reinforcement and recording equipment, and computer assisted recording for the aspiring musician. Students will learn to define terminology which is applicable to sound engineering, and use their own equipment in an effective manner. No prior background in sound recording technology is required.

Jazz-Rock Improvisation (924-A)

.5 Credit

Grades 10-12

Prerequisite: **Experience in instrumental music and standard notational music reading skills**

Jazz-Rock Improvisation offers instruction in the skills necessary for improvisation in a broad variety of musical styles. Emphasis is placed on the development of skills through listening, analysis, and class practice.

PHYSICAL EDUCATION AND HEALTH

PE 1 (950-B)

.5 Credit

Grade 9-10

PE 1 is a half-year course that promotes healthy lifestyles for both the short and long term. The goal of physical education is to improve physical fitness through a variety of activities as well as understand the importance of social skills and sportsmanship in a physical setting. There is a focus on lifetime activities including individual and team concepts and an emphasis on physical fitness. Included is a portfolio with goal-setting to achieve improvement in overall fitness. Team activities consist of soccer, flag football, volleyball, basketball, Frisbee games, softball, and other cooperative games.

Health 1 (950-C)

.5 credit

Grade 9-10

This is a half year course that promotes healthy lifestyles for both the short and long term. The goal of health education is to help students acquire an understanding of health concepts and skills and apply them in making healthy decisions to improve and promote personal, family and community health. This course focuses on health content and examines attitudes and formulates lifestyle behaviors. Students integrate a variety of health concepts, skills and behaviors to plan their personal health goals. Areas of study include wellness, character education, decision making, fitness, nutrition, mental health disorders, suicide prevention, substance abuse and addiction, reproductive systems, abstinence, and family life education.

PE 2 (960-A)

.5 Credit

Grade 10-12

Prerequisite: PE 1

PE 2 is a half year course that promotes healthy lifestyles for both the short and long term. The goal of physical education is to improve physical fitness through a variety of activities, as well as understand the importance of social skills and sportsmanship in a physical setting. There is a focus on lifetime activities including individual and team concepts and an emphasis on physical fitness. Individual and small group activities include such recreational activities as tennis, badminton, golf, volleyball, basketball, indoor racquet games, floor hockey, and softball. Included in this course is a fitness portfolio with goal setting and performance tracking to achieve improvement in overall fitness.

Health 2 (960-C)

.5 credit

Grade 10-12

Prerequisite: Health 1

This is a half year course that promotes healthy lifestyles for both the short and long term. The goal of health education is to help students acquire an understanding of health concepts and skills and apply them in making healthy decisions to improve and promote personal, family and community health. This course focuses on health-related content, examines attitudes, and formulates lifestyle behaviors. Students integrate a variety of health concepts, skills and behaviors to plan their personal health goals. Areas of study include character education, decision making, substance abuse prevention, addiction, abusive relationships and domestic violence, human sexuality, HIV/AIDS and other sexually transmitted infections, community and complementary health care services, and environmental health.

Unified PE (974)**1 Credit****Grades 9-12*****Prerequisite: Recommendation of a PE Instructor is required***

This course is open to all students who are interested in participating in a Special Olympics model for sports and fitness. Team with a supportive learning environment while engaging in sports and fitness activities. This model emphasizes cooperation, problem solving, and forming relationships between peers. A diverse group of students work together creating a supportive learning environment while engaging in sport and fitness activities.

PE Elective: Team Sports (979)**.5 Credit****Grades 11-12*****Prerequisite: Health / PE 1 and PE 2***

This course is designed for those interested in more intensive fitness and athletic activities, or in pursuing a career in physical education, personal training, physical therapy, or coaching. Emphasis will be on team sports which require a sense of cooperation and team play. This course will require one major research project that includes student-taught physical education lessons.

PE Elective: Yoga and Stress Reduction (980)**.5 Credit****Grades 11-12*****Prerequisite: Health / PE 1 and PE 2***

This course is designed for the student who is looking for alternative ways to become more physically fit and reduce stress. The students will study Yoga, an ancient scientific system that will teach students how to integrate the physical, mental, and spiritual aspects of their lives. The emphasis is on the improvement of physical and mental well-being by practicing postures (asanas), breath control (pranayama), and relaxation. Students will use their knowledge to learn about other aspects of yoga, and will lead a yoga session in a group format. Daily stress management techniques will be taught, as well as how to control stress through the practice of yoga.

PE Elective: Personal Fitness and Training (981)**.5 Credit****Grades 11-12**

This course is designed to give students the opportunity to learn fitness concepts and conditioning techniques used for attaining optimal physical fitness. Students will learn the basic fundamentals of strength training, aerobic training, and overall fitness training and conditioning through comprehensive weight training, cardiorespiratory endurance activities, and flexibility exercises. This class will use current technology to regulate and monitor fitness. Emphasis will be placed on development of a personalized fitness program for a healthy lifestyle. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime.

TECHNOLOGY EDUCATION

Intro to Design and Manufacturing (756)

.5 Credit

Grades 9-12

This course is the first in the Manufacturing, Pre-Engineering, and Construction Pathways. It has been designed for a student who has little or no previous experience and is looking for an exciting place to start. Course content is primarily broken into three parts: Safety multiple lab environments, Computer Aided Design & Manufacturing, and an introduction to fabrication using traditional and modern CNC equipment. Current experiences include: SolidWorks Software, Illustrator Software, Torchmate CAM Software & CNC Plasma Cutting, Laser Cutting & Engraving, manual and CNC Milling, Welding and basic Wood Processing techniques.

Intro to Graphic Media (789)

.5 Credit

Grades 9-12

This introductory course offers students an opportunity to explore Graphic Design, Photography, and Film & Video Production through multiple authentic learning experiences. Students will gain an understanding of the skills and experiences related to related graphic media fields, as they learn how to create various informational materials through digital design and layout. Upon completion of this course, students will have the foundational skills necessary to continue onto other related courses.

Architectural Design (758)

1 Credit

Grades 10-12

This course focused on being the third in the Architecture & Construction Pathway and builds on previous experiences from Construction Technology, to help create building designs that are both functional and attractive.

This course focuses on the creation of scaled architectural models both physically and virtually using CAD Software. Current experiences include: Surveying a Building Lot, Designing a One- Story Structure, Modeling at Scale.

Construction Technology (707)

1 Credit

Grades 9-12

This course is the second in the Architecture & Construction Pathway and builds on experiences from the Intro. to Design and Manufacturing Course. Students will learn how to build a house from its footings below the ground to the shingles on the roof. Emphasis is placed on creating experiences that work at full-scale. This course will require basic geometric and algebraic math skills for estimation of materials, framing layout, and cutting measurements. Current experiences include; Build Site Survey and Layout with a Rotary Laser, Concrete Block Foundation, Electrical & Plumbing Basics, Floor & Wall Framing, & Roof Framing & Finishing.

Film/Video Production (742)

1 Credit

Grades 9-12

This course will provide students with authentic learning and problem solving experiences; following the Production Process. Learning activities will focus on video production application, safety, cinematic principles, and media components and concepts. Students will work individually and in teams to apply digital editing technique, including special effects, in creating both live and post-production video. Students will be responsible for planning and creating a live broadcast of the school's morning announcements show and news segments.

Photography (766) (CCP pp. 15 & 48)**.5 Credit****Grades 9-12**

This course is an introduction to digital photography focused on digital image manipulation and digital SLR photography. Students are introduced to the history of photography, how a camera works, post-processing techniques, image manipulation, studio photography, lenses, and more. Students will also explore various digital photography techniques while learning to manually operate a DSLR camera. Through a variety of digital activities, students will gain an understanding of digital photography tools and be able to apply them correctly. Emphasis is placed on composition, techniques, and post-production.

Graphic Design (788) (CCP pp. 15 & 48)**1 Credit****Grades 9-12**

This course emphasizes the graphic design process while applying the basic principles and elements of design. Students will have multiple opportunities to demonstrate understanding through a variety of learning activities; including the creation of logos, symbols, posters, package design, and other informational graphic material. Students will design and create authentic products using a variety of software applications and output methods. Typography will be explored and students will demonstrate how ideas are communicated through type and graphic images. Each topic explored in the course will focus on effective communication strategies for the conveying of information to specific audiences.

Manufacturing Technology (710)**1 Credit****Grades 9-12**

This course is the second in the Manufacturing Pathway and builds on the experiences in the Intro to Design & Manufacturing course. Students in this class will focus on the design and production of a variety of products using both custom manufacturing design and mass production techniques. Students will focus on the design and setup of repeatable operations as well as products that are designed for ease of production. Current experiences focus on the use of Solidworks, MasterCAM, Manual Machining, CNC Machining, & Production Process Design & Analysis.

Pre-Engineering (725)**1 Credit****Grades 10-12**

This course is the second in the Engineering Pathway and is designed to build upon the experiences from the Intro. to Design & Manufacturing Course. This is a prerequisite for the FIRST Robotics Internship. Students will explore the variety of engineering fields and apply the Engineering Design Process as they tackle exciting STEM Design & Problem-Solving Challenges. Along the way students will utilize advanced CNC Machining Techniques in the process of creating functional prototypes. Materials used in this course will be Woods, Metals, Plastics, & Composites (i.e. Fiberglass). Current Experiences include: The Raider Regatta (Cardboard Boat Race), Wind Turbine Design, Load Testing & Materials Analysis (Mailbox Design Project), Pre-Engineering Portfolio.

Film & Video Production/Tech Internship (790)**1 Credit*****Prerequisite: Application and Interview Process***

Students participating in this internship experience should have successfully complete Film and Video Production and/or have a strong interest in connected career fields. This internship experiences provides students with in-depth and authentic learning through participation in Reel Raider Productions. Responsibilities will include multiple live streams of events for the WLHS High School Cube. Additionally, students will be expected to create several video productions for the school and local community. Students will be required to participate in after school productions as well as 1 after school production meeting a month.

Graphic Design - Tech Internship (790)**1 Credit*****Prerequisite: Application and Interview Process***

Students participating in this internship experience should have successfully complete Graphic Design and/or have a strong interest in connected career fields. This internship experiences provides students with in-depth and authentic learning through taking on the responsibilities of the WLHS Print Shop. Responsibilities will include all aspects of running this small business, including invoicing, proposals, and production of various informational and graphic materials. Students may be required to participate in after school print productions as well as 1 after-school meeting a month.

SPECIAL PROGRAMS

English Language Learner Program

The English - Speakers of Other Languages (ESOL) department provides instruction and support to English Language Learners (ELLs) developing English proficiency for success in both social and academic settings. Placement in the ESOL courses is done using standardized assessments in reading, writing, listening, speaking and comprehension as well as social interviews and educational background reviews. Students attend ESOL classes until they reach proficiency on the state mandated LAS Links assessment. In order to exit the ELL program, a student must be proficient on the LAS Links and reach level 2 (Basic) in reading, writing and Math on CAPT (grades 10-12) or reach level 3 (proficient) in reading and math (grade 9) and level 2 in writing (grade 9). ELL students are monitored for two years after they exit the program.

ESOL Beginner (1100)

1 Credit

This course is designed for English Language Learners (grades 9-12) with beginning English proficiency. This course is an introduction to the pronunciation, structures, and patterns of oral and written English. Using a variety of materials, students will practice listening, speaking, reading and writing. Particular focus will be given to building vocabulary and grammar.

ESOL Intermediate (1102)

1 Credit

This course is designed for English Language Learners (grades 9-12) with intermediate English proficiency. Students will continue to practice listening, speaking, grammar and vocabulary building. In addition, students will develop strategies for understanding content material while strengthening their reading and writing skills.

Special Education

The Planning and Placement Team, composed of administrators, teachers, school counselors, parents, students and special education staff, is responsible for collecting diagnostic information and determining whether a student has a disability and requires special education instruction and/or special services.

For further information about eligibility for Special Education Services, please contact the Director of Special Services at 860-292-5706.

Special education services may include special instruction, support services, and monitoring services, in addition to participation in the general curriculum. Wherever possible, students are placed in the general education school program, or the least restrictive environment possible in which the student can achieve success. Supportive services may include additional instruction, alternative forms of instruction or assessment, and other accommodations which enable the student to manage his/her disability and achieve academic success. Students eligible for special education services are required to meet the graduation requirements at Windsor Locks High School.

Courses that are offered through the Special Education Department include:

Academic Support

Transition Math 1 & 2

Transition English 1 & 2

Life Skills

BYU On-Line High School Courses

WLHS offers credit recovery and enrichment opportunities through the BYU on-line high school program. For a modest registration fee, students may enroll in core or elective courses that meet WLHS graduation requirements. Prior approval by the student's school counselor is required, and most Special Programs courses require passing an exam that is proctored by the guidance department. Students may complete work in the BYU on-line courses outside the regular school day and during the summer. For a complete listing of the high school courses that are offered in this program, see <http://ce.byu.edu/is/site/>

Virtual High School

Credit .5 or 1

Prerequisite: Permission of site coordinator and school counselor

WLHS is a participating member of a national and international online learning experience called Virtual High School (VHS). Offering over 300 full year and semester courses (20 of which are AP), VHS provides our students with learning opportunities that no one school system could afford. Courses run the gamut from "AP Environmental Science" to "Basic Mandarin" to "Contemporary Irish Literature" to "Shakespeare in Films" Course offerings may be reviewed at (<http://www.govhs.org>)

VHS is open to seniors, juniors, and sophomores who want to take an AP course or an enrichment elective not available at WLHS. Students must take the class as an additional course and must have an assigned study hall. Students assigned to a VHS course check in to the media center where they will sign into their course under the supervision of the media center staff. Ideal candidates are disciplined, self-motivated students with good attendance records. Students who wish to enroll in a VHS course must consult with their school counselor early in the course request process to be sure the course meets requirements and to discuss the unique requirements of this special learning environment.

Application forms are available from school counselors. Note: There is no additional cost to the student, and the course counts as part of the student's GPA.

Pine Meadow Academy

Pine Meadow Academy is a new alternative learning environment for high school students who may find the typical high school day a challenge or who may be seeking an alternative route to graduation. Based in the old technology wing at Windsor Locks Middle School, students work in a state of the art, **non-traditional** setting while meeting educational standards and being active with the community. There is an ideal staff to student ratio and students work closely with both teachers and their school counselor. Students also have an option to take some **traditional elective courses** at the high school. Parents are also expected to play an active role in their student's education and they will be invited as part of the learning team meetings. An individualized learning plan will be built to meet the needs and interest of the student. There is an application process for acceptance into this program, which will include a site visit to the academy and administrative review.

All students are expected to obtain employment or volunteer work outside of the school day. A school counselor will work with all students to find an internship or job shadow in the community. These hours will contribute to the student's school day and students will complete reflections regarding their job performance and could earn credit toward graduation.

RISE Transition Academy

RISE Transition Academy is a post-secondary program aimed at supporting young adults (ages 18-21) during their transition into adulthood. Students attend based on a PPT decision and the program is individually created. Experience and instruction focus on independent living, continuing education, employment, community awareness, and self-advocacy skills.

RAIDER BLOCK

The Raider Block program at Windsor Locks High School plays an invaluable role in the school's overall academic and student support services plan. The Raider Block period is the vehicle for students to not only get to know themselves, but to help others within our school community as well as the greater community of Windsor Locks. Raider Block will be a place where teachers and students can connect in small groups and be the beacon of hope they need to discover their dreams, reach their goals, soar to new heights academically and personally, and explore career pathways toward their future. Raider Block will become the place where students can gain skills in those increasingly important "life-ready" skills for college, career, and beyond.

The purpose of the Raider Block program is:

- An opportunity for students, staff and administration to support one another through real-life situations.
- An experience where every student can build a relationship with a caring adult who supports academic, personal/social, and career needs.
- A caring environment where students advocate for themselves and others.
- A place to build community through common projects that benefit the school and community.
- A safe place where all students belong.

Expectations:

Each week (A day) students (approximately 12 students from mixed grade levels) will meet with their advisor to engage in activities that help students meet with success in high school, while preparing them for life after high school.

Students will receive .25 credit per year for a total of 1 credit for their 4 years of high school.

Students and Advisors will:

- Review progress made in all classes. This may involve checking:
 - * Power School
 - * Emailing or conferring with the student's teachers, conferring with the student, conferring with the school counselors and administration. This should be on-going
- Encourage students to take advantage of Enrichments and interventions through the use of Enriching Students.
- Design and create a "collaborative" project
- Provide opportunities for students to conference and defend their progress
- Facilitate Student-Led Conference
- Advisors are the case-managers for their Raider Block advisees and should advocate for them. As such, advisors are responsible for getting to know their students, question any negative attendance patterns, discuss grades, friends, hopes, and dreams.
- *Advisory is not a time for Homework*

Extended Learning Opportunities (ELO's)

ELO Overview: Extended Learning Opportunities are focused on preparing students with experience outside of the classroom to gain a broader, deeper knowledge of a topic of their choosing and how it relates to a post-secondary pathway. This goal will be achieved through learning through work, research, reflection, project and presentation. Students work collaboratively and individually, with various school and community members. **Students may enroll in an ELO for either one or two semesters and receive 1 credit per semester as long as criteria for the program has been met.**

ELO: Impact on School Community: Extended Learning Opportunities exist when the school and the community come together to fuel a student's passion for learning. It puts a different emphasis on students learning and ownership, while creating a product that benefits the school and the larger community of Windsor Locks. Students are challenged to apply their learning authentically, as they meet the many different needs and expectations. Their application of learning and work provides multiple opportunities for the community to see student learning first hand. These experiences create pride amongst the student body and the school staff.

ELO: FOUR COMPONENTS



Research:

Research is an important first step of the ELO process. The goal is to turn an elementary interest into engaged enthusiasm.

Reflection:

Through reflection, students will experience personal growth and examine their experiences so far. The learning happens in reflection, and students will be asked to reflect constantly through any method they choose (journaling, video, dairies are examples).

Project:

A particularly tangible item that can also have a social impact. This may grow logically out of the topic chosen.

Presentation:

Students will demonstrate the authenticity and mastery of their learning through a non-traditional oral presentation made to members of the school and local community that have contributed to the student's ELO.

EARLY COLLEGE PROGRAMS

Substantial opportunities to earn college credit exist for students enrolled at WLHS. These include the opportunity to study on a college campus, with the High School Partnership Program (HSPP) programs with Asnuntuck Community College, as well as the opportunities to take college level courses taught by WLHS faculty through the AP Program, UConn Early College Experience Program, and Asnuntuck College Career Partnership Program. In addition, the WLHS Virtual High School offers AP classes, and students may enroll in Brigham Young University on-line courses at both the high school and college levels. Each program is described briefly below, but students should contact their school counselor for specific details regarding programs in which they are interested. **All early college courses are substantially more difficult than traditional high school courses, and all carry a significantly more demanding work load.** Generally, the school counseling department recommends enrollment in no more than two college level courses in the junior year and three in the senior year.

Students are encouraged to consider taking AP courses in their junior and senior years, as these college level courses are excellent preparation for undergraduate university studies. Many colleges will grant college credit for undergraduates who successfully completed AP courses in high school and earned a score of 3, 4, or 5 on the AP exam. Others may grant exemptions from required introductory classes. Students who enroll in an AP course are required to take the AP exam offered in May. **If a student declines to take the exam, the AP designation is removed from the student's transcript and the course is weighted as an honors level course.** Performance level on the AP exam has no impact on the student's grade or credit at WLHS.

In 2018 – 2019, the following AP courses will be offered if there is sufficient enrollment:

AP Art	AP Seminar	AP Statistics
AP Biology	AP English Language & Composition	AP US History
AP Calculus (AB)	AP English Literature & Composition	AP World History
AP Calculus (BC)	AP Physics (B)	AP Psychology
AP Chemistry		
AP Environmental Science		

Additional courses may be available through the Virtual High School program. Any student enrolled in a Virtual High School AP course will be required to take the AP exam, just as is required of students who take a class in person. Failure to do so will result in the AP designation being removed from the student's transcript.

UConn Early College (ECE) Program

The UConn ECE Program offers courses identical to those offered at the University of Connecticut, but instructed by WLHS faculty who have been approved as adjunct UConn faculty. Students are considered members of the UConn community and have substantial access to University resources, including the libraries at the main and branch campuses.

In 2018– 2019, the following course will be offered at WLHS if there is sufficient enrollment:

Biology

English 1011 - Literature & Composition (ECE English)

Physics 1201Q – Physics (ECE Physics)

High School Partnership Program (HSPP) – Asnuntuck Community College (Enfield)

Juniors or seniors who have a “B” average are eligible to enroll in ACC courses offered outside of the regular school day on a space available basis during the fall and spring semesters. There is no tuition charge, but students are responsible for books, supplies and transportation. Students must review course selections with their school counselor prior to enrollment to ensure that credits will transfer to WLHS. Courses available can be found at <http://www.acc.commnet.edu/courseschedule/index.htm>.

Asnuntuck Community College – Accelerated College Consortium (ACC²)

The Accelerated College Consortium (ACC²) at Asnuntuck Community College is a new partnership established between Windsor Locks High School, East Granby High School and Asnuntuck Community College. This partnership is designed for inspiring and engaging students in rigorous learning experiences fostering individual interests while preparing them for the demands of higher education. Students will participate in a cohort over a two-year period. Junior and senior students attend their high school in the morning and spend part of their afternoon at Asnuntuck Community College earning additional credits and taking courses in a variety of disciplines. Successfully completed courses earn one high school credit and three college credits.

Asnuntuck Community College (ACC) College Connections Program

Welding Technology and Machine Technology, are offered at ACC for WLHS juniors and seniors. There is no cost for the program, and transportation to and from school is provided by WLHS. A complete description of the courses offered is contained in Appendix A. Welding and Machine Technology students earn 2.5 WLHS credits; students may earn five credits by completing the entire two-year program, or may enroll for one year only. Early Childhood Education and Health students earn 2.5 WLHS credits. Students must apply for admission to the program in the spring of their sophomore or junior year. Information is available from the student's School Counselor. Successful completion of the entire program in Welding or Machine Technology brings the student to within a semester or two of the Associate in Science degree from ACC. The program offers substantial opportunities for scholarships to cover the complete cost of finishing an Associate's degree. In addition, students who complete the program have access to a highly successful job placement program.

Asnuntuck Community College CCP (College Career Pathways) Program

College Career Pathways, a federally funded program, allows students to earn college credit, by taking classes at their high school that have been articulated through Asnuntuck Community College. Courses articulated are determined yearly by ACC. Students apply for College Career Pathways at their high school in their senior year with the school counseling office. Articulated courses for Windsor Locks High School include: **Algebra II-H, Graphic Design, Marketing, and Photography I/Independent Study Photography**

Students must complete the Accuplacer test for specific criteria scores in mathematics, and maintain a minimum of B- (80-83) average. Students are able to apply the credits they have earned toward a degree or certificate program at ACC or transfer them to another college or university. **Most colleges accept incoming community college credit. The final decision is dependent on the accepting college's transfer policy.**

Information is available from any school counselor and additional information is available at <http://www.asnuntuck.edu/admissions/college-career-pathways>.

Brigham Young University (BYU) On-line Program

BYU offers an extensive selection of college level courses on-line. A moderate registration fee is required, and students are responsible for the purchase of their books and supplies. Students who wish to take a BYU college course on-line must first consult with their school counselor to be sure the credit can transfer to WLHS. Courses available can be found at <http://ce.byu.edu/is/site/>.

Applications for Concurrent Enrollment Credit Transfers to the Undergraduate Institution of the Student's Choice

Colleges and universities differ substantially in their policies about the transfer of concurrent enrollment credit, and students must be guided by the regulations of the undergraduate institution at which they intend to enroll. In some cases, if credit for a college course is applied to high school graduation requirements, a college will not accept the credit against college graduation requirements. Not all colleges accept AP credits or ECE credits. Nonetheless, WLHS students are encouraged to enroll in as many college-level courses as they think appropriate, and to submit their credits to the college of their choice with the thought that will make them better prepared to be successful college students. Student must obtain a transcript from the college granting WLHS concurrent enrollment credit (ACC, UConn, BYU), and submit it to Admissions to the school they enroll in as a freshman after high school graduation. The school counseling department can assist students with process.

APPENDIX A

The Windsor Locks Public Schools do not discriminate on the basis of race, color, national origin, sex, or handicap in any of its educational programs.

The coordinator for Title VI, Title IX, and Section 504 is the:

Superintendent of Schools 58
South Elm Street Windsor
Locks, CT 06096 Telephone -
292-5000

Compliance Officers:

Title VI - Race, Color, National Origin - Susan Bell, Superintendent of Schools,
Windsor Locks Public Schools

Title IX - Sex Equity - Sheri Lee, Superintendent of Schools, Windsor
Locks Public Schools

Section 504 - Handicap - Joshua Robinson, Director of Special Services ADA -
American with Disabilities Act - Les Koziara, Business Manager

A full statement of the grievance procedure is available in the school's main office and in the Superintendent's Office. It is published annually in the high school's Student-Parent Handbook.