

# Program of Studies

## 2020-2021



LYMAN MEMORIAL HIGH SCHOOL

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917 Exeter Road LEBANON, CONNECTICUT 06249

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“Home of the Bulldogs”

**JAMES C. APICELLI**   **OFFICE:** (860) 642-7567   **FAX:** (860) 642-3523   **SAMANTHA G. McCARTHY**  
Principal   GUIDANCE: (860) 642-5687   Assistant Principal  
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LEBANON, CONNECTICUT 06249

**JAMES C. APICELLI**  
Principal

**OFFICE:** (860) 642-7567  
**FAX:** (860) 642-3523

**SAMANTHA G. MCCARTHY**  
Assistant Principal

Dear Current and Future Lyman Students and Parents:

Thank you for your interest and continued support in making Lyman Memorial High School such a special place for students to grow and explore interests. The faculty and staff are dedicated to providing the best educational opportunity available for our students as they prepare for our complex and changing society. As you plan for your future please take full advantage of the many programs that are available to all students at Lyman. Selection of appropriate and challenging high school courses will help you grow intellectually, socially, physically, and emotionally, ensuring you are college and career ready upon graduation.

Lyman Memorial High School Program of Studies contains information about course requirements, class rank, grade policy, vocations, testing, school to career, and more. Of particular importance is the information about each department and a description of each course including the level of difficulty (AP, Honors and College Prep). Please pay special attention to any new courses that were added as well as courses that can earn your student college credit while in high school. As you contemplate college and career choices, you will find our professional staff ready and willing to assist you. Be sure to consult with your school counselor prior to course selection. Your school counselor is your most important link to developing your personal program of study, tailored to your interests, while here at Lyman Memorial High School

As you prepare for your course selection, utilize both the following Program of Studies and the expertise of our faculty to answer questions about specific courses of interest. We look forward to providing you with a rich and varied academic experience. We are very pleased that you are a member of the Lyman Memorial High School student body and wish you a most enjoyable and personally rewarding experience while you are with us.

Sincerely,

Mr. James Apicelli, Principal

The Lebanon Board of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons and equal access to the Boy Scouts of America and other designated youth groups. The Lebanon Board of Education does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws.

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## **LMHS Core Values**

Lyman Memorial High School provides a strong comprehensive education that prepares students for life and work in the 21<sup>st</sup> century. We will work collaboratively with families and community members to support the personal, academic, college, and career goals of every student.

**Learning 21<sup>st</sup> Century Skills**

**Yearning to Succeed**

**Mastering Content**

**Achieving Excellence**

**Nurturing a Positive Environment**

## **LMHS Beliefs about Learning**

We are committed to the following beliefs about learning:

- Everyone shares responsibility for a safe and effective learning environment.
- Each student should be challenged to reach his or her potential through an engaging and rigorous curriculum which emphasizes real world experiences and applications.
- All students should demonstrate the mastery of content area skills.
- Successful learners use higher order thinking skills.
- School culture fosters acceptance of diversity and the natural curiosity of all learners.

## **LMHS 21<sup>st</sup> Century Learning Expectations**

- Students will use technology and other resources to access, evaluate and apply appropriate information for authentic learning opportunities.
- Students will work independently and collaboratively to produce and complete academic work.
- Students will communicate clearly and effectively.
- Students will become active learners, demonstrating innovation and adaptability.
- Students will apply the processes of analysis, evaluation, and creativity to solve problems.
- Students will demonstrate personal responsibility, cultural appreciation, and appropriate respectful behavior.

# Lyman Memorial High School 21<sup>st</sup> Century Learning Expectations Reporting

<b>Department</b>	<b>Technology</b> Students will use technology and other resources to access, evaluate, and apply appropriate information for authentic learning opportunities.	<b>Productivity</b> Students will work independently and collaboratively to solve problem.	<b>Communication</b> Students will communicate clearly and effectively.	<b>Active Learning</b> Students will become active learners, demonstrating innovation and adaptability.	<b>Problem Solving</b> Students will apply the process of analysis, evaluation, and creativity to solve problems.	<b>Character</b> Students will demonstrate personal responsibility, cultural appreciation, and appropriate respective behavior.
Agricultural Science	S	S	P	P	S	P
Computer/Technology/Business	S	P	S	S	P	P
English	S	S	P	P	S	P
Family Consumer Science	S	P	S	S	S	P
Health/PE	S	P	S	P	S	P
History	P	S	S	P	S	P
Mathematics	S	P	S	S	P	P
Art/Music	S	P	S	S	S	P
Science	P	S	S	S	P	P
Language	S	S	P	P	S	P

**P – Primary Responsibility**

**S – Secondary Responsibility**

## Lyman Memorial High School 21<sup>st</sup> Century Learning Expectations Rubric

**Technology:** *Students will use technology and other resources to access, evaluate and apply appropriate information for authentic learning opportunities.*

	<b>2 Meets Standard</b>	<b>1 Progressing Towards</b>	<b>0 Does Not Yet Meet</b>
<b>Criteria</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>
Accesses a variety of resources			
Uses appropriate Technology in Conducting research			
Evaluates research and uses sources which lead to authentic learning opportunities			
Cites all sources accurately and effectively			
Applies research to create a final scholarly research product			
Uses technology appropriately			

*“Progressing Towards” is targeted as an acceptable level of achievement.*

**Meets Standard:** At least 4 Meets and 0 Does Not Yet Meet

**Progressing Towards:** At least 5 Progressing Towards and a max of 1 Does Not Yet Meet

**Does Not Yet Meet:** Two or More Does Not Meet

Primary reporting responsibility of **History and Science departments**

# Lyman Memorial High School 21<sup>st</sup> Century Learning Expectations Rubric

**Productivity:** *Students will work independently and collaboratively to produce and create academic work.*

	<b>2 Meets Standard</b>	<b>1 Progressing Towards</b>	<b>0 Does Not Yet Meet</b>
<b>Criteria</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>
Focuses on task and end result			
Self-directs			
Listens to, shares with, and supports efforts of others			
Provides useful ideas in group settings			
Is an active team member when working collaboratively.			

*“Progressing Towards” is targeted as an acceptable level of achievement.*

**Meets Standard:** At least 3 Meets and 0 Does Not Yet Meet

**Progressing Towards:** At least 4 Progressing Towards and a max of 1 Does Not Yet Meet

**Does Not Yet Meet:** Two or More Does Not Meet

Primary reporting responsibility of **Art, Business, Computer, Family and Consumer Science, Health, Math, Music, Physical Education, and Technology** departments

# Lyman Memorial High School 21<sup>st</sup> Century Learning Expectations Rubric

**Communication:** *Students will communicate clearly and effectively.*

	<b>2 Meets Standard</b>	<b>1 Progressing Towards</b>	<b>0 Does Not Yet Meet</b>
<b>Criteria</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>
Provides effective introduction			
Presents information coherently			
Presents logical continuity of ideas			
Uses a variety of effective word choices and sentence structures			
Utilizes appropriate language conventions of grammar, spelling, punctuation and usage			
Provides effective closure summarizing main points			

*“Progressing Towards” is targeted as an acceptable level of achievement.*

**Meets Standard:** At least 4 Meets and 0 Does Not Yet Meet

**Progressing Towards:** At least 5 Progressing Towards and a max of 1 Does Not Yet Meet

**Does Not Meet:** Two or More Does Not Yet Meet

Primary reporting responsibility of **Agricultural Science, English, and Language departments**



## Lyman Memorial High School 21<sup>st</sup> Century Learning Expectations Rubric

**Active Learning:** *Students will become active learners, demonstrating innovation and adaptability.*

	<b>2 Meets Standard</b>	<b>1 Progressing Towards</b>	<b>0 Does Not Yet Meet</b>
<b>Criteria</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>
Approaches group work, volunteers for specific tasks within the group and is an asset to the group			
Maintains, reviews and uses corrected assessment as learning tools			
Creates and implements plans to complete assigned work			
Recognizes and uses all forms of technology as learning tools			
Recognizes and uses cross-curricular opportunities to enhance learning			
Makes the best use of his/her physical learning environment			
Adapts to group dynamics to enhance the learning environment			
Makes best use of academic learning time			

*“Progressing Towards” is targeted as an acceptable level of achievement.*

**Meets Standard:** At least 6 Meets and 0 Does Not Yet Meet

**Progressing Towards:** At least 7 Progressing Towards and a max of 1 Does Not Yet Meet

**Does Not Meet:** Two or More Does Not Yet Meet

Primary reporting responsibility of **Agricultural Science, English, History, and Language departments**

# Lyman Memorial High School 21<sup>st</sup> Century Learning Expectations Rubric

**Problem Solving:** *Students will apply the process of analysis, evaluation to solve problems.*

	<b>2 Meets Standard</b>	<b>1 Progressing Towards</b>	<b>0 Does Not Yet Meet</b>
<b>Criteria</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>
Understands the problem and its relation to the real world			
Identifies and collects all of the information needed to solve the problem			
Uses an efficient/effective strategy to solve the problem			
Evaluates the solution to the problem and determines if the solution is appropriate			

*"Progressing Towards" is targeted as an acceptable level of achievement.*

**Meets Standard:** At least 2 Meets and 0 Does Not Yet Meet

**Progressing Towards:** At least 3 Progressing Towards and a max of 1 Does Not Yet Meet

**Does Not Meet:** Two or More Does Not Meet

Primary reporting responsibility of **Business, Computer, Math, Science and Technology departments**

# Lyman Memorial High School 21<sup>st</sup> Century Learning Expectations Rubric

**Character:** *Students will demonstrate personal responsibility, cultural appreciation, and appropriate respectful behavior.*

	<b>2 Meets Standard</b>	<b>1 Progressing Towards</b>	<b>0 Does Not Yet Meet</b>
<b>Criteria</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>
Determines and completes work from missed classes without reminders and in a reasonable timeframe			
Seeks out and makes use of extra help when needed			
Completes assignments in a timely manner			
Contributes to a positive learning environment			
Demonstrates cultural awareness and understanding of the school community			
Demonstrates academic ethics in assignment completion, writing and citation			

*“Progressing Towards” is targeted as an acceptable level of achievement.*

**Meets Standard:** At least 4 Meets and 0 Does Not Yet Meet

**Progressing Towards:** At least 5 Progressing Towards and a max of 1 Does Not Yet Meet

**Does Not Meet:** Two or More Does Not Meet

Primary reporting responsibility for **all departments**

## **Lyman Core Values, Beliefs, Learning Expectations, and Rubrics Communication Plan**

In order to ensure that all educational stakeholders (students, parents, and faculty) are aware of the beliefs and expectations regarding learning at Lyman Memorial High School the following will be implemented on a yearly basis.

1. Documents and subsequent revisions will be posted on Lyman's website.
2. A copy of the Core Values, Beliefs, Learning Expectations, and Rubrics will be mailed home to parents at the beginning of each school year with a detailed explanation of the process utilized to review and revise the documents as well as how student progress towards meeting the learning expectations will be communicated to them via quarterly report cards.
3. With each quarterly report card a memo will be sent home directing parents to find the documents online for further details. Parents without online access can request the document to be mailed home again by calling the main office.
4. At the beginning of each year the Core Values, Beliefs, Learning Expectations and Rubrics will be reviewed with students during homeroom.
5. Discussions will take place within departments to determine how they will utilize the rubrics in which they have been designated as a primary reporter. (Holistic or assignment based approach)

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# LYMAN MEMORIAL HIGH SCHOOL

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## Program of Studies

Principal: James C. Apicelli

Counselors:

Counseling Telephone (860) 642-5687

Main Office Telephone (860) 642-7567

Assistant Principal: Samantha G. McCarthy

David Tedesco, Darlene Loukides

Counselor Fax (860) 642-3521

Main Office Fax # (860) 642-3523

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### **GENERAL INFORMATION**

Lyman Memorial High School provides a comprehensive curriculum which enables you, the student, to select courses which fulfill requirements for graduation and which suit your interests and abilities for personal growth. Use this Program of Studies to plan your academic schedule for the upcoming year. Course descriptions, prerequisites, levels, and course credit is listed for each course offered. Specific courses may not be offered in the final schedule due to lack of facilities, faculty, or sufficient enrollment.

### **LYMAN MEMORIAL HIGH SCHOOL STATEMENT OF PHILOSOPHY**

The faculty and administration of Lyman Memorial High School recognize the unique academic, personal, and social strengths of each of its students. Our primary responsibility is to provide challenges and opportunities for all students to experience continued growth and maturity in all aspects of their development. Our ultimate goal is to facilitate the acquisition of academic capabilities, social responsibilities, and personal awareness necessary to lead fulfilled and productive lives.

The educational program at Lyman Memorial High School is designed to teach students how to organize and integrate important concepts and information, as well as to become more independent in their learning. Our aim is to produce life-long learners who can meet the learning demands of their careers and personal lives.

A variety of activities and support services complement the classroom experience and promote and enhance the total development of all our students.

### **PROGRAM GOALS**

In order to accomplish these outcomes, the school has adopted the following goals for education.

1. Mastery of basic skills
2. Acquisition of knowledge
3. Motivation to learn
4. Competence in life skills
5. Understanding society's values

The curriculum at Lyman Memorial High School will be designed and driven by the mission statement, the learning outcomes, state-wide goals and the common core of learning.

### **NON-DISCRIMINATION STATEMENT**

(Title VI, Title IX, section 504)

The Lebanon Board of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons and equal access to Boy Scouts of America and other designated youth groups. The Lebanon Board of Education does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including,

but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws.

The Title VI, Title IX, section 504 compliance officer is Ms. Cheryl Biekert. Ms. Biekert can be contacted at (860) 642-7795 or Superintendent's Office, 891 Exeter Road, Lebanon, CT 06249

### **STUDENT SERVICES / SPECIAL SERVICES**

**Introduction:** In addition to the Developmental Guidance Program which services the planning & adjustment needs of all students, the Student Services Program offers students with individual and special needs an array of support and special education program options.

### **PSYCHOLOGICAL SERVICES**

The school psychologist is an important member of pupil services team. The psychologist provides direct testing, counseling, and referral services to students and their families, with a focus on issues affecting educational progress and success. The school psychologist assists the Student Strategy Team and the Planning and Placement Team in evaluating and identifying student learning and school adjustment needs and is available to consult with the school staff.

### **SOCIAL WORK SERVICES (part-time)**

The goal of the school social worker is to mobilize family, school, and community resources, in order to enable students to learn as effectively as possible, in their educational program. The school social worker assists students and families with social and emotional needs, via student counseling, ongoing consultation with school teachers and administration, meetings with the Student Support Team and parent communication. The school social worker also works closely with community providers, and can offer referrals for students/families regarding additional programs and agency supports in the area.

### **COLLABORATIVE TEACHING**

Collaboratively Taught Courses support integrating identified Special Education students in regular education classes. Adaptations and modifications are utilized as the student's Individualized Educational Plan requires. While the course curriculum is that of regular education, team teaching allows for unique modification in presentation, pacing and student performance. These courses are offered pending staff availability and student need.



# LYMAN MEMORIAL HIGH SCHOOL

917 Exeter Road  
LEBANON, CONNECTICUT 06249

**GUIDANCE OFFICE:** (860) 642-5687

**GUIDANCE OFFICE FAX:** (860) 642-3521

**MR. DAVID TEDESCO**  
School Counselor  
860-642-5682

**MRS. DARLENE LOUKIDES**  
School Counselor  
860-642-5685

Dear Students:

As you plan your course selections for next year, please keep in mind that the courses you select should prepare you to succeed not only in high school, but after graduation as well. With this in mind, you should be considering possible career choices and post-secondary education/training programs that interest you. The Guidance Department at Lyman Memorial High School can assist you in determining the requirements you must fulfill to continue on to the educational/training program that you desire.

In addition, you should select a schedule that is manageable yet challenging. Your achievement in these courses will be the greatest determining factor in the options you will have available to you upon graduation from Lyman. The Course Listings in this guide will give you the insight needed to make the appropriate choices for your schedule. Your school counselor will also be an invaluable source of information in determining an appropriate selection of courses. Please do not hesitate to make an appointment to discuss your choices with your counselor.

Finally, you should carefully review the information in this program with the help of a parent or guardian. This will ensure that you are aware of the opportunities and services available to you. Included in this guide is information on class rank, GPA, graduation requirements, and a logical guidance timeline for you to follow. Please contact your school counselor with any questions and good luck on your course selections.

Sincerely,

David Tedesco  
School Counselor

Sincerely,

Darlene Loukides  
School Counselor

## **DEVELOPMENTAL GUIDANCE/CAREER PLANNING**

### **GUIDANCE MISSION**

To promote and enhance student's learning experiences through the acquisition of skills in the academic, career, and personal/social domains of student growth and development.

### **GUIDANCE PHILOSOPHY**

School Counseling is viewed as an educational philosophy as well as a distinct, defined program of services that are an integral part of our educational process. As a philosophy, the program is committed to the belief that each individual student has the potential for positive growth, development and personal achievement. The program strives to inspire young people to enjoy learning and growing, to nurture one's sense of self-worth, to take responsibility for one's life and to develop a sense of belonging to a community. School counseling services facilitate and nurture the developmental personal-social, career and educational needs of all students. It is collaborative in nature and depends on the continuing support of school, staff, parents and community.

### **TIMELINE FOR STUDENTS**

#### **GRADE 8**

##### **WINTER:**

- Attend Lyman Memorial's 8th Grade Open House
- Review Program of Studies Booklet
- Meet with 8<sup>th</sup>. grade counselor
- Complete course selection sheet
- Complete Agricultural Science Application if appropriate.

#### **GRADE 9**

##### **FALL:**

- Attend freshman orientation.
- Review school handbook for information such as graduation requirements.
- Receive schedule before school year begins.
- Make necessary adjustments in schedule during the first two weeks of school.
- Make an appointment to meet with your school counselor.
- Meet with your counselor to review plans for grade 10 & to discuss post-secondary plans.
- Complete Learning Styles Inventory in Naviance.
- Select extra-curricular activities/athletics program.

##### **SPRING**

- Plan academic schedule for next year.
- Complete a career cluster finder in Naviance.
- Take the "Do What You Are" career interest program.

#### **GRADE 10**

##### **FALL**

- Review school handbook for information such as graduation requirements.
- Receive schedule before school year begins.
- Make necessary adjustments in schedule during the first two weeks of school.

- Take PSAT at Lyman in October.
- Continue active participation in school activities/athletics.

##### **SPRING**

- Plan academic schedule for next year.
- Make an appointment to meet with your school counselor.

#### **GRADE 11**

##### **FALL**

- Review school handbook for information such as graduation requirements.
- Receive schedule before school year begins.
- Make necessary adjustments in schedule during the first two weeks of school.
- Take PSAT at Lyman. (**National Merit Competition**)
- Attend college representative visits to Lyman.

##### **SPRING**

- Plan academic schedule for next year.
- Take SAT and/or ACT.
- Begin developing a resume in Naviance.
- Complete a Game Plan Survey in Naviance.
- Attend a College Fair.
- Begin planning college visits.
- Attend College Night at Lyman.
- Complete AP testing as appropriate.
- Take the SAT subject tests if required by prospective colleges.
- Complete post-secondary education search.
- Participate in a job shadow, volunteer and/or work experience.
- Make an appointment to discuss post-secondary plans with your school counselor.
- Take State Standardized testing.

#### **GRADE 12**

##### **FALL**

- Review school handbook for information such as graduation requirements.
- Receive schedule before school year begins.
- Make necessary adjustments in schedule during the first two weeks of school.
- Continue to research career/college opportunities.
- Meet with school counselor.
- Take SAT and/or ACT.
- Retake the SAT subject tests if required by prospective colleges.
- Attend college representative visits to Lyman.
- Complete college applications including resume.
- Request recommendation letters.
- Attend the Financial Aid Night at Lyman.
- Complete FAFSA and CSS Profile form for financial aid if required.
- Research Scholarships.

##### **SPRING**

- Focus on career/job search.
- Make college choice and send in deposits.
- Complete AP testing as appropriate.
- Notify counselor of college acceptances.

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# LYMAN MEMORIAL HIGH SCHOOL

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## GRADUATION REQUIREMENTS

### Ending with the Class of 2022

The following twenty-five (25) credits, for classes graduating in **2018-2022** are necessary in order to graduate and be granted a diploma:

#### **Humanities**

##### **7 credits to include:**

4 credits in English

3 credits in Social Studies, including 1 credit in US History and

½ credit in Civics

#### **Science and Mathematics**

##### **7 credits to include:**

4 credits in Mathematics, including Algebra I and Geometry

3 credits in Science, including 1 credit Biology

#### **PE and Health**

##### **1 ½ credits to include:**

1 credit in Physical Education

½ credit in Health and Safety Education

#### **Electives**

##### **7 credits to include:**

2 credits in Fine Arts, Business, Technology or Vocational Education

5 additional credits

#### **World Language**

##### **2 credits**

#### **Senior Project**

##### **½ credit**

**\*Must participate in the State approved mastery tests or district approved alternative assessment(s)**

NOTE: Students are required to take a minimum of seven credits each year to be considered a full time student in good standing per Lebanon Board of Education Policy.

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**LYMAN MEMORIAL HIGH SCHOOL**  
**GRADUATION REQUIREMENTS**  
Beginning with the Class of 2023

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The following twenty-five (26) credits, for classes graduating in 2023 and beyond are necessary in order to graduate and be granted a diploma:

**English**                                **4 credits**

**Mathematics**                                **4 credits**

**Social Studies**                                **3 credits to include**  
Must include 1 credit US History and ½ credit in Civics

**Science**                                        **3 credits to include**  
Must include 1 credit Biology

**Physical Education**                                **1 credit**

**Health**                                        **1 credit**

**World Language**                                **2 credits**

**Senior Project**                                **1 credit**

**Additional Electives**                                **7 credits**

**\*Must participate in the State approved mastery tests or district approved alternative assessment(s)**

NOTE: Students are required to take a minimum of seven credits each year to be considered a full time student in good standing per Lebanon Board of Education Policy.

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## **CLASS RANK & GPA**

Class rank at Lyman Memorial High School has been based on a weighted system as recommended by colleges and professional organizations. That is, rigorous courses are assigned more quality points than less demanding courses for the same earned grade. Class rank value is calculated by determining the number of quality points for each course taken according to the grade earned, adding the quality points and dividing by the number of credits. Students are then ranked using their class rank values. Only levelled courses count towards class rank. GPA is an unweighted overall average based on final grades in all courses and is reported on a 4.00 scale. Class rank and GPA will be computed based on final grades at the end of the school year for grades 9 - 11 and at the close of the second marking period for seniors.

## **LEVELS OF DIFFICULTY**

**AP - Advanced Placement/ECE UCONN Early College Experience/CCP College Career Pathway** - This rigorous course of study offers students the opportunity to gain college credit while in High School. Students should be prepared to engage in intensive study and independent work.

**H - Honors** - Courses are designed with a very high level of academic challenge in terms of sophistication of concepts, pace, and productivity. A substantial amount of academic work is expected to be completed outside of the classroom and completed by the assigned due dates. Students who accept the challenge of independent work and choose to exceed minimum requirements are encouraged to participate.

**CP - College Preparatory** - Courses are designed to prepare students for the challenge of post-secondary educational institutions. There is a high level of challenge and an expectation that the students are academically responsible. Students will be required to complete assignments outside of the classroom. Homework is counted as a major percentage of the student's grade. All work is expected to be completed and turned in by the assigned due dates.

Courses included in class rank are listed below, and will be designated by the letters 'CR' in the individual course descriptions. Although all attempts are made to designate all courses included in class rank in this guide, some courses may not be indicated at the time of printing. Please see your school counselor if you have any questions. Currently being updated Jan. 2020

<b>Course code</b>	<b>Description (Level) Course</b>
100	Ag-Science Management
110	(H) English 9
111	(CP) English 9
120	(H) English 10
121	(CP) English 10
130	(H) English 11
131	(CP) English 11
135	(AP) English Language & Comp.
139	(H) English 12

140	(AP) English Literature & Comp.
141	(CP) English 12
150	(CP) Journalism 2
151	(CP) Journalism I
152	(H) Journalism II
162	(CP) Public Speaking
210	(H) Algebra I
211	(CP) Algebra I
220	(H) Algebra II
221	(CP) Algebra II
230	(H) Geometry
231	(CP) Geometry
233	(CP) Prob. & Statistics
241	(AP) Statistics
250A	(H) Pre-Calculus
251	(CP) Pre-Calculus
261	(AP) Calculus AB
263	(AP) Calculus BC
313	(CP) Physical Science
315	(H) Physical Science
320	(H) Biology
321	(CP) Biology 10
330	(H) Chemistry
331	(CP) Chemistry
339	(AP) Physics 1
340	(H) Physics 1
341	(CP) Physics 1
344	(H) Physics 2
350	(H) Anatomy/Physiology
351	(CP) Anatomy/Physiology
360	(H) Geology
361	(CP) Geology
371	(CP) Oceanography
374	(CP) Meteorology
380	(H) Environmental Science
381	(CP) Environmental Science
391	(AP) Chemistry
H400	(H) Global Studies
401	(CP) Global Studies
420	(AP) U.S. History
421	(H) U.S. History
421	(CP) U.S. History
434	(CP) Intro. To Anthropology
435	(H) Intro. To Anthropology
445	(H) Introduction to Philosophy
446	(CP) Introduction to Philosophy
447	(CP) Civics/CT History
448	(H) Civics/CT History
451	(CP) Introduction to Psych.
452	(H) Introduction to Psych.
456	(CP) Geography 1
457	(CP) Geography II
460A	(AP) European History

480A	(H) Sixties	4000	Civics
481	(CP) Sixties	4300	Civics.
486	(AP) Government & Politics	9210	P.E.
494	(H) Law		~
496	(CP) Law		
511	(CP) French I		
520	(H) French II		
521	(CP) French II		
530	(H) French III		
531	(CP) French III		
541	(H) French IV		
542	(CP) French IV		
551	(AP) French Language		
552	(H) French V		
561	(CP) Spanish I		
570	(H) Spanish II		
571	(CP) Spanish II		
580	(H) Spanish III		
581	(CP) Spanish III		
591	(H) Spanish IV		
592	(CP) Spanish IV		
595	(H) Spanish V		
596	(AP) Spanish Language		
646	(CP) Accounting 2		
703	(CP) Mechanical Design		
707	(CP) Architectural Design Fundamentals		
764	(AP) Studio Art – 3-D Design		
765	(AP) Studio Art – 2-D Design		
768	(AP) Studio Art – Drawing		
800	(CP) Yearbook		
803	(H) Yearbook II		
843	(CP) Food Service		
851	(CP) Music Theory 1		
881	(H) Music Theory		
920	(CP) Phys Ed Sem.		
921	(CP) Health Ed		
931	English 9		
1100	Functional Eng. 9		
1111	English 10		
1200	English 11		
1300	English 12		
1400	Functional Math 9		
2120	General Math		
2130	General Math10		
2200	Consumer Math		
2410	Consumer Math pt2		
2600	Algebra 1A		
2800	Algebra 1B		
2900	Functional Science		
3100	Physical Science		
3200	Health		
3500	Functional Social. Studies		

### Matrix for Quality Points

	AP/ECE/CCP	H	CP	M
100	19.0000	17.0000	15.0000	11.0000
99	18.7500	16.7500	14.7500	10.7500
98	18.5000	16.5000	14.5000	10.5000
97	18.2500	16.2500	14.2500	10.2500
96	18.0000	16.0000	14.0000	10.0000
95	17.7500	15.7500	13.7500	9.7500
94	17.5000	15.5000	13.5000	9.5000
93	17.2500	15.2500	13.2500	9.2500
92	17.0000	15.0000	13.0000	9.0000
91	16.7500	14.7500	12.7500	8.7500
90	16.5000	14.5000	12.5000	8.5000
89	16.2500	14.2500	12.2500	8.2500
88	16.0000	14.0000	12.0000	8.0000
87	15.7500	13.7500	11.7500	7.7500
86	15.5000	13.5000	11.5000	7.5000
85	15.2500	13.2500	11.2500	7.2500
84	15.0000	13.0000	11.0000	7.0000
83	14.7500	12.7500	10.7500	6.7500
82	14.5000	12.5000	10.5000	6.5000
81	14.2500	12.2500	10.2500	6.2500
80	14.0000	12.0000	10.0000	6.0000
79	13.7500	11.7500	9.7500	5.7500
78	13.5000	11.5000	9.5000	5.5000
77	13.2500	11.2500	9.2500	5.2500
76	13.0000	11.0000	9.0000	5.0000
75	12.7500	10.7500	8.7500	4.7500
74	12.5000	10.5000	8.5000	4.5000
73	12.2500	10.2500	8.2500	4.2500
72	12.0000	10.0000	8.0000	4.0000
71	11.7500	9.7500	7.7500	3.7500
70	11.5000	9.5000	7.5000	3.5000
69	11.2500	9.2500	7.2500	3.2500
68	11.0000	9.0000	7.0000	3.0000
67	10.7500	8.7500	6.7500	2.7500
66	10.5000	8.5000	6.5000	2.5000
65	10.2500	8.2500	6.2500	2.2500
64	10.0000	8.0000	6.0000	2.0000
63	9.7500	7.7500	5.7500	1.7500
62	9.5000	7.5000	5.5000	1.5000
61	9.2500	7.2500	5.2500	1.2500
60	9.0000	7.0000	5.0000	1.0000
59	0.0000	0.0000	0.0000	0.0000

### **NATIONAL HONOR SOCIETY**

Lyman Memorial High School sponsors the Wheelock chapter of the National Honor Society, the preeminent national service organization that recognizes students for outstanding academic achievement, exemplary character, strong leadership and dedicated service to the school and community. Membership is selective and limited to juniors and seniors who have spent at least one semester at Lyman Memorial High school. Beginning with the class of 2011, students must have an overall 87 average a minimum of a 14 on the quality point matrix.

Eligibility is based on the cumulative high school average. Once a student is determined eligible for membership, he or she must complete an application which is then reviewed by the Faculty Selection Committee. The committee is guided by the four tenants of NHS: scholarship, character, leadership, and service. Each one of these qualities is defined below.

Scholarship – students must demonstrate a commitment to academic excellence.

Character – students must be above reproach; they are trustworthy and respected by students and staff alike.

Leadership – students are not only taking leadership roles in school and community activities, but also demonstrating leadership in the school setting through appropriate classroom and school-wide behaviors.

Service – students must demonstrate a commitment to helping others both within and outside of school including extracurricular activities, athletics, community service, and volunteer work.

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### **POST SECONDARY PLANNING**

#### COLLEGE AND CAREER READINESS

The vision of Lyman Memorial High School is that all students will have the opportunity to connect the learning that takes place within the school's walls to both the needs and demands of higher education and to the full range of careers offered by the job market.

Students are encouraged to take a full course load and explore areas of interest throughout their time at Lyman. Students are encouraged to regularly communicate with their school counselor about future interests and plans. Students, through the use of Naviance, will explore possible career opportunities.

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## **LYMAN CREDIT FOR COLLEGE PROGRAMS**

There are several ways that students can earn college credit while attending Lyman Memorial High School. Most of these programs are free of charge and allow students to earn credits that transfer to most university and college programs throughout the state such as UCONN, Eastern Connecticut State, and Three Rivers Community College, as well as many schools throughout the country. These programs are a great way to save money on college tuition and get a head start on your college graduation requirements. Please see your school counselor if you are interested in any of the following opportunities.

### **College Career Pathways (CCP)**

The CCP program allows students the opportunity to earn college credit for classes taken at Lyman Memorial High School. The credits are granted through Three Rivers Community College and are transferable to most of the nation's colleges and universities, such as the University of Connecticut, and Eastern Connecticut State, depending on each school's policy. This opportunity is free of charge. Courses taken for credit through the CCP program will also be counted as credit towards high school graduation requirements (dual credit). Currently, Algebra II, Accounting II and personal finance have been articulated for dual credit through CCP. Students must apply to the CCP program and meet grade requirements to be eligible for college credit. Please see your school counselor for additional information.

### **WHIP Program**

The WHIP Program allows Lyman students to take up to two free courses at Eastern Connecticut State University per semester, including summer sessions. This program is open to juniors and seniors. Participation is limited to five students per semester. To take advantage of this opportunity, applicants must be in the top 30% of their class and be recommended by their school counselor or principal.

### **New London Scholars Program**

The New London Scholars Program allows seniors with excellent academic records to enroll in a college course at Connecticut College free of charge. This opportunity is limited to two students per year selected by the Guidance Department and the Principal. Selected students must be interviewed by a Connecticut College representative to be accepted into this program. Classes are to be taken in the spring semester beginning in Mid-January.

### **Three Rivers High School Partnership Program**

The HS Partnership Program is currently available to eligible high school juniors and/or seniors who wish to study subjects not offered by their high school, broaden their education, earn college credits, explore career options or build on their skills. Eligible students will attend TRCC and be funded for one college course per semester. Students must have a 2.7 GPA to be eligible. Space is limited to four Lyman students per semester.

### **UCONN ECE**

UCONN Early College Experience (ECE) is a concurrent enrollment program that allows motivated high school students to take UCONN courses at their high schools for both high school and college credit. Every course taken through UCONN ECE is equivalent to the same course at the University of Connecticut. Students benefit by taking college courses in a setting that is both familiar and conducive to learning. High School instructors who have been certified through the University of Connecticut serve as adjunct faculty members and teach UCONN ECE courses. Lyman offers UCONN ECE courses in Human Rights, Philosophy, Floriculture, Sports Literature and Animal Science. Not all ECE courses are offered each year. Some courses may run on alternating years while others may not be offered due to insufficient enrollment. **There is a fee for ECE courses and students must submit an ECE application to be eligible.**

## **ADVANCED PLACEMENT**

AP stands for Advanced Placement; it is a program of college level courses and exams that gives the opportunity to earn advanced placement and/or credit for college while they are still in high school. Please see your counselor with any questions regarding the AP program.

### **Students requesting AP courses must have demonstrated a combination of the following criteria:**

- Excellent writing skills.
- Commitment to independent learning and rigorous out-of-class work.
- Willingness to contribute to in-class learning.
- Willingness to take the AP test.

### **Here are a few additional benefits of taking AP Exams:**

- Tuition savings. Students whose AP performance earns them sophomore standing at college save on a whole year's tuition.
- Time to explore subject areas at college that you wouldn't otherwise be able to study, time for a double major or graduate course, and time to pursue internships.
- Eligibility for honors and other special programs open to students who have received AP recognition.

### **Colleges are very much aware that AP students, as a group are:**

- Better prepared academically for the demands of college courses and perform better on college admission measures.
- Less likely to drop out of college.
- More likely to specialize in majors with tougher standards.
- More likely to complete more course work and to take a greater number of higher level courses.
- More likely to graduate with a double major.
- Twice as likely to go into advanced study.

**Note: Not all of the AP courses listed below are offered each year. AP courses may not be offered due to insufficient enrollment while other AP courses are offered on alternating years.**

There are a number of Advanced Placement courses offered at Lyman in grades 11-12. The program includes courses in:

Art History

Biology

Calculus AB

Chemistry

Computer Science A

Computer Science Principles

English Language and Composition

English Literature and Composition

European History

French Language

Physics 1

Spanish Language

Statistics

Studio Art 2-D Portfolio

Studio Art 3-D Portfolio

Studio Art Drawing Portfolio

United States History

United States Government and Politics

\*Other courses are available through Virtual High School

## Eligibility to Participate in College Sports

Many college athletic programs are regulated by the National Collegiate Athletic Association (NCAA), an organization founded in 1906 that has established rules on eligibility, recruiting, and financial aid. The NCAA has three membership divisions - Division I, Division II, and Division III. Institutions are members of one or another division according to the size and scope of their athletic programs and whether they provide athletic scholarships.

If you are planning to enroll in college as a freshman and you wish to participate in Division I or Division II athletics, you must be certified by the NCAA Initial-eligibility Clearinghouse. The clearinghouse was established by the NCAA member institutions in January 1993. The Clearinghouse ensures consistent application of NCAA initial-eligibility requirements for all prospective student athletes at all member institutions.

NCAA Clearinghouse information can be found online at [NCAA.org](http://NCAA.org) and [eligibilitycenter.org](http://eligibilitycenter.org). Prospective College athletes should familiarize themselves with the requirements to ensure they are taking the required courses to gain eligibility. In addition to course requirements students must also meet GPA and SAT/ACT requirements.

**\* IMPORTANT NOTE:** Some courses do not meet NCAA eligibility requirements. To view the full list of approved courses, please log on to [eligibilitycenter.org](http://eligibilitycenter.org).

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## College Search and Application Process

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### **Responsibilities of the student/parent:**

- Use Common Application or individual college websites to access applications for admission for the colleges/universities you plan to apply.
- Students **must** submit a Transcript Request Form so school records may be mailed from the guidance office. (Forms are available in the guidance office – a two week notice is required for all transcript requests)
- Be aware of and register for all assessments required by the colleges/universities you are applying to (SAT, SAT Subject Tests, ACT, etc.).
- Schedule visits and/or interviews at college/post-secondary schools.
- Meet all application and financial aid deadlines. As a courtesy please make your counselor aware of all application deadlines far in advance via the Transcript Request Form.
- Write required/recommended essays with the help of an English Teacher.
- Request letters of recommendation from faculty at least two weeks in advance of when it will be needed.
- Request letters of recommendation from Counselor at least two weeks in advance of when it will be needed or it cannot be guaranteed.
- Make sure all supplemental recommendation forms are submitted to teachers and counselors at least two weeks in advance of the deadline.
- Request official SAT score reports from the College Board to be sent to appropriate colleges/universities when applicable. ACT scores must be sent as well when applicable.
- Complete and submit the Free Application for Federal Student Aid (FAFSA) and CSS Profile (if applicable).
- Research and apply for scholarships.

### **Responsibilities of the School Counselor:**

- Provide the opportunity for individual counseling and advisement with each student.
- Be accessible to both parents and students for assistance throughout the search and application process.
- Assist students/parents in researching deadlines, requirements and other relevant information upon request.
- Host college admissions representatives.
- Host a Financial Aid Night
- Make available FAFSA information, SAT/ACT registration materials and other forms/information when appropriate in the guidance office.
- Update and maintain the Scholarship Binder and Summer Programs Binder, which is available to students and parents in the Guidance Office.
- Forward official school records to colleges upon request via the Transcript Request Form (transcripts, class rank, G.P.A., school profile, course selections, secondary school reports etc...)
- Complete Secondary and Mid-year school reports when applicable.

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## COURSE LISTINGS

The following is a list of courses available at Lyman Memorial High School for the school year.  
Enrollment may determine specific course offerings. Students should be prepared to make alternative selections where necessary.

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### **SENIOR PROJECT**

**950** Grade 12 (Required for all students) .5 credit

#### **What is the Senior Project?**

The Lyman Memorial Senior Project is a personalized learning experience that allows you to select an area of personal interest, pursue in-depth study of the topic, and present for exhibition an oral or visual product that demonstrates how you have applied what you have learned. The project process requires you call upon what you have learned throughout your years of study as well as what you have learned through your independent research. In addition your presentation will teach others about an area that is important to you.

**Research Component:** The research paper may include scientific/mathematical investigation, an exploration in the humanities/fine arts or research and application in applied technologies. The research must involve a variety of resources such as databases, on-line sources, interview logs, texts, and community advisors.

**Process Component:** This involves a personal evaluation of the process used to complete the project (i.e., journals, timelines, and portfolios).

**Oral/Visual Presentation:** This component includes a variety of modes of expression and will be presented to the project committee and appropriate audience. There are deadlines that students must meet in order to fulfill graduation requirements (see booklet for details).

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### **Agricultural Science and Technology**

#### **Program Description**

The Agricultural Science & Technology Program is designed to prepare students to enter directly into an agriculture related career or continue their education in Agriculture or Environmental Sciences. It is an elective program offered in a four year sequence.

The program is based on four years of enrollment. The student would, in the first two years be enrolled in exploratory units of study, covering all major areas of agriculture. Development of fundamental skills, particularly in the area of safety, would be stressed during the exploratory units.

The third and fourth years of enrollment will consist of classes designed to best prepare the individual student to meet his or her career objective in agriculture. Students will select an area of concentration at the conclusion of their sophomore year. This sequence of courses will provide an in-depth study into the area of choice. Students will also receive instruction in areas of study common to all of agriculture. These include career awareness, agricultural business management, leadership development, and the practical application of "learning by doing". All students while in either their Junior or Senior year are required to take the Agricultural Business Management Class. While career awareness and agriculture business management are designed as specific units of instruction, leadership development will be experienced through the organization of the FFA chapter. The "learning by doing" will be the supervised agricultural experience program, (S.A.E.), which is a required component of the program. The S. A. E. program provides for relevancy and transference of learning to the workplace, and decision-making for future education and careers. Applications for admission to the program are available from the Agricultural Science Dept. or can be downloaded off the ASTE website. [www.lebanonagscience.yolasite.com](http://www.lebanonagscience.yolasite.com)

#### **AGRICULTURAL SCIENCE & TECHNOLOGY PROGRAM PARTICIPATION CRITERIA**

1. **Academic Achievement:** Students must maintain full time credit status and must maintain passing grades in all classes. Students failing any class during the school year will be placed on probation with the expectation that the student will improve their academic performance.
2. **Social Responsibility & Citizenship:** Students must show appropriate behavior and follow the school rules at all times, as stated in the Lyman Memorial High School and Community Handbook.
3. **Work Ethic & Behavior:** Students must complete all of the assigned activities in each of the Lab areas (Agricultural Mechanics Shop, Greenhouse, Animal Lab, and Barn Areas). Written class work (term papers, oral reports, projects, etc.) and tests will be assigned by the individual instructors.
4. **Participation:** Students must participate in all of the instructional areas of the program. The program is exploratory in the first and second year. Starting in the third year, students may choose an area of concentration. The only class that is required of all junior and seniors to complete is the Agricultural Business Management Class.

5. Clothing: Students must wear suitable and safe clothing in order to participate in laboratory activities. It is required that a change of work clothes and/or coveralls be available for students. Safety glasses must be worn in the shop area and will be supplied by the Agricultural Science & Technology Program.

6. Field Trips: Students are required to attend certain field trips and other activities. These trips will be announced in advance and may include a Saturday activity.

7. Leadership & Service: Students need to keep their S.A.E. project up to date and show development over the course of the three years in the Agricultural Science & Technology Program. All requirements for the S.A.E. project must be met. The SAE is a required component of the Agricultural Science experience.

8. FFA Activities: Students must participate in a minimum of 4 FFA activities a year. In addition, students must complete a minimum of 10 community service hours.

## **AGRICULTURAL SCIENCE AND TECHNOLOGY**

### AGRICULTURAL SCIENCE

101 Grade 9 1 credit

Students will study a variety of topics, including the following Agricultural units.

Tractor Driving	Public Speaking
FFA & Parli-Pro	Natural Resources
Animal Science	Plant Science
Agricultural Mechanics	

### AGRICULTURAL SCIENCE

102 Grade 10 1 credit

Students will study a variety of topics, including the following Agricultural units:

Plant and Soil Science	Animal Science
Agricultural Mechanics	Forestry
Public Speaking & Award Applications	
Wildlife	Pesticides

### AGRICULTURAL SCIENCE LABORATORY EXPERIENCE

1040 Grade 10 .5 credit

Semester classes and will provide supplemental activities for Agricultural Science 102.

### AGRICULTURAL SCIENCE AND TECHNOLOGY

Grades 11 and 12  
All students will select an area of concentration during their junior and senior year. Students will be afforded an opportunity to follow a sequence of course offerings that will provide an in-depth study in the area of their choice. Students will also have the opportunity to select Agricultural Electives, which are courses from other areas of the Agricultural Science concentrations, to complete their

program, including a senior internship experience which is highly recommended. All courses are semester courses. Entering junior you will need to select eight semester courses to complete your final two years in the agricultural program. The following concentrations are available including the recommended course requirements for each concentration.

### Plant Science

Basic Floriculture	Advanced Floriculture
Introduction to Horticulture	Introduction to Food Science
Agricultural Business Management	
Agricultural Elective	Agricultural Elective
Agricultural Elective	

### Agricultural Production, Large Animals

Animal Science	Food and Meat Science
Animal Systems and Dairy Products	Veterinary Science
Agricultural Business Management	
Equine Science or Dairy Management	
Vet Tech I	
Vet Tech II	

### Agricultural Mechanics

Small Engines and Equipment	Agricultural Fabrication
Forestry	Agricultural Maintenance
Agricultural Elective	Large Equipment
Agricultural Elective	
Agricultural Business Management	

### Natural Resource

Aquaculture	North American Wildlife
Forestry	Wildlife Management
Agricultural Business Management	
Agricultural Elective	Agricultural Elective
Agricultural Elective	

### UConn ECE BASIC FLORICULTURE

ECE1051 Grades 11-12 ECE CR .5credit

#### **This course will be offered in the fall.**

This course is an introduction to floral design and will expose students to basic design principles including the evolution of floriculture. Students will learn the care and processing of flowers including various styles of arrangement in content. Students will learn how to grow and market bedding plants in the greenhouse. Students will arrange and grow flowers appropriate for the fall and winter seasons. Students have the opportunity to take this class as an **Early College Experience** Class through the University of Connecticut. **\*Open to non-Ag students starting the first day of the school year.**

### UConn ECE BASIC FLORICULTURE

1051 Grades 11- 12 H CR .5 credit

#### **This course will be offered in the fall.**

This course is an introduction to floral design and will expose students to basic design principles including the evolution of floriculture. Students will learn the care and processing of flowers including various styles of

arrangement in content. Students will learn how to grow and market bedding plants in the greenhouse. Students will arrange and grow flowers appropriate for the fall and winter seasons. No UCONN credit earned.

#### UCONN ECE ADVANCED FLORICULTURE

ECE1062 Grades 11-12 ECE CR .5 credit

**This course will be offered in the spring.**

Prerequisite: Basic Floral

In this course students will continue to learn advanced floral designs. Students will also explore greenhouse structures and hydroponics. Students have the opportunity to take this class as an **Early College Experience** Class through the University of Connecticut. **\*Open to non-Ag students starting the first day of the school year.**

#### UCONN ECE ADVANCED FLORICULTURE

1062 Grades 11-12 H CR .5 credit

**This course will be offered in the spring.**

Prerequisite: Advanced Floriculture

In this course students will continue to learn advanced floral designs. Students will also explore greenhouse structures and hydroponics. No UCONN credit earned.

#### INTRODUCTION TO FOOD SCIENCE

001065 Grades 11-12 .5 credit

**This course will be offered in the fall.**

Prerequisite: Introduction to Horticulture

Students will learn the differentiation of scents and aromas, the different aspects of taste and the components of our food in addition to a piece of "Farm to table." The "Farm to table" has become a nationwide epidemic that educates students on where their food comes from and how things are grown and then turned into the food that we eat, in addition to promoting consumers nationwide to "Buy local." Students will be able to see how their food is grown in the greenhouse and then implement those ingredients while cooking in the food lab.

#### UCONN ECE INTRODUCTION TO HORTICULTURE

ECE1066 Grades 11-12 ECE CR .5 credit

**This course will be offered in the spring.**

Students will learn the ideals of greenhouse maintenance and production, planting and growing of seeds, hydroponics, and also the preparation and planting of the large garden outside in addition to all of the harvesting. Students will be able to get a stronger outlook on the vegetable production industry and a better understanding of plant development from seeds all the way through harvesting. **\*Open to non-Ag students starting the first day of the school year.**

#### INTRODUCTION TO HORTICULTURE

1066 Grades 11-12 .5 credit

**This course will be offered in the spring.**

Students will learn the ideals of greenhouse maintenance and production, planting and growing of seeds, hydroponics, and also the preparation and planting of the large garden outside in addition to all of the harvesting. Students will be able to

get a stronger outlook on the vegetable production industry and a better understanding of plant development from seeds all the way through harvesting. No UCONN credit earned.

#### VETERINARY SCIENCE I

1006 Grades 11-12 .5 credit

**This course will be offered in the fall.**

Students will learn terminology, study disease prevention and treatment for large animals. They will also learn anatomy and physiology as it relates to large animals.

#### VET TECH I

1017 Grades 11-12 .5 credit

**This course will be offered in the fall.**

Students will be able to identify the anatomy and physiology of various species of small animals. Medical vocabulary and terminology to veterinary science will also be included, as well as disease prevention and treatment of small animals.

#### VET TECH II

1020 Grades 11-12 .5 credit

**This course will be offered in spring.**

Prerequisite: Vet Tech I

This course is designed for students to learn lab animal care, safety, and research. Students will learn and apply restraint, vaccinations, and surgical procedures.

#### MEAT, POULTRY AND FOOD SCIENCE

(Former name) FOOD AND MEAT SCIENCE

**This course will be offered in the fall.**

1027 Grades 11-12 .5 credit

The students will learn about meat processing, the cuts of meats, proper storage and handling of meat. In addition they will complete units in Food Science and Poultry Science, where will learn about growing and processing of poultry and food.

#### LARGE ANIMAL SCIENCE

**This course will be offered in the spring.**

1024 Grades 11-12 .5 credit

The students will learn about beef, sheep, and hog management, including housing, nutrition, terminology, reproduction, and management.

#### EQUINE SCIENCE

**This course will be offered in spring.**

1026 Grades 11-12 .5 credit

Prerequisite: Animal Systems and Dairy Products

Students will learn breeds, handling, care, equipment, diseases, reproduction, nutrition, and uses for horses.

#### ANIMAL SYSTEMS AND DAIRY PRODUCTS

**This course will be offered in fall.**

1013 Grades 11-12 .5 credit

Students will learn nutrition, reproduction, animal health, and dairy products, including how to milk a cow, make ice cream, and identify cheese.

#### DAIRY MANAGEMENT

**This course will be offered in spring.**

1025 Grades 11-12 .5 credit

Prerequisite: Animal Systems and Dairy Products

Students will learn breeds, housing, care, equipment, diseases, reproduction, nutrition, terminology, and management.

#### AGRICULTURAL MANAGEMENT

100 Grades 11-12 CP CR .5 credit

Topics students will discuss include but are not limited to terminology as it relates to business, partial budgets, enterprise budgets, cash flow statements, and futures markets, etc.

#### SMALL ENGINES AND EQUIPMENT

1014 Grades 11-12 .5 credit

**This course will be offered in the fall.**

This course will explore the theory and development of two and four cycle internal combustion engines and their applications to equipment such as lawnmowers, snow blowers, weed whackers, log splitters. Students will have the opportunity to diagnosis and repair engines and equipment.

**\*Open to non-Ag students starting the first day of the school year.**

#### AGRICULTURAL FABRICATION

\*Name change was Fundamentals of Agricultural Mechanics

1012 Grades 11-12 .5 credit

**This course will be offered in the fall**

Agricultural Fabrication allows the student to advance their knowledge of mechanical processes as they relate to the areas of agricultural mechanics. Areas to be explored include tool making and maintenance, carpentry, planning/design, roofing, and welding. An emphasis will be placed on the development of orderly and safe lab procedures for many practical skills that will be developed.

#### LARGE EQUIPMENT

1001 Grades 11-12 .5 credit

**This course will be offered in the spring**

Students learn about large pieces of agricultural equipment as well as maintenance and repair techniques. Students also learn about alternative fuel sources such as biodiesel and how to make it. Agricultural farming processes are practiced to gain experience with large equipment.

#### AGRICULTURAL MAINTENANCE

\*Name change was Ag-Production/Equipment

1004 Grades 11-12 .5 credit

**This course will be offered in the spring**

Agricultural Maintenance allows the student to advance their knowledge of infrastructure maintenance as they relate to the areas of agricultural mechanics. Students will advance their knowledge in electricity and will be able to wire a building. Plumbing and masonry will also be taught. An emphasis will be placed on the development of orderly and safe lab procedures for many practical skills that will be developed.

#### FORESTRY

1016 Grades 11-12

.5 credit

**This course will be offered in the spring**

This course will explore the history of forestry in the United States and show the development of modern forest management. Students will learn about the anatomy and functions of trees and how we benefit from them. Students will also learn about forest products and practice making maple syrup in our sugarhouse. By the end of the course, students will be able to identify many local trees and shrubs.

#### AQUACULTURE

1045 Grades 11-12

.5 credit

**This course will be offered in Spring**

This course provides an in-depth look into the field of aquaculture as well as semi-aquatic species. In the class, students will learn about fish biology, growing techniques, water quality, and harvest techniques. A trip to the state fish hatchery is part of the class. Students will also learn about reptiles and amphibians, as well as different environmental issues that are affecting aquatic species.

#### NORTH AMERICAN WILDLIFE

1010 Grades 11-12

.5 credit

This course focuses on the flying and crawling creatures in our environment. From insects to birds, students learn about identification, anatomy, niches, and benefits. Students also receive hands-on experience working with a real bee hive and learn how honey is made. Ticks and Lyme Disease are also studied. **\*Open to non-Ag students starting the first day of the school year.**

#### WILDLIFE MANAGEMENT

1002 Grades 11-12

.5 credit

**This course will be offered in the fall**

In this course, students learn about the ecology of forests and how it affects wildlife. Students also learn about waterfowl, game birds, bats, and conservation law enforcement. Students install and monitor wood duck boxes in local wetlands. **\*Open to non-Ag students starting the first day of the school year.**

#### BEHAVIOR AND TRAINING DOMESTIC ANIMALS

ECE1064 Grades 11-12 ECE CR .5credit

1064 Grades 11-12 H CR .5 credit

Students have the opportunity to take this class as an **Early College Experience** class through the University of Connecticut. Basic concepts covered are nutrition, physiology, health and management of companion animals. The student will be able to: Understand the basics of normal and abnormal behavior in domestic animals and learn to apply psychological principles to animal management and training. Interpret research results and evaluate their applicability to domestic animal management. Understand how to apply the principles of ethology to solve animal welfare problems. Handle and care for the schools animals correctly. Interpret animal behaviors and execute protocols for safe handling.

## INTRODUCTION TO COMPANION ANIMALS

1063 Grades 11-12 H CR .5 credit

Students have the opportunity to take this class as an **Early College Experience** class through the University of Connecticut. This is an introductory course for students interested in the care, and management of companion animals. Basic concepts will include: nutrition, physiology, health and management for animals. The students will be able to: Describe the management, nutritional requirements, health care, anatomy, reproduction and genetics of various companion animals. Evaluate and discuss ethical and/or current issues regarding companion animals. Handle and care for classroom companion animals. Attend in class field trips to local companion animal businesses such as humane society, pet store, control office, or an animal shelter or have guest presenters come to class. Perform simple health check evaluations on animals. Establish and maintain favorable environmental conditions. Interpret animal behaviors and execute protocols for safe handling. **\*Open to non-Ag students starting the first day of the school year.**

## AGRICULTURAL SCIENCE INTERNSHIP

1050 Grades 12 .5 credit

Internships are highly recommended for senior agricultural science students. Internships are carefully monitored work or service experiences where the student has stated learning goals and has the opportunity to gain practical experiences in areas related to those goals. An internship is a semester class and would be considered one of the elective choices as listed in the concentrated areas. An internship requires that several prerequisites be completed by the student prior to commencing with the out-of-school experience. Students need to consult and arrange an internship with an agricultural science teacher the semester prior to their scheduled, fall or spring, internship semester.



## **ART**

Lyman Memorial's art department strives to meet students' needs with its wide range of course offerings. Courses include a variety of both two and three-dimensional art courses including photography, graphic design, and an AP Studio art course. Opportunities for individual self-expression through the art process are provided at the beginning, intermediate, and advanced levels. **All courses listed under ART may be used towards the Art and Vocational Requirements.**

## DESIGN I (2D)

770 Grades 9-12 .5 credit

This foundation course will focus on the introduction to the elements and principles of design, the use of a variety of media and the role of the arts and the artist in history and society. Experiences will include: 2-D art making, an

exploration of topics from the history of art, and class critiques. Collage, printmaking, painting, pastel and charcoal design are possible assignments. Interest in art and motivation are the primary prerequisites for this course.

## DESIGN II (3D)

771 Grades 9-12 .5 credit

This foundation course will continue to focus on the elements and principles of design, the use of a variety of media and the role of the arts and the artist in history and society. Experiences will include: 3-D art making, and exploration of topics from the history of art, and class critiques. Clay, wire, papier-mâché, and cardboard, are possible media used in this course.

## DESIGN III

793 Grades 9-12 .5 credit

This course is offered to students who successfully completed Design I who wish to continue exploring a variety of media and techniques introduced in Design I. Experiences will include two-dimensional art-making, exploration of topics from art history, and class critiques. Collage, printmaking, painting, pastel, and watercolor are possible assignments. Using the elements and principles of design in advanced design projects will be the focus of this course.

## DRAWING I

772 Grades 9-12 .5 credit

Students will apply the elements of design and composition to drawing while exploring a variety of drawing media and techniques which may include pencil, pen and ink, charcoal, conte, colored pencil, marker, and pastel. Weekly sketchbook assignments are given for the development of drawing skills. Nature drawings, landscapes, figure drawings, and still life will provide subject matter for a variety of assignments. Concepts of proportion, perspective, and composition will be introduced.

## DRAWING II

780 Grades 9-12 .5 credit

Prerequisite: Drawing I

Students will continue to work with media introduced in Drawing I and will further develop skills in composition. The elements of line, shape, value, form, space, color, and design principles will be explored on an advanced level with emphasis on the development of drawing skills and fluency of individual expression. This course will focus on the development of skill in proportion, perspective and composition. Weekly sketchbook assignments are given to enhance classroom instruction. Subject matter may include landscapes, architectural rendering, figure drawing and portraiture as well as subject matter first explored in Drawing I.

## PAINTING I

773 Grades 9-12 .5 credit

This course will begin with an introduction to color theory. The painting media of watercolors, acrylics and oils will be explored as accompanying skills and techniques are developed. Composition techniques will be explored and emphasized in the painting process. Still life, natural subjects and landscape will provide subject matter.

## PAINTING II

782 Grades 9-12 .5 credit

Prerequisite: Painting I

Students will continue to work with watercolors, acrylics, oils and mixed media. Students will be encouraged to develop their own personal styles of expression and their personal statements. Art history, aesthetics and criticism will be reinforced in classroom presentations.

## SCULPTURE

775 Grades 9-12 .5 credit

Mass, scale, line, plane, space and movement, the basic elements of sculpture, will be used as students explore the unlimited possibilities for expression in three dimensional form and composition. Clay, plaster, wood, paper, wire, and balsa-foam are possible sculpting materials used in this course. Master sculptures and art history concerning three-dimensional art forms will be viewed and discussed through digital images and videos.

## CERAMICS I

787 Grades 9-12 .5 credit

This course is designed to allow students to explore a variety of ceramic processes and methods. Included in the course are hand-building methods such as slab, coil and a pottery wheel. A creative and individual approach is encouraged to acquiring skills and techniques necessary to produce ceramic objects. Glazing and advanced finishing processes will be introduced in this course.

## CERAMICS II

788 Grades 9-12 .5 credit

Prerequisite: Ceramics I

Students will continue to work with hand building clay processes, and will continue using be introduced to wheel throwing techniques. Alternate construction methods will be explored including a combination of wheel-thrown and hand-built, pieces. Advanced skills and techniques in the glazing process will be emphasized.

## GRAPHIC DESIGN

776 Grades 9-12 .5 credit

**This course meets the computer literacy requirement.**

Students will explore the universal art of Graphic Design including typography, illustration, image editing, web design, and animation using Adobe Creative Suite 6 (Photoshop, Illustrator, Flash, Dreamweaver, and Fireworks). Emphasis will be on using the elements and principles of

design creatively, along with the effective use of technology, as a tool to communicate ideas visually.

## AP DRAWING

768 Grades 11-12 AP CR 1 credit

This course is offered to the advanced art student who wishes to develop a portfolio for college or art school acceptance. Creative investigation of formal and conceptual issues of drawing will be explored. Drawing concepts and skills taught will include but are not limited to: light and shade; rendering of form; composition; surface manipulation; the illusion of depth and mark making. A strong emphasis will be placed on the development of the Quality, Concentration and Breadth sections of the portfolio. Critiques of students' artwork will be held weekly throughout the year. All art will be exhibited by studio art students at the end of the year. Students must receive permission from the art department and from guidance before election of this course.

## AP 2-D ART AND DESIGN

765 Grades 11-12 AP CR 1 credit

This course is offered to the advanced art student who wishes to develop a portfolio for college or art school acceptance. Creative investigation of formal and conceptual issues of 2-D Design will be explored. Design concepts taught will include: unity/variety; balance/emphasis/contrast; rhythm; repetition; proportion/scale and figure-ground relationships. A strong emphasis will be placed on the development of the Quality, Concentration and Breadth sections of the portfolio. Critiques of students' artwork will be held weekly throughout the year. All art will be exhibited by studio art students at the end of the year. Students must receive permission from the art department and from guidance before election of this course.

## AP 3-D ART AND DESIGN

764 Grades 11-12 AP CR 1 credit

This course is offered to the advanced art student who wishes to develop a portfolio for college or art school acceptance. Creative investigation of formal and conceptual issues of 3-D Design will be explored. Design concepts taught will include: unity/variety; balance/emphasis/contrast; rhythm; repetition; proportion/scale and figure-ground relationships. A strong emphasis will be placed on the development of the Quality, Concentration and Breadth sections of the portfolio. Critiques of students' artwork will be held weekly throughout the year. All art will be exhibited by studio art students at the end of the year. Students must receive permission from the art department and from guidance before election of this course.

## PHOTOGRAPHY I (Digital)

790 Grade 9-12 .5 credit

This course is designed to give the student an introduction into the world of photography. Special emphasis will be placed on the rules of design in photography for developing the skill of composition. Students will become efficient in the use of a DSLR (digital single lens reflex) camera, use of

Adobe Photoshop CS6 software to enhance their photographs and mounting photographs for display. Photography critiques will be required for all submitted photographs. Weekly homework assignments will be given to supplement classroom learning. All materials are provided and loaner cameras are available to students throughout this course

### PHOTOGRAPHY II (Digital)

791 Grade 9-12 .5 credit

Prerequisite: Photography I

This course will be offered to those students who successfully completed the Digital Photography I and learn advanced techniques which may include photo-montage, specific thematic units of study and computer manipulation of images. Students will continue to use DSLR (digital single lens reflex) cameras, the Adobe Photoshop CS6 software program and learn to professionally display their photographs. Photography critiques will be required for all submitted photographs. All materials are provided and loaner cameras are available to students throughout this course.

### AP ART HISTORY

761 Grades 11-12 AP CR 1 credit

This Advanced Placement course prepares students for the AP Art History Exam. It will engage students at the same level as an introductory college art history course. The AP Art History course emphasizes a deep conceptual understanding of art historical concepts. Students will develop the essential skills of visual and contextual analysis. By examining works of art from diverse cultures and the relationships among these works, students develop an understanding of global artistic traditions. Students analyze works of art in their contexts, considering issues of patronage, gender, politics, religion and ethnicity. The interpretation of the work of art is based upon its intended use, audience, and the role of the artist and the work of art in its particular society. Students will expand their knowledge of history, geography, politics, religion, language, and literature, as they explore the story of people as told through the art they created. This will provide the knowledge and tools required to pass the AP Art History exam in order for students to receive college credits while in still in high school. AP Art History is designed to be the equivalent of a two-semester introductory college or university art history survey course.

## BUSINESS TECHNOLOGY

Students who are interested in various opportunities offered by today's business world should seriously consider enrolling in the business courses offered. By a serious application of time and a careful planning of courses, students will be prepared with the basic skills for further study in business or entry level jobs. Upon graduation, the business student may elect to enter a four-year liberal arts college specializing in business practices, accounting, etc., a two-year business training college, or a place of employment.

The student may also be prepared for small business ownership.

In addition, the business curriculum includes a number of courses that provide all students with important skills and knowledge that can help them in their future lives as college students, citizens, consumers, and workers - keyboarding, note taking, general business, business law, and accounting. **All classes listed under Business Technology may be used towards the Arts and Vocational Education requirement.**

### INTRODUCTION TO BUSINESS

602 Grades 9-12 .5 credit

This course will introduce students to the exciting and challenging world of business. As the introductory course in the business curriculum, Introduction to Business is the first step toward a successful career in the business world. Through the information and activities presented in this class, students will become knowledgeable consumers, well-prepared employees, and effective citizens in the economy. This course will serve as a background for other business courses that students will take in high school and in college. It will also prepare students for future employment or business ownership and make them better informed citizens in an expanding international economy. Topics covered in this course include: Basic Economic Concepts; Business in the Global Economy; Business Organizations; Entrepreneurship and Small Business; Management and Leadership; Technology and Business; Business Ethics and Social Responsibility; Marketing; and more.

### ACCOUNTING I

642 Grades 9-12 1 credit

This course provides a basic understanding of the fundamentals of accounting, which involves the recording of financial information and the preparation of financial statements. Students will also find it useful because of the personal use information presented (checking, banking, investing in stocks, income tax preparation). Students will also have the opportunity to perform accounting operations on the microcomputer, complete workbook exercises which reinforce accounting principles, as well as complete business simulations.

### ACCOUNTING II

646 Grades 10-12 CP CR 1 credit

CCP646 Grades 10-12 CCP CR 1 credit

*College credit available (See guidance for details)*

**College Career Pathway**

Prerequisite: Accounting I

This course provides students with the opportunity for in-depth study of accounting principles and procedures. A study of partnerships, corporations, stocks and bonds, taxes, banking, and inventory and depreciation procedures are included. Students will perform automated accounting operations and business simulations. Completion of this course will prepare students with job-entry skills for



beginning accounting positions. Students will also be prepared for continued education in college accounting.

### **BUSINESS LAW**

**612** Grades 9-12 .5 credit

In this course, students will acquire the knowledge to function in everyday business dealings. Students will be able to function as well-informed consumers whose rights are protected by the legal system. Students will learn what their rights and duties are under the terms of an agreement, and when to seek legal advice or remedy if their rights are violated. Topics covered include: criminal law, civil law, contracts, consumer law, and laws relating to marriage, renting an apartment and various types of insurance.

Students will learn to resolve conflicts through the use of case problem solving, viewing actual court proceedings, conducting a mock trial, and researching and reporting on various business law topics.

### **ENTREPRENEURSHIP**

**600** Grades 9-12 .5 credit

This course is designed to help students acquire an understanding of the nature of small business and what it takes to be a successful entrepreneur. They will learn how to develop a business plan, marketing and pricing strategies, financial plans, and record keeping systems. In addition, they will learn sources of government assistance, legal requirements for running a business, and working with people in business.

### **PERSONAL FINANCE**

**603** Grades 9-12 .5 credit

**CCP603** Grade 9-12 CCP CR .5 credit

*College credit available (See guidance for details)*

#### ***College Career Pathway***

This course is designed to inform students how individual choices directly influence occupational goals and future earnings potential. Students will be exposed to the following topics: income and careers; money management; credit and debt management; planning, saving, and investing; becoming a critical consumer; and risk management and insurance. Students will design personal and household budgets; simulate the use of checking and saving accounts; demonstrate knowledge of finance, debt, and credit management; and evaluate and understand insurance and taxes. This course will provide a foundational understanding for making informed personal financial decisions and will empower students to recognize outcomes that promote financial independence.

### **BUSINESS MARKETING**

**604** Grades 9-12 .5 credit

This course will show the student what marketing is and how it affects the average person by developing, promoting, and distributing products to satisfy a customer's wants and needs. This course will emphasize the marketing features of the sports and entertainment fields. The areas of marketing the student will cover include marketing concepts, target

markets, demographic areas, and financial impact of marketing, advertisements, product promotion, and marketing careers.

### **SPORTS MANAGEMENT**

**615** Grades 9-12 .5 credit

This unique and innovative course is designed for students with an interest in the sports and entertainment industry. In this course, students will study marketing principles, concepts related to the sports and entertainment industry, and learn about the career possibilities that are currently available. Other instructional areas that students will learn about will include: marketing research, economics, endorsements, event execution, decision making, event marketing, advertising and promotion, and legal aspects/contracts. In addition, students will learn why advertising, sales, and communications are of particular importance in this industry. Classroom instruction will be reinforced through the use of case studies, possible field trip experiences, current periodicals, computer simulations, projects, and lecture/discussions.

## **COMPUTER TECHNOLOGY**

### **PUBLIC SPEAKING/COMMUNICATIONS**

**162** Grades 9-12 CP CR .5 credit

This course meets the computer literacy requirement. Students will learn the fundamentals of speech communication. They will listen to, deliver, discuss and respond to presentations of increasing complexity. Emphasis will be placed on organization, analysis and elements of speech delivery, including effective verbal and non-verbal aspects of communication.

## **ENGLISH**

The English Department is dedicated to preparing capable students who have fluent and articulate 21st. century skills in reading, writing, speaking, and listening. Our students will be able to read and comprehend literature (including stories, dramas, and poems) and literary nonfiction at grade appropriate text complexity. They will be able to draw evidence from literary or informational texts to support analysis, reflection, and research. They will be able to produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. In addition, Lyman students will be able to initiate and participate effectively in a range of collaborative discussions with diverse partners on grade appropriate topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.



## ENGLISH 9

110 Grade 9 H CR 1 credit

This course provides a challenging and rigorous introduction to the English Honors program to further develop cognitive ability and skills with the goal of becoming advanced readers, writers, listeners, and speakers. This arduous course is a survey of various types of literature including, but not limited to, nonfiction, poetry, drama, mythology, the short story, and the novel. Students will continue to refine both written and oral communication and vocabulary and sound communication mechanics will be studied on a continual basis. Students will be expected to participate in class discussions, respond to numerous writing-to-learn activities, deliver several oral presentations throughout the year and maintain high levels of integrity. Required independent supplemental readings and essays will accompany each unit studied. A formal research paper, focusing implicitly on the writing process, will also be introduced. A major goal of this course is to improve the following: reading comprehension, writing, listening, oration, time-management, self-efficacy and self-discipline.

## ENGLISH 9

111 Grade 9 CP CR 1 credit

The focus of this course is a study of literary genre (types) including, but not limited to, the short story, the novel, the epic, drama, and poetry. This study will be guided through the use of the anthology and selected outside material. Students will continue the development of effective skills in both oral and written communication by presenting ideas in an organized and clear manner, by presenting accurate and substantive content to justify conclusions, and by demonstrating an awareness of appropriate communication skills based on the intended audience. In writing, the development of composition skills will be emphasized

## ENGLISH 10

120 Grade 10 H CR 1 credit

The focus of this class is the study of literary genre, specifically the short story and poetry. Drama and selected novels will also be included. The major focus will be on specific writing skills, primarily organization, content, elaboration, and revision. The literature studied will provide opportunity for ongoing student development of skills in the important areas of analysis, interpretation and association. Major emphasis will be on the connection between cognition and the writing process.

## ENGLISH 10

121 Grade 10 CP CR 1 credit

The focus of this class is the study of literary genre, specifically the short story and poetry. Drama and selected novels will also be included. The major focus will be on specific writing skills, primarily organization, content, elaboration, and revision. The literature studied will serve as the basis for detailed writing assignments, analysis of literary structure and the interpretation of complex language construction.

## LANGUAGE AND COMPOSITION

*College credit available - (See guidance for details)*

135 Grade 11 AP CR 1 credit

This course is designed for students who have proficiency in reading and writing. The course will stress an awareness of writing as a craft, and the key to success will lie in the student's competence in recognizing, evaluating, and writing expository and argumentative prose. The range of reading will include selections from essayists, critics and biographers in addition to fiction writers. Students are expected to take the national test in Advanced Placement English (Language and Composition) in May and may earn college credits in English in the process.

## ENGLISH 11

130 Grade 11 H CR 1 credit

This challenging course provides both an intensive and extensive examination of American Literature. The course will pursue a chronological study of the literature of America from the Puritans of the 1620s through the modern period. Genres to be studied include short stories, novels, essays, and poetry. Students will be required to pursue extended readings along with literary texts.

During each quarter, students will be expected to complete a major paper or project. In general, students should expect more challenging reading and writing assignments than they would find in a CP class.

In addition to the literary component, Junior Honors English will involve the study of grammar, vocabulary, and written composition. The grammar will review the usage, mechanics and syntax that can contribute to the success of the college-bound writer. The vocabulary program provides students with a background in word roots, prefixes, synonyms and antonyms as they prepare to take the SAT's. The composition program stresses expository, persuasive, narrative, and descriptive writing.

## ENGLISH 11

131 Grade 11 CP CR 1 credit

This course is a chronological study of the literature of America beginning in the early 1600s with the Puritans and ending in the modern period. The study involves all aspects of literature - short stories, essays, novels, poetry, etc.

English11 will also involve the study of grammar, vocabulary, and written composition. The grammar will be mostly review of usage, mechanics, and syntax. The vocabulary program is a sequential approach which deals with roots, prefixes, synonyms, and antonyms. The composition program will have students writing exposition, persuasion, narration, and description.

## LITERATURE AND COMPOSITION

140 Grade 12 AP CR 1 credit

Prerequisite: Language and Composition or English 11  
Advanced Placement in English is offered for academically oriented, college-bound seniors. It is a demanding course with emphasis on extensive reading and writing synthesis

and articulation. The aim of the course is to acquaint students with major works of British and World Literature, to train students in critical analysis, and to familiarize students with the dynamics of poetry, the essay and drama. College credit can be obtained by passing the AP test (Literature and Composition).

#### ENGLISH 12

139 Grade 12 H CR 1 credit

This rigorous course provides both an intensive and extensive examination of British Literature. This course focuses on British history and culture in addition to the literature and follows a chronological study of the literature of Britain that spans over 1,500 years and includes the study of genres such as novels, poems and essays as well as extended readings from literary texts. The purpose of this course is to provide seniors with a background valuable for college through a wide variety of challenging texts, in depth discussions and frequent writing tasks. A diversity of writing assignments, including critical and creative writing, will be incorporated into this survey course.

#### ENGLISH 12

141 Grade 12 CP CR 1 credit

This course provides students with a wide variety of reading opportunities in both fiction and non-fiction. Through these texts, students develop their reading, discussion and writing skills. The course focuses on the development of creative thinking, collaborative learning, and technology skills. The aim of this course is to prepare students for college by acquainting them with a variety of rigorous reading and writing activities. This course also includes the study of vocabulary and grammar through planned programs as well as through units taught.

#### JOURNALISM I: The School Newspaper - *The Bulldog*

151 Grades 9-12 CP CR 1 credit

**This course may be used towards Arts & Vocational Education requirement.**

The Bulldog is the school newspaper which is written and published by the students at Lyman. In this course, students will examine the responsibilities involved in planning, developing, and completing a written product for a real-world audience; specifically, the Lyman community. Students will be exposed to a variety of skills utilized in the media, including, but not limited to, journalistic writing, editing, interviewing, layout, computer applications, marketing, photography and others. Students will work together to produce approximately three or four issues per semester. This course counts as elective credit. It may not be substituted for English 11 or English 12. It is to be taken in addition to the regular course of study.

#### JOURNALISM II: The School Newspaper - *The Bulldog*

150 Grades 11-12 CP CR 1 credit

152 Grades 11-12 H CR 1 credit

**This course meets the computer literacy requirement.**

This course is run concurrently with Journalism 1. Students will work together with those in Journalism 1 to produce the school newspaper – *The Bulldog*. They will be expected to fulfill roles of higher responsibility as editors and other supervisory positions. They will be expected to help with the newspaper's layout, assist others and oversee the overall production of the newspaper.

#### YEARBOOK

800 Grades 9-12 CP CR 1 credit

**This course meets the computer literacy requirement.**

**This course may be used towards Arts & Vocational Education requirement.**

Students will learn the basics of producing a school yearbook. Included will be organization of yearbook staff, book structure, deadline scheduling, design, reporting, photography and layout, laws and ethics of publication, technology related to production, budgeting, marketing, and advertising. It is expected that students will produce the school yearbook.

#### YEARBOOK II

803 Grades 11-12 H CR 1 credit

Prerequisite: Yearbook I

**This course meets the computer literacy requirement.**

This course is run concurrently with Yearbook I. Students will work together with those in Yearbook I to produce the school yearbook. They will be expected to fulfill roles of higher responsibility as editors and other supervisory positions. They will be expected to help with the yearbook's layout, assist others and oversee the overall production of the yearbook.

### ENGLISH ELECTIVES

#### DRAMA

158 Grades 9-12 .5credit

This course provides students with a better understanding of and an appreciation for classic and modern drama. Students will learn the history, jargon, and major movements of the dramatic theatre. Students will also develop an understanding of how modern drama addresses the eternal question of what it means to be human. Students will read, watch, and listen to works that are representative of the universal human experience, including voices that are typically marginally recognized in the classroom.

#### CREATIVE WRITING

1605 Grades 9-12 1 credit

This course develops a community of writers who will experiment with different styles, topics, points of view, genres, etc.; read, reflect, discuss, and take inspiration from a variety of writers covering a wide array of styles, topics, points of view, genres, etc.; share their work with each other;

engage in different types of writer-response groups; and perform or publish their work.

### CREATIVE WRITING II

1606 Grades 10-12 H CR 1 credit

This course is run concurrently with Creative Writing I. Students will complete the work assigned to Creative Writing I students as well as complete longer assignments and meet higher expectations for their midterm and final portfolio. It is mandatory that Creative Writing II students enter writing contests, publish in the school's literary magazine, and serve as editors of the school's literary magazine.

### POETRY

155A Grades 9-12 .5 credit

This course will introduce students to the study of poetry and the tools and terminology used in analyzing a poem. We will study various forms of poetry to gain a deeper understanding of the structure and language of poetic works. We will also focus on the poem as a personal means of communication and as a center for historical and literary focus. Through open discussion, students will have the opportunity to appreciate the value poetry holds for themselves, for the poets studied, and for the world.

### SPORTS AND LITERATURE

149 Grades 9-12 .5 credit

The world of sports is explored through a study of fictional and non-fictional writing. It is designed in two major units: Triumph and Heroism; and Fallen Heroes and Cheating. We will be reading classic sports-related short stories as well as reading about and discussing current events. Students will read, discuss, evaluate and respond to the many social, moral, and ethical questions and issues present by the readings.

### WORKS OF MARK TWAIN

144 Grade 9-12 .5 credit

This course will explore the vitality and versatility of the work of this remarkable American author, focusing on the culture that shaped him and that he in turn helped shape. Discussions will focus on ways in which Twain's works drove contemporary issues such as race, gender, technology, religion and education. We also will explore Twain's life and his connection to Connecticut.

### FANTASY & SCIENCE FICTION

146 Grades 9-12 .5 credit

This course will give students a better understanding and appreciation of classic and contemporary Science Fiction and Fantasy writers. The course will revolve around important themes of the genre explored in depth via readings, films, or other mediums. By the end of the course, a student will be able to: Describe and analyze common science fiction and fantasy themes, tropes, and modes of expression.

## **FAMILY AND CONSUMER SCIENCES**

The Family and Consumer Sciences program is designed to meet the needs and interest of all students in their present and future dual roles as family members and wage earners. The course offerings are all electives, and represent an integrated program made up of the many varied interest areas and levels within the field of Family and Consumer Sciences. Related careers are introduced throughout all the courses offered in the Family and Consumer Sciences Department. **All course listed under Family and Consumer Sciences may be used towards the Arts and Vocational Education requirements.**

### FOODS & NUTRITION I

822 Grades 9-12 .5 credit

Foods and Nutrition I is a basic introductory course teaching the fundamentals of food preparation and choosing nutritious foods. Nutrients in foods, cooking techniques and preparation skills will be emphasized. Practical kitchen lab experiences will be combined with traditional classroom activities, with students working individually and in groups. Topics include safety and sanitation, nutritional needs, food choices and weight management, consumer decision making, using recipes effectively within time and energy constraints, and preparing a variety of foods. Various breakfast foods will be the major meal focus of this course.

### FOODS & NUTRITION II

832 Grades 9-12 .5 credit

Prerequisite: Foods & Nutrition I

This course is a continuation of the exploration of Food and Nutrition I. In this class we will concentrate on preparing more varied food items, complete meal planning and preparation, shopping for food, utilizing more advanced equipment and analyze careers in the food industry. Practical kitchen lab experiences will be combined with traditional classroom activities. Students will be allowed to use their own creativity to generate individual projects. The semester will conclude with individual student demonstrations.

### FOOD SERVICE

843 Grades 11-12 CR 1 credit

841 Grades 11-12 CR .5 credit

Prerequisites: Foods and Nutrition I and II

This advanced level course is an extension of Foods and Nutrition I and II. This course is for students interested in establishing a career in the food industry. For those enrolled the College Career Pathways Program, college credit may be earned through Three Rivers Community Technical College if a grade of 'B' or above is maintained. The main focus of this course is quantity food preparation and international foods. We will explore the eating habits and diverse customs from several countries around the world as well as prepare foods native to those countries. Students will research and demonstrate a recipe from a country of their choosing and be allowed to use their own creativity to generate individual projects.

### CHILD DEVELOPMENT I

852 Grades 9-12 .5 credit

In this course we will explore the important adult role of parent and caregiver, and the development of children to age 6. Students will become aware of the responsibilities of parenthood and analyze how to make wise decisions pertaining to their own family and future. We will investigate the different types of families, effective parenting skills, how to guide children's behavior, teen pregnancy, child abuse and neglect, prenatal development, birth, and the new born.

### CHILD DEVELOPMENT II

852 Grades 9-12 .5 credit

This course is a continuation of the exploration of Child Development I. In this class students will evaluate the developmental stages of childhood to a greater extent, which will help them to better understand the important role that children and families have in society. We will further explore the different types of families, effective parenting skills, teen pregnancy, child abuse and neglect, prenatal development, birth, and the newborn. Learning models and the multiple roles in the early education profession will also be introduced.

### TEACHING OUR CHILDREN

851 Grades 10-12 CP CR 1 credit

Prerequisite: Child Development I & II

This advanced level course is an extension of Child Development I and II. This course is for students interested in establishing a career in early childhood education. Students will apply their knowledge from Child Development I and II while participating at a local child care center. Students will observe and teach groups of young children and participate in classroom discussions on their experiences. Students are expected to keep a journal of their experiences outside of the classroom throughout the duration of the class. Students must have available transportation to participate in this course.

### **LIBRARY MEDIA CENTER**

The library media center is centrally situated on the main floor at Lyman Memorial High School. The library media center houses approximately 15,000 items. The collection includes a variety of print media, AV materials, electronic books and online databases. The library media's catalog of holdings is available online and is part of a consortium of over 90 other public and school libraries.

The library media center has 24 computers for both class use and the individual student. From the library computers students have access to the school network, printers, and electronic resources. There is also a photocopier for student use.

All Lyman students participate in the GRE (Guaranteed Research Program) in grades 9-11. The library media specialist and classroom teacher will collaborate to create

lessons teaching essential 21<sup>st</sup> century research based skills several times each year.

The GRE program is designed to:

- Ensure that students become information literate and achieve their academic potential through access to technology and academic resources regardless of race, ethnicity, income, or disability.
- Instruct students how to access, select, organize and evaluate information.
- Present accurate content and apply ethical standards in the access, application and usage of that content.

In addition the library program aims to:

- Provide information, reference and reader's advisory.
- Provide a collection of print and non-print materials to supplement and enrich the curriculum.
- Enhance reading and support personal and professional growth and development.

5 credit

### **MATHEMATICS**

The courses in mathematics aim to develop a student's critical thinking and problem solving skills. Students will develop an understanding of fundamental math concepts, become proficient in mathematical skills and procedures, and demonstrate accuracy in their ability to solve real world problems. Lyman's goals reflect the importance of mathematical literacy and problem solving. For this reason the following goals are the goals of all math courses.

All students will:

1. Learn to value mathematics
2. Become confident in their ability to do mathematics
3. Learn to communicate mathematically
4. Learn to reason mathematically
5. Learn to work independently and collaboratively to produce and create academic work (Productivity)
6. Apply the processes of analysis and evaluation to solve problems (Problem Solving)
7. Demonstrate personal responsibility, cultural appreciation, and appropriate respectful behavior (Character)
8. Use technology to problem solve

### ALGEBRA 1

210 Grade 9 H CR 1 credit

Algebra 1 Honors begins a rigorous program of study where students will increase their knowledge and understanding of mathematical ideas and concepts, and have the ability to solve problems within mathematics and other subject areas as well as the outside world. Students will have the ability to reason and think critically, and use mathematical tools and

techniques in order to communicate mathematically. Topics include: linear equations and inequalities, functions, linear functions, scatter plots and trend lines, systems of linear equations, exponential functions, and quadratic functions. Performance tasks and real world applications are integrated throughout the course.

### ALGEBRA I

211 Grade 9 CP CR 1 credit

This course begins a program of study in mathematics where students will gain the knowledge and understanding of mathematical procedures and concepts, as well as increase their ability to think critically in order to solve real world problems. Topics include: linear equations and inequalities, functions, linear functions, scatter plots and trend lines, systems of linear equations, exponential functions, and quadratic functions. Performance tasks and real world applications are incorporated throughout the course.

### ALGEBRA II

*College credit available - (See guidance for details)*

*College Career Pathway Pending*

220 Grade 9-11 H CR 1 credit

Prerequisite: Honors Algebra 1 and Algebra 1 CP

This course is a rigorous course in Algebra 2 with an emphasis on mathematical reasoning and structure, and relations and functions. Some topics include: quadratic functions, polynomials, properties of exponents, radical functions, rational functions, exponential functions, logarithmic functions, and trigonometry. Graphing calculators will be utilized. It is recommended that students have their own TI-84 graphing calculator for home use. Performance tasks and real world applications are included throughout the course.

### ALGEBRA II

221 Grade 9-11 CP CR 1 credit

Prerequisite: CP Algebra 1

This course is a logical extension of Algebra 1 and prepares students to use advanced algebra skills and concepts. Some topics include: quadratic functions, polynomials, properties of exponents, radical functions, rational functions, exponential functions, logarithmic functions, and trigonometry. Graphing calculators will be utilized. Performance tasks and real world applications are included throughout the course.

### ESSENTIALS OF ALGEBRA 2

222 Grade 10-11 S CR 1 credit

Prerequisite: Algebra 1

**Not NCAA approved.**

Essentials of Algebra 2 continues to provide the basic fundamental concepts and skills of Algebra. Some topics include: quadratic functions, polynomials, properties of exponents, radical functions, exponential functions, and trigonometry. Graphing calculators will be utilized. Performance tasks and real world applications are included throughout the course.

### GEOMETRY

230 Grades 10-11 H CR 1 credit

Prerequisite: Algebra I

This comprehensive course in Euclidean Geometry includes higher level deductive and inductive reasoning to understand and show geometric relationships. A theoretical and a discovery approach including proofs will be utilized. Students will be expected to work both independently and within cooperative learning groups. Performance tasks and real world applications are included throughout the course. Course topics include: Transformations, Congruence, Proof & Constructions, Polygons, Similarity and Trigonometry, Circles, 3-D spatial reasoning, Surface area, volume, and applications of Probability.

### GEOMETRY

231 Grade 10-11 CP CR 1 credit

Prerequisite: Algebra 1

This course in Euclidean Geometry includes deductive and inductive reasoning to understand and show geometric relationships. A guided theoretical and discovery approach including basic proofs will be utilized. Students will be expected to work both independently and within cooperative learning groups. Performance tasks and real world applications are included throughout the course. Course topics include: Transformations, Congruence, Proof & Constructions, Polygons, Similarity and Trigonometry, Circles, 3-D spatial reasoning, Surface area, volume, and applications of Probability.

### ADVANCED ALGEBRA WITH FINANCIAL APPLICATIONS

200 Grades 11 - 12 1 credit

Advanced Algebra with Financial Applications is a course that will use mathematics to provide students with the tools to become financially responsible young adults. The course employs various mathematical concepts to solve financial problems that occur in everyday life. Real-world problems in investing, credit, banking, auto insurance, mortgages, employment, income taxes, budgeting and planning for retirement are solved by applying the relevant mathematics.

### AP STATISTICS

*College credit available - (See guidance for details)*

241 Grades 11-12 AP CR 1 credit

Prerequisite: Algebra 2

This course is equivalent to a one-semester, introductory, non-calculus based college course in statistics. Topics include: probability, distributions, data analysis and representations, experimental design, and inference. Because this course requires significant work in class and at home, it is recommended that students have their own TI-84 graphing calculator for home use. At least one statistics course is typically required for college majors such as engineering, psychology, sociology, health science, and business.

**Completion of summer work is required.**

## PROBABILITY AND STATISTICS

233 Grades 11-12 CP CR 1 credit

This course introduces the basic concepts of statistics as they apply to real world situations. The topics include: methods of summarizing data, measures of central tendency and dispersion, correlation, and linear regression, basic probability, binomial and normal distributions, hypothesis testing, and confidence intervals. Because this course requires significant work in class and at home, it is recommended that students have their own TI-84 graphing calculator for home use.

## INTRODUCTION TO PROBABILITY AND STATISTICS

244 Grades 11-12 .5 credit

This half year course will introduce students to the study of statistics. Topics will include displaying quantitative and qualitative data, measures of center and spread, analyzing data, basic probability, sampling methods, experimental design, and the normal distribution. Students who take this course should also take the ½ year Trigonometry course.

## TRIGONOMETRY

253 Grades 11-12 .5 credit

This half year course in trigonometry focuses on the trigonometric functions, their properties, and applications. Topics will include right triangle trigonometry, radian and degree measurements, evaluating trigonometric functions, applying the law of sines and cosines, graphing trigonometric functions, properties of trigonometric graphs, verifying trigonometric identities, solving trigonometric equations, and modeling with trigonometric functions. Students who take this course should also take the ½ year Introduction to Statistics course.

## PRE-CALCULUS

250A Grades 11-12 H CR 1 credit

Prerequisite: Algebra 2 and Geometry

Pre-calculus will extend the topics and concepts learned in Algebra and Geometry. Topics include: advanced algebraic techniques, rational functions, transcendental functions, and conic sections. Theoretical, practical, and graphical approaches to problems will be utilized throughout the course. Because this course requires significant work in class and at home, it is recommended that students have their own TI-84 graphing calculator for home use. **Completion of summer work is required.**

## PRE-CALCULUS

251 Grades 11-12 CP CR 1 credit

Prerequisite: Algebra 2 and Geometry

Pre-calculus will extend the topics and concepts learned in Algebra and Geometry by establishing relationships of algebra, trigonometry, and analytic geometry. Because this course requires work in class and at home, the student is expected to have a personal calculator. (The TI-84 will be used exclusively in this course).

## CALCULUS AB

*College credit available - (See guidance for details)*

261 Grades 10-12 AP CR 1 credit

Prerequisite: Pre-Calculus

This course includes a full year of Calculus and is equivalent to one semester of Calculus at the college level. It will span what is normally considered Calculus I. Topics include: functions, limits, differentiation, applications of differentiation, integration, and applications of integration. Because this course requires significant work in class and at home, it is recommended that students have their own TI-84 graphing calculator for home use. **Completion of summer work is required.**

## CALCULUS BC (II)

*College credit available - (See guidance for details)*

263 Grade 12 AP CR 1 credit

Prerequisite: Calculus I

This course progresses naturally from Calculus 1 and is comparable to Calculus 2. It is typically offered via Virtual High School.

## INTERMEDIATE ALGEBRA

225 Grade 12 .5 credit

This course focuses on a continued and in-depth study of function families and their applications to real world situations. Topics will include a review of linear, quadratic, and polynomial functions followed by a more detailed study of exponential, logarithmic, rational, and trigonometric functions.

## MATH LAB

HSSRBIM Grades 9 - 12 .5credit

This course is designed to provide students in a core math course with additional support. Individualized programs will be developed in order to meet the individual needs of students. Students will be taught through small group intervention activities with additional practice provided through online math programs. Students will focus on math skill development which will help them in their core math classes as well as better prepare them for state mandated testing.

## **COMPUTER SCIENCE**

### INTRODUCTION TO COMPUTER PROGRAMMING

284 Grades 9-12 1credit

Prerequisite: Algebra 1 (Not to be taken after AP Computer Principles 1 or Computer Science A)

This introductory course is designed for students who are new to programming and computer science. The course

focuses on the development of problem solving strategies, software design, and the foundations of computer science. Students will learn how to write computer programs using Python.

### AP COMPUTER SCIENCE PRINCIPLES

285 Grade 10 - 12    AP    CR    1 credit

Prerequisite: Algebra 1 required, Algebra 2 recommended

AP Computer Science Principles is centered on several big ideas including creativity, abstraction, data and information, algorithms, programming, the internet, and global impact. The course emphasizes computational thinking. Student will be connecting computing to other disciplines, create computational artifacts and communicate their purpose, develop models to solve problems, and learn to work effectively as part of a team. The course will prepare students for the AP exam through course assessments that asks student to explore the implications of computing innovations and create a computer application. The course prepares students for the AP exam in May.

### AP COMPUTER SCIENCE A

286 Grades 10 - 12    AP    CR    1 credit

Prerequisite: Algebra 2, basic knowledge of computer programming

AP Computer Science A will provide students the opportunity to design and implement computer programs to solve real world problems related to art, media, and engineering. The course teaches object oriented programming through the use of the Java programming language and is meant to be the equivalent of a first semester of a college level computer science course. It emphasizes problem solving and algorithm development and uses hands on experiences and examples. Topics include problem solving, design strategies and methodologies, organization of data, approaches to processing data, analysis of potential solutions, and ethical and social implications of computing. The course prepares students for the AP exam in May.

## **MUSIC AND THEATRE ARTS**

The Music Department offers courses in music theory and musical theatre as well as opportunities in vocal and instrumental study. The concert band and concert chorus are the major performing groups. Extracurricular music activities include Senior High Jazz Band or Pit Band for school sponsored musicals.

The goal of the music program is to enhance the students' enjoyment and appreciation of music by improving their musical literacy and knowledge. Students should grow in

their understanding of the elements of music, music theory and music in our culture. Instrumental, choral, and theater students may be scheduled for individual or small group lessons in addition to chorus and band classes and will be required to attend full chorus and band rehearsals in the evening twice a month. **All courses listed under Music and Theatre Arts may be used towards the Arts and Vocational Education.**

### CONCERT BAND

871 Grades 9-12    1 credit

878 Grades 9-12    .5 credit

Concert Band is a regularly scheduled class as well as a major school performing group. Students are provided the opportunity to study music of all styles and periods, including popular as well as traditional forms. Emphasis is on understanding the composer's expressive intent, effectively communicating that intent, and striving for the highest standards of musicianship possible at this level. Activities include several performances during the year, occasional field trips, and sponsorship of other social and musical events. Students will be required to attend evening rehearsals twice a month. Dates will be given at the start of the school year.

### CONCERT CHORUS

\*Name change was Chorus

872 Grades 9-12    1 credit

Chorus is a regularly scheduled academic class focusing on choral singing and is a major school performing group. Students are provided the opportunity to study music of all styles and periods, including popular as well as traditional forms. Emphasis is on understanding the composer's expressive intent, effectively communicating that intent, and on striving for the highest standards of musicianship possible at this level. Activities include several performances during the year, occasional field trips, and sponsorship of other social and musical events. Students will be required to attend evening rehearsals twice a month. Dates will be given at the start of the school year.

### MUSIC THEORY I

881 Grades 9-12    CP    CR    1 credit

891 Grades 9-12    H    CR    1 credit

Music Theory is a course designed to teach the written and aural language of music. Students will study basic harmony and melody, as well as ear training. The ear training will encompass aural as well as rhythmic dictation. Students will culminate their experience in music theory by composing an original piece of music. Students planning a career in music are advised to take this class.

## CONTEMPORARY ENSEMBLE

879 Grades 9-12

1 credit

**Students must have an instructor consent signature before signing up for this course. New students to the course will be asked to audition for the course.**

This is a course that focuses on the electric guitar, electric bass, keyboard, and drum set. It will be geared toward experienced players (not beginners). The ability to read music is helpful but not necessary. We will focus on playing different styles of 20th Century Jazz/Rock music, etc. We will study equipment and maintenance. Out of school performances will be held and attendance will be mandatory. Maximum of 10 students

## THEATER ARTS

882 Grades 9-12

.5 credit

This is a course that focuses on the technical and performance aspects of play production with our goal being the performance of a full-length play. Students will be involved in all aspects of theater production including acting, costumes, scenery, sound, and lighting. All students taking this course must perform in the play selected. The play will be performed at least two evenings on the Lyman Memorial High School stage. Open to grade 9 by permission of instructor only.

## WORLD MUSIC

893 Grades 9-12

.5 credit

World Music is a music class that is non-performance based. Students will learn about cultures around the globe and their rich cultural and musical history. They will have opportunities to learn authentic musical literature from other countries, and will be exposed to many different aspects of music, including but not limited to world instruments, singing and movement. No previous music experience required, this class is ideal for students who like music and learning about music but are not necessarily interested in performing.

## MUSIC TECHNOLOGY

869 Grades 9-12

1 credit

Students will learn to use several music software programs including Garage Band and iMovie. Students will learn to compose, edit, and mix their own music through a wide variety of projects, including video. This is a project based, student centered class and students must be able to work independently and with self-direction. No prior knowledge of computer music, sound engineering or instrumental/choir experience needed. Students are expected to be respectful of the expensive equipment they will use.

## MUSICAL THEATRE

894 Grades 9-12

.5 credit

This is a course for students interested in furthering their theatre education in a more academic capacity. It focuses primarily on acting through singing, but students will learn about all aspects of the theatre and putting on a production, including but not limited to, acting, directing, history of

musical theatre, lights and technique and backstage leadership. They will learn about how to prepare for an audition and detailed score and character study. There are no prerequisites, and students of all ages, skill levels, and abilities are welcome.

## SELECT CHORUS

895 Grades 10-12

1 credit

Select Chorus is a regularly scheduled academic class focusing on choral singing and is a major school performing group. Students are provided the opportunity to study music of all styles and periods, including popular as well as traditional forms. Emphasis is on understanding the composer's expressive intent, effectively communicating that intent, and on striving for the highest standards of musicianship possible at this level. Select Chorus will delve further into the details of music and vocal technique, and provides students with the opportunity to sing more challenging repertoire. Activities include several performances during the year, occasional field trips, and sponsorship of other social and musical events. Students accepted into Select Chorus will be required to participate in at least one festival during the year. **It is an auditioned ensemble. Students must pass a sight singing test, and perform a vocal audition in order to sign up for the class.**

## TELEVISION AND MEDIA PRODUCTION

8801 Grades 9-12

1 credit

Television has become the most influential medium in the world today. Television shapes our opinions, teaches our children and informs as well as entertains. Studies have shown that more hours are spent watching television than many other pastimes that Americans undertake. Because of television's awesome power, understanding how it works is essential in creating better programs for people. This course will deal with all aspects of television broadcasting. It will allow students to create their own shows and specials using professional equipment. Students will develop another avenue to express themselves, instead of an oral presentation or written reports. The major goal will be to have student material broadcast on local cable access channels allowing the community to see Lyman Memorial on a regular basis.

## **PHYSICAL EDUCATION & HEALTH**

### PHYSICAL EDUCATION

921 Grades 9-12 CP CR

.5 credit

All students are required to take 1.5 credits of physical education in grades 9-12. Physical education is optional for seniors provided they received their 1.5 credits in grades 9-11 (.5 credits per year). The senior high physical education program will provide both lifetime and team activities in a series of mini-units to further develop one's motor skills and overall physical fitness. The program's major emphasis will be to develop lifetime skills which have a carryover value for adult life. Students will be challenged through a diverse program of activities which will assist in their decision-



making process toward a healthy, active, and productive lifestyle.

**PARTICIPATION** - Students are expected to dress properly and participate in all activities which are planned and organized by the instructors. Failure to participate in a class without an approved excuse results in a zero for that class period.

**The physical education requirement may be waived only upon written evidence from a physician.** Students may be excused from a single class period for short term illness or injury by submitting a written note from a parent or guardian at the beginning of the class period in question. A student becoming ill during school hours may obtain an excuse from the school nurse.

Students that are deemed medically excused from PE for a period lasting longer than 13 weeks shall withdraw from the course with no credit and will have to repeat in a subsequent year. Seniors that need the credit to graduate and cannot make up the course at a later time may be given the option of writing a paper based on the instructor's specifications.

**DRESS** - To receive credit, all students must be properly dressed in accordance with department regulations which are: Sneakers, shorts, and T-shirts. Sweatshirts and pants are permissible at any time. Dressing properly for cool or cold weather outdoor activities is the responsibility of the student. All clothing worn for physical education must be entirely different from that worn throughout the school day.

**GRADING** - All students (Grades 9-12) taking physical education will receive a numerical grade for each quarter including a final grade for the year. Grades for students in grades 9-12 taking physical education for .5 credit per year will be part of the student's cumulative record and will be calculated for class rank or standing.

Grades will be determined at the end of each quarter based on a point scale according to the following categories and maximum points for each:

**Maximum points**

1. Participation	40 points
2. Effort and Attitude	20 points
3. Skill	20 points
4. Written	<u>20 points</u>
Total	100 points

Effort, attitude and skill ratings will be based on a subjective evaluation of each student by the instructors at the conclusion of each quarter. Students will receive up to two written tests each quarter. There will be a final exam at the end of the school year. The participation category is most important and has a point deduction clause built into the final numerical figure. Point reductions are as follows:

1. A student without an approved excuse and failing to participate in a class will lose 5 points from the participation total for that day's class.

2. A student participating in a class without being properly dressed will lose 2 points from the participation total for that day's class.

Regarding improper uniform, students will not be allowed to participate in socks, bare feet, or boots. Instructors will rule on all footwear questions.

Whatever the reason, absent from school, parental excuse, fieldtrip, etc., students must participate in a minimum of 2/3 of the regularly scheduled class periods per quarter in order to receive a grade. Less than 2/3 will result in an incomplete (I) requiring the student to arrange with his/her instructor for making up the necessary time in order to receive a grade. An incomplete must be made up within the first three weeks of the next quarter or it will automatically be changed to a grade of failure.

**WEIGHT LIFTING/RESISTANCE TRAINING**

924 Grades 9-12 .5 credit

This physical education course is designed to develop fitness strength through weight training. Students will learn basic weight training techniques using free weights while following a specific designed program. The student will be able to design and implement their own weight training program for future use after taking this class. There will also be a focus on the path of becoming a certified personal trainer.

**HEALTH EDUCATION**

931 Grade 9 CP CR .5 credit

Health Education is a prevention course that focuses on four areas of health education: physical, emotional, and social wellness; human sexuality; disease prevention; and substance abuse prevention. The Health Education curriculum is closely coordinated with the other prevention programs within the school as well as the school's developmental guidance program.

Health Education is a serious academic course concerned with knowledge, behavior, attitudes and values of the total maturing student. Emphasis will be placed on the student's role in taking responsibility for his/her own health through prevention and informed decision making. Students will explore topics which are relevant to their lives today and in the near future. Course content will assist students in reaching optimum physical and emotional health for the betterment of self, family, and community.

Health Education is structured to permit and encourage personal involvement and significant self-examination. The student will be evaluated through a combination of individual and group class projects, class participation, and teacher-prepared tests.

## SCIENCE

The school recognizes that, in this time of scientific advancement, it has an obligation to provide a program that will challenge all students. The objectives of the science program are to develop desirable attitudes toward science, understanding of the role of science in everyday life, knowledge of scientific tools and methods, and application of major scientific principles. All science courses currently offered are lab courses.

Lyman Memorial High School accepts students from many sending towns. As a result, freshmen come to Lyman with varied backgrounds, abilities, and experiences. Despite these differences, all students must complete 3 credits of science and take the SAT and the Next Generation Science Standards (NGSS) assessments during their junior year for graduation. Some science classes recommend specific types of prior knowledge to ensure that students will be better prepared for these courses. For example, Physics students should have a thorough understanding of Algebra, Geometry, and a strong foundation in Physical Science; Anatomy students have a strong foundation in Biology.

Physical Science is the recommended course for incoming freshmen because it:

- A. Presents a challenging science curriculum through the use of rigorous inquiry-based investigations, higher order questioning strategies, and critical thinking skills.
- B. Serves as a foundation for future secondary science courses. Many of the prerequisite skills and concepts for Biology, Chemistry, and Physics are taught in Physical Science
- C. Ensures that all students will have consistent and thorough preparation prior to the state-mandated NGSS assessment in the spring of their junior year.
- D. Provides ample opportunity for students to develop written communication skills (i.e., research writing, reaction papers, lab reports).
- E. Presents curricula through the use of thematic units that emphasize and link major concepts.

In order for all students to have an opportunity to learn all the performance expectations identified in the NGSS prior to the state assessment given in the Spring of student's junior year, the following sequence of courses is highly recommended:

Either **NGSS Sequence I**      or      **NGSS Sequence II**

Gr.9–Physical Science (CP, Honors)	Gr. 9–Biology (Honors only)
Gr.10–Biology (CP, Honors)	Gr. 10–Chemistry (AP, Honors)
Gr.11–Chemistry (CP, Honors, AP)	Gr.11–Physics (AP, Honors)
Gr.12–CP/Honors Elective	Gr.12–AP/Honors Elective

## ANATOMY AND PHYSIOLOGY

350 Grades 11-12 H CR 1 credit

Recommendation: Biology Credit

Honors level Anatomy and Physiology is offered for highly motivated, academically oriented Juniors and Seniors. This course applies scientific principles, and emphasizes the integrated nature of Anatomy (Structure) and Physiology (Function). Major topics will include an introduction to anatomical terminology, research, and methodology; radiographic anatomy; cytology; histology; systems of the body, comparative anatomy; developmental anatomy; pathology; metabolism, and homeostatic mechanisms of the body. Students will be required to do an independent research project (experiment), along with a research paper. Other assessments will include tests, quizzes, laboratory write-ups, projects, and classroom presentations.

## BIOLOGY

320 Grades 9-10 H CR 1 credit

Recommendation: 8<sup>th</sup>. Strong Physical Science skills, or 9<sup>th</sup>. gr. Physical Science.

Honors level Biology is offered for highly motivated, academically oriented sophomores. This course applies scientific principles, and emphasizes the integrated nature of the life sciences. Major topics will include an introduction to science practices, the chemical and physical basis for life, cell theory, the relationship between structure and function in the biological world, forensics, biotechnology, homeostasis, systems of the body and disease, ecosystems, and evolution. Students will be required to do an independent research paper. Other assessments will include tests, quizzes, laboratory write-ups, projects, and classroom presentations.

## BIOLOGY

321 Grades 9-10 CP CR 1 credit

Recommendation: 9th. Grade Physical Science

For those students planning to continue their education, this course will meet college entrance requirements for all fields of study. Major topics will include an introduction to science practices, the chemical and physical basis for life, cell theory, the relationship between structure and function in the biological world, forensics, biotechnology, homeostasis, systems of the body and disease, ecosystems, and evolution. Assessments will include tests, quizzes, laboratory write-ups, projects, and classroom presentations.

## AP CHEMISTRY

*College credit available - (See guidance for details)*

391 Grades 11-12 AP CR 1 credit

Recommendations: Strong Algebra skills

This course is designed to specifically prepare students for the AP Chemistry Exam, given in May each year. Success in this course requires self-motivation on the part of the student. The curriculum is demanding, challenging, and fast-paced. A college textbook is used for this course, and as a result, the student should have an above average understanding of algebra. The topics covered in Chemistry 330/331 are reviewed; however the majority of the class focuses on

advanced chemistry topics including thermochemistry, solution chemistry, kinetics, organic chemistry, acids and bases, equilibrium, and electrochemistry. Students should expect to spend 4-8 hours per week outside of class on chemistry problems, lab reports, and related assignments. Online homework is required, so access to the internet is needed. Summer work prior to the start of class to review introductory topics is required.

### PHYSICAL SCIENCE

315 Grade 9 H CR

1 credit

Honors Physical Science is offered for highly motivated, academically oriented freshmen. This course is a rigorous introduction to scientific practices, the application of scientific principles, and the integrated nature of the sciences. The content is explored in great depth and employs extensive mathematical applications. Topics include science and engineering practices, forces and interactions, energy transfer and transformation, waves and electromagnetic radiation, Earth and space systems. Students plan and conduct investigations independently and collaboratively to produce data to serve as evidence for their claims. Emphasis is placed on developing models to predict and show relationships among variables between systems and their components. Obtaining, evaluating, and communicating information play a major role in the course. Students will use Lyman's technology resources including computer-based probeware, Google Sheets, Google Docs, and virtual learning environments.

### PHYSICAL SCIENCE

313 Grade 9 CP CR

1 credit

Physical Science serves as an introduction to scientific practices, the application of scientific principles, and the integrated nature of the sciences. This course is designed for all grade 9 students. Physical science students investigate the basic principles of chemistry and physics, earth, and space science. Topics include science and engineering practices, forces and interactions, energy transfer and transformation, waves and electromagnetic radiation, Earth and space systems. Students plan and conduct investigations independently and collaboratively to produce data to serve as evidence for their claims. Emphasis is placed on developing models to predict and show relationships among variables between systems and their components. Obtaining, evaluating, and communicating information play a major role in the course. Students will use Lyman's technology resources including computer-based probeware, Google Sheets, Google Docs, and virtual learning environments.

### CHEMISTRY

330 Grades 10-12 H CR

1 credit

Recommendation: Strong Algebra skills

Honors Chemistry is offered for highly motivated, academically oriented students. This fast-paced course utilizes scientific methodologies, applied mathematics and scientific principles, and emphasizes the integrated nature of the physical sciences. Topics are taught to a greater depth

than Chemistry 331 and include an introduction to chemistry (terminology and measurements), atomic structure, electron arrangements, periodic table trends, bonding, chemical reactions and equations, stoichiometry, behaviors of solids, liquids, and gases, nuclear chemistry, acids and bases, thermodynamics, and equilibrium. Demonstrations and laboratory assignments will support these topics. Assessments include quizzes, tests, lab reports, homework, and class work.

### CHEMISTRY

331 Grades 10-12 CP CR

1 credit

Chemistry 331 is designed as a college-preparatory level course, and will provide the college-bound student with a solid foundation for taking chemistry in college. For all students, this course aligns with NGSS, and explains how chemistry relates to them and supports our modern lifestyles. With a combination of demonstrations, laboratory experiments, class work, and homework, students will demonstrate an understanding of chemical principles. These include atoms, bonding, energy, chemical reactions and equations, periodic table arrangement, stoichiometry, nuclear chemistry, behaviors of solids, liquids, and gases, and equilibrium. Assessments include quizzes, tests, labs, homework, and classwork. This course is more conceptual than chemistry 330.

### ENVIRONMENTAL SCIENCE

381 Grades 11-12 CP CR

1 credit

380 Grades 11-12 H CR

1 credit

This course is offered for highly motivated, academically oriented Juniors and Seniors. It is designed for the student who wishes to gain broader knowledge and skills, and develop insight into these environmental issues. Disciplines such as biology, chemistry, earth science, the social sciences, math, technology, civics and philosophy will be explored when dealing with a wide range of environmental topics such as climate change, alternative energy sources, pollution, and land use. There will be a focus on local issues including water quality testing at Pease Brook. Students will acquire skills such as problem solving, analysis, and persuasive communication. Students will be assessed through labs, class discussions, various projects, weekly current events and issues papers, quizzes and tests.

Honors requirement: Honors students will be responsible for completing a community-based environmental project of their choice. Students will be required to identify a local issue, design and conduct investigations, interpret data, and plan and take action.

### PHYSICS

341 Grades 10-12 CP CR

1 credit

This course is an introductory course for students planning post-secondary education and is designed to enable students to appreciate the role of physics in today's society and technology. Upon completion, students will gain an understanding of the major concepts involved in describing motion, conservation principles, energy transfer and

transformations, wave mechanics, and space science. This course aims to strike a balance between theory and practical application. Problem solving that emphasizes logical and systematic analysis of a situation, as well as lab experiences dealing with the major concepts of physics are included in this course.

### THE SCIENCE OF ENGINEERING

348 Grades 10-12 H CR 1 credit

Recommendation: Strong Algebra skills

Broadly speaking, engineering is the application of science and math principles to solve societal problems. This introductory course is a survey of different engineering fields, and introduction to the engineering design process, and an exploration of the role of engineering in society. Focus areas include the scientific principles and concepts used in mechanical engineering (strength and materials, stress, torque, form and function, energy transformations), civil engineering (structures, foundations, site selection, fluid mechanics, heat transfer, sustainable design), electrical engineering (circuits), and communication technologies (electromagnetism). Through projects and activities, the course aims to help students learn engineering skills and practices, learn what engineers do, and develop an appreciation for how engineered technology shapes our society.

### AP PHYSICS 1

339 Grades 10-12 AP CR 1 credit

Recommendations: Strong Algebra skills.

AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics including rotational motion; work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. Investigations will require students to ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress. Exam questions are based on learning objectives, which combine science practices with specific content.

### AP PHYSICS 1

339 Grades 10-12 AP CR 1 credit

Recommendations: Strong Algebra skills.

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on inquiry-based investigations that provide students with opportunities to apply the science practices. Investigations will require students to ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress. Exam questions are based on learning objectives, which combine science practices with specific content.

### ANATOMY/PHYSIOLOGY

351 Grades 11-12 CP CR 1 credit

Recommendation: Biology Credit

This course is designed to familiarize the student with the anatomical structures that exist and the physiological processes that occur within the human body. This course will provide the preliminary foundation for those students interested in the fields of nursing, sports medicine, health and physical education. Emphasis will be placed on the knowledge of human anatomy and physiology as they are related to normal physical and mental development, and on understanding the nature of common disorders in the human body. In addition to tests, quizzes, and participation in classroom activities, the student will be required to demonstrate his or her knowledge through laboratory participation, laboratory write-ups, and classroom presentations.

### GEOLOGY

360 Grades 11-12 H CR 1 credit

361 Grades 11-12 CP CR 1 credit

Geology is offered for highly motivated, academically oriented Juniors and Seniors. This course utilizes scientific methodology, applies scientific principles, and emphasizes the integrated nature of the geologic sciences. Major topics will include mineral identification, igneous, sedimentary and metamorphic petrology, plate tectonics, glaciation, fossil identification, geologic history, geologic structures and the geologic history of the state of Connecticut. Students will be required to participate in four field trips. These field trips are designed to give the students the chance to utilize classroom knowledge in real life geologic situations. Students will complete a research paper and an independent research project based on data collected on the field trips. Other assessments will include tests, quizzes, laboratory exercises, and classroom presentations.

### METEOROLOGY

374 Grades 10-12 CP CR .5 credit

From the rain-out of a ball game to the devastation of a hurricane, weather plays an important role in our everyday lives. Understanding the factors that form, control and alter weather is the basis for this course. From scheduling events to the warning of winter storms, the knowledge of the forces that create weather is invaluable. This course deals with major topics such as fronts, clouds, precipitation, humidity, temperature, storms and weather patterns. Each topic will be discussed in regards to its effect on humans and the environment. Each student will map and forecast their own

weather report for broadcast. Students will complete an outside project agreed to by the instructor and student.

### OCEANOGRAPHY

371 Grades 10-12 CP CR .5 credit

The state of Connecticut borders on the Atlantic Ocean, more specifically, Long Island Sound. The oceans are one of the most valuable resources and we have a fundamental obligation to protect them. This course is designed to give students the basic knowledge of ocean processes. All aspects of science will be used in the study of the oceans. For example, chemistry is used in the study of salinity and dissolved oxygen, and using biology to study the effects on the habitats and functioning of plankton, fish and plant life in and around the oceans. Geologic hazards such as seismic waves, ocean trenches, and Plate Tectonics will also be discussed. Waves and ocean circulation will incorporate physics principles.. Field trips to Project Oceanology will be utilized to reinforce concepts discussed in class. Future use of the ocean for farming, harvesting and living are topics that are gaining national attention. This course will allow the students to visualize the ocean as a powerful, yet fragile system that the state of Connecticut depends upon.

## **SOCIAL STUDIES**

The Social Studies department offers a program of studies for grades 9 - 12 which provides a sequence of courses that have been arranged to provide students with a solid foundation in American and Global Studies. An extensive elective program, offering introductory courses in the major social science fields compliments the core curriculum. Three Social Studies credits are required for graduation from Lyman Memorial High School. United States History and Civics are required courses.

### GLOBAL STUDIES

H400 Grade 9 H CR 1 credit

401 Grade 9 CP CR 1 credit

This course will require students to develop an increasing awareness of global issues and the changing political, economic and cultural connections among all the world's countries. Using geography as a foundation, students will explore the historical past and present of regional areas around the globe (Middle East, Africa, China, South Asia and Latin America). Students will compare similarities and difference among these regions and the influence of cause and effect on modern global problems and concerns.

### CIVICS AND CONNECTICUT HISTORY

449 Grade 10 H CR 1 credit

448 Grade 10 CP CR 1 credit

This course meets the civic requirement for graduation. Students will explore the workings of local, state and federal government. Students will be exposed to the history of the governmental process. Students will research and explore local community and Connecticut history and gain an

appreciation for the important role that Connecticut has played in the development of our country.

### U. S. HISTORY

420 Grade 11 H CR 1 credit

Recommendation: Civics and Connecticut History

This course will explore the foundations of American thought and follow its development to the present day. The purpose of this course will be to broaden the students' historical and cultural experience in a variety of ways that will hopefully enhance their understanding of what America is all about. Honors requirements: daily readings and quizzes, major writing assignments, and projects. Students need to have a proficiency in writing and analytical thought.

### U. S. HISTORY

419 Grades 11 AP CR 1 credit

Recommendation: Civics and Connecticut History

This course is a sequential/thematic approach to the study of the history of the United States, and is recommended for the highly motivated history student. This course will explore the foundations of American thought and follow its development to the present day. The purpose of this course is to broaden the student's historical understanding of what America is all about. Weekly papers, in-depth research, and outside reading are required. A national examination will be administered in the spring which may result in college credit.

### U. S. HISTORY

421 Grade 11 CP CR 1 credit

Recommendation: Civics and Connecticut History

Students will explore the development of the American spirit as it manifests itself in the events and culture of various eras. College Prep requirements: daily homework, with reading and writing assignments for each unit.

## **SOCIAL STUDIES ELECTIVES**

An elective program has been designed to provide all students with social studies courses that will meet their interests. The elective courses are primarily designed for students in grades 11-12. Electives will be offered every year pending sufficient enrollment and staff.

### HUMAN BEHAVIOR

431 Grades 11-12 CR .5 credit

This introductory course will expose the student to the study of human development and human nature using a structured approach. Areas explored will be childhood, adolescence, adulthood, and geriatrics. An individual research project will be required.

### MODERN EUROPEAN HISTORY

460 Grades 11-12 AP CR 1 credit

Recommendation: Successful completion of Civics and Connecticut History.

Modern European History is a history of the modern world, its people, nations, events, and movements that have

influenced our time. This course begins with an exploration of early European history and culminates in the examination of the major issues of our own time. Weekly papers, in-depth research, and outside reading are required. A high level of social studies skill competency is demanded for this course. This advanced placement course concludes with a nationally administered examination which may result in college credit.

#### INTRODUCTION TO ANTHROPOLOGY

434 Grades 11-12 CP CR .5 credit

435 Grades 11-12 H CR .5 credit

This introductory anthropology course will be divided into two major areas of study: physical anthropology, which explores humans as a part of nature and subject to biological evolution; and cultural anthropology, which will examine humans within the framework of culture and society.

#### GEOGRAPHY I

456 Grades 11-12 CP CR .5 credit

The fall semester will apply the five themes of geography to the Western Hemisphere of our world. Political, social, and environmental issues will be covered. These geography themes are designed to organize geographical concepts and stimulate problem solving, critical thinking and decision-making skills. Geography II covers the western hemisphere of our world and may be taken in addition to Geography I for a full credit.

#### GEOGRAPHY II

457 Grades 11-12 CP CR .5 credit

##### **Offered in the Spring.**

A look at the five themes of geography are displayed throughout the eastern hemisphere. Political, social, and environmental issues will be covered. These geography themes are designed to organize geographical concepts and stimulate problem solving, critical thinking, and decision-making skills. Geography I will cover the western hemisphere and may be taken in addition to Geography II for a full credit.

#### LAW

494 Grades 11-12 H CR 1 credit

496 Grades 11-12 CP CR 1 credit

An examination of the system of justice will be explored in this course. A historical look at the concepts of law will be the initial focus of this program. How laws are made and law justice is perceived will be examined thoroughly throughout this course. Students are expected to complete a project of their choice in which they will examine one aspect of the judicial system as it exists today in America. Students will compete in mock trial situations. **Note: Students enrolled in this course have an option of receiving honors level or College Prep credit. Those seeking honors level credit must agree to the additional required criteria, available from the instructor.**

#### INTRODUCTION TO PSYCHOLOGY

451 Grades 11-12 CP CR .5 credit

452 Grades 11-12 H CR .5 credit

The focus of this introductory course will be on the major schools of psychology: Psycho-analytic theory; behaviorism; humanism existentialism; and transpersonal psychology. In addition, the course will provide a primer, through study and application, to the methods of research used in studying psychology.

#### AMERICAN GOVERNMENT AND POLITICS

486 Grades 11-12 AP CR 1 credit

Recommendation: Successful completion of Civics and Connecticut History.

This course examines the American political system in terms of its theory, historical origin, and practical application. Regularly assigned readings, discussions, and written analyses form the core of the program. A national examination will be administered in the spring which may result in college credit. This course is open only to properly qualified, highly motivated students.

#### INTRODUCTION TO PHILOSOPHY

445 Grades 11-12 H CR 1 credit

ECE445 Grades 11-12 ECE CR 1 credit

This is a University of Connecticut approved course that provides junior and senior students with a full-year course, which requires them to learn, think, and write philosophically. The course should encourage students to think logically, verify arguments, enhance critical thinking skills, and defend philosophical arguments in debate form. The course should enhance intellectual and debating skills which will be used in college.

#### THE SIXTIES

480 Grades 11-12 H CR .5 credit

481 Grades 11-12 CP CR .5 credit

This course traces the people, events, and places that made the 1960's one of the most turbulent decades in American history. Politics, Domestic and Foreign Policy, Civil Rights and Women's Movements, and the Counterculture experience will be explored through primary and secondary source materials. Literature, TV, movies, fashion, and music will be interwoven throughout each unit of the course. Writing, debating, and discussing are a regular part of class work. An oral-visual presentation and a research paper are also requirements for the course.

#### RUSSIAN HISTORY

425 Grades 11-12 H CR .5 credit

426 Grades 11-12 CP CR .5 credit

This course is a survey of Russian history from the late 17<sup>th</sup> century (era of Peter the Great) to the present with a brief background introduction on the early Kievan and Russian states. Students will be introduced to the unique culture of Russia as well as Russia's role in the world from the time of the Tsars through the creation of the Soviet Union and today's Russian Federation. Regularly assigned readings,

discussions, writing assignments, and occasional projects will be required. **Note: Students enrolled in this course have an option of receiving honors level or college prep credit. Those seeking honors level credit must agree to the additional required criteria, available from the instructor.**

#### U.S. FOREIGN POLICY

437 Grades 11-12 H CR .5 credit

438 Grades 11-12 CP CR .5 credit

This course is a general introduction to the historical and contemporary issues of U.S. foreign policy. We will explore major foreign policy traditions throughout U.S. history. Key questions dealt with in the course are: How is national interest defined and how has it evolved? How does presidential leadership shape American foreign relations? What is the role of public opinion in U.S. foreign policy? Emphasis will be placed on the main international issues faced by the United States since the end of the Cold War such as terrorism, nuclear proliferation, international cooperation, and global governance. Regularly assigned readings, discussions, writing assignments, and occasional debates and projects will be required. **Note: Students enrolled in this course have an option of receiving honors level or college prep credit. Those seeking honors level credit must agree to the additional required criteria, available from the instructor.**

#### MODERN GENOCIDE STUDIES

00H439 Grades 9-12 H CR .5 credit

00H439 Grades 9-12 CP CR .5 credit

Genocide is defined as, "the deliberate killing of a large group Modern Genocide of people, especially those of a particular ethnic group or Studies nation." Over the course of history, various groups, based on religion, ethnicity, race, or other distinctions have been the targets of genocide. Why do these genocides occur? What are the defining characteristics of genocide? Is genocide preventable? What is the global community's responsibility in the face of genocide? This course will seek to answer these questions and more. Units of study may include but are not limited to the Holocaust, and genocides in Armenia, Cambodia, Rwanda, Bosnia, and Sudan. Students will read and write frequently, engage in debate, and use multiple approaches to offer potential solutions to the problem of genocide.

**NOTE:** Students enrolled in this course have an option of honors level or College Prep credit. Those seeking honors level credit must agree to the additional required criteria, available from the instructor.

#### HUMAN RIGHTS

ECE433 Grades 9-12 ECE CR .5 credit

000433 Grades 9-12 H CR .5 credit

This is a University of Connecticut approved course focused on the concept of human rights. The course will include an exploration of central human rights institutions, selected human rights themes and political controversies, and key political challenges of contemporary human rights advocacy.

### **SPECIAL EDUCATION**

The Special Education Department provides individualized instructional programs to those students who have been identified by the Planning and Placement Team as needing such services. Individual student needs are defined as a result of educational and psychological diagnosis; an individualized special education program is developed appropriate to these identified needs. Resource Room based courses are appropriate when participation in the regular curriculum would be not appropriate. A student meets with the Resource Room teacher individually or in small groups. Individualized programs are designed from the course offerings.

The Special Education Department provides individualized instructional programs to those students who have been identified by the Planning and Placement Team as needing such services. Educational and cognitive standardized assessments and clinical input are some of the resources used to determine individual students' needs. Resource Room courses may be scheduled when participation in the general education curriculum would be not appropriate. Special Education students work with Special Education teachers and/or instructional assistants individually or in small groups. Individualized programs are designed from the course offerings.

#### **RESOURCE ROOM COURSE OFFERINGS**

##### ENGLISH

##### ENGLISH

1100 Grade 9 CR 1 credit

1200 Grade 10 CR 1 credit

This course is designed to meet the needs of students in grades 9 and 10 **with significant reading/writing deficits** who have been identified as meeting criteria to receive direct instruction in a special education setting. Targeted Special Education instruction will address student-specific related deficits while addressing grade-level curriculum topics. Students will cite textual evidence to support analysis and inferences to determine central ideas of a variety of given text. Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. **These courses qualify for English credits.**

##### ENGLISH

1300 Grade 10 CR 1 credit

1400 Grade 11 CR 1 credit

This course is designed to meet the needs of students with significant reading/writing deficits who have been identified as meeting criteria to receive direct instruction in a special education setting. Targeted Special Education instruction will address student-specific related deficits while targeting grade-level curriculum topics, as well. Students will cite

strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. Students will determine two or more themes or central ideas of a text and analyze their development. Students will read and comprehend literature, including stories, dramas, and poems, with scaffolding as needed. Students will develop and strengthen writing skills through planning, revising, editing, rewriting while focusing on addressing what is most significant for a specific purpose and audience. **These courses qualify for English credits.**

## MATHEMATICS

### CONSUMER MATH

<u>2500</u>	I CR	1 credit
<u>2600</u>	II CR	1 credit

This course is designed to meet the needs of individual students with significant **math deficits**. Students in these **classes** have been identified as meeting criteria to receive direct instruction in a Special Education setting. Targeted Special Education instruction will address specific skill deficits with regard to using basic **math skills** in real life situations like shopping, calculating taxes, estimating monthly budget, calculating interest rate for a loan, etc. This course is designed to teach students about spending, saving and other aspects of "money math" in order to prepare them to make better financial decisions as adult consumers.

**This course qualifies for math credit.**

### GENERAL MATH

<u>2100</u>	CR	1 credit
<u>2200</u>	CR	1 credit
<u>2300</u>	CR	1 credit

This course is designed to meet the needs of individual students with significant **math deficits**. Students in this **class** have been identified as meeting criteria to receive direct instruction in a Special Education setting. Targeted Special Education instruction will address student-specific skill deficits with regard to whole numbers, fractions, decimals and percentages, data analysis and basic statistics, as well as the application of those skills in problem solving situations.

**This course qualifies for math credit.**

### ALGEBRA IA

<u>2800</u> Grades 9-12	CR	1 credit
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This course is designed to meet the needs of individual students with significant **math deficits**. Students in these **classes** have been identified as meeting criteria to receive direct instruction in a Special Education setting. Targeted Special Education instruction will address student-specific skill deficits with regard to basic algebraic skills. Students will apply integers rules, solve algebraic expressions, solve equations, use formulas, solve literal equations and apply problem solving skills. **This course qualifies for mat credits.**

### ALGEBRA IB

<u>2900</u> Grades 9-12	CR	1 credit
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This course is designed to meet the needs of individual students with significant **math deficits**. Students in these **classes** have been identified as meeting criteria to receive direct instruction in a Special Education setting. Targeted Special Education instruction will address student-specific skill deficits while targeting grade-level algebra curriculum. Students will apply scientific notation, calculate rates, translate verbal expressions to algebraic expressions, solve literal equations, solve and graph linear inequalities and apply the laws of exponents. **This course qualifies for math credit.**

### ACADEMIC MATH SKILLS

<u>6002</u> Grades 9-12		1 credit
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This course is designed to meet the needs of individual students with documented **math deficits**. Students in this class have been identified as meeting criteria to receive direct instruction in a Special Education setting. Targeted Special Education instruction will address student-specific skill deficits. The focus of this class is to reinforce what is taught in individual students' assigned general education math classes. **Students are scheduled for a general education math class. This course qualifies for an "elective" credit.**

## READING

### FOUNDATIONS OF READING

<u>1509</u> Grades 9-12		1 credit
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This course is designed to meet the needs of students with **significant reading deficits**. Students in this class have been identified as meeting criteria to receive direct instruction in a special education setting. Basic reading skills development is the focus of this class. Students will know and apply grade-level phonics and word analysis skills in decoding words. Students will use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. Students will read with sufficient accuracy and fluency to support comprehension. **This course qualifies for an "elective" credit.**

### ACADEMIC READING SKILLS

<u>6004</u> Grades 9-12		1 credit
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This course is designed to meet the needs of students with **documented reading deficits**. Students in this class have been identified as meeting criteria to receive direct instruction in this academic area in a Special Education setting. Special Education instruction will address student-specific reading deficits. The focus of this class is to reinforce what is taught in students' general education classes, as well. **Students are scheduled for general education English classes, as well. This course qualifies for an "elective" credit.**



## SOCIAL STUDIES

### UNITED STATES HISTORY

4200 Grades 9-12 CR 1 credit

This course summarizes the main events in the history of our country which takes the student from Columbus to the Civil War, to the present. Attention will be given to important facts and events. The study of new words and terms will enrich the general vocabulary of students. Map work will provide an awareness of the relationship between history and geography for the student. Topics of study include Old World explorers, Settlers to the New World, American Revolution, Civil War, Industry, and Modern Times.

### GLOBAL STUDIES

4000 Grade 9 1 credit

This course will require students to develop an increasing awareness of global issues and the changing political, economic and cultural connections among all the world's countries. Using geography as a foundation, students will explore the historical past and present of regional areas around the globe (Middle East, Africa, China, South Asia and Latin America). Students will compare similarities and differences among these regions and the influence of cause and effect on modern global problems and concerns. This course is heterogeneously grouped and will allow for students to showcase their skills in a variety of different ways.

## WRITING

### ACADEMIC WRITING SKILLS

6003 Grades 9-12 1 credit

This course is designed to meet the needs of students with **documented writing deficits**. Students in this class have been identified as meeting criteria to receive direct instruction in this academic area in a Special Education setting. Targeted Special Education instruction will address related academic deficits. Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Students will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.. This class will reinforce what is taught in students' general education classes. **Students are scheduled for general education English classes, as well. This course qualifies for an "elective" credit.**

### ADULT DAILY LIVING SKILLS

### COMMUNITY RESOURCE BASED EDUCATION

4600 Grades 9-12 1 credit

Community resource based education focuses on the acquisition of daily living skills and exploration of careers. Activities will take place in school and in the community. Sample activities will be designed around buying and caring

for clothing, personal finances, household maintenance, and appropriate work attitudes and behavior.

### ACADEMIC SKILLS

6001 Grades 9-12 1credit

Designed to meet the needs of individual students with **executive functioning deficits**. Students in this class have been identified as meeting criteria to receive direct instruction in a Special Education setting. Special Education instruction will address specific deficits which may include: poor study skills, lack of time management skills and lack of organizational skills, etc. The focus of this class is to reinforce what is taught in students' general education classes, as well. **This course qualifies for an "elective" credit.**

### TUTORIAL SUPPORT

1900 Grades 9-12 1 credit

1910 Grades 9-12 .5 credit

This is an individualized course which assists students in understanding problem areas they may be experiencing in their regular content area courses, including homework assignments and studying for tests. Students also receive direct instruction in organization and study skills as individual needs require. Students are required to keep an assignment book, preferably a three ring binder, as well as coming to class prepared with appropriate material on a daily basis. Research papers and Senior Project will also be supported during this time.

### LIFE SKILLS

4601 Grades 9-12 1 credit

4601 Grades 9-12 .5 credit

This course is designed to increase knowledge and **skills** necessary for everyday living with students who have significant Special Education needs. The course emphasizes goal-setting, decision making and problem solving, communication, healthy lifestyles and relationships, nutrition, personal safety, citizenship and consumerism. **This course qualifies for an "elective" credit.**

## TECHNOLOGY

The Technology Education department involves the areas of Computer Aided Drafting, manufacturing, and construction. It functions through the use of related materials and manipulative work while giving the student an understanding of tools and equipment as well as materials and processes used in industry.

## TECHNOLOGY EDUCATION

### INTRODUCTION TO TECHNOLOGY EDUCATION

701 Grades 9-12

1 credit

Introduction to Technology Education is a course designed to enhance problem-solving and decision making skills in the areas of construction, manufacturing, and computer aided design. Students will be exposed to various areas that utilize hand tools, power machines and computer assisted machinery in the formation of different products using metal, wood, and synthetics.

### CONSTRUCTION II

718 Grades 10-12

1 credit

Prerequisite: Introduction to Technology Education or Construction Technology and Design.

Construction II is offered to students who have completed the prerequisite course(s). It is recommended that students have achieved a grade of 'B' or better in the prerequisite courses. Specific instruction will cover specialty framing materials and finish construction techniques. Cabinet construction will be introduced, and different types of cabinets will be constructed. Both group and individual projects will be incorporated into the program. CAD programs will be available for students to design projects and to generate bill of material sheets.

### CONSTRUCTION III

719 Grades 11-12

1 credit

Prerequisite: Construction II

Construction III is offered to students who have learned the techniques of cabinet construction in Construction II and have an interest in further developing their knowledge and skills. Students will have an opportunity to design and construct period furniture pieces. Mass production techniques may be employed. Computer run machinery will be used extensively in the successful completion of different products.

### INTRODUCTION TO CAD

702 Grades 9-12

1 credit

**This course meets the computer literacy requirement.**

Introduction to CAD is a full year course. It will expose students to mechanical, architectural, and other areas related to the drafting field. Students will solve problems using the different functions available to them on the computer. Drawings will be either plotted or printed and possibly used in the construction or manufacturing areas.

### MECHANICAL DESIGN

703 Grades 10-12 CP CR

1 credit

Prerequisite: Introduction to CAD

**This course meets the computer literacy requirement.**

Students enrolled in this course have an option of receiving honors level or level one credit. Those seeking honors level credit will need teacher and school counselor

recommendations and must agree to the additional required criteria, available from the instructor.

Mechanical Design is a course designed for the student who has successfully passed Introduction to CAD and wishes to expand his/her knowledge and skills in the area of Computer Aided Drafting. Mechanical Design will offer students the ability to work on advanced three dimensional drawings, three dimensional modeling, wire frame modeling and other challenging problems that can be processed using SolidWorks software and its applications.

### ARCHITECTURAL DESIGN FUNDAMENTALS

707 Grades 10-12 CP CR

1 credit

Prerequisite: Introduction to CAD

**This course meets the computer literacy requirement.**

Students enrolled in this course have an option of receiving honors level or level one credit. Those seeking honors level credit will need teacher and school counselor recommendations and must agree to the additional required criteria, available from the instructor.

Architectural Design Fundamentals is a course designed for the student who has successfully completed Introduction to CAD and wishes to expand his/her knowledge in the area of architectural drawing. This course will offer students the ability to draw floor plans and elevations incorporating a variety of design symbols.

### WORKPLACE LEARNING

1800 Grades 9-12

1 credit

This course covers the essential workplace skills necessary for collegiate and career success. Essential skills such as self-assessment, leadership, teamwork, accountability, communication, work ethic/professionalism and critical thinking/problem solving will allow students to excel in all facets of life. WPL fosters an engaging and enriching environment where students can develop these skills prior to entering the workforce. WPL will also promote manufacturing principles, as well as an introduction to careers and companies in Eastern Connecticut.

### INTRODUCTION TO MANUFACTURING

763 Grades 9-12

1 credit

This course will familiarize you with the basic mechanic and manufacturing skills and engineering knowledge required for new hires as an entry level employee in a manufacturing or related field. The course will convey basic trade knowledge, workplace skills and production readiness to prepare students for a career in local companies upon high school graduation.

## VIRTUAL HIGH SCHOOL

Lyman Memorial High School is part of Virtual High School (VHS). VHS's mission is to develop and deliver standards-based, student centered online courses to expand students' educational opportunities and access to develop 21<sup>st</sup> century skills. VHS offers a catalog of full semester and full year

courses in Art, Foreign Language, Language Arts, Life Skills, Math, Science, Social Studies, Technology and AP study. Core courses are NCAA accredited. VHS courses are intended to augment rather than replace traditional classroom teaching and may help resolve issues such as scheduling conflicts, meet graduation requirements, or prepare for a college major. Courses taken through VHS promote a highly collaborative learning environment, where student exchange and interaction is an important component of the process. Qualified students must be self-directed and self-motivated learners, who are interested in pursuing a course of study not already offered at Lyman. Interested students should obtain further information from their school counselor. To see the most recent offerings please visit [www.goVHS.org](http://www.goVHS.org).

Students are eligible to take a course through VHS if Lyman does not offer the course or if there are mitigating circumstances, such as that the course will not fit in their schedule and it is a course they will need for their college major.

Students can fill out an application after an information session in the spring for the following year. Once the application deadline passes, a committee will meet to discuss each student's eligibility. This committee will include the school counselors and the VHS site coordinator, and could include an administrator.

Students will be selected to fill available seats based on previous academic performance, recommendations of classroom teachers, and need of the course/credit.

**Credits:** Half year courses are worth ½ credit; full year courses are worth a full credit.

AP/Honors level VHS credits will be carried over as AP/Honors courses. All other courses will be carried over as unlevleed courses

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## COOPERATIVE WORK PROGRAM

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### COOPERATIVE WORK EDUCATION (JOB SEEKING AND KEEPING SKILLS)

9200 Grades 11-12

.5 credit

Prerequisite: Permission of instructor

The Cooperative Work Education (CWE) class will focus on career awareness activities and the development of skills necessary to seek, secure and maintain employment. This class will meet every day for one semester.

Students may also earn a maximum of another one half credit (per year) for supervised work activities. The CWE teacher will assist in job development in areas that are related to each student's abilities and career goals. These activities will include either paid employment, volunteer or internship positions. Career exploration in training sites and jobs either in school or in the community are not required, but will be strongly encouraged.

This Connecticut State Department of Education -approved program permits 16 and 17 year olds to be legally employed at many jobs which are otherwise limited to workers over 18 years old. Preference will be given to juniors and seniors.

The course outline is as follows:

1. Career exploration and assessment
2. Problem solving and critical thinking
3. Teamwork skills
4. Self-management skills
5. Job acquisition skills
6. Job holding skills
7. Connecticut employment picture
8. Work experience and internships
9. Today's workplace



**DEPARTMENT of WORLD LANGUAGES**

The Department of World Languages at Lyman Memorial High School strives to impart linguistic skills in French and Spanish within a cultural context so that students are better prepared to understand and have a genuine respect for all people and cultures. As the United States continues to become increasingly linguistically diversified, it is imperative that students be able to communicate with peers and co-workers. Students pursuing post-secondary educational opportunities or entering the workforce will discover that knowledge of multiple languages will be a vital and necessary skill. Indeed, familiarity of other cultures will be of a great benefit in daily interactions after high school. The Department further encourages students to explore more than one language in order to work towards the goal of being a more worldly individual. Students may be able to participate in an accelerated dual language program. Interested students should consult with their primary language teacher.

## FRENCH

### Honors Courses

Honors courses are the most demanding and rigorous in the department. Independent learning is a key component to success. Students will be expected to learn at a rapid pace and complete extensive homework on a daily basis. Assessments are frequent requiring depth of thought, insightful analysis and familiarity with a wide range of content. It is expected that students will have the ability to apply previous knowledge and connect and make relevant new knowledge to old.

## FRENCH II

520 Grades 9-12 H CR 1 credit

Prerequisites: Successful completion of French

With continued emphasis on the four basic skills of speaking, listening, reading and writing, the students in this course will work towards increased proficiency in the French language. More advanced grammatical concepts and vocabulary will be taught at an accelerated pace. Students will continue the study of the French-speaking world with specific focus on the provinces of France.

## FRENCH III

530 Grades 10-12 H CR 1 credit

Prerequisites Grade 10-12: Successful completion of French II Honors.

In this intermediate honors course, more complex grammatical structures of the French language will be taught. Emphasis will be placed on the further development of conversation, composition and reading proficiency. Advanced vocabulary and idiomatic expressions will be taught at an accelerated pace. Additional cultural information of the French-speaking world will be learned, with specific focus on Switzerland, Africa, and Canada. Selected literary excerpts including poetry will be introduced. Oral presentations, research reports and creative writing in journal format will be required. Students are required to speak French in this class.

## FRENCH IV

541 Grades 10-12 H CR 1 credit

Prerequisites: Successful completion of French III Honors.

The ultimate goal for the student in this advanced class is to become more proficient in the four communication skills of speaking, reading, writing and listening. Advanced study of grammar, advanced expressions, compositions, creative writing, and conversations will help the student to achieve this outcome. Independent research projects pertaining to topics such as art, history, literature and customs of the French-speaking world will be assigned. Selected literary pieces will be studied in this course. Students will continue the study of the French and Francophone culture.

## FRENCH V

551 Grade 12 AP CR 1 credit

552 Grade 12 H CR 1 credit

Prerequisites: Successful completion of French IV Honors

In this advanced course, French grammar will be intensely reviewed. New vocabulary will be assimilated within an oral and written context. Creative writing on a weekly basis will play an important role at this level. The student will be exposed to an overview of French history and a selection of French literature. Authentic videos and supplemental tapes are used to increase oral practice and give students a real picture of the French culture. Monthly journals and oral presentations will be required. Reading of newspaper articles will cover multiple cultural topics of the French-speaking world.

This course will be offered as an Advanced Placement course, culminating with the AP exam, only if it has been pre-determined by mutual consent with the teacher and students upon completion of French IV. The AP curriculum requires more memorization of idiomatic expressions, vocabulary and writing. The course follows a more rigorous curriculum, which is demanding of the students and requires commitment to the standards.

## College Prep Courses

These courses are the traditional sequence for college preparatory students. Students will be expected to learn at a level of difficulty commensurate with similar students planning on post-secondary education. It will be necessary to memorize extensive vocabulary and grammatical concepts. Retention of knowledge from previous years will be imperative for continued learning through the sequence.

## FRENCH I

511 Grades 9-12 CP CR 1 credit

In this introductory course, the focus is on basic communication skills. Students will begin their development of the four basic skills of listening, reading, writing and speaking. The introduction of the culture and civilization of the Francophone world will help increase the student's global awareness. Specific focus will be on Paris and the geography of France.

## FRENCH II

521 Grades 9-12 CP CR 1 credit

Prerequisites: Successful completion of French I

With continued emphasis on the four basic skills of speaking, listening, reading, and writing the students in this course will work towards increased proficiency in the French language. The students will study more advanced grammatical concepts and vocabulary. The students will continue the study of the French-speaking world, with specific focus on the provinces of France.

## FRENCH III

531 Grades 10-12 CP CR 1 credit

Prerequisites: Successful completion of French II

In this intermediate course, emphasis will be placed on the further development of conversation, composition and reading proficiency. The more complex grammatical structures of the French language will be learned. Additional cultural information of the French-speaking world will be learned with specific focus on Switzerland, Canada, and Africa. Journals, oral presentations and research reports will be required as part of this course.

## FRENCH IV

542 Grades 10-12 CP CR 1 credit

Prerequisites: Successful completion of French III.

In this advanced course, the four major sequential steps of listening, speaking, reading, and writing are still followed. Students will work towards the goal of demonstrating an

acceptable level of proficiency in these skills by constantly reviewing previously learned grammar and by learning the more complex structures of the French language. Continued study of the Francophone world, with specific focus on Africa will be an integral part of this course. Journals, oral presentations, and projects will be a requirement of this course.



## **Spanish**

### **Honors Courses**

Honors courses are the most demanding and rigorous in the department. Independent learning is a key component to success. Students will be expected to learn at a rapid pace and complete extensive homework on a daily basis. Assessments are frequent requiring depth of thought, insightful analysis and familiarity with a wide range of content. It is expected that students will have the ability to apply previous knowledge and connect and make relevant new knowledge to old.

#### **SPANISH II**

**570** Grades 9-12 H CR 1 credit

Prerequisites Grade 9-12: Successful completion of Spanish I  
This intermediate course for honors credit reinforces the primary goal of language acquisition that is to continue to strengthen communication skills: speaking, listening, reading and writing. Students will study more advanced grammatical structures at an accelerated pace, build their vocabulary and participate in spontaneous conversations. The secondary goal is to broaden the student's cultural awareness of the Spanish-speaking world in order to make connections to our global society. Students will focus on the geography, history and essential cultural topics relating to Costa Rica, Mexico, the Dominican Republic and Argentina. Regular oral presentations and at least one research project will be required. Students are expected to speak and use Spanish on a regular basis in class.

#### **SPANISH III**

**580** Grades 9-12 H CR 1 credit

Prerequisites: Successful completion of Spanish II Honors or College Prep.

This intermediate course for honors credit reinforces the primary goal of language acquisition to refine skills in speaking, reading and writing for increased proficiency. Oral presentations, creative writing assignments and at least one research project will be required. More complex grammatical structures of the language and advanced vocabulary will be introduced at an accelerated pace and will be applied through studies of cultural and current social issues. The secondary goal is to broaden the students' cultural awareness of the Spanish-speaking world in order to make connections in our global society. Students will continue to study basic geography and essential history of

various Spanish-speaking countries. Students are required to speak and use Spanish in class.

#### **SPANISH IV**

**591** Grades 10-12 H CR 1 credit

Prerequisites: Successful completion of Spanish III Honors.

This advanced course for honors credit, taught primarily in Spanish, emphasizes oral proficiency and written communication skills. Students will be expected to incorporate advanced vocabulary, grammatical constructions and verb tenses in spontaneous dialogs, oral presentations and guided compositions. Creative writing and independent research will be required. Students will begin to read and discuss in Spanish various genre of authentic literature and authors representative of the Spanish-speaking world. Authentic videos will be used to increase comprehension and fluency. Students are required to speak and use Spanish on a regular basis in the class.

#### **SPANISH V**

**596** Grades 11-12 AP 1 credit

**595** Grades 11-12 H 1 credit

Prerequisites: Successful completion of Spanish IV Honors.

The AP course requires intensive grammar review, mastery of advanced idioms, and high levels of oral and written fluency.

The honors course requires the application of advanced vocabulary, grammatical constructions and verb tenses previously taught in the discussion and analysis of literary works of the Hispanic world.

Essays, papers and oral presentations will be required in both AP and honors courses. Authentic videos will be incorporated to support goals of cultural enhancement and fluency. Students are required to speak and use Spanish in class.

### **College Prep Courses**

These courses are the traditional sequence for college preparatory students. Students will be expected to learn at a level of difficulty commensurate with similar students planning on post-secondary education. It will be necessary to memorize extensive vocabulary and grammatical concepts. Retention of knowledge from previous years will be imperative for continued learning through the sequence.

#### **SPANISH I**

**561** Grades 9-12 CP CR 1 credit

This traditional introductory course focuses on communicative skills. Emphasis will be placed on listening and speaking aptitudes for the purpose of communication. Students will learn the sound system, basic grammar concepts and develop their reading and writing abilities to support this goal. They will also be introduced to the cultural richness of the Spanish-speaking world in order to acquire knowledge and make connections to our global society. Students will focus on the geography, history and essential cultural topics relating to Mexico, Texas, Puerto Rico and Spain.

## SPANISH II

571 Grades 9-12 CP CR 1 credit

Prerequisites: Successful completion of Spanish I College Prep.

This intermediate course reinforces the primary goal of language acquisition that is to continue to strengthen communication skills: speaking, listening, reading and writing. Students will study more advanced grammatical structures, build their vocabulary and participate in spontaneous conversations. The secondary goal is to broaden the students' cultural awareness of the Spanish-speaking world in order to make connections to our global society. Students will focus on the geography, history and essential cultural topics relating to Costa Rica and Mexico. Students are expected to speak and use Spanish on a regular basis in class.

## SPANISH III

581 Grades 9-12 CP CR 1 credit

Prerequisites: Successful completion of Spanish II Honors or College Prep.

This intermediate course reinforces the primary goal of language acquisition to refine skills in speaking, reading and writing for increased proficiency. More complex grammatical structures of the language and advanced vocabulary will be introduced. Dialogs, oral presentations, creative writing assignments and at least one research project will be required. The secondary goal is to broaden your knowledge of the Spanish-speaking world in order to make connections in our global society. Students will focus on the geography, history and essential cultural topics relating to the Dominican Republic, Argentina and Spain. Students are expected to speak and use Spanish on a regular basis in class.

## SPANISH IV

592 Grades 10-12 CP CR 1 credit

Prerequisites: Successful completion of Spanish III College Prep or Honors.

This advanced course, taught primarily in Spanish, further develops oral, reading, listening and writing skills in Spanish. Students will incorporate advanced vocabulary, grammatical constructions and verb tenses in a variety of settings including dialogs, oral presentations, skits, compositions and journals. Emphasis will be placed on reading authentic literature from a range of authors and poets, which will serve to expand vocabulary and literary knowledge, and cultural awareness of the Spanish-speaking world. At least one research project in Spanish will be required. Students are required to speak and use Spanish on a regular basis in the class.

## HISPANIC CULTURES AND CONVERSATION

593 Grades 9-12 CP CR 1 credit

This course will be an intense study of the cultures of Hispanic Countries, with an emphasis on daily life conversational language skills. The exploration of many Hispanic countries will include geography, government, art, music, food, sports, festivals, family traditions, agriculture, economy and products, nature, major cities, attractions, monuments, etc. Conversational Spanish will be practiced in the context of daily life situations. Students will also discover how Spanish can lead to fulfilling careers in many fields. This course is designed to engage students and help them develop an appreciation and understanding of Hispanic peoples and diversity.

Upon successful completion, this course will provide a second credit of fulfill the World Language graduation requirement. A credit of Spanish I is therefore required for enrollment in this course. This course will not replace the Spanish II course. **Those students who wish to gain three or more credits in Spanish, per college requirements, must follow the regular World Language sequence of Spanish I, II, III, IV and/or V.**



*"It should be our objective to train minds as tools that can be used for a lifetime, inquiring minds, curious minds, seeking, constantly refueling their ideas and their information."*

*~ Eleanor Roosevelt*