

Watertown High School



Program of Studies

2019-2020

**Watertown High School
324 French St.
Watertown, CT 06795
860-945-4810**



Watertown High School Students, Parents and Community:

It is with pleasure that we share with you the Program of Studies that will help frame your experience at Watertown High School. High School presents opportunities for various beginnings—new classes, new faces, new courses, and often-new dreams. Our goal is to provide all students with a comprehensive high school education focused on personalization of the learning experience and 21st century learning skills so students can become productive and dynamic citizens in an ever-changing global society.

The purpose of this Program of Studies is to help guide course selection and aid in our registration process. Building an effective schedule that allows for a range of opportunities while maintaining the rigor needed to prepare students for life after high school is at the center of what we do as a school. Please pay close attention to the various prerequisites needed for certain courses in order to help you prepare a plan for your high school educational experience. ***In addition, please note that certain classes have specific minimum credit requirements that students must take each academic year.*** As you go through the process, we encourage students and families to consult with your school counselor and teachers in order to build an academic plan that best meet your students' needs, making the educational process threefold between the school, parent, and student.

I ask that you review this program of studies thoroughly so that we can meet the needs of all students in crafting a rigorous and individualized schedule as we strive to assist and guide our students in meeting their full potential academically, socially and emotionally. While we are proud of what Watertown High School offers, our faculty, staff, and administration are here to work collaboratively with our families and community in order to improve services to our students and public. We will continue strive to develop and enhance learning skills and provide opportunities for the education and enrichment of all students. These efforts in combination with your support will lay the foundation for Watertown High School students to be critical thinkers, problem solvers, creators and innovators who demonstrate excellent communication and collaboration skills while building career and life skills. I thank you for your continued support of the students, staff and administration of Watertown High School. If you have any questions, please feel free to contact me at any time.

Sincerely,

Daniel P. Carroll
Principal

TABLE OF CONTENTS

<u>WHS Core Values & Mission Statement</u>	1
<u>Accreditation</u>	1
<u>Graduation Requirements</u>	2
<u>Nondiscrimination Policy</u>	4
<u>Graduation Performance Standards</u>	4
<u>Senior CAPSTONE</u>	5
<u>Dropping of Subjects</u>	6
<u>Course Leveling</u>	6
<u>Marking System</u>	7
<u>Honor Roll</u>	8
<u>Grade Point Average (GPA)</u>	8
<u>Class Rank</u>	9
<u>Pass/Fail Subjects</u>	9
<u>Exemption from Exams</u>	9
<u>Counseling</u>	9
<u>Counselor Workshop</u>	10
<u>College Preparation Exams</u>	11
<u>Advanced Placement/ Early College</u>	11
<u>Experience Student Success Plan (SSP)</u>	12
<u>Transcripts</u>	12
<u>Special Education</u>	12
<u>NCAA</u>	13

COURSE DESCRIPTIONS

<u>Art Department</u>	14
<u>Career & Technical Education Department</u>	18
<u>English Department</u>	24
<u>Mathematics Department</u>	29
<u>Music Department</u>	38
<u>Physical Education & Health Department</u>	41
<u>Science Department</u>	43
<u>Social Studies Department</u>	49
<u>World Language Department</u>	55

ADDITIONAL COURSES & PROGRAMS

<u>SHAPE</u>	60
<u>Independent Study Program</u>	64
<u>College Partnership Programs</u>	64
<u>Pathways</u>	65
<u>Summer School</u>	65
<u>Work Study</u>	65
<u>Regional & Inter-District Programs</u>	65
<u>College Application Information</u>	66
<u>Important Post High School Websites</u>	67
<u>Student Course Worksheet</u>	68

Vision for Watertown Public Schools

Watertown Public Schools are our community's first choice for educational excellence.

We provide relevant, rigorous, and engaging instruction that challenges all students to reach their potential.

We maintain strong relationships with students, families, and our community.

All students graduate high school and are college and career ready.

Watertown High School

Core Values & Beliefs

Watertown High School is creating a rigorous and accepting place of learning for all students.

We believe that our students will leave us better prepared for any success or challenge by:

Demonstrating Determination
Respecting Themselves & Others
Expecting Excellence Accepting
Responsibility Making Good
Choices

Our mission is that the learning community of Watertown High School is committed to creating an environment in which all of our students can DREAM.

We strive to create a nurturing environment in which all students are challenged to be independent thinkers who are capable of adapting and contributing to an ever-changing society.

Students will leave Watertown High School with an ambitious belief in themselves and with the skills and knowledge to make their dreams a reality.

adopted by WHS faculty 2014

ACCREDITATION

Watertown High School is accredited by the New England Association of Schools and Colleges, Inc., a nongovernmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering postgraduate instruction.

Accreditation indicates that the educational institution has conducted a self-evaluation of all of its programs and hosted a visiting committee to evaluate the institution in terms of its own stated educational goals and the seven Standards for Accreditation of the Commission on Public Secondary Schools.

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to:

New England Association of Schools and Colleges, Inc.
Commission on Public Secondary Schools
209 Burlington Road
Bedford, Massachusetts 01730-1433
Tel. # 617-271-0022

GRADUATION REQUIREMENTS

Department	Credit Requirement	Credit Requirement (Class of 2023)
English	4	4
Math	4	4
Social Studies	3.5	3.5
Science	3	3
World Language	2	2
Physical Education	1	1
Health	0.5	1
Capstone	1	1
Personal Finance	0.5	0.5
Counselor Workshop	0.5	0.5
Electives	6	5.5
Total Credits	26	26

ICON KEY	
Indicates course meets subject graduation requirement	
	English
	Math
	Science
	Social Studies
	NCAA Approved Course

CREDIT CONDITIONS

Students must successfully complete the required number of credits and must demonstrate proficiency in the skills identified by the Board of Education, as required for graduation. A multi-faceted assessment procedure will be used, including specific target scores on standardized tests. Credits can also be earned at an institution of higher education, through online coursework or through a demonstration of mastery based on a competency and performance standards, in accordance with guidelines adopted by the State Board of Education and at the approval of administration.

While grade level in the student information system (PowerSchool) will reflect a student's years at the high school level (beginning with 9th grade), students are expected to meet the following requirements to be eligible to graduate. It is recommended that students take the following amount of credits each year to ensure they are on pace to graduate. All students may not take less than 6 credits without administrative approval.

9th grade - 7 credits
10th grade - 7 credits
11th grade - 6 credits
12th grade - 6 credits

- English (4 Years)
- Math (4 years including Algebra I, Geometry, and either Algebra II or Probability and Statistics)
- Social Studies (Required: Modern World History, Western Experience, US History, Civics or AP Gov.)
- Science (Required: 1 Biology & 1 Physical Science)
- Physical Education (1 full credit)
- Health (0.5 Credits/ 1 Credit for the Class of 2023)
- Counselor Workshop (class of 2020, 2021, and 2022 will receive credit)
- Elective Credits (Vocational, Technology, Arts, Music, Physical Education, including all classes taken that are not counted towards a graduation requirement)
- Only credits earned at the high school level will be considered for graduation. Students enroll in a higher level course at the high school depending on middle school teacher's recommendations.
- All students will be required to take and pass 1 credit in Physical Education. As an exception to this requirement, any student who presents a certificate from a physician, stating that in the opinion of the physician participation in physical education is medically contraindicated because of the physical condition of such student, shall be excused from the physical education requirement, and provided the credits for physical education are fulfilled by an elective. (Section 10-221a)

WATERTOWN PUBLIC SCHOOLS NONDISCRIMINATION POLICY

It is the policy of the Watertown Board of Education that any form of discrimination or harassment on the basis of race, religion, color, national origin, sex, sexual orientation, marital status, age, disability (including pregnancy), gender identity or expression, veteran status, or any other basis prohibited by state or federal law is prohibited, whether by students, Board employees or third parties subject to the control of the Board. The Board's prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic and extracurricular activities, including athletics, as well as the district website. It is also the policy of the Board of Education to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), gender identity or expression, or veteran status. The Board designates the Assistant Superintendent of Schools, or his/her designee, Watertown School Department, 10 DeForest Street, Watertown, Connecticut (Telephone 945-4802) as compliance officer (hereinafter, "Equity/ Title IX Officer".) All outside agencies and organizations given assistance by the Board shall be required to abide by this policy. Any person who believes they have been discriminated against in violation of this policy may file a grievance in accordance with the Equity/Title IX Grievance Procedures given in Appendix B of this publication.

GRADUATION PERFORMANCE STANDARDS

In addition to course and credit requirements, the following Performance Standards must be met in order for a student to qualify for graduation from Watertown High School. The performance standards below must be met by all students beginning with the Class of 2017. Students will complete assignments as a part of coursework that will be scored on school-wide rubrics. All students should have a score for each Academic Expectation for every school year they attend Watertown High School. Each curriculum offered at the high school is specifically aligned with the Academic Expectations for Student Learning contained in our Mission Statement and Core Values. The faculty has developed rubrics for evaluation of student work to determine the extent to which students are meeting these expectations as part of their coursework.

LEARNING EXPECTATIONS

adopted by WHS faculty 2015

Academic:

- *Inquiry* – We expect students to be able to critically analyze academic, emotional, social, and physical situations the face and then be able to evaluate the effectiveness of various solutions and choose the one that best fits their goals.
- *Information Literacy* – We expect students to recognize when information is required and to have the ability to locate, evaluate, and effectively use the information as needed.
- *Communication* – We expect students to clearly communicate through all manners of spoken and written language by taking a position and using words that support the purpose.
- *Depth of Knowledge* – We expect students to be knowledgeable of various contents and synthesize new learning with prior understanding.

Social:

- *We expect students to take responsibility for their learning and behavior, as well as ownership of their futures so that they will be prepared for wherever life takes them.*

**Students will meet this social expectation through various activities in their SSP courses such as their Senior Capstone.*

Civic:

- *We expect students to become socially aware citizens who contribute positively to the culture of our school in a manner that actively engages them in the local community.*

CAPSTONE

As a graduation requirement, seniors must complete a Senior Capstone Project. The Senior Project is intended to be the culminating experience of a student's high school career engaging each senior in a personalized learning experience. The project can take many shapes and should be driven by the student's interests and abilities, for example; one student may decide to rebuild a car engine while another decides to study the effects of heredity on gene expression. Each project will need to meet specific academic requirements and the established timeline. Final presentations of the Senior Project will take place in the spring of the senior year. *The Capstone Project will allow students to meet the Civic expectation.*

Each student is required to work in the Watertown/surrounding community to demonstrate civic awareness. A total of twenty hours of community service will be required over four years. (The intent of this program is to complete five hours each year.) Community Service Forms are available in the School Counseling Department, and should be returned to the School Counselor each time community service is performed.

In order for a student to participate in graduation exercises, he/she must complete the requirements for graduation, no later than one week prior to graduation.

General Exemptions

Transfers: If a student transfers into the Watertown Public Schools after completing at least three years in a high school in another district, he/she may be exempted from Watertown's performance standards requirements for graduation. If a student enrolls in Watertown High School for 9th, 10th, or 11th grade, the enrolling student must meet all of Watertown High School's requirements. However, if a sending school documents that a student has achieved the performance standard at the school from which he/she has withdrawn, that documentation may be accepted as meeting the performance standard in Watertown.

Special Education: Performance standards for graduation for special education students may be modified through the student's Individual Education Plan (IEP).

PLANNING YOUR HIGH SCHOOL PROGRAM

You are encouraged to elect courses that will give you an opportunity to explore different areas of learning which could lead to career choices. In selecting a course of study, you will be encouraged to consider your previous school records, work habits, interests, aptitudes, and future plans. Plan for a sequence of courses that will assure that your classes for the current year fit into the overall plan that will be of greatest benefit to you based on your present and future needs and interests.

As you make your selections, consider some basic information about yourself:

1. WHAT SHOULD I BE GETTING FROM MY EDUCATION? AM I CHOOSING WHAT IS BEST FOR ME?
2. DOES THE COURSE HAVE A PREREQUISITE? AM I DOING WELL ENOUGH TO ASSURE MY PASSING THE NEXT SEQUENCE OF THE SUBJECT?
3. WILL THE SUBJECTS SELECTED SATISFY COURSE REQUIREMENTS FOR GRADUATION, COLLEGE ADMISSION, AND FIT INTO MY POST HIGH SCHOOL PLAN?
4. WHAT GENERAL AREA OF WORK DO I HOPE TO ENTER WHEN I COMPLETE MY EDUCATION? WHAT ARE THE REQUIREMENTS FOR ADMISSION TO A SCHOOL FOR FURTHER EDUCATION? I PLAN TO ENTER THE WORKFORCE AFTER HIGH SCHOOL, WHICH COURSES ARE MOST VALUABLE FOR OBTAINING MY GOALS AFTER HIGH SCHOOL?

Planning a course of study is an important and cooperative venture. It involves you, your parents, your counselor, and your teachers. Parents are urged to meet with counselors and teachers to help in the planning process. Careful preparation and planning will assure you of a rewarding educational experience.

Students should be aware of college entrance requirements as early as possible and plan a high school program accordingly. The latest catalogues of many colleges and universities as well as other materials helpful in planning a college career are available in the school counseling department. School counselors will assist you with your post-secondary school plans.

Our courses are intended to prepare students for college or careers after high school. Since college requirements vary considerably, it is important that a student check the catalogues of the colleges he/she is interested in and then plan a high school program that meets all entrance requirements. It is also important to remember that some colleges are more competitive than others and that meeting minimum college requirements often is not sufficient for admission. Adjustments must also be made according to the student's ability and interest.

DROPPING OF SUBJECTS

1. Students are expected to make informed decisions in selecting classes for the school year. Prior to the first day of school, changes can be made through the school counseling department. Once a final schedule has been issued, changes based on preferences cannot be made. Parents and students are also reminded that some classes may not be available after school begins.
2. Students who withdraw from a subject after 5 class meeting days have elapsed will receive no credit and a W/F (withdraw/fail) in that subject for the year. The stipulations stated here may be waived with the concurrence of the teacher, counselor, and principal. Meeting and agreement of the administration, classroom teacher, the department coordinator, the school counselor, and the parent(s) of the student may only make level changes. Students and parents are reminded that a W/F affects GPA, and eligibility for athletics. A W/F is calculated as a zero for honor roll and G.P.A. purposes.

COURSE LEVELING

The focus of the educational program at Watertown High School is to offer a spectrum of learning experiences to all students. A major responsibility of Watertown High Schools' teachers and counselors is to offer appropriate level recommendations for each student based on ability, performance, and test scores. Current teachers will recommend courses and levels English, Math, Science, Social Studies, and World Language. Should a teacher's recommendation not be acceptable to a student or parents/guardians, a conference will be scheduled for parents/guardians, the student, the school counselor, the recommending teacher, the department coordinator, and administration. If the placement disagreement cannot be resolved, parents will be required to sign a waiver.

Leveling Guidelines

Advanced Placement & UCONN ECE (AP/ECE): In Advanced Placement and UCONN Early College Experience classrooms, students will engage in intense discussions, solve problems collaboratively, and learn to write clearly and persuasively. Students recommended for this level will engage in deep analysis and synthesis of a wide range of information. Through these college-level courses and exams students can earn credit and / or advanced placement as they head to college. All students enrolled in AP courses are encouraged to take the College Board AP Exam.

Honors (H): Students enrolled in Honors courses will learn to analyze and synthesize content, develop original and independent learning activities, and focus on abstract reasoning and critical thinking. Students recommended for this instructional program should have exhibited superior reading, writing, thinking, and problem solving skills in previous courses.

College Preparatory (CP): The focus of this instructional level is to stress mastery and evaluation of content, to increase abstract reasoning and critical thinking skills, and to develop further independent learning activities. Students will develop and maintain the ability to make relevant applications of new concepts. Differentiated instructional strategies are utilized in class activities in order to account for differences in student ability, learning styles, or background. Students recommended for this instructional level should have exhibited proficient reading, writing, thinking, and problem solving skills in previous courses.

College & Career Preparatory (CCP): This instructional program will emphasize the effective use of present skills and the development of conceptual skills. Courses offered will develop abstract reasoning and thinking skills and introduce students to independent learning activities. Students recommended for this instructional level should have exhibited acceptable reading, writing, thinking, and problem solving skills in previous courses.

Fundamental Studies (FS): This instructional program will focus on developmental skills needed for students to progress across content areas. Courses offered will assist students in developing basic skills needed for further learning. These courses also include performance based classes as well as Physical Education courses.

Policy on Level Waivers

Watertown High School recognizes the right of a parent/guardian to appeal a teacher recommendation for student course levels. Should a parent/guardian choose to do so, he/she should contact the student's school counselor who will have the appropriate forms to complete. Once the forms are completed, the student and parent will meet with the school counselor and an administrator. The district will not create new sections of classes to accommodate these waivers and students requesting a waiver will be placed on a waiting list to await the enrollment process.

MARKING SYSTEM

The scholastic year is divided into four marking periods of approximately nine weeks each. A marking period average of 70 or above will be considered passing. At the end of each marking period, students and parents will have access to quarter grades on PowerSchool. Students who owe fines or school materials will not receive their report cards until restitution is made.

Examinations are given prior to the close of the first semester, and at the close of the second semester in June and each count for 10% of the semester grade.

HONOR ROLL

There are two divisions of the honor roll at Watertown High School, high honors, and honors.

To achieve high honors a student must:

1. Have a 90.00 average for the marking period.
2. Have no grade lower than 85.00

To achieve honors a student must:

1. Have an 85.00 average for the marking period.
2. Have no grade lower than 75.00

GRADE POINT AVERAGE (GPA)

Per Watertown Board of Education Policy 6050, the current weights are added based on our current course levels.

These points are added to the final course grade. For Advanced Placement/UCONN ECE (AP/ECE) classes, twenty points are added; For Honors (H) classes, fifteen points are added; For College Preparatory (CP) classes, ten points are added; For College & Career Preparatory (CCP) classes, five points are added; For Fundamental Studies (FS) classes, no points are added.

$$GPA = ((Final\ Grade + Level\ Bonus) / 20) - 1$$

WEIGHTED GPA SCALE SAMPLE					
Final Grade	FS (+0)	CCP (+5)	CP (+10)	H (+15)	AP/ECE (+20)
100	4	4.25	4.5	4.75	5
94	3.7	3.95	4.2	4.45	4.7
87	3.35	3.6	3.85	4.1	4.35
83	3.15	3.4	3.65	3.9	4.15
78	2.9	3.15	3.4	3.65	3.9
72	2.6	2.85	3.1	3.35	3.6
67	2.35	2.6	2.85	3.1	3.35

100-90 (A)

89-80 (B)

79-70 (C)

69-below (Failing)

All courses are included in the GPA except for all pass/fail and Learning Skills courses.

CLASS RANK

A student's cumulative GPA is calculated by adding all course GPA's and dividing by the number of courses taken. Class rank is based on a student's cumulative GPA to determine the relationship of his/her academic achievement to that of the rest of the class. The highest ranking student in a class is placed number 1 and the second highest ranking student is placed number 2. This process continues until the last student in the class is ranked. A rank index list is then developed and a student's position on this list determines the student's class rank.

The primary purpose of class rank is for college admissions; therefore, at the present time, it is computed at the end of each school year and at the end of the first semester of the senior year. Requests for class rank at any other time in the year will not be honored until the fourth quarter of a student's final year in high school, except through scholarship or college applications that require it, in which case the school counseling department will provide the approximate rank on the required form(s) and submit the forms to the appropriate place.

PASS/FAIL SUBJECTS

We offer pass/fail subjects to students who want to explore an area or enrich themselves without these subjects having a negative effect on their rank in class. There are certain stipulations, some of which are spelled out below. If you are seriously considering this option, you must indicate it on your initial course selection sheet, and discuss with your school counselor.

Norequiredsubjectmaybetakenpass/fail. A student may take the equivalent of only one pass/fail subject per year. Subjects categorized as pass/fail would be exempted from this stipulation. In an overcrowded class, pass/fail students will have the lowest priority for admission.

EXEMPTION FROM EXAMS

At the discretion of the teacher, seniors may be exempted from final exams for courses. The criterion for exemption for a full year course is a cumulative average of 90.00 or better for the entire year (all four marking periods); exemption for a half year course is a cumulative average of 90.00 or better for both marking periods (one semester).

SCHOOL COUNSELING DEPARTMENT

The School Counseling Department will provide a developmentally appropriate comprehensive program to all students, which focuses on fulfilling their academic, career, personal, social and emotional needs. Through a supportive and collaborative relationship with educators, parents/guardians, and the community, we strive for all students to exhibit the necessary social, emotional, and academic growth needed to become productive and responsible members of society.

Students are assigned a school counselor by alphabet (last name). The assigned counselor's name is listed on each student's school schedule.

SCHOOL TESTING EXPECTATIONS

Per state of Connecticut expectations, all students in their third year of high school will take the CT State Science, the PSAT, and the SAT at WHS. The SAT in the students' third year of high school is utilized as the CSDE benchmark assessment for school accountability. 10th grade will be expected to take the PSAT 10 and 9th graders will be expected to take the PSAT 8/9, which exposes and prepares students for the SAT. 11th graders taking the PSAT during the fall semester can qualify for the National Merit Scholarship depending on the student's performance. All testing data will be compiled as part of our school-wide success goals to help inform and improve instruction. For more information, please visit <https://portal.ct.gov/SDE/Student-Assessment/SAT/> or www.collegeboard.org.

COUNSELOR WORKSHOP

The Watertown High School Counseling Office offers a comprehensive school counseling program which includes a school counseling curriculum. Through the SSP curriculum, school counselors meet with students in a classroom setting to deliver large amounts of quality information to help students maximize their experiences at WHS High School and after graduation. This workshop will be offered to all freshman and juniors and will meet during SSP. The classes of 2020 through 2022 will receive ¼ credit for both freshman and junior workshop.

Possible topics that will be covered in class during Freshman Counseling Workshop:

- Adjusting to WHS
- Digital/Social Media Awareness
- Naviance
- Records and Requirements
- Study Skills/ Learning Style
- Career Exploration
- Bullying Prevention
- Transition/Course Planning

Possible topics that will be covered in class during Junior Counseling Workshop:

- Personality type indicator which lists potential careers and majors
- Finding a college that is right for you...Building a college list
- Selection of classes for senior year and review of your transcript
- Everything you ever wanted to know about testing
- Writing a personal statement or The College Essay

NAVIANCE

Watertown High School offers Family Connection – a comprehensive website that you and your student can use to make plans about colleges, and careers. Family Connection is linked with Naviance™, a service that we use in our office to track and analyze data about college and career plans, so it provides up-to-date information that's specific to our school.

Family Connection allows your student to:

- **Get involved in the planning and advising process** – Build a resume, complete online surveys, and manage timelines and deadlines for making decisions about colleges and careers
- **Research colleges**
- **Research careers** – Research hundreds of careers and career clusters, and take career assessments
- **Create plans for the future** – Create goals and to-dos, and complete tasks assigned by the school to better prepare your student for future college and career goals.

Family Connection also lets us share information with you and your student about upcoming meetings and events, local scholarship opportunities, and other resources for college and career information.

COLLEGE PREPARATION EXAMS

The Preliminary Scholastic Aptitude Test (P.S.A.T.) is given to all students in grades 9, 10, and 11 in October. This is a two-hour practice version of the S.A.T. The P.S.A.T. in 11th grade is used to determine eligibility for the National Merit Scholarship program. This test may qualify students for various scholarships and may also be used to indicate probable success in college level work as well as achievement in a variety of subject areas.

The Scholastic Aptitude Test: Reasoning Test is usually taken in the spring of the junior year and the fall of the senior year. This is a three-hour examination of reading, writing, and mathematical skills which most students take two or three times. Most colleges recognize the highest scores only. The SAT is offered at WHS for all testing dates (historically in October, November, December, March, May, and June). Scheduling and payment are the responsibility of the student/parent. There are also SAT Subject Area tests scheduled through College Board.

American College Tests The ACT test assesses high school students' general educational development and their ability to complete college-level work. The multiple-choice tests cover four skill areas: English, mathematics, reading, and science. The Writing Test, which is optional, measures skill in planning and writing a short essay. These tests are offered at Watertown High School (historically in October and April). The Counseling Office can provide you with information on these tests. Scheduling and payment are the responsibility of the student/parent.

Advanced Placement Exams are tests given over two weeks in May each year. We offer A.P. Biology, A.P. English Literature and Composition, A.P. English Language, A.P. Calculus (AB and BC), A.P. Chemistry, A.P. Government and Politics, A.P. Statistics, A.P. Computer Science, A.P. United States History, A.P. Psychology, A.P. Physics, A.P. Studio Art, A.P. World History, and A.P. Music Theory A.P. French. It is recommended that all students enrolled in these courses take the A.P. exam from College Board as a score of 3, 4, or 5 may be recognized for college credit at most competitive colleges. Payment is the responsibility of the student/parent.

ADVANCED PLACEMENT/EARLY COLLEGE EXPERIENCE

In Advanced Placement and UCONN Early College Experience classrooms, students will engage in intense discussions, solve problems collaboratively, and learn to write clearly and persuasively. Students recommended for this level will engage in deep analysis and synthesis of a wide range of information. Through these college-level courses and exams students can earn credit and / or advanced placement as they head to college. All students enrolled in AP courses are expected to take the College Board AP Exam. Advanced Placement (AP) courses and UCONN Early College Experience (ECE) courses consist of a rigorous course curriculum that may result in potential college credits. **Registration in these courses requires teacher recommendations, signed AP contract, and summer work. The summer work will count as a grade for the class.** There will be a fee for each AP exam that the students take. Students must register for and pay for exams online in the fall (date to be determined by CollegeBoard) of the year they are taking the class. College Board will charge \$40 for exams ordered late or cancelled after the deadline (fee will not apply to a student who transfers out of WHS after the deadline). If a student is registered for an AP course and elects not to take the exam, they will be required to take a final exam and will receive Honors level credit for the class. There is a fee from UCONN for ECE courses and a separate student application is required. It is expected that students will follow through on all expectations of WHS and UCONN. If a student drops the course after the UCONN deadline they will forfeit the fee and receive a withdrawal grade on the UCONN transcript.

STUDENT SUCCESS PLANNING (SSP)

Student Success Plans are a way for students to have the opportunity to meet with teachers they may not normally interact with on a regular basis. Students will meet with their assigned advisor regularly this year to discuss goals and to set plans on how to attain those goals. The Student Success Plan Advisor will remain the same for students for all four years. Additional purposes of the SSP period are to provide students with an opportunity to form bonds with students who have different experiences, interests, and ideas other than their own; develop a trusting relationship with an adult in their school; support others within and outside their community who may need their assistance; enhance their communication and interpersonal skills; freely express personal concerns, needs, and frustrations in a non-judgmental environment; participate in the creation and achievement of common goals; build problem solving techniques; and showcase their academic accomplishments and personal achievements. Our goal is to create a community of students who respect and value diverse backgrounds, opinions, and perspectives; have a sense of self-worth, purpose, and belonging; demonstrate integrity and virtue; have and provide a support system of peers and adults who can be easily accessed in a time of need; see themselves playing a valuable role in the health and well-being of their community, and the world; and are able to identify problems and develop solutions.

TRANSCRIPTS

A transcript is a record of your performance while in high school. It includes students' final grades, GPA, and overall credit count. The transcript is prepared by the school counseling office and provided to institutions of higher education, potential employers, or the armed forces who may request a student's transcript. No transcript is provided to any organization or individual unless the student or parent/guardian gives permission to the guidance office.

There are two kinds of transcripts, official and unofficial. An official transcript includes the school seal and is mailed from the counseling office. It is NOT provided to students or parents/guardians. This procedure is at the request of institutions and organizations, which fear that official transcripts may be tampered with before they are received. Unofficial transcripts are the same transcript without the school seal. These will be provided to students, eighteen years of age, and to parents/guardians upon written request. In order to receive a transcript, official or unofficial, please contact the School Counseling office to complete a transcript request form.

SPECIAL EDUCATION

The Special Education Program at Watertown High School consists of five main components: academic support classes, special education classes in specific core subjects (Language Arts and Math), mainstream classes with special education support, vocational skills classes, and a transition program for 18 to 21 year-old students.

Students assigned to academic support classes receive academic remediation and support in their general education classes. Students in a special education classroom for core subjects receive remediation, support, and direct instruction in those academic areas. If necessary, mainstream classes are supported with special education staff. The vocational program provides instruction in Reading, English, Math, and Communication and provides opportunities to apply these skills in real-world situations in order to prepare for employment and independent living.

The Watertown Transition Academy allows students an opportunity to continue their work experiences beyond high school based on individual needs. This decision is made by the Planning and Placement Team. For these students, there is a comprehensive transition program that combines academics and employment skill development in an authentic work environment. The goal of the Watertown High School Special Education Department is that all students be educated in the least restrictive environment and that all students achieve their maximum potential.

NCAA

NCAA Eligibility Center determines which course at Watertown High School are approved towards the core-course requirements. Please visit the NCAA Eligibility Center website (www.eligibilitycenter.org) for more information about registering and requirements.

NCAA D1- 16 CORE-COURSE REQUIREMENTS	NCAA D2- 16 CORE-COURSE REQUIREMENTS
<ul style="list-style-type: none"> ● Graduation from High School ● 4 credits of English ● 3 credits of math (Algebra 1 or higher) ● 2 credits of natural or physical science ● 2 credits of social studies ● 1 additional credit of English, math or science ● 4 additions credits from above or world language ● 2.300 GPA on Core-courses ● Sliding scale to match Core- course GPA with ACT/SAT scores 	<ul style="list-style-type: none"> ● Graduation from High School ● 3 credits of English ● 2 credits of math (Algebra 1 or higher) ● 2 credits of natural or physical science ● 2 credits of social studies ● 3 additional credit of English, math or science ● 4 additions credits from above or world language ● 2.200 GPA on Core-courses ● Sliding scale to match Core- course GPA with ACT/SAT scores

NCAA Division 1 requires 10 of the core-courses to be completed before entering your 7th semester (senior year) of high school. Seven of those 10 courses must be in English, math or natural/physical science.

NCAA Core-Course GPA

Core-course GPA is for NCAA eligibility only. To determine core-course GPA, calculate the following points for each grade by the amount of credits earned for the class: A: 4 points, B: 3 points, C: 2 points

Examples:

An A grade (4 points) for a semester course (0.50 units): $4 \text{ points} \times 0.50 \text{ units} = 2.00 \text{ total quality points}$

An A grade (4 points) for a full-year course (1.00 units): $4 \text{ points} \times 1.00 \text{ units} = 4.00 \text{ quality points}$

ART DEPARTMENT

Whether a student is considering a career in the arts or is choosing to take classes for personal enrichment, the art curriculum at the high school allows all students to explore and develop their art skills and experiences through a sequence of courses. Students enrolled in art courses will utilize decision-making and problem solving techniques based on critical thinking skills, read actively and critically in a variety of situations, and develop understanding, appreciation and skills in the arts. ([clickheretoreturntotheTableofContents](#))

ART 1: Art Appreciation #809

Grades 9 – 12 (½ CP Credit)

Prerequisite: None

Students will have the opportunity to gain exposure and appreciation for art without the rigorous technical skill training. Students will learn to think critically about art in an fun, exploratory environment. Students will complete more projects in a shorter amount of time. Students will be expected to complete research, brainstorming, experiment with art mediums, and create artwork that reflects their personal interests and beliefs.

ART 1: Foundations in Art #811

Grades 9 – 12 (½ CP Credit)

Prerequisite: None

The Foundations in Art course is very comprehensive in nature. Students will experience and develop skills in a variety of media, both two and three-dimensional. In addition to studio work, students are required to keep a sketchbook/journal for reflection, project planning, sketching, experimentations with media and techniques, journal assignments, and research. Students will view the works of prominent artists, art movements and cultures as they pertain to each unit of study. If a student is considering a career in art, or wishes to take other art courses during his or her high school experience, this course should be taken in the freshman year.

ART 2: Introduction to Drawing and Painting #855

Grades 9 – 12 (½ CP Credit)

Prerequisite: ART 1: Foundations in Art and Teacher Recommendation

This course builds upon basic drawing, painting, and design skills introduced in Art 1: Foundations in Art. The focus in Art 2 is the improvement of two dimensional skills, allowing experimentation with a variety of mediums and techniques. Emphasis will be placed on exploring expressive mark making and creating dynamic compositions. In addition to studio work, students are required to keep a visual journal for reflection, experimentations, sketching, media experimentations, brainstorming, artist research and classroom Journal assignments. Students will be required to actively participate in class critiques and give presentations.

ART 2: Introduction to Ceramics and Sculpture #935

Grades 9 – 12 (½ CP Credit)

Prerequisite: Art 1: Foundations in Art and Teacher Recommendation

This is a foundation sculpture course which will be needed to take further sculpture or ceramics classes at WHS. A variety of techniques will be explored including additive, subtractive, chiseling, and throwing on the wheel with emphasis on materials, techniques, and tools of the basic sculpture making process. Students will experience various sculpture mediums including clay, wire, plaster, and cardboard. A variety of finishing techniques will be used, including those that resemble master sculptures made of metal, stone, and aged bronze. Students will be required to research artists, art movements, and cultures as they pertain to each unit of study. Students will also explore a variety of ideas, create project proposals, and compose artist statements. Students will also be required to give a presentation and participate in class critiques.

ART 2: Introduction to Photography #861

Grades 9 – 12 (½ CP Credit)

Prerequisite: ART 1: Foundations in Art and Teacher Recommendation

This is an introductory course in basic photography skills. It includes the history of photography and background of this artistic medium. It utilizes traditional darkroom photography and digital photography. Students are required to successfully solve photographic problems through their assignments. Students are required to research artists, think critically about assignments, and reflect thoughtfully on their work and the work of others. **Students must use their own digital camera during the course. Students will be assigned film cameras to use during the course, and are responsible for loss or damages.**

ART 3: Intermediate Drawing and Painting #812

Grades 10-12 (½ CP Credit)

Prerequisite: Art 2: Introduction to Drawing and Painting

This course builds upon the drawing and painting skills developed in Art 2: Intro to Drawing and Painting. The focus in Art 3: Drawing and Painting is the refinement of the skills and techniques in a variety of drawing and painting media, with an emphasis on expressive mark making, media techniques, and dynamic compositions. In addition to studio work, students are required to actively participate in all class critiques, and to keep a visual journal to document reflections, experimentations, brainstorming, sketching, journal assignments and research. Student will explore the works of prominent artists, artistic ideas, and important events in the art field, to assist in developing their own artistic voice.

ART 3: Intermediate Photography #908

Grades 10 – 12 (½ CP Credit)

Prerequisite: Art 2: Introduction to Photography and Teacher Recommendation

This course builds on the digital photography skills learned in Art 2: Introduction to Photography. The focus of this course is further exploration and development of digital camera functions and Adobe Photoshop, as well as development of 35 mm camera and darkroom skills. Students will focus on more complex skills with projects that encourage them to creatively express themselves and their thoughts. **Students must use their own digital camera during the course. Students will be assigned film cameras to use during the course, and are responsible for loss or damages.**

ART 3: Ceramics #936

Grades 10 – 12 (½ CP Credit)

Prerequisite: Art 2: Introduction to Ceramics and Sculpture and Teacher Recommendation

Ceramics will strengthen students' skills in the clay medium. This course will allow students to experience the different methods of hand building as well as the use of the potter's wheel in a studio atmosphere. Students will create functional pottery as well as ceramic sculptures. All ceramic projects will require research, personal expression, planning, proposals, and artist statements. Students will be required to participate in class critiques and give presentations.

ART 3: Sculpture #937

Grades 10 – 12 (½ CP Credit)

Prerequisite: Art 2: Introduction to Ceramics and Sculpture and Teacher Recommendation

This sculpture course continues the exploration of simple solid materials and familiarizes art students with form and space. A variety of additive and subtractive techniques will be explored. Students will make sculptures from several different art history styles and be inspired by sculptors from the past to contemporary sculptors. Students are required to do research, planning, proposals, artist statements, presentations, and participate in class critiques.

ART 4: Honors Advanced Photography #916

Grades 11 – 12 (½ H Credit)

Prerequisite: ART 3: Intermediate Photography and Teacher Recommendation

This course builds upon the skills refined in Art 3: Intermediate Photography. The focus in Advanced Photography is the mastery of skills and techniques using both film and digital cameras and Adobe Photoshop and darkroom skills. Students will explore artists' work, plan project ideas, express personal thoughts and ideas relevant to their artwork, and research important events in the photographic world. If students wish to pursue photography in college, they will be assisted in the preparation of a college portfolio. **Students must use their own digital camera during the course. Students will be assigned film cameras to use during the course, and are responsible for loss or damages.**

ART 4: Honors Advanced Drawing and Painting #813

Grades 11 – 12 (½ H Credit)

Prerequisite: ART 3: Intermediate Drawing and Painting, and Teacher Recommendation

This course builds upon the drawing and painting skills refined in Art 3: Intermediate Drawing and Painting. The focus in Advanced Drawing and Painting is the mastery of skills and techniques in a variety of drawing and painting media. Students will develop mastery of concept, composition, and execution of their personal ideas and themes. In addition to studio work, students are required to actively participate in class critiques, and keep a visual journal to document reflections, experimentations, brainstorming, sketching, journal assignments and research. Students will explore the works of prominent artists, artistic ideas, and important events in the art field.

ART 4: Advanced Ceramics #1801

Grades 11 – 12 (½ H Credit)

Prerequisite: ART 3: Ceramics and Teacher Recommendation

This course continues the development of skills and techniques learned in Art 3: Ceramics. A greater emphasis is placed on craftsmanship. At this level students will develop and enhance a personal style in sculptural and functional ceramic works. All ceramic projects will require research, personal expression, planning, proposals, and artist statements. Students will be required to participate in class critiques and give presentations.

ADVANCED PLACEMENT STUDIO ART (DRAWING) #1803

Grade 12 (1 AP Credit)

Prerequisite: Minimum of Art 3: Intermediate Drawing & Painting (812), and Teacher Recommendation

It is also recommended that a student has five quality art pieces prior to the course.

Advanced Placement (AP) Studio Art (Drawing) is intended for highly motivated students who are college bound and seriously interested in the practical experience of art. Advanced placement credit is not based on the usual written exam. Students will develop exemplary portfolios for college placement and also to submit to the College Board for review in May for possible college credit. **Coursework is quite rigorous**, requiring student dedication and commitment. AP Studio Art (Drawing) candidates **must also plan to also complete assignments outside class studio time**. Students will also be required to present and exhibit their work at WHS near the end of the school year. This course will require a summer assignment.



2016 Photography photo by: Caitlyn Loomis

CAREER AND TECHNICAL EDUCATION DEPARTMENT

The Career and Technical Education Department is comprised of courses designed to prepare students for futures in various business and technology fields. The business courses focus on students' ability to function intelligently in occupational life, in consumer activities, in citizenship responsibilities, and in the achievement of personal-life goals. Courses are available to the entire student population. The curriculum is structured to prepare students for immediate employment, for post-secondary education, and for the efficient management of their own personal affairs and makes a significant contribution to general education in America's business-oriented society. The Business curriculum provides an opportunity for the student to become aware of how to succeed in the 21st century. We are committed to fostering the skills, attitudes, and work habits essential for life-long learning.

Technology Education will provide an opportunity for students to become familiar with the world around us - that part of the world produced by the manufacturing industry as well as introducing practical problem solving and life skills. The Technology Education curriculum provides an opportunity for the student to become aware of how to succeed in the 21st century through the application of technology to acquire, process, and impart information. We are committed to fostering the skills, attitudes, and work habits essential for life-long learning. ([clickhereto returntotheTableofContents](#))

ACCOUNTING 1 #631 **Grades 10 – 12 (1 CP Credit)** **Prerequisite: None**

The objectives of this course are to provide a better economic understanding of the business environment and the accounting principles necessary for effective business management. The student learns the proper methods of recording the financial activities of an individual or business through the theory of debits and credits, journalizing, posting, preparing a trial balance, and preparation of financial statements. Work on simulation projects is included.

ACCOUNTING 2 #632 **Grades 11 – 12 (1 CP Credit)** **Prerequisite: Accounting 1**

This is an in-depth course for those planning a career in accounting or in business/finance. It covers departmental, partnership and corporate accounting, payroll, bad debts, notes, plant assets and depreciation, accruals and prepayments. Inventory control, taxes, and computerized accounting concepts and applications are included.

BUSINESS DYNAMICS AND MANAGEMENT #690 **Grades 9 – 12 (1 CP Credit)** **Prerequisite: None**

This course is designed to help students attain a realistic view of the characteristics, organization, and operations of American business and to provide them with facts, principles and concepts that will prepare them to effectively work in and interact within the business community. Through class discussions, activities and projects, students will acquire a vocabulary of business terms and learn of the many activities, problems and decisions involved in operating a business successfully. This course will enable students to gain an appreciation of the importance of business and management in our economy.

BUSINESS LAW # 298
Grades 9 - 12 (1 CP Credit)
Prerequisite: None

Business law is the study of civil and criminal law as it relates to business. Emphasis is not only placed upon principles and rules but also upon the purpose and logic of the law. Business law students are introduced to the study of the American legal system, as it relates to business and their personal rights and responsibilities. This course encompasses all of the laws that dictate how to form and run a business while establishing the rules that all businesses should follow.

MARKETING EDUCATION 1 #877
Grades 10 – 12 (½ CP Credit)
Prerequisite: None

This approved introductory marketing course is the first in a two -year Marketing Education program. It focuses on teaching marketing theory, salesmanship, advertising techniques, distribution, display, merchandising, public speaking, and job interview procedures. An active DECA club program is part of the student involvement. The overall aim of Marketing Education 1 is to develop future leaders in the field of marketing.

MARKETING EDUCATION 2 #878
Grades 10 – 12 (½ CP Credit)
Prerequisite: Marketing 1

This course builds on the Marketing Education 1 class skills plus provides a working knowledge of market research, management, career planning, and entrepreneurship. Employment skills are taught in preparation for the on-the-job training which is done with the cooperation of area businesses and merchants along with the operation of the school store. The DECA program develops leadership through various competitions, workshops, leadership conferences, and student involvement in co-curricular and community activities.

BUSINESS OF SPORTS MARKETING #691
Grades 11 – 12 (½ CP Credit)
Prerequisite: Marketing 2

Business of Sports Marketing is an exciting course that studies the key functions of business as they are applied to the sports industry. This course studies professional sports leagues, popular athletes and examines how these people make money, gain endorsement deals, face scandals and cope with the pressures of the public eye. This course introduces the student to foundational business concepts including product life cycles, marketing strategies as well as sponsorship and endorsement strategies. In addition, students will explore a wide variety of rewarding careers in these popular fields. Each unit will focus on one specific area such as brand marketing, licensing, sponsorships, promotion, management, sports and entertainment law and advertising.

PERSONAL FINANCE I #1601
Grades 10 – 12 (½ CP Credit)
Prerequisite: None

This course will introduce basic financial principles and skills enabling students to become aware of money management and make sound personal finance decisions. It is designed to provide real experiences in time-management, organizational skills, teamwork, and effective communication. Students will be exposed to the basic concepts of economics, learn the value of education as it relates to career choices, practice budgeting and banking basics, and develop an understanding of credit, saving, investing, insurance, and consumer rights.

PERSONAL FINANCE II #1602
Grades 11 – 12 (½ CP Credit)
Prerequisite: Personal Finance I

This one-semester course will be offered to juniors and seniors who have completed Personal Finance. Topics studied include earning and reporting income, banking and financial institutions, risk management, investing fundamentals, investing in stocks, investing in bonds, investing in mutual funds, investing in real estate and other investment alternatives, consumer protection, dispute resolution, health, disability and long-term care insurance, life insurance, retirement planning, and estate planning. The purpose of the course is to expose students to good financial management habits so that they can be prepared to handle their finances once they start earning money.

EXPLORING TECHNOLOGY #804
Grades 9 – 10 (1 CCP Credit)
Prerequisite: None

Exploring Technology is intended primarily for incoming freshmen. Due to the high demand, acceptance into the program will be based on the candidate's discipline record and academic performance in the technology education area. Eighth grade candidates will be evaluated based on their eighth grade disciplinary record and academic performance. Ninth grade candidates will be evaluated based on their high school disciplinary record and academic performance. Exploring Technology is a full year course that allows student to explore each of the five major areas offered in Technology Education for seven weeks. At the end of the course, a student will have participated in and have knowledge of technical drawing, web design/tv-video production, woods technology, metals technology and graphic arts and will be better able to select one or more Technology Education areas for advanced study.

GRAPHIC ARTS 2 #806
Grades 10 – 12 (1 CP Credit)
Prerequisite: Exploring Technology Education, Art I, or Teacher Recommendation

This course is a continuation in graphic communication. Students are introduced to the techniques involved in offset lithography. Basic Graphic Design skills are presented and implemented using the computer as a composition tool.

GRAPHIC ARTS 3 - #807
Grades 11 – 12 (1 CP Credit)
Prerequisite: Graphic Arts 2

This course is designed for students who have successfully completed work in previous graphic arts courses. Students are introduced to more advanced procedures and techniques used in the Graphic Arts environment. These areas include: computer aided imaging, preproduction and production, binding, finishing and packaging.

PUBLISHING #810
Grades 11 – 12 (1 CP Credit)
Prerequisite: Teacher Recommendation

This course is designed to expose students to skills necessary for success in future career choices in publishing. The students will use computers and related technologies to create such things as newsletters, brochures, booklets, etc. Both technical and academic skills will be developed.

METALS TECHNOLOGY 2 #816

Grades 10-12 (1 CP Credit)

Prerequisite: Exploring Technology Education or Teacher Recommendation

A continuation of the experiences of Exploring Technology, Metals Technology delves deeper into the procedures and operations of the metal industries. A heavier emphasis is placed on teamwork and problem solving in acquainting the student with machine-tool processes. Students will gather information, and develop solutions in a project based environment. Instruction is provided in welding, torch cutting, brazing, foundry, and the machining of small tools.

METALS TECHNOLOGY 3 #817

Grades 11 – 12 (½ CP Credit)

Prerequisite: Metals Tech 2

This course provides an opportunity for the advanced student in metalworking to pursue an area of particular interest in the metals lab. Emphasis is placed on a student's ability to develop skills through design, construction, and repair. Small gas engine and minor automotive repairs are also conducted. All of the areas in the metal lab are open for independent use by the student in Metals Technology 3. Teamwork and time management will be stressed to prepare students for real life situations.

WOODS TECHNOLOGY 2 #826

Grades 10 – 12 (1 CP Credit)

Prerequisite: Exploring Technology or Teacher Recommendation

Proper and safe use of power tools is taught during the first semester. Teamwork, problem solving, and critical thinking emulate industry. Manufacturing a product helps students understand production, real world problems, decision making, time deadlines, and how to work together.

WOODS TECHNOLOGY 3 #827

Grades 11 – 12 (½ CP Credit)

Prerequisite: Woods Technology 2

Detail is given to the problems of building with wood as a medium and the research needed to solve them. Cabinet work or challenges related to industrial technology provide for a very interesting course.

TECHNICAL DRAWING/CAD 2 #836

Grades 10 – 12 (1 CP Credit)

Prerequisite: Exploring Technology or Teacher Recommendation

A continuation of blueprint reading, geometry of technical drawings, sectional views, auxiliary views, shop processes, and computer aided drafting, this course is intended for students interested in entering a career in drafting or as technicians in industry. *May be used to fulfill the 1/2 credit in computers required for graduation.

WEB DESIGN #395

Grades 9 – 12 (1 CP Credit)

Prerequisite: None

This course will introduce students to designing websites and creating interfaces. There will be an emphasis on graphic images, functional site organization, and logical navigation. Students will use general design concepts and the process of developing a Web site from sketches to publishing. Students will gain considerable "hands on" computer experience using Web development tools such as Adobe Dreamweaver CS6, Fireworks and Flash. The course will also include an explanation of networks, the Internet and intranets, copyright issues and basic HTML.

VIDEO PRODUCTION 1 #740
Grades 9 – 12 (½ CP Credit)
Prerequisite: None

This course will explore concepts, techniques, and artistry of video production. All facets of video production will be covered such as scripting, storyboarding, editing, and technical responsibilities. This is a hands on course with project-based learning.

VIDEO PRODUCTION 2 #741
Grades 10 – 12 (½ CP Credit)
Prerequisite: Video Production I

This course is a continuation of video production 2. Students will use professional editing tools and software which is standard for today's broadcasting and filming environment. Some of these tools included HD cameras, Adobe Premier Pro, After Effects, and Final Cut Express (editing software). Outside projects involving cross curricular activities can be required. Students will watch, study, and discuss feature films and create short film projects relating to themes explored, while learning and implementing industry standard film production practices.

VIDEO PRODUCTION 3 #742
Grade 12 (1 or ½ CP Credit; Semester or) Prerequisite: Video
Production 2 and Teacher Recommendation

This course is a continuation of video production 2 and facilitates conversations around the effects of media on society as well as the responsibilities of the media in society. The live experience of television and the pressure of newscasts will be explored through the weekly announcements which will be broadcast. Outside projects involving cross curricular activities are required.

YEARBOOK 1 #1650
Grades 11 – 12 (½ CP Credit)
Prerequisite: Exploring Technology or Teacher Recommendation

An introductory course that prepares the student for the publication of the Watertown High School Yearbook, Janus. Students direct their focus to photography and its techniques; computer design of publication layout, proofing and editing, writing, interview and investigation, and deadline scheduling. It is recommended that each student be familiar with computer technology and using a digital camera. This course will be offered during the fall semester.

YEARBOOK 2 #1651
Grades 11 – 12 (½ CP Credit)
Prerequisite: Yearbook 1 and Teacher Recommendation

All elements of production learned in Yearbook Publication 1 are highlighted, developed and utilized in this course, with a focus on daily production and business management. A concentrated team effort builds project management skills and infinite memories of the community in this publication. Students are required to put in extended time beyond the class period. This course will be offered during the spring semester.

ENGLISH DEPARTMENT

The English Department at Watertown High School has as its primary objective effective oral and written communication. The program at all levels promotes and encourages critical and analytical thinking skills which aid students in making responsible, thoughtful decisions about the literature they read, the compositions they write, and the media they experience. Language Arts is the study of the five areas of communication: speaking, listening, reading, viewing, and writing. Through the development of these skills, students gain the ability to learn about and shape themselves and their world. Coursework in the English Department is designed to teach students to read actively and critically, communicate clearly in speech, and write effectively. Furthermore, the English Department is concerned with fostering an appreciation of the art and beauty of literature. The richness and variety of the language arts provide fertile ground for the development of higher order thinking skills and ample opportunity for various modes of student learning and expression. The skills students acquire in the language arts program will be essential to their development as lifelong learners. ([clickheretoreturnto the TableofContents](#))

ENGLISH I #101 Grade 9 (1 CP Credit)

This course is designed to meet the needs of students going on to a four-year school of higher learning. Students will develop their ability to read and analyze a variety of texts, from contemporary young adult fiction to Shakespeare. Students will be supported as they develop their ability to communicate effectively through written and oral expression. The course also includes vocabulary development. Major texts may include: *Running Loose; Of Mice and Men; The Odyssey; Romeo and Juliet*; and selected poetry, short stories, and non-fiction texts. This course will require a summer assignment.

HONORS ENGLISH I #100 Grade 9 (1 H Credit) Prerequisite: Teacher Recommendation

English I Honors is an intense survey course that explores various types of literature and skills. The goal is to prepare students for critical thinking that forces them to move past the literal interpretation of the text. One of the main focuses of the year will be mastering the three-part literary analysis essay. Aside from writing clearly and accurately, students will practice using textual evidence to support ideas. Honing speaking and listening skills will also be a focus. Participation, dedication, and commitment is necessary for success. Texts may include: *The Odyssey, Of Mice and Men; Romeo and Juliet; Fahrenheit 451/Animal Farm*; selected poetry, short stories, and nonfiction texts; and independent selections. This course will require a summer assignment.

ENGLISH II #111 Grade 10 (1 CP Credit)

This course is designed to follow College Preparatory English 1 and builds on the skills developed in that class. This course differs from the honors level in the amount of reading required, the frequency of composition work, and the in-depth analysis of literary works. The course also includes vocabulary development, the three-part literary analysis essay, and oral expression. Major texts may include: *Ellen Foster; The Secret Life of Bees; To Kill a Mockingbird; Twelve Angry Men; Julius Caesar*; and selected poetry, short stories, and non-fiction texts. This course will require a summer reading assignment.

HONORS ENGLISH II #110  
Grade 10 (1 H Credit)

Prerequisite: Teacher recommendation

This course follows English I Honors, placing emphasis on critical reading and writing. Students will read thematically-connected novels, poetry, and dramas with a focus on literary analysis. In particular, students will be asked to create and defend original thinking. Major texts: *To Kill a Mockingbird*; *Twelve Angry Men*; *Julius Caesar*; *Antigone*; *A Tale of Two Cities*; and selected poetry, short stories and non-fiction. This course will require a summer reading assignment.

AMERICAN LITERATURE #115  
Grade 11 (1 CP Credit) Prerequisite:

English I and English II

This course examines American Literature, emphasizing works of prominent authors. Students will examine recurrent themes, such as “personal and national identity”; “power and protest” and “the American dream.” Both critical reading and expository writing skills are emphasized. MLA format is used in teaching research skills and documentation. A research paper is required. This course will require a summer reading assignment.

HONORS AMERICAN LITERATURE #120  
Grade 11 (1 H Credit)

Prerequisite: English I, English II, and Teacher Recommendation

This course is an examination of American literature. Texts range in style and complexity, beginning with Twain’s *Adventures of Huckleberry Finn* (1885). Students will examine recurrent themes, such as “personal and national identity”; “power and protest” and “the American dream.” Writing assignments are designed to develop key skills in preparation for college. Students are encouraged to show mastery of literary analysis, comparison and contrast, and the research writing process by the end of the year. This course will require a summer assignment.

AMERICAN STUDIES ENGLISH #197  
Grade 11 (1 CP Credit)

Prerequisite: Successful Completion of English II. Class must be taken with American Studies History.

American Studies offers the student an integrated course in American Literature and United States history organized by the chronology of American History from approximately 1920 to the present. This course provides students with experiences that integrate American art, music, literature, and history. Both critical reading and expository writing skills are emphasized. MLA format is used in teaching research skills and documentation. A research paper is required. This course meets the requirement for College Preparatory English 3. This course will require a summer assignment.

ADVANCED PLACEMENT ENGLISH LANGUAGE & COMPOSITION #131  

**Grade 11 (1 AP Credit) Prerequisite:
Teacher Recommendation**

In this course, grade 11 students will identify and analyze the rhetorical situation as it applies to both literary and visual texts. Using nonfiction, memoir or fiction as a primary source, they will examine the structure of an argument and determine the “moves” that an author makes when attempting to persuade an audience. Students will be trained in essential AP test-taking strategies, such as close reading, inference, analysis, and evaluation. Writing activities will teach the processes of formulating a position; thesis-writing; quote integration, and research using MLA standards.

Senior CP English

Seniors who have not signed up for A.P or Honors must choose **two** of the courses listed below to complete their senior English requirements. **Successful completion of Junior English is a pre-requisite for these courses.**

ADOLESCENTS IN LITERATURE #1100



Grades 12 (½ CP Credit)

This course will focus on the time period of adolescence and what unique circumstances/rites of passage are common to all young adults. Students will hone college level reading and writing skills that move beyond comprehension and strive toward the independent development and communication of insightful ideas. Non-Fiction articles and personal memoirs will also have a place as we discuss not only literature, but real life adolescent situations and issues. The culmination of the course will include a college-level thesis project that students will present to the class. Major Texts: *Catcher in the Rye*, *Eleanor and Park*, selected memoirs, short stories, and an independent selection. A summer assignment is required for this course.

FICTION TO FILM #1103



Grades 12 (½ CP Credit)

This course will examine what is involved in the process of taking a text, any text, be it Prose or Drama, short story, novella or novel, fiction or non-fiction, and converting it into a film. In Fiction to Film, students will not only analyze texts, but also learn the process of how to go about transferring a text into a screenplay. In addition, students will also study the process of screenplay writing.

MONSTERS, HORROR, AND SUPERNATURAL LITERATURE #1105



Grades 12 (½ CP Credit)

The focus of this course is to analyze how tales of horror and the supernatural are reflective of the society we live in, including life, death, and the afterlife. We will look at the stylistic traits of different authors and how they use this genre as a way to comment on society during the time period that they lived in. Students will refine their essay writing skills by writing literary analysis essays in both the expository and compare/contrast formats, and will write some creative pieces as well. This course includes novels, short stories, essays, and poems by such notable authors as Ray Bradbury, H.P. Lovecraft, Edgar Allen Poe and others. A summer assignment is required for this course.

SURVIVAL AND ADVENTURE READINGS #1110



Grades 12 (½ CP Credit)

In this course, students will explore the human condition under extreme circumstances, both environmental and societal. Students will practice analyzing literature with a concentration on figurative language, diction, tone, mood, symbols and theme. Texts may include *Unwind*, *Lord of the Flies*, *The Kite Runner*, *The Mist* and *Life of Pi*. A summer assignment is required for this course.

INQUIRY THROUGH LITERATURE #140



Grade 12 (1 H Credit)

Prerequisite: Successful Completion of Junior English and Teacher Recommendation

This full-year Honors course is designed to prepare students for the expectations of a college classroom. The focus will be on critical reading and writing skills through the study of challenging texts, both modern and classic, from a variety of author backgrounds. In addition, students will be taught to become independent learners by asking unique questions, exploring intrinsically motivating topics, and demonstrating their learning with clarity and depth.

ADVANCED PLACEMENT ENGLISH LITERATURE & COMPOSITION #130



Grade 12 (1 AP Credit) Prerequisite:

Teacher Recommendation

Advanced Placement English is an accelerated Senior English course designed for those students with a high level of proficiency in composition and literary interpretation. Throughout the year, drama, novels, and poetry are examined in preparation for the AP Exam. Students will move to a higher level of sophistication in their analysis and composition through the study of complex texts from a variety of literary periods. Skills are developed through small group discussion, extensive essay writing, practice AP style exams and essays, and teacher designed tests. Reading is assigned at an accelerated rate. This course is recommended only for those skilled and dedicated to the study of literature. At the conclusion of the course students are required to take the AP Examination in Literature and Composition. A summer assignment is required for this course

English Electives

These courses do not count toward English graduation requirements

DRAMA AND THEATRE #1104

Grades: 11 & 12 (Senior Preference) (½ CP Credit)

This semester course will explore plays and study them as a literary art-form. Students will also be expected to perform particular scenes and work on their acting technique. Participation is a necessary component in this class. **Please note that this course does not count toward the English graduation requirement.**

CREATIVE WRITING #1101



Grades 11 & 12 (Senior Preference) (½ CP Credit)

Creative Writing will be divided into two separate categories, poetry and drama. The first marking period will cover the writing and analyzing of poetry, as well as many of poetry's various incantations. This section will culminate with a poetry portfolio. The second marking period will cover reading, writing, and analyzing drama, with the culminating assignment being a ten-page play. This course does not focus on writing five-part essays, although you will be writing two of them. **This course does not count towards the English graduation requirement.**



2016 AP Art photo by: Caleigh Petrillo

Math Department

Watertown High School Mathematics Department offers a comprehensive four-year Mathematics program, whose goal is to enable every student to reach his or her math potential in a supportive, academically focused and nurturing environment. The mathematics courses detailed below are aligned to the Connecticut Core Standards and includes rigorous content and application of knowledge through critical thinking for all students. Courses focus on reasoning and sense making as developed in the context of strong content, ensuring that students can accurately carry out mathematical procedures, understand why those procedures work, and know how they might be used and their results interpreted. A student’s active involvement in mathematics includes enacting learning practices such as discussion and collaboration, proposing and defending mathematical ideas and conjectures, responding thoughtfully to the mathematical arguments of peers, and completion of assignments. Technology is essential in teaching and learning mathematics. All mathematics courses involve the use of technology such as scientific or graphing calculators, and/or computers to enhance students’ learning. Students graduating in 2020 and thereafter, must successfully complete a **minimum of four credits in mathematics to include required courses of Algebra I, Geometry and either Algebra II or Probability and Statistics**. There are several typical sequences of courses that students can follow. Sequences are listed along with suggested grades below. However, each course is open to any student who has completed the prerequisite(s) for that course. Students may move out of sequence from year to year. Students may choose to take more than one math during a school year but they are encouraged to work with the counselors and math teachers to ensure appropriate placement and success. Take a moment to review each course description to ensure appropriate course choices or if there is summer work associated with the class.

Typical Sequences (Prerequisites Apply)

Sequence	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
A	Math 7	Math 8	Algebra I A	Algebra I B	Geometry Concepts or Geometry	Algebra II or Probability and Statistics
B	Math 7	Math 8	Algebra I	Geometry	Algebra II or Probability and Statistics	Pre-Calculus
C	Math 7	Math 8	Honors Algebra 1	Honors Geometry	Honors Algebra II	Honors Pre-Calculus
D	Advanced Math 7	Algebra 1	Honors Geometry	Honors Algebra II	Honors Pre-Calculus or AP Statistics	Honors Calculus or AP Calculus AB

Honors Courses

Honors mathematics courses are more rigorous than standard-level courses hence the differentiated course weight. Honors mathematics courses are differentiated by setting a higher standard for the quality of work expected, not increasing the quantity of the work required. Honors math courses are designed for students who have demonstrated an advanced level of interest and achievement in mathematics. Honors math courses should reflect a differentiation of curriculum, both in depth of study and connections through applications to other courses and content areas.

ALGEBRA 1 A CP #313**1 CP Credit****Prerequisite: Teacher Recommendation**

This is a full year course intended for students who will benefit from the reinforcement of designated pre-algebra skills and content learned in middle school. The course will entail the first semester of content in Algebra 1 and students will have the opportunity to develop a conceptual knowledge around linear functions, linear equations and inequalities. After completing this course, students will be required to take Algebra 1 B Concepts to receive the Algebra I credit as required by the state of Connecticut (There is summer work required for this course).

ALGEBRA 1 B CP #314**1 CP Credit****Prerequisite: Algebra 1 A Concepts**

This is a full year course intended for students who have completed Algebra 1 A Concepts. This course will entail the second semester of Algebra 1 and allow students to build on the skills from Algebra 1 A Concepts. Students will have the opportunity to apply knowledge of linear functions in context and begin their study of exponential and quadratic functions. Technology such as the TI-84 calculator will be used as a tool to deepen student understanding and knowledge and allow for further exploration of topics throughout the course (There is summer work required for this course).

ALGEBRA 1 CP #310**1 CP Credit****Prerequisite: None**

Algebra 1 formalizes and extends the mathematics that students learned in previous grades. Understandings of linear relationships are deepened and extended, in part, by contrasting them with other functional relationships and, in part, by applying linear models to data that exhibit a linear trend. Exponential and quadratic functional relationships are introduced. Technology such as the TI-84 calculator will be used as a tool to deepen student understanding and knowledge and allow for further exploration of topics throughout the course. (There is summer work required for this course. Please see the school website).

HONORS ALGEBRA I #312**1 Honors Credit****Prerequisite: Teacher Recommendation**

Honors Algebra 1 will include all the content from Algebra 1. The honors course provides students with an honors-level study of the Algebra 1 concepts, as stated in the honors description. In general, honors mathematics courses are intended to be more challenging than standard courses and provide multiple opportunities for students to take greater responsibility for their learning. Honors mathematics courses are designed for students who have demonstrated an advanced level of interest and achievement in Mathematics. Technology such as the TI-84 calculator will be used as a tool to deepen student understanding and knowledge and allow for further exploration of topics throughout the course. (There is summer work required for this course. Please see the school website).

GEOMETRY CONCEPTS #302



1 CCP Credit

Prerequisite: Algebra 1 or Algebra 1 B concepts

This is a full year course during which students will reinforce their knowledge of basic Geometry Concepts from previous years. Students will also have exposure to major geometry concepts that will appear on the SAT. Students will leave this course with a commanding foundational knowledge of key geometry concepts such as but not limited to reasoning and problem solving skills, congruence and similarity, properties of lines, practical applications of triangles, quadrilaterals, and circles.

GEOMETRY #301



1 CP Credit

Prerequisites: Algebra 1 or Algebra 1 B or Honors Algebra 1

This course is a full year during which students will be introduced to concepts of Euclidean Geometry and move from an inductive approach to deductive methods of proof in their study of geometric figures. Students will work with geometric proofs and constructions formalizing properties of figures and congruency learned in earlier grades. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. Geometric similarity leads to an understanding of right triangle trigonometry and connects to quadratics through the Pythagorean relationships. Appropriate technology such as graphing calculators and graphic software will be used for instruction and assessment (There is summer work required for this course).

HONORS GEOMETRY #300



1 Honors Credit

Prerequisite: Honors Algebra I and Teacher Recommendation

Honors Geometry will include all the content from Geometry. The honors course provides students with an honors-level study of the Geometry, as stated in the honors description. In general, honors mathematics courses are intended to be more challenging than standard courses and provide multiple opportunities for students to take greater responsibility for their learning. Honors mathematics courses are designed for students who have demonstrated an advanced level of interest and achievement in mathematics. Appropriate technology such as graphing calculators and graphic software will be used for instruction and assessment (There is summer work required for this course. Please see the school website).

ALGEBRA II #324

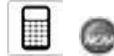


1 CP Credit

Prerequisite: Algebra 1 or Algebra 1 B Concepts or Honors Algebra 1 or Geometry Concepts or Honors Geometry or Geometry

This is a full year course where students analyze inverse functions and learn about new functions such as logarithmic, polynomial, rational, and trigonometric. Students will study the behavior of each type of function along with analyzing the relationships between them. Students will represent functions in multiple ways and be equipped to describe the relationships between the different representations. Students will also extend previous knowledge of statistics. Students will be given the opportunity to demonstrate their mathematical knowledge through modeling and applying it to real world situations. Technology such as the TI-84 calculator will be used as a tool to deepen student understanding and knowledge and allow for further exploration of topics throughout the course (There is summer work required for this course)

HONORS ALGEBRA II #320

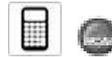


1 Honors Credit

Prerequisite: Honors Algebra 1 or Honors Geometry and Teacher Recommendation

Honors Algebra II will include all the content from Algebra II. The honors course provides students with an honors-level study of the Algebra II, as stated in the honors description. In general, honors mathematics courses are intended to be more challenging than standard courses and provide multiple opportunities for students to take greater responsibility for their learning. Honors mathematics courses are designed for students who have demonstrated an advanced level of interest and achievement in mathematics. Technology such as the TI-84 calculator will be used as a tool to deepen student understanding and knowledge and allow for further exploration of topics throughout the course (There is summer work required for this course. Please see the school website).

PROBABILITY & STATISTICS #362



1 CP Credit

Prerequisite: Geometry or Honors Geometry or Geometry Concepts

Probability and Statistics is a full-year course which is designed to enhance and build students' knowledge in fields of probability and statistics. Probability is the branch of mathematics which deals with the study of pure chance phenomena or events and statistics is the science of collecting, organizing, analyzing, and interpreting data. Students will use real world situations to generate data through surveying and experimentations, analyze and present data in an effective manner and explore data distributions to make informed decisions and predictions. Technology such as the TI-84 calculator will be used as a tool to deepen student understanding and knowledge and allow for further exploration of topics throughout the course.

ADVANCED PLACEMENT STATISTICS #363

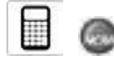


1 AP Credit

Prerequisite: Algebra II Honors or Precalculus or Honors PreCalculus and Teacher Recommendation

This is a full year college level course. AP Statistics introduces students to the major concepts and tools for collecting and analyzing data, probability, experimental design, and inferential statistics. Students will observe patterns and departures from patterns, decide what and how to measure, produce models using probability and simulation, and confirm models. Appropriate technology, from manipulatives to graphing calculators and statistical software, will be used regularly for instruction and assessment. The course follows the syllabus recommended by the AP Committee of the College Board and prepares students to take the AP exam in statistics. At the conclusion of the course students are required to take the AP Examination. This course will require a summer assignment (There is summer work required for this course).

PRECALCULUS #361

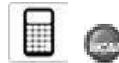


1 CP Credit

Prerequisite: Algebra II or Honors Algebra II

This is a full year course designed to prepare students for calculus. The course weaves together previous courses such as Algebra I, Geometry and Algebra II. The course focuses on a mastery of critical skills and exposure to new skills necessary for success in subsequent math courses. Throughout the course, Common Core standards are taught and reinforced as the student learns how to apply the concepts in real life situations. Topics include a detailed study of functions and models, polynomials and rational functions, exponentials, logarithms. There will be a comprehensive study of trigonometry, as well as advanced algebra topics, analytic geometry, sequences and series, and data analysis. Students completing this course will be prepared to enter a college level math course after high school. Technology such as the TI-84 calculator will be a tool to deepen student understanding and knowledge and allow for further exploration of topics throughout the course (There is summer work required for this course).

HONORS PRECALCULUS #360

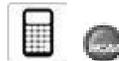


1 Honors Credit

Prerequisite: Algebra II or Honors Algebra II and Teacher Recommendation

Honors PreCalculus will include all the content from PreCalculus. The honors course provides students with an honors-level study of the PreCalculus, as stated in the honors description. In general, honors mathematics courses are intended to be more challenging than standard courses and provide multiple opportunities for students to take greater responsibility for their learning. Honors mathematics courses are designed for students who have demonstrated an advanced level of interest and achievement in mathematics. Technology such as the TI-84 calculator will be used as a tool to deepen student understanding and knowledge and allow for further exploration of topics throughout the course (There is summer work required for this course).

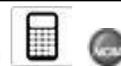
HONORS CALCULUS #379



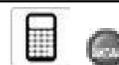
1 Honors Credit

Prerequisite: PreCalculus or Honors PreCalculus and Teacher Recommendation

Honors Calculus is a full-year course intended to develop practical skills in differential and integral calculus. As well, it is intended to illustrate various applications of calculus to technical problems. The rules of differentiation will be introduced, and methods of differentiating various algebraic and transcendental functions will be developed. Applications of differential calculus to finding roots of equations by Newton's method, to finding maxima and minima, and to developing power series representation for functions will be studied. The honors course provides students with an honors-level study of the Calculus, as stated in the honors description. In general, honors mathematics courses are intended to be more challenging than standard courses and provide multiple opportunities for students to take greater responsibility for their learning. Honors mathematics courses are designed for students who have demonstrated an advanced level of interest and achievement in mathematics. Technology such as the TI-84 calculator will be a tool to deepen student understanding and allow for further exploration of topics throughout the course.

ADVANCED PLACEMENT CALCULUS AB #380**1 AP Credit****Prerequisite: PreCalculus or Honors PreCalculus and Teacher Recommendation**

This is a college level course. The curriculum for AP Calculus AB is equivalent to that of a first semester college calculus course. The course is devoted to topics in differential and integral calculus. Students will develop and continue to enhance their understandings around concepts in calculus such as, functions, graphs, limits, derivatives and integrals. This course will provide students with an opportunity to participate in a college level course in a familiar environment like high school. Students will be pushed to think about methods of application, inquiry and how to use technology based approaches. Students must demonstrate mastery on the College Board administered AP exam to receive credit for the course. Technology such as the TI-84 calculator will be used as a tool to deepen student understanding and knowledge and allow for further exploration of topics throughout the course (There is summer work required for this course).

ADVANCED PLACEMENT CALCULUS BC #1302**1 AP Credit****Prerequisite: AP Calculus AB**

This is a year-long college level course. AP Calculus BC is roughly equivalent to both first and second semester college calculus courses. This course extends the content learned in AB to different types of equations and introduces topics such as sequences and series. This course will provide students with an opportunity to participate in a college level course in a familiar environment like high school. Students will be pushed to think about methods of application, inquiry and how to use technology based approaches. Students must demonstrate mastery on the College Board administered AP exam to receive credit for the course. Technology such as the TI-84 calculator will be used as a tool to deepen student understanding and knowledge and allow for further exploration of topics throughout the course (There is summer work required for this course).

CONSUMER MATH #396**1 CCP Credit****Prerequisite: none**

Consumer Math is designed to provide students with a comprehensive study of mathematics used in consumer decision- making. This course will provide a thorough review of practical mathematics and an introduction to mathematical concepts used in everyday living. Students will study personal banking, purchases, insurance, investments, income, taxes, and housing. A four-function scientific calculator is recommended for application problems throughout the course.

MATH SAT PREPARATION #1600**Credit: ½ elective****Prerequisite: None**

This is a semester long course. The course is designed to provide students with practice on testing taking skills, familiarity with the structure of the SAT math assessment and provide some individualized and personalized learning opportunities. Students that have struggled in the past taking assessments may find this class useful. The course will have a focus on algebras concepts and providing students with review and practice of foundational algebra concepts. Technology such as the TI-84 calculator will be used as a tool to deepen student understanding and knowledge and allow for further exploration of topics throughout the course.

PERSONAL FINANCE #350



½ CP Credit

Prerequisite: None

This course will introduce basic financial principles and skills enabling students to become aware of money management and make sound personal finance decisions. It is designed to provide real experiences in time-management, organizational skills, teamwork, and effective communication. Students will be exposed to the basic concepts of economics, learn the value of education as it relates to career choices, practice budgeting and banking basics, and develop an understanding of credit, saving, investing, insurance, and consumer rights.

VIDEO GAME DESIGN #393



½ CP Credit

Prerequisite: Algebra I or Algebra 1 B Concepts and Exploring Technology or Teacher Recommendation

The main goal of the course is to help students develop a set of strategies and the analytic skills necessary for acquiring high-level computer programming knowledge. Computer games and programming teach students to design, test, and maintain the detailed instructions that computers use to run these programs. Students will be introduced to programming with designing games, then develop complex algorithms. Students analyze, design, develop, and implement solutions to a wide range of interesting and challenging problems. The topics covered include: learning the development environment of a professional programming language, the main concepts of object-oriented programming (data types, objects, functions, classes, control structures, strings, etc.), database management; basic animation, and basic data structures (such as arrays).

ADVANCED VIDEO GAME DESIGN #392



½ CP Credit

Prerequisite: Video Game Design I and Algebra II and Teacher Recommendation

As a continuation of Video Game Design, this course provides students with the principles of computer game design/development. Students will continue to learn to analyze, design, and create interactive, three dimensional animation and games. The evolution of the video game industry will be studied and analyzed in terms of its development. Instruction will include an overview of 3D graphics, modeling, texturing, lighting, animation, and rules of game play. Several software platforms will be utilized to create graphics to be used in individual projects. Upon completion, students should be able to demonstrate knowledge of the major aspects of simulation, game design, and development.

MOBILE APP DESIGN #391



½ CP Credit

Prerequisite: Algebra I and Exploring Technology or Teacher Recommendation

This course allows students to learn and execute the fundamentals of mobile apps, including: ideation, planning, design, creation, development, marketing, launch and maintenance. The course will focus on the team development of mobile application design, development and testing using the Flash platform. This enables students to develop their own personalized Web 2.0 tools. By collaborating information can be shared in new ways to push the personalization of education tools to higher levels.

ADVANCED MOBILE APP DESIGN #398



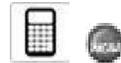
½ CP Credit

Prerequisite: Mobile App Design I and Algebra II and Teacher Recommendation

As a continuation of Mobile App Design, this course expands on the programming needed to create mobile applications. There will be an emphasis on graphic images, functional site organization, and logical navigation. Students will use general design concepts and the process of developing applications from design to utilization. will gain considerable "hands on" computer experience using app design software. The course will also include an explanation of networks, the Internet and intranets, copyright issues and basic HTML.

Advanced Placement Computer Science courses are offered on a rotation. Computer Science Principles is offered on school years starting on even numbers and Computer Science A (JAVA) is offered on school years starting on odd numbers.

ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES #399

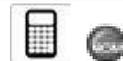


1 AP Credit

Prerequisite: Honors Algebra I or Teacher Recommendation

AP Computer Science Principles introduces students to the central ideas of computer science, instilling the ideas and prescribing practices of computational thinking and inviting students to understand how computing changes the world. The rigorous course promotes deep learning of computational content, develops computational thinking skills, and engages students in the creative aspects of the field. The course is unique in its focus on fostering students to be creative. Students are encouraged to apply creative processes when developing computational artifacts and think creatively while using simulations to explore questions that interest them. Students design and implement innovative solutions using an iterative process similar to what artists, writers, computer scientists, and engineers use to bring ideas to life. To appeal to a broader audience, including those often underrepresented in computing, this course highlights the relevance of computer science by emphasizing the vital impact advances in computing have on people and society. By focusing the course beyond the study of machines and systems, students also have the opportunity to investigate the innovations in other fields that computing has made possible and examine the ethical implications of new computing technologies.

ADVANCED PLACEMENT COMPUTER SCIENCE A (JAVA) #394



1 AP Credit

Prerequisite: Honors Algebra II or Teacher Recommendation

Computer Science Java is an elective course in the Math Department open to students who have completed a course in Algebra II. The course emphasizes programming methodology with a concentration on problem solving and algorithm development using Java as the delivery language. The course emphasizes the design issues that make programs understandable, adaptable, and reusable. At the same time, the development of useful computer programs and program modules is used as a context for introducing other important concepts in computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, and the study of standard algorithms and typical applications. In addition, an understanding of the basic hardware and software components of computer systems and the responsible use of these systems are integral parts of the course. The course follows the syllabus recommended by the Advanced Placement Committee of the College Board and prepares the students to take the AP exam. At the conclusion of the course students are required to take the AP Examination. This course will require a summer assignment (There is summer work required for this course).



2016 Art photo by: Sarina Maynard

MUSIC DEPARTMENT

The music curriculum at the high school allows the student the opportunity to explore and develop his/her talents and understanding of music through various performing organizations (choir, band and strings) and several academic settings such as music theory and piano keyboard lab. The program will also apprise students of the opportunities available to them in the field of music and the skills needed to obtain these goals whether it be in a professional or nonprofessional capacity. ([clickheretoreturntotheTableofContents](#))

MUSIC THEORY 1 #765

Grades 9 – 12 (1 CP Credit)

Prerequisite: Prior Musical Experience/Experience with Instrument

The goal of Music Theory 1 is to develop skills in the basic rudiments of music: melody, harmony, and rhythm. Students will be trained in the following areas: music vocabulary, music reading; construction of all scales and chords; ear training in the recognition of melodic and rhythmic patterns; basic knowledge of the piano. Music technology (including notation and drill programs) will be utilized in this class.

ADVANCED PLACEMENT MUSIC THEORY / UCONN ECE MUSIC FUNDAMENTALS #775

Grades 10 – 12 (1 AP/ECE Credit)

Prerequisite: Music Theory 1 or Teacher Recommendation and UCONN Acceptance (ECE only)

This course is designed to provide students with a more advanced knowledge in the areas of reading and analyzing notated music and aural training. Particular emphasis will be placed upon developing listening skills, sight singing ability and knowledge of rhythm, melody, harmony, form and other compositional devices. The successful student will be endowed with the skills necessary to function intelligently in any musical situation. This class also offers Early College Experience credits from UConn. The University of Connecticut's Office of Educational Partnerships has accepted Watertown High School's Advanced Music Theory course as worth of UConn course designation. This program stresses the importance of offering an early college experience as a concurrent enrollment program. The UConn ECE is an academic program dedicated to providing high school students access to and preparation for higher education. **A student is allowed to take the course as only an Advanced Placement course, but must make their Counselor and Teacher aware.** Upon completion of the work in the UConn course with a minimum average of C per semester, enrolled students can receive six college credits from UConn. These credits are accepted at over 130 colleges and universities across the country. The class will include MUSI 1011: Music Fundamentals/Ear Training 1 and MUSI 1012: Music Fundamentals/Ear Training 2. The UConn ECE enrollment is optional for students taking Advanced Music Theory.

PERCUSSION ENSEMBLE #1701

Grades 9 – 12 (½ FS Credit)

This course seeks to allow students to foster an understanding of diverse percussion ensemble literature through listening, individual practice, group rehearsals, and performances. Styles include: 20th century American and European compositions, West African, Brazilian, Afro-Cuban, and original compositions. Percussion Ensemble students will be performing on pitched and non-pitched instruments. Percussion Concerts are scheduled in the winter and spring. To receive credit for Percussion Ensemble attendance is required at all performances. Course may be repeated multiple times for additional credit.

STRING ORCHESTRA #784
Grades 9 – 12 (½ FS Credit)
STRING ORCHESTRA #785
Grades 9 – 12 (1 FS Credit)
Prerequisite: None

The String Orchestra meets as a regularly scheduled class. It is open to all students who have had experience playing violin, viola, cello, or double bass. Concerts are scheduled in the winter and spring. Attendance at all concerts is mandatory in order to receive credit. Course may be repeated multiple times for additional credit.

CHAMBER CHOIR #938
Grades 9 – 12 (1 H Credit)
Prerequisite: Student Audition

Entrance into Chamber Choir is granted by audition. Students enrolled are expected to learn the music at an advanced pace. Emphasis is placed on nurturing each student's growth in the areas of, balance, diction, and understanding of the text. The students perform a wide variety of selections in concerts and events throughout the school year. Attendance at all concerts and dress rehearsals are mandatory in order to receive credit. Course may be repeated multiple times for additional credit.

CONCERT CHOIR #714
Grades 9 – 12 (½ FS Credit)
CONCERT CHOIR #715
Grades 9 – 12 (1 FS Credit)
Prerequisite: None

The Concert Choir meets as a regularly scheduled class. It is open to all students and there is no audition. Concerts are scheduled in the winter and spring with possible additional concerts scheduled as the school year progresses. are performed. Attendance at all concerts and dress rehearsals are mandatory in order to receive credit. Course may be repeated multiple times for additional credit.

PIANO LAB 1 #709
Grades 9 – 12 (½ FS Credit)
Prerequisite: None

This course offers any student the opportunity to learn the basic skills for keyboard playing so that at the end of the semester, he or she will be able to read and play simple melodies and accompaniments. The class offers the student who does not participate in the choral or instrumental program, the opportunity to participate in music.

ADVANCED PIANO STUDY #711
Grades 10 – 12 (½ FS Credit) Prerequisite: Piano I
and Teacher Recommendation

This course offers the student the opportunity to continue the development of musical skills necessary for playing the piano at an intermediate level, with a greater focus on technique, scales, chord progressions, and note and rhythmic reading. Students will practice performance skills by participating in class recitals. The students will also study handbell music, which will further develop music reading skills. The course may be repeated multiple times for additional credit.

Concert Band #704
Grades 9 – 12 (½ FS Credit)

Concert Band #705
Grades 9 – 12 (1 FS Credit)

Prerequisite: 8th Grade Band or Teacher Recommendation

Concert Band meets as a regularly scheduled class. It is open to all students who have had some experience playing a woodwind, brass, or percussion instrument. The primary focus will be on building a solid foundation in performing on your instrument while performing alongside of others. As a member of Concert Band, you are encouraged to participate in community building events such as parades, football games, recruiting trips, and adjudication festivals. Attendance is mandatory at each of our concerts (which will be scheduled in the Winter and Spring) and the Memorial Day parade. This course may be repeated multiple times for additional credit.

Wind Ensemble #720
Grades 9 – 12 (1 H Credit)
Prerequisite: Student Audition

Wind Ensemble is a regularly scheduled class. Wind Ensemble is a small group for advanced students to promote the growth and independence of each musician while maintaining a cohesive group sound. Entrance into Wind Ensemble is granted by audition only. Auditions will be held in the spring for the following school year. All Brass, Woodwind, and Percussion students in grade 8 through 11 are welcome to audition for placement in Wind Ensemble. Students enrolled are expected to learn more advanced music at an accelerated pace and take part in community building events such as parades, football games, recruiting trips, and adjudication festivals. Attendance is mandatory at each of our performances. This course may be repeated multiple times for additional credit.

PHYSICAL EDUCATION & HEALTH DEPARTMENT

On top of completing the graduation requirement for PE, 11th and 12th grade students may sign up for an elective Physical Education course to earn additional credits. All students participating in Physical Education classes must purchase a school issued uniform at the cost of \$20.00. These are the courses offered by the Physical Education Department. (1 full credit: ¼ PE 9, ½ PE 10, ¼ PE 11). Grades 10, 11 and 12 are also required to earn a half credit in Health while grade 9 is required to earn 1 credit. It has been mandated by the state legislature that alcohol and other drug use prevention and specific topics on health and safety be taught to all students in Connecticut public schools. Students demonstrate their knowledge and understanding of these topics through effective communication and the use of decision-making and problem-solving skills. ([click hereto return to the Table of Contents](#))

PHYSICAL EDUCATION 9 #1918 Grade 9 (1/2 Credit)

This course is designed to give students the opportunity to learn and develop fundamental and advanced skills and strategies of traditional team activities, as well as fitness concepts and conditioning techniques used for achieving and maintaining optimal physical fitness. In order to be successful in the class students must participate and complete course assessments which include written tests, skill tests and other written work.

PHYSICAL EDUCATION 10 #1920 Grade 10 (1/2 Credit)

This course will focus more on fitness related activities as a means to help students become more responsible for their overall health and well-being. Students will be exposed to weight training, crossfit and other exercises and activities that will help develop the skills and knowledge needed to continue to be physically active throughout their lives. In order to be successful in the class students must participate and complete course assessments which include written tests, skill tests and other written work. All 10th grade students must take the state mandated Connecticut Physical Fitness Test.

HEALTH #900 Grades 9 – 12 (½ CP Credit)

Grade 9/10 Health is a one semester course that addresses health and safety issues. Content concentrates on the areas of self-respect and self-esteem, personal health and safety, human growth and development, mental health, stress management and the prevention of youth suicide. Also included are the effects of drugs, alcohol, tobacco, and anabolic steroids on health, character, citizenship, and personality. In addition, the life cycle, sexually transmitted diseases (including HIV/AIDS), lifestyle diseases, the prevention of violence and respect/tolerance for others are topics covered.

FIT FOR LIFE #1923
Grades 9 – 12 (½ FS Credit)

This course is designed for students who want to get away from traditional team sports and find another way to stay fit. By introducing activities like power walking, step aerobics, Zumba and weight lifting, students will learn how to stay fit for life.

WEIGHT LIFTING # 1924
Grades 9 – 12 (½ FS Credit)

This course is designed for students who want to improve their fitness and wellbeing through weight training. During this course, students will learn how to use the equipment with proper form and technique as well as what exercises to perform in order to work each major muscle group. Due to a limited amount of space and equipment, this course will only be open to a select number of students.

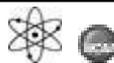
PHYSICAL EDUCATION ELECTIVE # 1925
Grades 9 – 12 (½ FS Credit)

This course is designed for any student who has not yet earned their 1 credit of Physical Education or for any student who needs elective credits for graduation. In order to be successful in this class students must participate and complete course assessments which include written tests, skill tests and other written work.

SCIENCE DEPARTMENT

The science program has been developed to meet the varied academic abilities and interests of our student body. It is the goal of the science program not only to impart scientific knowledge and skills, but to develop the critical thinking abilities of our students through a strong laboratory approach. All students enrolled in science courses at Watertown High School are expected to utilize decision-making and problem-solving techniques based on critical thinking skills, communicate effectively for a variety of purposes, employ computational and mathematical skills appropriately, apply technology to acquire, process, and impart information, and apply principles and processes of the sciences to analyze phenomena and solve problems related to the natural world. ([clickheretoreturntothe Table ofContents](#))

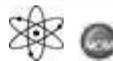
INTEGRATED SCIENCE #424



Grade 9 (1 CP Credit)

Integrated Science combines chemistry, physics, Earth Science, space science, and applied math. This course emphasizes important connections between these subjects and their cross-disciplinary applications.

HONORS INTEGRATED SCIENCE #423

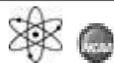


Grade 9 (1 H Credit) Prerequisite:

Teacher Recommendation

Honors Integrated Science is offered to students who have demonstrated an exceptional ability in science and have strong reading ability and desire to master science concepts using laboratory investigations that are analytical in nature. Integrated Science combines chemistry, physics, Earth Science, space science, and applied mathematics. This course emphasizes the important connections between these subjects and their cross-disciplinary applications.

BIOLOGY #411

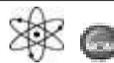


Grade 10 (1 CP Credit)

Prerequisite: Integrated Science

The College Preparatory curriculum integrates major biological concepts into an ecological framework, including the following fundamental themes: science as inquiry, the history of biological concepts, science and society, and the diversity of life.

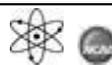
HONORS BIOLOGY #410



Grade 10 (1 H Credit)

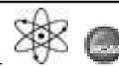
Prerequisite: Honors Integrated Science and Teacher Recommendation

Honors Biology is offered to sophomores who have demonstrated special aptitude in science. It is taught with a strong experimental approach, emphasizing the biochemical and physiological patterns of life from the cellular to the population level of organization. Special attention is given to photosynthesis, cell respiration, protein synthesis, DNA replication, genetic continuity, and energy and matter.

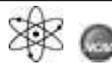
ADVANCED PLACEMENT BIOLOGY #420**Grades 12 (2 AP Credits)****Prerequisite: Honors Biology (teacher recommendation), Honors or AP Chemistry (teacher recommendation), Recommended: College Preparatory or AP Statistics****Co-Requisite: Human Anatomy and Physiology**

Summer Assignment: Students will complete a summer assignment consisting of reading and answering questions pertaining to the first three chapters of the text. They will also create reading notes on the first 3 chapters and take online quizzes. All summer work will be handed in the first day of school. In addition, students will be tested on the summer work during the first week of school.

Advanced Placement Biology is offered as a second year of biology to students who have a strong aptitude and interest in the biological sciences. The course follows the syllabus of the College Board and therefore prepares students to take the Advanced Placement exam in biology. 25% of class work will be laboratory activities. Strong chemistry and math background is required. This class meets every day of the school year. Students enrolling in this course are expected to take the College Board AP Biology exam in May.

HONORS HUMAN ANATOMY AND PHYSIOLOGY #421**Grades 11 – 12 (1 H Credit) Prerequisite: College Preparatory or Honors Biology**

Anatomy and Physiology is designed for the motivated learner. This course gives students a detailed yet practical knowledge of the structure and function of the human body from the cellular to the system level. Its aim is to provide comprehensive and applicable knowledge and prepare those students who are interested in pursuing a career in the health sciences or a related field.

CHEMISTRY #431**Grades 11 – 12 (1 CP Credit)****Prerequisite: Math (Algebra I and Geometry and Math Teacher Recommendation)
WHS Science Teacher Recommendation**

College Prep Chemistry is a comprehensive chemistry course designed to provide the student with a balanced blend of chemical theory, practical applications, and problem-solving techniques while providing a sound foundation for additional science training at the college level. Since College Prep Chemistry is a challenging course demanding strong critical thinking and mathematical skills, students should have at least an 80 in both Biology and Geometry. A sampling of topics covered include the symbolic language of chemistry, atomic structure, chemical reactions, the mole concept and stoichiometry, thermochemistry, properties of solids liquids and gases, organic chemistry, acids and bases, in addition to other topics in chemistry. A comprehensive laboratory program is an integral component of the course to assist students in learning abstract chemical concepts.

HONORS CHEMISTRY #433



Grades 10 – 12 (1 H Credit)

Prerequisites: Math (Honors Geometry and Honors Algebra II (may be enrolled concurrently in Honors Algebra II and Math Teacher Recommendation)

WHS Science Teacher Recommendation

All possible enrollees should have achieved and 80 or higher in both Honors Geometry and Honors Algebra II. A student concurrently enrolled in Algebra II may petition to take this course if they have completed Honors Geometry with an 80 or higher and receive a strong endorsement from both their Geometry and Science teachers.

Honors chemistry is a challenging, in depth first year chemistry course designed to provide a strong foundation for students considering future work in sciences. It is an accelerated course and students will be expected to engage in significant study and problem solving both in and outside of class. Since the mathematical formulation of chemical principles will be stressed, students are expected to excel in algebra and mathematical problem solving. A sampling of topics covered include atomic structure, chemical reactions, chemical bonding and intermolecular forces, the mole concept and stoichiometry, solutions, thermochemistry, gases, introductory kinetics, organic chemistry, as well as additional topics. Laboratory investigations will be an integral part of this course.

ADVANCED PLACEMENT / UCONN ECE CHEMISTRY #430



Grades 11 – 12 (2 AP Credits)

Prerequisites: Math (Honors Geometry and Honors Algebra II and Teacher Recommendation)

WHS Science Teacher Recommendation

All possible enrollees should have achieved and 80 or higher in both Honors Geometry and Honors Algebra II. Freshmen Honors level students may take this course as a sophomore year experience only if they meet they receive the strong endorsement of both their Math and Science teachers.

All students must successfully complete the summer work and will be assessed on their summer work at least one week prior to the start of school. Due to the intense rigor of the course, students must achieve a 50 or higher on the summer work test to continue in the course.

UConn ECE / AP Chemistry is designed to be the equivalent of the general chemistry course taken during the first year of college in general, and specifically the two-semester sequence Chemistry 1127-1128 taken by students at the University of Connecticut including mandated examinations and laboratory work. UConn Chemistry 1127-1128 provides a foundation for more advanced studies in chemistry. Topics covered include atomic theory, laws and theories concerning the physical and chemical behavior of gases, liquids, and solids and solutions, properties of some more familiar elements and their compounds, quantitative measurement illustrating the laws of chemical combination in the first semester lab, and equilibrium in solutions and qualitative reactions of the common cations and anions in the second semester. If the student elects to enroll in the ECE program, he or she may also earn credit for UConn Chemistry-1127 (semester 1) and Chemistry 1128 (semester 2), potentially 8 credits, upon acceptance by UConn with a grade of C or better. The curriculum also meets the expectations of the College Board with respect to textbook, topics, emphasis on chemical calculations and the mathematical formulation of principles, and the kind of laboratory work. This course content also aligns with the six big ideas and science practices as articulated in the AP chemistry curriculum framework provided by the College Board. Students will also be expected to take the College Board exam in May and will have an additional means to earn potential college credit.

PHYSICS #451  
Grade 11 – 12 (1 CP Credit)
Prerequisite: Intermediate Algebra

College Preparatory Physics is a general course which provides an understanding of matter, motion, forces, energy, light, wave optics, geometrical and wave motion, and electricity. Concepts, problem solving, and laboratory investigations are emphasized.

HONORS PHYSICS #453  
Grade 11 – 12 (1 H Credit)
Prerequisite: Honors Algebra II

Physics at the Honors level provides a fast paced, challenging systemic introduction to the main principles of physics: Newtonian mechanics, fluid mechanics and thermal physics, electricity and magnetism, waves and optics, and atomic and nuclear physics. The scope is similar to a freshman college introductory Physics course. This accelerated course emphasizes the development of conceptual understanding and problem-solving ability using algebra and trigonometry. There is a significant inquiry lab component; students are expected to engage in rigorous study and problem solving both in and outside of class.

ADVANCED PLACEMENT PHYSICS 1 #450  
Grades 11 – 12 (1 AP Credit)
Prerequisite: Honors Algebra II and Teacher Recommendation

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits.

HONORS ENTREPRENEURIAL SCIENCE #474 
Grades 11 – 12 (1 H Credit – ½ Math Credit & ½ Science ½ Credit)
Prerequisite: Teacher Recommendation

This project based course will allow students to address a problem in society and create a product, service, or solution that addresses a global resolution. Students will identify a project idea and investigate the topic via research, development, experiment or testing method, and data analysis. Students will develop an innovative solution (physical or digital product, service or solution) that addresses the problem or opportunity. The application of the solution will be demonstrated with a student designed prototype and/or experiment. Project benchmarks will be set up throughout the school year. That assesses progress and allows for cooperative learning. The course culminates with an end of year expo allowing students to present their projects.

HONORS ENTREPRENEURIAL SCIENCE MENTORSHIP #475 
Grades 11 – 12 (1 H Credit – ½ Math Credit & ½ Science ½ Credit)
Prerequisite: Honors Entrepreneurial Science & Teacher Recommendation

Students seeking to enroll in this course have successfully completed Honors Entrepreneurial Science and have experience with SKILLS21 ExpoFest. These students will take on a mentor role in the course and provide leadership steering new students in the process of identifying and addressing a problem in society as well as the process of creating a product, service, or solution that addresses a global resolution. Students in this course will act as project leaders and coordinate all phases of the student driven project idea including investigative research, product development, experimental tasking, data analysis and solution implementation. Mentor students have previous programming or coding experience through Computer Science coursework or Robotics team membership and assist with the development of computational facts.

FORENSIC SCIENCE #470  
Grades 11 – 12 (½ CP Credit)
Prerequisite: Biology

This is a challenging half year elective open to juniors and seniors who have completed at least two years of a laboratory science, including biology. It will be a heterogeneously grouped course open to all levels of students. The course will focus on forensic science. Topics covered will include the history of forensics, crime scene investigation, forensic pathology and the analysis of DNA, blood, fingerprints, drugs, hair, and fibers. This course places heavy emphasis on laboratory work. Students will be exposed to research and techniques used to perform experiments and solve forensic science problems in the real world. The course will provide training in laboratory skills that can be used in a forensic science lab. For some students, the course will provide a taste of a possible career in a science research field, and for others it will provide an opportunity to acquire proficiency in laboratory skills that can be applied to any laboratory setting. Attendance is critical in the successful completion of this course.

METEOROLOGY #460 
Grades 11 – 12 (½ Credit) Prerequisite:
Integrated Science and Biology

This course is an ideal course for students wishing to develop a fundamental understanding of Earth's atmospheric systems and gain a greater appreciation for the atmosphere. Its primary objective is to acquaint students with the Science of meteorology, and those processes associated with weather and climate as well as the tools used in weather forecasting.

ASTRONOMY #471  
Grades 11 – 12 (½ CP Credit)
Prerequisite: Integrated Science

In this course, the history, instruments of astronomers, earth/moon system and our solar system are examined along with stellar constellations, and the life cycles of the stars. Students will use the Starry Night computer program regularly for hands on astronomical observations and problem solving. Course work will include research projects and classroom presentations.

INTRODUCTION TO GEOLOGY #464



**Grades 11 – 12 (1/2 CP Credit) Prerequisite:
Integrated Science and Biology**

Geology is the core discipline of the earth sciences and encompasses many different phenomena, including plate tectonics and mountain building, volcanoes and earthquakes, and the long-term evolution of Earth's atmosphere, surface and life. This course introduces students to the basics of geology. Through a combination of lectures, labs, and field observations, we will address topics ranging from mineral and rock identification to the origin of the continents, from geologic mapping to plate tectonics, and from erosion by rivers and glaciers to the history of life.

ECOLOGY (LIFE SCIENCE; previously ENVIRONMENTAL SCIENCE) #466



**Grades 11 – 12 (1/2 CP Credit)
Prerequisite: Biology**

This course is designed to familiarize the student with the various aspects of ecology as applied to everyday practice. Its purpose is to develop an understanding and appreciation of the principles of ecology and the individual's role in the use of conservation of our natural resources.

SOCIAL STUDIES DEPARTMENT

The primary purpose of the Watertown High School Social Studies curriculum is to contribute effectively to the development of informed, socially competent citizens, who are equipped with knowledge and an appreciation of our diverse nation and global community. Students enrolled in all social studies classes will utilize decision-making and problem-solving techniques based on critical thinking skills, communicate effectively for a variety of purposes, apply technology to acquire, process, and impart information, develop knowledge of world civilizations, and examine the United States' role in the world community. In addition, students will develop and understanding of how to apply computational and mathematical skills to analyze and solve problems related to the discipline. Graduation Requires 3.5 Credits- Modern World History, The Western Experience, America in the Modern Era (or American Studies History or AP US History) and Civics (½ credit) or AP US Government and Politics (Full credit) ([clickheretoreturntotheTableofContents](#))

MODERN WORLD HISTORY #202

Grade 9 (1 CP Credit)

Prerequisite: 8th Grade Teacher Recommendation

This course will take a chrono-thematic approach which allows students and teachers to investigate the historical foundations of modern society through a study of world cultures and modern topics in order to increase understanding of how history, multicultural issues, geopolitics, and global economics impact current issues in various regions of the world. Students will engage in activities that promote the development of critical thinking, reading, writing, speaking, and listening skills as part of the inquiry cycle.

HONORS MODERN WORLD HISTORY #203

Grade 9 (1 H Credit)

Prerequisite: 8th Grade Teacher Recommendation

The content of the honors level of this course is similar to the college prep level curriculum. Honors students should come to the course with the ability to read independently, go beyond simple understanding and retention of information, and have developed writing skills. Students must demonstrate independence, self-direction and higher order thinking skills. There will be extensive writing assignments involving the critical analysis of various types of primary and secondary sources.

WESTERN EXPERIENCE #1205

Grade 10 (1 CP Credit) Prerequisite:

Modern World History

This course will allow students and teachers to investigate the historical foundations of western Europe and the history of the United States from its founding until 1900, while analyzing common themes and patterns in the social studies. Emphasis is placed on historical interpretations and analysis of significant events. This course is designed to provide students with the skills and factual knowledge necessary to deal critically with issues in United States history and their implications in the modern era. Course refines critical thinking and literacy skills related to higher level document analysis, research, and argumentative writing.

HONORS WESTERN EXPERIENCE #1206



Grade 10 (1 H Credit)

Prerequisite: Modern World History and Teacher Recommendation

The content of the honors level of this course is similar to the college prep level curriculum. Honors students have maintained a strong academic standing in ninth grade Modern World History. Students at this level have the drive and desire to maintain an accelerated study of history as this will be preparation for skills needed for AP U.S. History in grade 11. There will be extensive writing assignments involving the critical analysis of various types of primary and secondary sources.

AMERICA IN THE MODERN ERA #204



Grade 11 (1 CP Credit)

Prerequisite: Modern World History and Western Experience

This course offers the student a structured course organized by the chronology and themes of American History from approximately 1900 to the present. Emphasis is placed on historical interpretations and analysis of significant events. This course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with issues in United States history and their implications in the modern era. The student is exposed to social and economic as well as political and military events through the examination of primary source materials. Course will continue to refine critical thinking and literacy skills related to higher level document analysis, research, and argumentative writing.

AMERICAN STUDIES HISTORY #297



Grade 11 (1 CP Credit)

Prerequisite: Modern World History, Western Experience, English I, English II, and Teacher Recommendation. Class must be taken with American Studies English

American Studies is an interdisciplinary experience, combining American history and American Literature. This course will take a chrono-thematic approach, allowing students and teachers to investigate the historical foundations of modern American society from approximately 1900 to the present. This course provides students with the opportunity to study how literature and the arts reflect the attitudes and ideals of the country within the context of historical developments. Critical reading and expository writing skills are emphasized as well as teaching research skills and documentation. A research paper is required. This course meets the requirement for College Preparatory America In the Modern Era and is offered jointly by the English and Social Studies Departments. This course will require a summer assignment.

HONORS AMERICA IN THE MODERN ERA #205



Grade 11 (1 H Credit)

Prerequisite: Modern World History, Western Experience, and Teacher Recommendation

This course offers the student a structured course organized by the chronology and themes of American History from approximately 1900 to the present. Emphasis is placed on historical interpretations and analysis of significant events. This course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with issues in United States history and their implications in the modern era. The student is exposed to social and economic as well as political and military events through the examination of primary source materials. Course will continue to refine critical thinking and literacy skills related to higher level document analysis, research, and argumentative writing. There will be extensive writing assignments involving the critical analysis of various types of primary and secondary sources.

ADVANCED PLACEMENT UNITED STATES HISTORY #250



Grade 11 (1 AP Credit)

Prerequisite: Modern World History, Western Experience, and Teacher Recommendation. Summer work will be required

This course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States history. Students will learn to assess historical materials – their relevance to a given interpretive problem, their reliability, and their importance – and to weigh the evidence and interpretations presented in historical scholarship. The course will begin with a review of the formation of our nation from discovery to 1900. The focus of the remainder of the course is the study of national development from 1900 to the present. This course has met the requirements of the College Board Audit and therefore students who take this course are expected to take the AP exam. This course will require a summer reading and writing assignment.

CIVICS #1202



Grades 11 – 12 (½ CP Credit)

Prerequisite: Modern World History and Western Experience

This course analyzes the structure and organization of government in the US, with specific emphasis on the rights and duties of citizenship. Students will apply critical thinking skills to modern problems and through a variety of methods, including debate, critical response, and research. Students develop an understanding of the complexities of democracy and their ability to participate in its function. The course will help prepare students for responsible citizenship, further learning, and productive civic engagement. **This curriculum fulfills the Watertown Board of Education Graduation requirement as mandated by the CT State Department of Education.**

ADVANCED PLACEMENT U.S. GOVERNMENT & POLITICS #270



Grades 11 – 12 (1 AP Credit)

Prerequisite: Modern World History, Western Experience, and Teacher Recommendation.

AP US Government and Politics is offered as a full year course to seniors who have a strong aptitude and interest in American government and politics. The course will give students an analytical perspective on government and politics in the United States and includes both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. This course has met the requirements of the College Board Audit and therefore students who take this course are expected to take the AP exam. This course will require a summer assignment consisting of extensive reading and journal assignments. **This curriculum fulfills the Watertown Board of Education Graduation requirement for Civics as mandated by the CT State Department of Education.**

INTRODUCTION TO PSYCHOLOGY I #281



Grades 11 – 12 (½ CP Credit)

Prerequisite: Western Experience and Teacher Recommendation

Introduction to Psychology I is designed to provide students with an introduction to the study of psychology. The topics of this course will include: history of psychology as a science, levels of consciousness, memory, personality, and abnormal psychology. Course takes a hands on approach to the scientific study of psychology. This course is designed to provide students who are seeking a career in the medical, nursing, education, or counseling fields with introductory experiences related to their future studies and an opportunity to exercise critical thinking skills necessary for these careers.

INTRODUCTION TO PSYCHOLOGY II #283 

Grade 11 – 12 (½ H Credit)

Prerequisite: Introduction to Psychology I and Teacher Recommendation

Introduction to Psychology II is a continuation into the study of psychology for students who have taken and passed the first level. The topics of this course will include: brain development, abnormal behavior and treatment, social psychology, child development, philosophy of learning, stress and coping mechanisms. Course takes a hands on approach to the scientific study of psychology. This course is designed for students wishing to explore medical, nursing, education, or counseling fields with introductory experiences related to their future studies and an opportunity to exercise critical thinking skills necessary for these careers. Successful completion of Introduction to Psychology I is required in order to take introduction to Psychology II.

ADVANCED PLACEMENT PSYCHOLOGY #280  

Grades 11 – 12 (1 AP Credit)

Prerequisite: Modern World History, Western Experience, and Teacher Recommendation (Science or History).

AP Psychology is designed to provide students with a learning experience equivalent to a college course in Psychology. The course will cover the major content areas tested on the AP Psychology exam including the history of psychology as a science, theoretical approaches, research methods, biological basis for behavior, sensation and perception, states of consciousness, learning and cognition, abnormal psychology and treatment, as well as social psychology. This course has met the requirements of the College Board Audit and therefore students who take this course are expected to take the AP exam. This course will require a summer assignment.

ADVANCED PLACEMENT WORLD HISTORY #256  

Grades 11-12 (1 AP Credit)

Prerequisite: Modern World History, Western Experience, and Teacher Recommendation.

AP World History is offered as a full year course focusing on developing students' abilities to think conceptually about world history from approximately 8000 BCE to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance -focusing on the environment, cultures, state-building, economic systems, and social structures – provide areas of historical inquiry for investigation throughout the course. AP World History encompasses the history of the five major geographical regions of the globe with special focus on historical developments and processes that cross multiple regions. "This course has met the requirements of the College Board Audit and therefore students who take this course are expected to take the AP exam." This course requires a summer assignment, consisting of extensive reading and journal assignments.

PRACTICAL LAW #251 

Grade 11 – 12 (1/2 CP Credit)

Prerequisite: Western Experience, and Teacher Recommendation

Practical Law is an introduction to law and the American legal system, criminal and juvenile justice, and individual rights and liberties. The course will utilize a hands on approach including case studies, problems, role playing, clarification strategies, and legal documents to develop a practical application of understanding. This course is designed to provide students with an understanding of the legal system, individual rights, and an opportunity to exercise critical thinking skills necessary for active participation in their community.

INTRODUCTION TO SOCIOLOGY #287 
Grade 11 – 12 (1/2 CP Credit)

Prerequisite: Western Experience, and Teacher Recommendation

This course is an introduction to the study of society and social interaction in order to better understand how societies work. Topics will include analysis of human social relationships, culture, interaction, cultural and socio-economic differences, gender roles, mass behavior, and deviance & crime. Students will develop critical thinking and analytical skills as well as research methods used in the social sciences. Course will include case studies, independent and group research and presentations.

CONTEMPORARY ISSUES #261  
Grades 11 – 12 (1/2 CP Credit)

Prerequisite: Western Experience and Teacher Recommendation

Contemporary Issues offers seniors an opportunity for further investigation of persistent issues which occur in American and global society and which will likely shape our future. The course emphasizes extensive use of primary and secondary source materials as well as community resources in a student-centered classroom. The major aim of the Contemporary Issues course is to help students to develop the skills necessary to understand problems, analyze conflicts, and to draw their own conclusions concerning American problems.

HONORS ECONOMICS A #271  
Grades 12 (1/2 H Credit)

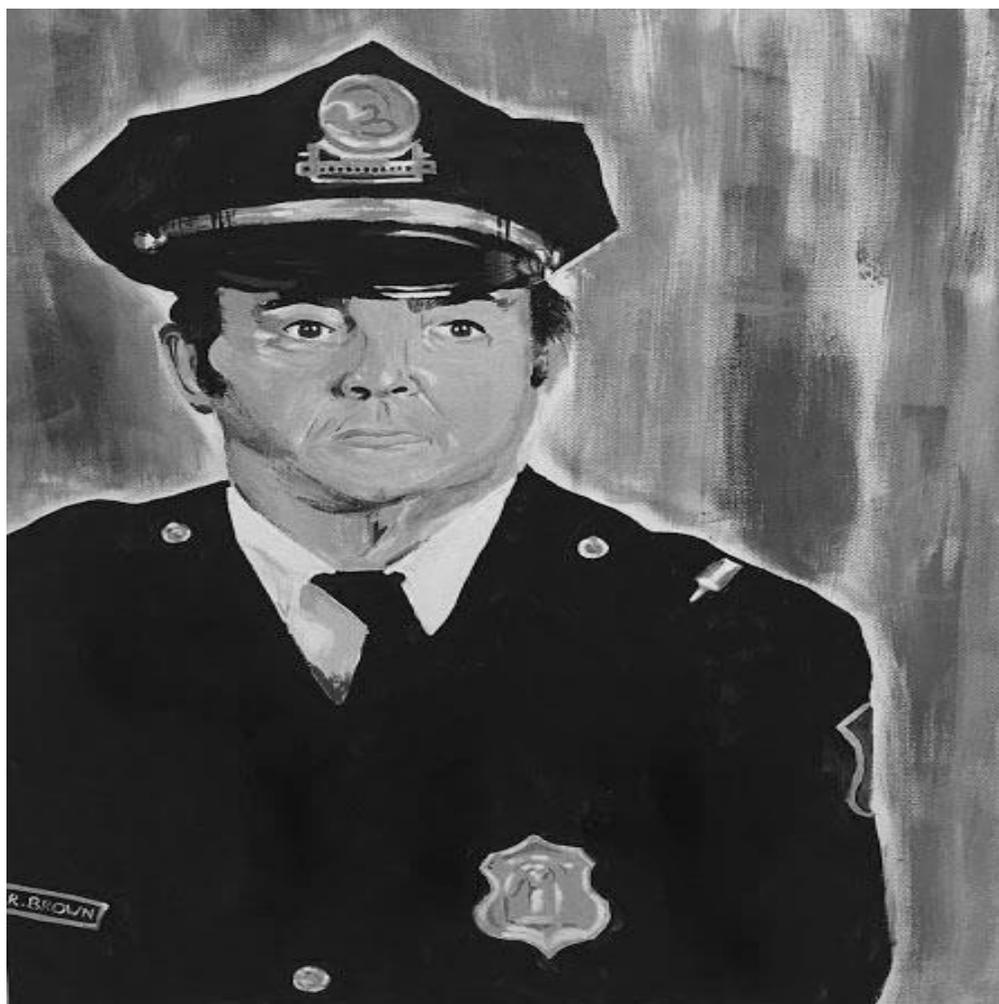
Prerequisite: American History in the Modern Era and Teacher Recommendation.

This course is a semester long course where students investigate the major economic principles and theories which underlie many of the money, banking, investment, and consumer issues confronting the American people today. The flow of money, goods, and services is traced in order that the student may understand how the free enterprise system works today. Students will complete a comparative analysis of the strengths and weakness of different world economic systems and develop an awareness of the methods, advantages, and challenges faced by various economic systems. There will also be a focus on modern financial systems and how the United States influences and is influenced by the world economy.

HONORS ECONOMICS B #273  
Grades 12 (1/2 H Credit)

Prerequisite: American History in the Modern Era, Honors Economics A and Teacher Recommendation.

This course is the second half of Economics and is a semester long course for students who have taken and passed the first level. Students investigate the major economic principles and theories which underlie many of the money, banking, investment, and consumer issues confronting the American people today. The flow of money, goods, and services is traced in order that the student may understand how the free enterprise system works today. Students will complete a comparative analysis of the strengths and weakness of different world economic systems and develop an awareness of the methods, advantages, and challenges faced by various economic systems. There will also be a focus on modern financial systems and how the United States influences and is influenced by the world economy.



2016 Art photo by: Kayleigh Bugryn

WORLD LANGUAGE DEPARTMENT

The World Language program offers a five-year sequence in French and Spanish. A minimum three-year sequence is recommended for four-year college admission. The following pages contain course descriptions and appropriate grades and levels. World Language courses support the Watertown High School Mission Statement. Throughout all levels of language learning, students are given opportunities to explore, develop, and use communication strategies for a variety of purposes. Technology available in the multimedia language laboratory and classrooms provide access to authentic sources of language. Students utilize the skills necessary for acquiring, processing, and imparting information regarding the elements of the language system and culture. Language courses weave rich cultural knowledge and experience to provide the student with knowledge of world civilizations. As a result, students examine their own cultural heritage and the role of the United States in the world community. ([clickhere toreturntotheTableofContents](#))

FRENCH I #501 **Grades 9 – 12 (1 CP Credit)** **Prerequisite: None**

French 1 is offered to all Watertown High School students. This course is designed to enable students to attain initial communicative proficiency in speaking, listening, reading, and writing in French. Classroom activities focus on oral communication and vocabulary acquisition. The culture, traditions, and lifestyles of francophone countries and peoples are incorporated into each learning unit. The core of studies is the first four units of the textbook, Discovery French, Nouveau!, which also includes digital and multimedia instructional materials for each unit. To acquire and review vocabulary and communication skills, students will take part in daily conversational activities, paired activities, and written and oral presentations in the target language. Students are expected to be active participants in all activities.

FRENCH II #511 **Grades 9 – 12 (1 CP Credit)** **Prerequisite: French I**

This course is offered to all students who have successfully completed French 1. It is designed to review and reinforce the lessons from French 1, and to then expand students' knowledge and communicative competency into new areas. Instructional activities will stress practical applications of skills. The culture, traditions, and lifestyles of francophone countries and peoples are incorporated into each learning unit, which come from the middle four units of Discovery French! Nouveau. Realia and digital and multimedia instructional materials will enable students to begin creating with the target language in the context of daily conversational activities, guided reading and writing practice, group and individual written and oral presentations, and structured discussions.

HONORS FRENCH II #510 **Grades 9 – 12 (1 H Credit)** **Prerequisite: French I and Teacher Recommendation**

This course is designed to enable students to enhance their communicative competency and proficiency in speaking, listening, reading, and writing. Students will review their learning from French 1, and will then expand their conversational ability and vocabulary acquisition into new areas. Instructional activities will stress practical applications of skills, with an eye toward preparing students for work at a more demanding level. The culture, traditions, and lifestyles of francophone countries and peoples are incorporated into each learning unit, which come from the middle four units of Discovery French! Nouveau. Realia and digital and multimedia instructional materials will enable students to create with the target language in the context of daily conversational activities, guided reading and writing practice, group and individual written and oral presentations, and structured discussions.

FRENCH III #521 / FRENCH IV 522 
Grades 10 – 12 (1 CP Credit/1 CP Credit)
Prerequisite: French II / French III

This course is offered to upper-level students who would prefer to focus on French culture and functional communication in French. Instructional activities will continue to stress practical applications of skills, enabling students to review, reinforce and expand their skills in listening, speaking, reading and writing. Thematic units will use target-language media and other authentic materials in order to help students build their real-world comprehension skills and to continue their cultural studies of the French people and their French-speaking counterparts around the world. Guided reading, writing and discussions will enable students to communicate with increasing confidence. This course is offered as a two-year cycle, with a rotating curriculum. Students have the option of taking both years, or taking only one year. If student is taking both years, this must be done consecutively.

HONORS FRENCH III #520 
Grades 10 – 12 (1 H Credit)
Prerequisite: French II and Teacher Recommendation

This course is offered to students who have successfully demonstrated target-language competency and proficiency in French 2, and who are committed to pursuing their studies of French into their junior and senior year. Students will broaden their knowledge of advanced communicative structures and vocabulary, in order to express themselves more effectively in French. They will also continue their cultural studies of the French people and their French-speaking counterparts around the world, as incorporated into each learning unit. Instruction will come from advanced units of the Discovering French! Nouveau series, incorporating activities that stress practical applications of skills, while also laying the foundation for college-level studies. This foundation will include: exposure to French literature such as poems, short stories and novels; research projects, oral presentations and conversational role-playing.

HONORS FRENCH IV #530 / AP French #531 
Grades 11 – 12 (1 H Credit/1 AP Credit) Prerequisite: H.
French III and Teacher Recommendation

French IV / AP French is offered to those students who have successfully completed Honors French III. It is designed to enable students to continue to attain communicative proficiency in each of the four language skills, and to build it to a college-ready level. It is suggested as a two-year cycle, with a rotating curriculum, in order to best prepare motivated students for success on the AP French exam. Students do have the option of taking only Honors French IV, for 1 Honors credit; but only students taking the second year will earn AP credit and will be considered eligible to take the AP exam. Besides providing an extensive review of the grammar, vocabulary and structures of the target language, this course of study will enable students to develop a deeper appreciation of France and its history; French-speaking peoples, and the issues facing them today, with thematic learning units that reflect the requirements of AP French. To reinforce speaking and listening expression, emphasis is placed on open discussions of a variety of topics, requiring students' oral and written responses; student presentations, and independent writing in the target language. A variety of materials, including authentic readings, target-language literature, and multimedia will help students improve their critical reading skills.

SPANISH I #551 
Grades 9 – 12 (1 CP Credit)
Prerequisite: None

Spanish 1 is offered to all Watertown High School students. This course is designed to help students attain the novice level of proficiency in performance-based skills such as listening, speaking, reading, and writing. Cultural topics reflect the customs, traditions, and lifestyles of Spanish-speaking people. By using a variety of technology-based material, students will achieve a working knowledge of the language and culture.

SPANISH II #561 
Grades 9 – 12 (1 CP Credit)
Prerequisite: Spanish I

Spanish 2 is offered to all students who have successfully completed Spanish 1. This course is designed to enable students to continue to attain communicative competency and proficiency in each of the four language skills. Grammatical exercises enable the student to attain basic fluency. Students will learn to communicate more effectively in Spanish, and they will also learn about the culture of the people who speak this language. Cultural topics reflect the customs, traditions, and lifestyles of Spanish-speaking people. Students will be responsible for culturally-based research projects and oral presentations. The language laboratory, workbooks and various multimedia materials assist the students in developing enhanced world language skills.

HONORS SPANISH II #560 
Grades 9 – 12 (1 H Credit)
Prerequisite: Spanish I and Teacher Recommendation

Honors Spanish 2 is offered to all students who have successfully completed and demonstrated superior abilities in Spanish 1. Conducted almost exclusively in Spanish, this course is designed to enable students to continue to attain communicative competency and proficiency in each of the four language skills. Continued guided and impromptu activities in the four skills enable the student to attain basic fluency. Students will learn to communicate more effectively in Spanish, and will also learn about the culture of the people who speak this language. Cultural topics reflect the customs, traditions, and lifestyles of Spanish-speaking people. Emphasis is placed on products accessible through technology. Students will review the vocabulary, concepts, and skills necessary to communicate with the greater proficiency required at this level. Extensive writing, the listening of authentic songs in Spanish which enhance grammatical and cultural concepts, the reading of short stories and authentic literary works, culturally-based research projects, and oral presentations which give evidence of mastery of the target language will be required. The language laboratory, workbooks and various multimedia materials assist the student in developing enhanced world language skills.

SPANISH III #571 
Grades 10 – 12 (1 CP Credit)
Prerequisite: Spanish II

Spanish 3 is offered to all students who have successfully completed Spanish 2. This course is designed to enable students to continue to attain communicative competency and proficiency in each of the four language skills. As students learn to communicate more effectively in Spanish, they will learn about the culture of the people who speak this language. Cultural topics reflect the customs, traditions and lifestyles of Spanish-speaking people. Emphasis is placed on products accessible via written realia and modern technology (internet, CD, DVD, etc.) Students will review the vocabulary, concepts and skills necessary to communicate with the greater proficiency required at this level. These will include culturally-based research projects, oral presentations, and thematic vocabulary units.

HONORS SPANISH III #570 

Grades 10 – 12 (1 H Credit)

Prerequisite: Spanish II and Teacher Recommendation

Honors Spanish 3 is designed to enable students to continue to attain communicative competency and proficiency in each of the four language skills. This is made possible through exercises and activities that focus on meaningful personalized communication. Students are expected to express their own ideas confidently and spontaneously in daily interactions and oral presentations. A study of advanced grammar is designed to reinforce skills needed by the student to perform the work required by this course. Thematic vocabulary is studied in depth to further facilitate proficiency skills. Emphasis is placed on readings of literary selections from both the past and the present that are widely read and appreciated throughout the Spanish-speaking world. Spanish history and art are studied as well. As students learn to communicate more effectively in Spanish, they will learn about the culture of the people who speak this language. Cultural topics reflect the customs, traditions, and lifestyles of Spanish-speaking people. Emphasis is placed on products accessible via written realia and modern technology (internet, CD, DVD, etc.).

SPANISH IV: CULTURAL COMMUNICATIONS #503 

Grades 11 – 12 (1 CP Credit)

Prerequisite: Spanish III

This course is designed to engage students in the target language and give them an opportunity to continue their acquisition of the target language for a fourth year at the College Preparatory level. Students will improve their speaking, listening, reading, and writing skills in the target language and develop an appreciation for and an awareness of global Hispanic cultures. Students will have an in-depth look at cultures of Mexico, Central America and Spain. Grammatical topics covered in Spanish 1, 2, and 3 will be reinforced while other new advanced grammatical concepts will be introduced. There will be an emphasis on conversational Spanish in context. Instructor and students will engage completely in the target language.

HONORS SPANISH IV #580 

Grades 11 – 12 (1 H Credit)

Prerequisite: Spanish III and Teacher Recommendation

Honors Spanish 4 is designed to enable students to continue to attain communicative competency and proficiency in each of the four language skills. Besides providing an extensive review of the structure of the target language, Honors Spanish 4 presents the student with several literary genres such as but not limited to, legends, short stories, and novels from Spain and Latin America. This variety of materials representative of Spanish and Latin American culture will enable the student to develop an aesthetic appreciation of Spain and Latin America and of their peoples and customs. Creativity will be fostered through open discussions of a variety of topics, student talks, and independent writing in the target language. Themes introduced in earlier levels are further developed to ensure progress in achieving proficiency oriented goals.

SPANISH V: CULTURAL COMMUNICATIONS #581 

Grades 11 – 12 (1 CP Credit)

Prerequisite: Spanish IV

This course is designed to engage students in the target language and give them an opportunity to continue their acquisition of the target language for a fifth year at the College Preparatory level. Students will improve their speaking, listening, reading and writing skills in the target language and develop an appreciation for and an awareness of global Hispanic cultures. Students will have an in-depth look at cultures of the Caribbean and South America. Grammatical topics covered in Spanish 1, 2, and 3 will be reinforced while other new advanced grammatical concepts will be introduced. There will be an emphasis on conversational Spanish in context. Instructor and students will engage completely in the target language.

HONORS SPANISH V # 582, UCONN ECE 
Grade 12 (1 AP/ECE Credit)

Prerequisite: Spanish IV, Acceptance by UConn, and Teacher Recommendation

This course is designed to further students' progress in the development of the four language skills, while deepening their insight into Hispanic culture through the exposure to modern works of the Spanish-speaking world. Students will study short stories, poetry, excerpts from novels, current events taken from newspapers from Spain and Latin America. Also, students will watch an authentic full-length Spanish movie each quarter that connects directly to history and literature units. As students read, watch and discuss the selections, they will gain greater insight into the structure of the Spanish language, make cultural and historical connections, analyze literature and film, enrich their bank of vocabulary and continue towards the ultimate goal of fluency in the Spanish language. The class is conducted entirely in Spanish. Students are required to complete summer work, due on the first day of class. **This class also offers Early College Experience credits from UConn** The University of Connecticut's Office of Educational Partnerships has accepted Watertown High School's Spanish V Honors course as worth of UConn course designation. This program stresses the importance of offering an early college experience as a concurrent enrollment program. The UConn ECE is an academic program dedicated to providing high school students access to and preparation for higher education. Upon completion of the work in the UConn course with a minimum average of C per semester, enrolled students can receive six college credits from UConn. These credits are accepted at over 130 colleges and universities across the country. The class will include *Spanish 3178: Intermediate Spanish Composition* and *3179: Spanish Conversation: Cultural Topics*. The UConn ECE enrollment is optional for students taking Spanish V Honors.

ADDITIONAL COURSES

READY #011 **Grade 9 (1 H Credit) Prerequisite:** **Application Required**

The WHS “**READY**” course will begin with the Class of 2022. The course will provide **Real** world connections that will prepare students for future success in both **ECE** and **AP** courses as they learn to **Draw** conclusions based on critical analysis that **Yields** success across all subject areas.

- Freshmen entry into the seminar based course will require a completed application that will include a variety of success markers.
- The content will focus on skills that will be transferable to both Watertown High School Early College Experience (ECE) courses at UCONN and Advanced Placement (AP) courses. Both of these programs provide students with preparation for college level work.

SELF HELP AND PERSONAL ENRICHMENT SHAPE #062 **Grades 9-12 (1/2 Credit P/F)** **Application Required**

SHAPE stands for “Self Help and Personal Enrichment”. Each SHAPE group has approximately 10 students who meet daily during a regularly scheduled class period where they earn one full credit. SHAPE is a choice for any student who would like to take part in an intense self-exploration in a group atmosphere. Students who choose to join SHAPE must be willing to tell their story and be willing to listen to and be there for others.

Students from all academic levels may join SHAPE. Many students who choose to take SHAPE are experiencing difficulties in/and/or out of school. However, all that is required to join SHAPE is a sincere desire to explore your life along with a strong desire to be there for others as they explore their own lives.

SHAPE consists of a status and point system that tracks your entire school day. In group each day, we then learn to tolerate the truth that each of us has strengths and shortcomings that are part of being human. Growing as a person and mastering the journey of your group is a huge challenge. SHAPE also takes you through an “initiation” into adulthood that consists of examining your relationship to “power”. What is your story? What do you control? What must you accept that you cannot control? The second part of this initiation teaches you a red-black-white process that challenges you to recognize, accept, and learn to ride each emotion without ever letting emotions rule you and your behavior. And finally, warrior training is the final component of SHAPE which equips you with the tools you need to survive and to thrive through the ups and downs of your adult life. Course may be repeated multiple times for additional credit.

LABORATORY ASSISTANT **Grades 11 – 12 (½ P/F Credit)** **Prerequisite: Teacher Recommendation Required**

The laboratory assistant program is offered to a limited number of juniors and seniors on a pass/fail basis in various courses. A ½ credit will be granted to successful participants; students may elect to participate for a maximum of two years. Grading will be based on attendance and performance as determined by the supervising teacher. All Laboratory Assistant positions must be approved by both the Department Chair and the students’ administrator. All students are eligible to enroll, but acceptance will be based on the recommendation of teachers, and availability of positions. Responsibilities will vary depending on the course, but must be directly tied to a curriculum need.

ACADEMIC SUPPORT
Grades 9 – 12 (1 FS Credit)
Prerequisite: Teacher Recommendation Required

Academic Support is open to all special education students. The course is designed to teach students organizational skills, study skills, and time management skills. Students are taught strategies to effectively organize their materials and time and they work on skill building exercises. In addition, part of the class will be dedicated to providing students with academic assistance. Course may be repeated multiple times for additional credit.

FUNDAMENTALS ENGLISH SKILLS #19
Grades 9 – 12 (1 FS Credit) Prerequisite: Teacher
Recommendation Required

This course is designed to meet the needs of those special education students who require individualized instruction in language arts. This course focuses on life skills in reading, writing and comprehension skills and is driven by goals and objectives of the student's IEP. This course may be repeated for additional credit.

English/Reading Intervention #20
Grades 9 – 12 (1 FS Credit) Prerequisite: Teacher
Recommendation Required

This course is designed to meet the needs of those special education students who require individualized instruction in the area of reading. The curriculum is based on each student's individual IEP goals and objectives. There is a focus on reading fluency and comprehension. Students enrolled in English/Reading Intervention receive one credit in English. Course may be repeated multiple times for additional credit.

LITERACY ESSENTIALS #21
Grades 9 (1 P/F Credit)
Prerequisite: Teacher Recommendation Required
Corequisite: Must also be enrolled in English 9

Literacy Essentials is a support course meant to provide special education students with additional strategies in reading and writing. Students who are recommended for this course will also be enrolled in English 1 CP. Lessons will consist of basic literacy skills pertinent to the high school experience: annotation, use of context clues, and structured responses. This program is offered for Freshman year students only and will not count toward the English graduation requirement.

MATH FOUNDATIONS #52
Grades 9 – 12 (1 FS Credit) Prerequisite: Teacher
Recommendation Required

This course is designed to meet the needs of those special education students who require individualized instruction in the area of mathematics. The curriculum is based on the goals and objectives developed at the student's annual review. The Math Foundations class focuses on the basic skills of addition, subtraction, multiplication and division using whole numbers. There is also a focus on telling time, counting money, and measurement as well as applying the principles of daily life skills math. Students will apply these basic math skills to real-life scenarios, such as; personal schedules, shopping, cooking and playing games. Course may be repeated multiple times for additional credit.

PROBLEM SOLVING 1 #53
Grades 9 – 12 (1 FS Credit) Prerequisite: Teacher
Recommendation Required

This course is designed to meet the needs of those special education students who require individualized instruction in the area of mathematics. The curriculum is based on each student's individual IEP goals and objectives. This course will focus on the fundamentals of addition, subtraction, multiplication, and division in problems involving whole numbers, fractions, decimals, ratios, and percentages. Course may be repeated multiple times for additional credit.

PROBLEM SOLVING 2 #54
Grades 10 – 12 (1 FS Credit)
Prerequisite: Teacher Recommendation Required; Prob. Solving 1

This course is designed to meet the needs of those special education students who require individualized instruction in the area of mathematics. The curriculum is based on each student's individual IEP goals and objectives. This course builds and expands on the student's understanding of the concepts covered in Problem Solving 1. There will be an emphasis on pre-algebra skills. Course may be repeated multiple times for additional credit.

INDEPENDENT LIVING SKILLS #75
Grades 9 – 12 (1+ FS Credit) Prerequisite:
Teacher Recommendation Required

Students may sign up for a single or double block and class meets every other day. 1 credit will be given for a single block; 2 credits for a double block. This class helps provide and structure students' learning, enabling them to reach the highest level of independence and maintain and enjoy a quality of life which leads to independent living in their community. This class focuses on everyday skills for Special Education Students: personal/social skills, communication skills, problem solving skills, technology skills and independent life skills such as meal planning and preparation, laundry, grocery shopping, work competencies, recreation and leisure activities, community awareness and fundamental academics. These skills are essential for students to learn because they provide the basis and facilitate transition from school to life in the "real world." Students learn skills better when they are not confined to sitting behind a desk or staying in one spot. Learning life skills are best done when "doing." This course may be repeated multiple times for additional credit.

EMPLOYMENT SKILLS #76
Grades 11 – 12 (1 FS Credit) Prerequisite:
Teacher Recommendation Required

This course is designed to meet the vocational needs of special education students through class time, in-house work experiences, and possibly off-site work. Students will gain hands on work experience skills through opportunities developed within the school environment and the community. Students will have the opportunity to learn how to access community resources and gain important entry-level employment skills. Students need to speak with their case managers re this opportunity. The curriculum is based on the goals and objectives developed at the student's annual review. The course may be repeated for additional credit.

TRANSITION WORK EXPERIENCE #77
Grades 11 – 12 (1+ FS Credit) Prerequisite:
Teacher Recommendation Required

This program is designed to give students with special needs the opportunity to explore a variety of jobs in the community. Students enrolled will have the opportunity to interact with and work alongside non-disabled individuals. While on the job each student will learn concepts and strategies needed to maintain a job, develop effective workplace communication skills, and identify suitable career choices for post-secondary opportunities. The curriculum is based on the goals and objectives developed at the student's annual review. Course may be repeated multiple times for additional credit.

ADDITIONAL PROGRAMS

INDEPENDENT STUDY PROGRAM

Juniors and seniors may apply for the Independent Study Program. After a student's proposal is reviewed and approved by a faculty/student committee, the student has the opportunity to engage in an in-depth study in an area of interest under the supervision of a faculty sponsor. Independent study projects cannot overlap or duplicate material already offered in the high school curriculum. They also cannot be used to fulfill a graduation requirement. Students may do an independent study for a half or full year. The level of the Independent Study will be determined by the committee and credit will be awarded upon successful completion of the project. Students interested in Independent Study should also consider completing the coursework through the Pathways Program (see below), although space is limited.

COLLEGE PARTNERSHIP PROGRAMS:

- **Northwestern Connecticut Community College:** Juniors and Seniors can apply to take up to two college courses each semester at NCCC for college credit (for a total of 8 classes in two semesters). Students must apply by the deadline and will be contacted by NCCC for placement testing and other information. Students are placed based on availability in the classes, with college students having first priority. If room is available, the student will be notified before the first day of the college class. Classes cannot be during WHS school day and transportation is the student responsibility. No high school credit is awarded. Applications are available in the Counseling Department.
- **Naugatuck Valley Community College High School Partnership (HSP):** Juniors and seniors are eligible to register for courses at Naugatuck Valley Community College, while paying no tuition or fees. The college will waive the cost of tuition and fees for up to 4 students from Watertown high school. Participating students are responsible for the costs of books, supplies, and transportation. HSP students are not eligible for an NVCC issued UPass for bus transportation. Students may take courses in the fall and/or spring semesters on a space available basis, with college students having first priority. Eligible courses include those courses where students meet the prerequisite(s) and the course(s) have been approved by the college for the HSP. Free placement testing will be provided if needed. Students must be ready to take college-level math and/or English to participate. While no high school credits will be awarded, college credits earned may be used at NVCC or transferred to another college or university. Applications are available in the Counseling Department.
- **Naugatuck Valley Community College Principal to President Scholarship:** Watertown High School seniors qualify to apply for this NVCC program. Seniors who are accepted can take one class a semester at NVCC for college credit. Interested students must submit a NVCC application with "Principal to President Scholarship" written on the top to their counselor. A letter of recommendation is required from the high school principal. If accepted, students will meet with an admission counselor from NVCC for placement testing. Classes cannot be during WHS school day and transportation is the student responsibility. No high school credit is awarded. Applications are available in the Counseling Department.

PATHWAYS PROGRAM

Using the PLATO online learning experience (Edmentum), students are offered access to a secondary academic library with curriculum that provides scaffolding, guided practice, and credit recovery. Students benefit from rigorous curriculum, aligned with national and state standards, at a self-paced environment that promotes individual accountability. Courses range from core requirements and electives to advanced enrichment options. Students interested in this program can inquire through their school counselor. Approval from the principal is required for all students to participate in the program. Student performance is monitored throughout the time a student participates by faculty and the principal, and continuation of participation is contingent upon successful performance. **Students will be given a Pass/Fail for Pathways.**

SUMMER SCHOOL

Students may enroll in the Watertown Summer School to earn credit for failed work. Summer School requires tuition and is in session during the summer recess. Watertown public school students may obtain credit for no more than two courses in the summer school program. The student may obtain credit, through the summer school, only for those courses that have been failed during the regular school year with a grade not less than 50. Other courses, such as those which are taken for enrichment purposes, for example, do not yield credit.

WORK STUDY

Watertown High School provides an opportunity for students to earn graduation credits in work-study programs. Work-Study opportunities are available to students enrolled in the special education and vocational education courses, or with prior administrative approval. The work must be directly related to the vocational education course(s) in which the student is enrolled and a minimum of 100 hours must have been completed on the job during the school year.

100 – 200 work hours	-	.5 earned credit
200 – 300 work hours	-	1 earned credit
300 – 400 work hours	-	1.5 earned credits
400+ work hours	-	2 earned credits

REGIONAL AND INTER DISTRICT PROGRAMS

Students in the Watertown Schools are entitled to full access to the vocational technical programs at Bristol Technical Education Center, Kaynor Technical High School, and the vocational agricultural program at Nonnewaug High School. Further information about these programs is available in the School Counseling Department.

COLLEGE APPLICATION INFORMATION

The Common Application

First, check Naviance or www.commonapp.org to see if the schools you are applying to are members. Many schools are members and this is an easy way to complete one application for all schools you plan on applying to. The Common Application is an easy and streamlined way of organizing your college applications.

- If your school(s) offer the Common Application, it is **HIGHLYRECOMMENDED** that you use it to apply, rather than using the application found on the schools website.
- If one or more of your schools do not accept the Common Application, check their individual websites for requirements. The website will typically have an online link to their application or you can apply on paper if they accept paper applications

What materials are typically included in the application packet?

All schools will have different requirements, but these are typically the basics...

- *Application and Fee, Transcript, Standardized Test Scores* (Scores are NOT on your transcript. IT IS YOUR RESPONSIBILITY TO SEND SCORES DIRECTLY FROM COLLEGE BOARD or ACT.org), *Essay* (can typically use the same one or a very similar one for each school), and *Letters of Recommendation* (typically 2-3 from your counselor, teacher (s), or outside sources such as an employer or a coach)
- Optional, any other materials you would like to include (newspaper articles, special awards, writing samples, activities resume, portfolios etc.)

If you are applying to a specific program such as art, music, performance, etc. please contact the school you are applying to in order to determine additional materials that may be required.

IMPORTANT INFORMATION

- Counselors will meet with seniors at the beginning of the school year for individual senior meetings to discuss the postsecondary planning process
- We HIGHLY RECOMMEND that a parent/guardian attends these meetings. If you are not available a phone conference can also be scheduled (If you would like to attend, please contact your son/daughter's school counselor to schedule a meeting)
- College visits will be held in the School Counseling Conference Room at the beginning of the school year. You can sign up using Naviance by clicking on the colleges tab, under upcoming college visits-see all, sign up, sign me up.

IMPORTANT POST HIGH SCHOOL WEBSITES

College Planning Websites:

Naviance: <https://connection.naviance.com/watertownhs>

My College Quick Start: <http://www.collegeboard.com/student/testing/psat/quickstart.html>

Collegeboard: www.collegeboard.com

Test Registration and Information Websites:

SAT/SAT II Subject Tests: <http://sat.collegeboard.com/register>

PSAT: <http://www.collegeboard.com/student/testing/psat/about.html>

ACT: www.act.org

AP: <http://www.collegeboard.com/student/testing/ap/about.html>

SAT Questions of the Day: <http://sat.collegeboard.com/practice/sat-question-of-the-day>

College Admission/Information Websites:

Common Application: www.commonapp.org

NCAA: www.ncaa.org

List of all universities in the U.S.: www.utexas.edu/world/univ/state

School that Require SAT II Subject Tests: <http://test-prep.ivywest.com/school.asp>

AP College Credit Policy: <http://www.collegeboard.com/apcreditpolicy>

Test Optional Schools: www.fairtest.org

My College Options: www.mycollegeoptions.com

College Profiles: www.collegeprofiles.com

U.S. News and World Report: <http://colleges.usnews.rankingsandreviews.com/college>

Peterson's online: www.petersons.com

Financial Aid Websites:

U.S. Department of Education FREE Application for Federal Student Aid Web Site: <http://www.fafsa.ed.gov/>

CSS Profile: <http://www.collegeboard.com/student/pay/scholarships-and-aid/8374.html>

National Student Loan Data System: <http://www.nsls.ed.gov/>

CT Student Loan Foundation: www.cslf.com

CT Dept. of Higher Education: www.ctdhe.org

U.S. Department of Education: <http://www.ed.gov/>

Financial Aid Information Page: www.finaid.com

Fast Web: www.fastweb.com

Career Websites:

The Occupational Outlook Handbook: www.bls.gov/oco

CT Job and Career Connection: <http://www.ctdol.state.ct.us/>

Military Career Guide Online: www.militarycareers.com

Career Builder: www.careerbuilder.com

State of CT Employment: <http://www.das.state.ct.us/exam/>

National Collegiate Athletic Association

NCAA Website: www.ncaa.org

NCAA Clearinghouse/Eligibility Center: <https://web3.ncaa.org/ecwr3/>



2016 photo of Watertown High School by: Nino Polletta