Old Saybrook High School

Program of Studies

2020 – 2021

Profile of a Graduate

Old Saybrook Public Schools’ Graduates know themselves, welcome new challenges and apply what they have learned.
Dear Students, Parents, and Guardians,

Course selection is an essential part of the high school academic experience. Counselors and teachers work closely with students to assist them in selecting course loads that are appropriately challenging and aligned with student interest and content exploration. Ensuring a balanced mix of academic rigor is beneficial to students as they consider a multitude of learning opportunities to ensure that they are college and career ready upon graduation from high school!

This Program of Studies document is designed to assist students in making important, academic decisions along with their parents and guardians, teachers and counselors. Course descriptions, prerequisite information and possible course plans are just a few examples of the types of helpful items found in this publication. To assist our students in designing a personalized program of study you will find various references to the Old Saybrook Public Schools Graduation Requirements that were most recently updated in February of 2018.

Old Saybrook Public Schools’ Graduation Requirements offer students a variety of ways to earn credit throughout high school. Credit may be awarded for coursework and/or activities outside of Old Saybrook High School through various accredited programs; additional community service hours may be considered for credit if connected to coursework; demonstrations of mastery in some content areas may result in elective credit or credit towards meeting specific graduation requirements. Students and families are reminded that flexible pathways to credit must receive pre-approval from administration (see page 6 of this booklet). Students are encouraged to consider their post-secondary interests, community endeavors and college and career aspirations when developing a comprehensive program of study.

Prior to the course selection process for students, teachers enter recommendations into PowerSchool for current high school students. Students request courses by signing into PowerSchool and going to the Class Registration link on the left menu bar. Parents and guardians are encouraged to assist their children in selecting core requirements and electives that are engaging and appropriately challenging. **Students should bear in mind that we have a minimum 6.5 credit load requirement each year**, with the exception of seniors with a pre-approved, future-related work or internship plan. Ultimately, students should select courses based on individual needs and abilities, considering the other activities going on in their lives during the academic year.

Please take the time to read closely through this Program of Studies, as it includes a wealth of information that to help students plan a meaningful, personalized and robust high school program.

Sincerely Yours,

Sheila A. Riffle
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ADMINISTRATION

PRINCIPAL ..................................................................................................................... Ms. Sheila A. Riffle
ASSOCIATE PRINCIPAL ..................................................................................................... Mr. Joseph E. Anastasio

GUIDANCE

SCHOOL COUNSELORS .......................................................... Ms. Maureen Healy and Mrs. Casey Rowe

COLLEGE AND CAREER READINESS

COORDINATORS ........................................................................................................ Mrs. Sarah Fawcett and Ms. Cariña Using

PROFILE OF A GRADUATE

Old Saybrook Public Schools Graduates know themselves, welcome new challenges and apply what they have learned.

MISSION STATEMENT

The mission of Old Saybrook Senior High School is to prepare all students to be lifelong learners and responsible citizens of the global community. We respect the individuality of each student, encouraging all to meet their potential and act with integrity as valued contributors to a diverse society. To that end, we are committed to delivering a challenging curriculum through the highest quality of instruction and assessment. Supported by technology and other resources, students will have opportunities to demonstrate critical thinking and effective communication.

EXPECTATIONS FOR STUDENT LEARNING

ACADEMIC EXPECTATIONS:

Students will demonstrate...

1. an ability to **assess** and **analyze** information.
2. **critical thinking** and **problem-solving skills**.
3. an ability to **collaborate** with others in various forms.
4. an ability to **communicate effectively**.
5. intellectual **curiosity** and **imagination**.
6. an ability to **adapt** and exercise **agility** in their thinking and behaviors.
7. **initiative** and **entrepreneurship**.

CIVIC AND SOCIAL EXPECTATIONS:

All students will...

1. demonstrate active involvement within the school, local, and global communities.
2. maintain a safe school environment that supports the overall wellness and diversity of the high school learning community.
OLD SAYBROOK HIGH SCHOOL
GRADUATION REQUIREMENTS

For classes graduating prior to 2022, 24 credits are required for graduation following the chart below. Beginning with the Class of 2022, 25 credits are required for graduation per Board of Education Policy.

Required Coursework and Credits for Classes Graduating Prior to 2022
The following 24 credits are required:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4.00</td>
</tr>
<tr>
<td>Social Studies (including at least 1 credit of U.S. History and .5 credit in Civics/Government)</td>
<td>3.00</td>
</tr>
<tr>
<td>Mathematics (including at least 1 credit in Algebra and 1 credit in Geometry)</td>
<td>3.00</td>
</tr>
<tr>
<td>Science</td>
<td>3.00</td>
</tr>
<tr>
<td>World Language</td>
<td>1.00</td>
</tr>
<tr>
<td>Health</td>
<td>.50</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1.00*</td>
</tr>
<tr>
<td>Multimedia Communications</td>
<td>.50</td>
</tr>
<tr>
<td>Fine Art (Music, Art, Drama)</td>
<td>1.00</td>
</tr>
<tr>
<td><strong>TOTAL ACADEMIC CREDITS</strong></td>
<td>24.00</td>
</tr>
</tbody>
</table>

Class of 2022 and younger** 25.00

Non-Credit Requirements
~ Community Service - 30 hours by conclusion of junior year (Counselors will supervise and keep record of completed hours.) With additional hours and approval, credit may be earned.

~ In addition to satisfactory completion of graduation credit as specified in “required coursework and credit for graduation,” all students must participate in the mastery examination designated by the State of Connecticut in accordance with Special Session Public Act 16-4, 310.

~ In addition, all students must demonstrate proficiency in the 21st Century Skills through a capstone project and results of portfolio review and AP test results or any other assessment determined by the Board of Education.

For more details of the Board of Education Policy on Graduation Requirements please go [here](#).

**See next page**
Required Coursework and Credits for Classes Graduating in 2022 and Thereafter

The following 25 credits are required:

| Humanities | 9 Credits (4 English, 3 Social Studies [U.S. History and Civics], 1 Fine Arts, 1 Humanities Elective) |
| Science, Technology, Engineering, and Math (STEM) | 9 Credits (3 Math, 3 Science, 1 Applied Art, .5 Computer, .5 Finance, 1 STEM Elective) |
| Physical Education and Wellness | 1 Credit |
| Health and Safety Education | 1 Credit |
| World Languages | 1 Credit |
| Mastery-Based Diploma | 1 Credit (Capstone) |
| General Electives | 3 Credits |
| TOTAL ACADEMIC CREDITS | 25 Credits |

Only courses taken in grades nine to twelve inclusive, and that are in accordance with the state-wide subject matter content standards, adopted by the State Board of Education, shall satisfy the above graduation requirements, except that the Board will grant a student credit.

High school graduation credit will be granted to students upon the successful demonstration of mastery of subject matter achieved through educational experiences and opportunities that provide flexible and multiple pathways to learning, including:

- Cross-curricular graduation requirements
- Career and technical education
- Virtual learning
- Work-based learning (Internships)
- Service learning as outlined below (Community Service)
- Dual enrollment and early college experience
- Courses taken in middle school as outlined below
- Student-designed independent studies;

Provided that such demonstration of mastery is in accordance with such state-wide subject matter content standards and receives prior approval from the principal.

High school graduation credit will be granted to students for courses successfully completed with a [B] or better in grades seven and eight so long as the primary focus of the course corresponds directly to the subject matter of a specified course requirement at the high school level.
High school graduation credit will be granted to students for World Language courses successfully completed with a [B] or better in grades six, seven or eight, provided the primary focus of the course corresponds directly to the subject matter specified in the course requirements at the high school; although, it will not count as the required World Language credit towards graduation. In addition, high school graduation credit will be granted to students for World Language courses successfully completed with a [B] or better, or its equivalent, as determined by the High School Principal, through on-line coursework or upon achievement of a passing grade, as determined by the High School Principal, in a course offered privately through a nonprofit provider. In order to receive credit, the course must be pre-approved by the High School Principal. Additional tuition costs will be the responsibility of the student’s family.

High school graduation credit will be granted to students for coursework completed during the school year or summer months at an institution accredited by the Board of Regents for Higher Education or Office of Higher Education or regionally accredited. One three-credit semester course, or its equivalent, at such an institution shall equal one-half credit for purposes of this policy. In order to receive credit, the course must be pre-approved by the High School Principal.

High school graduation credit will be granted to students upon the successful completion of on-line coursework in accordance with the Board’s on-line coursework policy and with prior approval of the Principal.

All students must complete a minimum of 30 documented hours of community service. A student may be granted one-half credit for documented community service provided it is supervised by an administrator or teacher and consists of not less than eighty (80) hours of actual service that may be performed at times when school is not regularly in session and not less than ten (10) hours of related classroom instruction. Such community service does not include partisan political activities. All community service must be completed by the start of senior year.

**Demonstration of Proficiency in Basic Skills**

In addition to satisfactory completion of graduation credit as specified in “required coursework and credit for graduation,” all students must participate in the mastery examination designated by the State of Connecticut in accordance with Special Session Public Act 17-42.

In addition, all students must demonstrate proficiency in the 21st Century Skills (See attached DoDEA Document) through a senior capstone project and results of portfolio review and AP test results or any other assessment determined by the Board of Education.
Graduation Credit Q & A

The links within each answer below will take you to the relevant location of the Graduation Policy in the previous section of this document.

Incredible O.S.H.S. Ram: I earned a B+ in my 8th grade world language course and an A- in Algebra 8. Do I get high school graduation credit for those?

Amazing School Counselor: Why, yes you do! The Board of Education Graduation Policy states that, “High school graduation credit will be granted to students for courses successfully completed with a [B] or better in grades seven and eight so long as the primary focus of the course corresponds directly to the subject matter of a specified course requirement at the high school level.”

Incredible O.S.H.S. Ram: I found this really cool course on the art of food photography being offered at a local community college. If I take this course could I get credit for it on my transcript?

Amazing School Counselor: Absolutely! Students who obtain prior approval from the principal may get credit on their transcripts for courses taken through accredited institutions.

Incredible O.S.H.S. Ram: When I took Environmental Field Biology I started volunteering with the Old Saybrook Land Trust. I have waaaaay surpassed the required 30 hours of community service graduation requirement. Is it possible to get credit on my transcript for all of these hours?

Amazing School Counselor: Yes. Students may earn .5 elective credit for community service that exceeds eighty (80) hours and connects to at least ten (10) hours of related coursework!

Incredible O.S.H.S. Ram: I am going to be a summer camp counselor with Camp Invention next summer. Is it possible to earn credit towards graduation for this experience?

Amazing School Counselor: It is possible. Per the Board of Education Graduation Policy, “High school graduation credit will be granted to students upon the successful demonstration of mastery of subject matter achieved through educational experiences and opportunities that provide flexible and multiple pathways to learning…” The principal will work with the appropriate content specialists to determine the standards that must be achieved in order to demonstrate mastery in a particular subject area.

Incredible O.S.H.S. Ram: I am doing an internship with an architectural firm and they have asked me to complete a model analysis of various community structures in order to propose a design for a newly developed non-profit organization in town. Can this also serve as my Capstone requirement?

Amazing School Counselor: This could certainly serve as the major robust project portion of your Capstone! You will need to complete the other components, as outlined in the Capstone section on page 12 of this document. The graduation policy allows for more flexibility and cross-over between credit requirements to allow students to take advantage of connected activities and opportunities.

*Students are encouraged to speak to their school counselor for flexible credit earning possibilities!*
Old Saybrook Public Schools is proud to announce the addition of the Seal of Biliteracy for all high school graduates who acquire proficiency in multiple languages through various pathways prior to graduation. A national world language assessment known as the ACTFL Assessment for Performance towards Proficiency in Language (AAPPL) will take place in junior and senior year to allow for the Seal to be awarded upon graduation. Please click the link in the title above for more information on how a student can obtain this prestigious honor.

A student's use of language must be demonstrated, rather than their knowledge about the language. A student must demonstrate proficiency in a second language other than English based on specific criteria. Proficiency in all modes of communication need to be demonstrated by the student. In Connecticut, two requirements must be met:

- Complete all English language arts requirements for graduation.
- Demonstrate proficiency in a language other than English in grades 10, 11, or 12 at a level comparable to "Intermediate Mid" on the ACTFL Proficiency Guidelines.

Affixed on the high school diploma and transcript, the Seal of Biliteracy provides immediate recognition of a critical twenty-first century language and communication skill. This award is given by a school district in recognition of students who have studied and attained proficiency in English and one or more other languages by high school graduation. The Seal of Biliteracy recognizes the value of students' academic efforts, the tangible benefits of being bilingual and biliterate, and prepares students to be 21st century global citizens in a multicultural, multilingual world.
The Connecticut Certificate of Global Engagement is a designation that may be awarded by the Connecticut State Department of Education (CSDE) to students who demonstrate achievement toward global competency, as defined by an ability to:

- Investigate the world beyond their immediate environment
- Recognize their own and others’ perspectives
- Communicate ideas effectively with diverse audiences
- Translate their ideas into appropriate actions to address a contemporary global issue

The purpose of the CT Certificate of Global Engagement is to validate a student’s deliberate pursuit of a global education and awareness, with the aim of educating a globally competent citizenry by encouraging students to:

- Pursue the global aspects of their education
- Prepare a globally competent workforce for Connecticut
- Recognize the value of global learning and its essential place in a well-rounded contemporary education

Old Saybrook High School is in the process of obtaining approval from the CSDE for the coursework and extra-curricular activities a student may pursue to earn this certificate and potential diploma/transcript seal upon graduation. As designated by the CSDE the framework for the requirements is as follows:

- successful completion of at least four (4) credits or demonstration of mastery from eligible courses that have been identified and approved as having a global focus or offering a global perspective on the content involved
- at least three (3) years of high school equivalent study in one or more world languages*
- at least three (3) years involvement in co-curricular activities or school-sponsored/endorsed experiences with an international or global focus during high school for a minimum of 15 hours of participation
- involvement in a global service learning or action project

Once Old Saybrook High School is approved the information will be available to students and parents through our website. Students in the Class of 2021 and younger may be eligible for the Certificate of Global Engagement once all the pathways have been determined and finalized.

*Students who qualify as English learners and are enrolled in English as a Second Language coursework will not need to fulfill the world language coursework requirement.

Courses that have the ☐ next to them may qualify as one of the credits towards the Certificate of Global Engagement.
Old Saybrook High School’s College and Career Readiness Program is designed to provide students with opportunities to become self-aware, to be exposed to a variety of settings, as well as individuals who may serve as their mentors. They are able to pursue their areas of interest, and to participate in long-term and in-depth experiences.

Our mission is to prepare Old Saybrook students for success in their educational endeavors and careers beyond high school. We will accomplish this by fostering meaningful community partnerships that support individual student learning objectives. Our goal is to help students know themselves, welcome new challenges, apply what they have learned, and gain the independence necessary to succeed in post-secondary endeavors.

Using Naviance as a tool for data collection, self-reflection, career exploration, personality profiling, resume building, goal setting, college searching and more, students are led through a variety of grade-level activities that support individual plan development over the course of their four years in high school and beyond. For example freshmen set academic and personal goals and complete reflections through Global Citizenship and other courses. As sophomores, students complete the personality profile, “Do What You Are,” and have the opportunity to discuss and process their results in relation to their knowledge and beliefs about self and how this awareness can lead to professional and post-secondary endeavors.

- **School-based learning**: integrated classroom instruction based on high academic and occupational skills standards.
- **Work-based learning**: real-world experience, structured training, and mentoring on-site in the world of work.
- **Connecting activities**: activities that integrate classroom and on-the-job instruction, such as community partnerships to match students with relevant work experiences, job shadow opportunities, field trips, guest speakers, and employment. Working together with the community helps to ensure that these experiences are valuable and prepare our students for the workforce of today.
- **Internship Elective**: The internship program is a cutting-edge program that allows students the opportunity to gain real world experience in a career pathway of their choice while earning school credit. Interns spend a minimum of four hours per week at a job site with an assigned mentor for a semester or a full school year. The student intern completes various tasks/projects/observations to expand his or her knowledge about the chosen career area. Weekly, students are required to set personal and professional goals, complete time sheets and goal-related assignments, and attend weekly meetings with the internship coordinator.
- **Job Shadowing**: Students have the opportunity to participate in job shadows in the community to explore areas of interest. This experience is organized by our College and Career Readiness Coordinators and consists of a partial or full school day spent in the community at a job site. To participate students must see one of the coordinators to obtain a permission form and guidelines for the parent/guardian and teachers to sign. Upon completion of the job shadow, students are required to complete a Job Shadow Reflection.
- **Reverse Interviewing**: Students have the opportunity to conduct reverse interviews with members of the community of businesses and organizations, particularly when the workplace atmosphere is not conducive to a job shadow or an internship. In a reverse interview, the student and College and Career Readiness Coordinators work together to set up an interview with an individual that is employed in an area of career interest, and to
formulate meaningful questions to ask during a scheduled in-person, telephone, or video chat meeting.

Various other College and Career Readiness activities are integrated into the OSHS school curriculum through seminars and events such as the Resume Writing Seminar, Sophomore and Junior Seminars, Senior Resume Workshops, Career Expos, Industry Tours and “Career Day” events offered by corporations such as Pratt and Whitney, the Middlesex Shoreline Medical Center and more! Students and parents/guardians are encouraged to check out the College and Career Readiness (CCR) website for a multitude of helpful information!

**CAPSTONE PROJECT**

All Old Saybrook High School students are required to successfully complete a Capstone project prior to graduation. Capstone enables students to demonstrate the many skills they have acquired while in Old Saybrook Public Schools. Capstone asks students to demonstrate the following skills:

- Critical Thinking and Problem Solving
- Initiative and Entrepreneurship
- Effective Oral and Written Communication
- Collaboration Across Networks and Leading by Influence
- Agility and Adaptability
- Accessing and Analyzing Information
- Curiosity and Imagination

There are six components of Capstone:

- Project Proposal
- Academic Argumentative Synthesis
- Reflection Process
- Culminating Presentation and Participation in the Capstone Gallery Walk
- Robust Project
- Time Commitment of a Minimum of 45 hours

Throughout the Capstone experience, students meet with the Capstone coordinators to document and reflect on their progress and process.

Capstone is documented on each student’s transcript as a one credit, non-weighted class. Students can complete their Capstone requirement through classes such as English in Action, ¡Exploramos!, Advanced Research Methods, or independently.

More information regarding Capstone can be found under the CCR tab in the “For Students” section on the [OSHS homepage](#).
COMMUNITY SERVICE

All students must complete a minimum of 30 documented hours of community service. A student may be granted one-half credit for documented community service provided it is supervised by an administrator or teacher and consists of not less than eighty (80) hours of actual service that may be performed at times when school is not regularly in session and not less than 10 (10) hours of related classroom instruction. Such community service does not include partisan political activities. All community service must be completed by the start of senior year.

Community service is broadly defined as “Any service to the greater community, secular or religious, performed on a volunteer basis without remuneration to the student.” Community service can be performed in or out of school, on weekends, at night, during the summer prior to the school year, or if a schedule permits, during the school day.

ACADEMIC LEVELS

College Preparatory
College Preparatory (CP) courses are designed to provide students with a foundation that will prepare them for academic work at the collegiate level, as well as other post-secondary education endeavors. All of the core graduation courses are offered at the college preparatory level.

Honors
Honors (H) courses provide an elevated level of challenge to students. Subject matter is explored more in depth and tends to move at a faster pace than the CP level courses.

Advanced and Advanced Placement (AP)
The Advanced Placement Program* offers students the opportunity to complete college level studies during secondary school. Advanced, ECE and AP courses are fast-paced, more intense study in specialized areas. Each AP course culminates with a standardized test in the spring of the academic year.

*In order to receive credit on their transcripts, students are required to take the AP Test for each AP subject in which they are enrolled. There is a fee of approximately $94 for each test. This international standardized assessment is critical to curriculum evaluation and alignment and is an integral part of the AP Program.

Early College Experience (ECE)
UConn Early College Experience (ECE) provides academically motivated students with the opportunity to take university courses while still in high school. These challenging courses allow students to preview college work, build confidence in their readiness for college, and earn college credits that provide both an academic and a financial head start on a college degree.

Each department provides guidelines for college preparatory, honors, and Advanced Placement course work in the "Course Offerings" section of this booklet.
LEVEL PLACEMENT

We encourage all students to set goals, work hard, and take on serious academic challenges. Teachers will recommend levels of classes based on guidelines described below and their assessment of student skills in specific content areas. If a student is particularly motivated to meet the challenges of higher-level coursework in a specific class but does not meet the department’s requirements, the student and parent should discuss the placement with the current teacher and content area representative in that subject.

Honors and AP Level Course Placement Expectations
Honors and AP Level placement can vary by content area for students entering the high school as freshmen, as well as students moving into grades 10, 11 and 12. In combination with a keen awareness of the workload in the various levels, teachers make recommendations for levels of courses based on demonstrations of depth of thinking, questing for knowledge and understanding, steady engagement in schoolwork, and consistency of Habits of Mind such as attention to deadlines, collaboration, and communication.

To qualify for recommendation to enroll in honors level courses a student must demonstrate and maintain a high academic standard. Teacher recommendation for leveling for subsequent year's course selections will be based on the following criteria:

- Overall outstanding academic performance in the subject area
- High assessment scores including practice standardized tests (PSAT, STAR, SBAC), Mid-year and Final exams
- Demonstration of consistent work ethic in present course to show readiness for depth and breadth of work

Please note that some departments may use specific grade requirements in order for students to be recommended to take honors and advanced level courses. Departments may also elect to have other individual requirements for courses such as prerequisites or co-requisites.

Advanced Placement and UConn Early College Experience (ECE) courses have individual requirements by department.

As mentioned previously if a student wishes to take a course at a level higher than recommended by his/her teacher, the student should schedule an appointment with the teacher to discuss the specific skills he/she should be demonstrating to show evidence of readiness in the level desired. If a student ultimately desires to take a course at a level higher than his/her teacher is recommending, the student and parents/guardians must follow the override process outlined in the next section.

OVERRIDES

Teachers and students collaborate to determine student level placement in classes. Teachers individualize recommendations with consideration of the best learning situation for each student. General criteria are stated in the previous section. Specific level recommendations are based on a variety of assessments of student performance: effort and engagement in class, course grades, standardized test scores, departmental standardized test practices, and various assessments. If a student wishes to take a course at a level for which he/she has not been recommended the following steps must occur:
1. Student meets with the teacher to discuss the reason for the recommendation and the desired course request.
2. Following this discussion if the teacher maintains the original recommendation and the student wishes to override the recommendation of the teacher, the student’s parent/guardian must consult with the teacher and the school counselor to discuss the desired override.
3. An Override Request Form must be completed by the student and parent/guardian, including signatures from both.
4. The student must take the override form to the recommending teacher for his/her signature verifying that a conversation occurred and the teacher has explained the reason for his/her recommendation and what the student can expect at the overridden level.
5. The completed Override Request Form with signatures of the student, parent/guardian and recommending teacher must be delivered to the Guidance Office by the designated deadline.

Override forms are available in the guidance office. The master schedule is driven by course requests and student enrollment in courses which means that once the master schedule has been created with the necessary number of course sections, there is little room for movement across sections. For this reason all completed Override Request Forms must be submitted to the school guidance department* no later than two weeks following the end of student course request submission. The deadline for Override Request Forms for the 2020-21 academic year is Friday, March 20th, 2020.

*Students entering grade 9 who wish to override a teacher’s recommendation going into high school must submit a completed Override Request Form to the Old Saybrook Middle School Guidance Department by Friday, March 20th, 2020.

GRADE LEVEL PROMOTION

To gain status as a sophomore, junior, or senior the following credits are required:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Credits</th>
<th>Including Credit For:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophomore</td>
<td>6.0</td>
<td>freshman English</td>
</tr>
<tr>
<td>Junior</td>
<td>12.0</td>
<td>sophomore English</td>
</tr>
<tr>
<td>Senior</td>
<td>18.5</td>
<td>junior English</td>
</tr>
</tbody>
</table>

WEIGHTED GRADING

Old Saybrook High School uses a weighted grading system to calculate each student’s cumulative Grade Point Average (GPA). “Weight” will be given to courses in the following disciplines: English, computer science, mathematics, science, social studies, and world language. The weighting factors to be applied when computing Cumulative GPA will be as follows:

- 1.15 for Advanced Placement courses indicated by AP in the course description
- 1.10 for honors courses indicated by an H in the course description
- 1.05 for college prep courses indicated by a C in the course description

The following calculation example illustrates the use and effect of weighting on the calculation of cumulative grade point average (GPA):
<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Credit</th>
<th>Pts</th>
<th>Wt</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. History H</td>
<td>80</td>
<td>1</td>
<td>80</td>
<td>1.1</td>
<td>88</td>
</tr>
<tr>
<td>English 3</td>
<td>C</td>
<td>90</td>
<td>90</td>
<td>1.05</td>
<td>94.5</td>
</tr>
<tr>
<td>Basic Algebra 2</td>
<td>95</td>
<td>1</td>
<td>95</td>
<td>1</td>
<td>95</td>
</tr>
<tr>
<td>Keyboarding</td>
<td>95</td>
<td>1.25</td>
<td>91.25</td>
<td>1.05</td>
<td>95.8</td>
</tr>
<tr>
<td>Chemistry</td>
<td>C</td>
<td>73</td>
<td>91.25</td>
<td>1</td>
<td>95.8</td>
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<td>Health</td>
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<td>.5</td>
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<tr>
<td>Digital Photo</td>
<td>93</td>
<td>.5</td>
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<td></td>
<td>46.5</td>
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<tr>
<td>P. E.</td>
<td>68</td>
<td>.25</td>
<td>17</td>
<td></td>
<td>17</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>6.5</td>
<td></td>
<td></td>
<td><strong>577.3</strong></td>
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</tbody>
</table>

Total weighted grade points ÷ total credits earned = Weighted Average  
577.3 ÷ 6.5 = 88.82

**STUDENT PROGRAM PLANNING**

The following information is offered to help guide a student in a choice of studies. Students and Parents/Guardians should use these guidelines when planning courses for each year:

1. All students must enroll in a **minimum of 6.5 credits** worth of courses each school year.

2. Students must earn credits in all required subjects, as specified in graduation requirements.

3. Since English is a required course each year, maintaining and earning a passing grade in English is essential to meeting graduation requirements in a four-year period from the start of grade nine. Should a student fail an English course there are two options available:
   a. With a final English grade of at least a 55, attend an approved summer school program. Because programs differ, approval for the particular course/program must be obtained from the department representative, the counseling office, and the administration.
   b. Repeat English the following year*

*Students are only permitted to take one English course per year, except with the special permission of the Administration. Should a student be allowed to take an additional course and fail to meet course requirements, the student will be asked to drop the course.

4. In order to be awarded a diploma from Old Saybrook Senior High School, students must complete the graduation requirements set forth by the Board of Education. In the event these requirements can be satisfactorily completed before the conclusion of the senior year, the student may request permission to terminate his academic studies at the high school and receive his/her diploma at the June commencement exercises. The Student Handbook details the steps in this process.

5. Prerequisites are required for some subjects, and subjects must be taken in the appropriate sequence.

6. Courses or subjects may only be **dropped after the first marking period (first 20 calendar days for .5 credit courses) with special permission from the Principal.** In order to receive permission to drop a course after these deadlines, extenuating circumstances must be demonstrated. If the student drops the subject after the first marking period (first 20 days
for .5 credit courses), a “WF” (Withdrawn Failing) or WP (Withdrawn Passing) will be recorded on the student’s transcript for that course.

7. A student will receive credit only once in a given course, with a few exceptions. A student may be permitted to repeat a course for which credit has already been received through special permission from the building specialist and the principal. In most cases, repeated courses will be taken as “audit” only.

8. Audit courses receive no credit value, and students may enroll in them only with approval from the teacher, parents, and guidance office.

9. Conflicts can occur when scheduling students into their choice of subjects; therefore, students may have to be placed in alternate courses.

10. Certain courses may not be offered due to insufficient staffing, insufficient budgetary allotments, or insufficient enrollment.

11. The following classification of courses may assist students in preparing their study plans:

**FRESHMEN**

**Electives**

<table>
<thead>
<tr>
<th>Art</th>
<th>Family and Consumer Sciences</th>
<th>Technology Education</th>
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<tbody>
<tr>
<td>Art Foundations- Elements</td>
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<td>Special Ensembles (Audition)</td>
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**Class of 2023**
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<thead>
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<tr>
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<tr>
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<tr>
<td><strong>Math</strong> SRBI Numeracy</td>
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<td>Civics</td>
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**INTERNSHIP AND/OR CAREER EXPOSURES**

**Class of 2022**
### SENIORS

### Electives

<table>
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### INDEPENDENT STUDY OPPORTUNITIES

Independent Study is designed to accommodate students desiring educational experiences beyond those offered or available in the curriculum. This will provide students the opportunity to expand their personal knowledge, to acquire research skills, to pursue and develop individual projects, and to work closely with a staff member. *Special allowances will be made only upon approval by administration.*

### Procedures

- Independent study forms may be obtained from the Guidance Office.
- The independent study forms must be completed and signed by the student, teacher, parent, school counselor and the principal.
- The school counselor will notify the teacher as soon as all forms have been processed.
- Teacher participation is voluntary.
- Evaluation of student achievement must be mutually agreed upon as part of the Independent Study Program.
It should be noted that pursuing an Independent Study is only permitted when students wish to enrich their learning and/or personal interests. Independent Study courses should serve as an extension of courses for which credit has already been earned or a new endeavor that as student wishes to pursue. The opportunity is not designed to replace courses in a student’s schedule for various other reasons.

ONLINE COURSEWORK

Online coursework may be pursued as part of the Old Saybrook High School program per the Board of Education Credit for Online Coursework Policy in Series 6000. The purpose is to allow students to study high school and/or advanced level coursework that is not otherwise offered at Old Saybrook High School. Some courses are arranged through guidance and all courses being taken for high school credit must be pre-approved by the principal. With special permission of the principal, courses that do not fit in a student’s schedule due to conflicts with other core academic courses, but are offered at the high school, may be taken online, but will only be permitted at the family’s expense.

Many online learning platforms have specific add/drop periods that govern student enrollment and financial obligation. For example, Regarding Virtual High School (VHS) coursework through LEARN, students may add or drop a course, pending availability, by the end of the add/drop period without financial penalty. It is the responsibility of the students and parent/guardian to know and adhere to all add/drop periods and deadlines in order to avoid fees or forfeiture of payment for courses. Any student who wishes to drop a course after the Add/Drop period will be expected to pay the full amount of the course. All transactions and communications regarding course fees and payments will occur directly between the family and the coordinator of the online learning program being pursued. It is the responsibility of the student/parent/guardian to know and adhere to the add/drop policies and financial obligations of each online learning program that is pre-approved by the principal.

If a student wishes to pursue an online course vendor outside of LEARN VHS that is not related to an accredited, post-secondary institution, the student should set up a meeting with the principal and his/her parent to share information about the program being pursued. Accreditation is always going to be a baseline for approved courses through an online platform.

As noted in Old Saybrook Public Schools Board of Education Policy, Series 6000, “any expense incurred for taking the online course shall be the responsibility of the student and shall not be the responsibility of the Board of Education.”

REGISTERING FOR ONLINE COURSES

Online courses may be arranged through LEARN, which uses specific vendors such as Virtual High School (VHS).

Process for Students:
1. Meet with school counselor to discuss the request.
2. Complete Online Learning Course Request Form
3. Submit to the principal for approval
4. Receive notice of principal approval from guidance or principal
5. Register for course(s) through online vendor
a. for courses taken through LEARN, student must get LEARN Registration Form from guidance and submit completed form to School Counselor to sign up for the course
6. Make payment arrangements to ensure that student/parent/guardian will be billed directly before starting the course, or sooner, if required by vendor.

**Note:** Virtual High School (VHS) courses require registration with LEARN in the spring for the following academic year. LEARN course requests are filled on a ‘first come, first served’ basis.

**Guidance Responsibilities:**
1. Meet with student about the request
2. Explain the policy and process
3. If using LEARN, check for course availability through LEARN VHS
4. Provide course request form to student
5. Receive parent and principal sign-off
6. Obtain course registration form from LEARN for the specific vendor and provide to student
7. Fax completed form to LEARN for registration.
8. Notify teacher arranged by principal of course start/end dates
9. Request course creation in PowerSchool to administration

**Supervising Teacher Responsibilities:**
*Courses not graded by an OSPS teacher:*
- Check in with student (initiated by student) to review on progress occasionally
- Report to school counselor and parent if student is not making adequate progress
- Enter grade in PowerSchool based on vendor and/or department criteria by marking period

**Principal Responsibilities:**
- Review courses as requested by students and school counselor and determine pre-approval
- Secure teacher for grade input and student support
- Monitor program for compliance with policy

**Student/Parent Responsibilities:**
- Complete and sign the Outside Experience/Online Credit Request Form for pre-approval prior to enrolling in an online course for high school credit
- For courses other than Virtual High School through LEARN - Correspond directly with the online learning institution regarding enrolling in online coursework
- Correspond directly with all online learning vendors regarding payment and financial obligations
- Adhere to all add/drop policies of the online vendor
- Meet with the O.S.H.S. teacher of record at a frequency no less than the end of each marking period to demonstrate online coursework to date and grades at the time of the marking period check-in
- Show proof of completion of course and final grade to the O.S.H.S. teacher of record for transcript recording purposes.

**SCIENTIFIC RESEARCH-BASED INTERVENTION (SRBI)**
Literacy and Numeracy Intervention
The Old Saybrook High School Intervention Program is a supplemental program that provides support and strategy-based instruction matched to student needs. Students are recommended to this program in a number of ways, including but not limited to academic teacher recommendations, guidance referral, or based on a school-wide screen or assessment. Individual student goals will be determined by a variety of screenings. Student progress is monitored on an ongoing basis and is tied to student need. Student entrance and exit from SRBI services is based on student progress and teacher recommendation. This is a credit bearing class. Please see the English and Math sections for each course.
The Visual Arts provide a special kind of knowledge that links human expression with the understanding of self, cultures, history and perceptual elements.

As part of the general learning process, art balances the curriculum to help develop the whole intellect and contributes to the promotion and integration of concepts common to other academic areas. It is the art program’s mission to provide all students with a continuous and sequential study in the visual arts and to foster an understanding of the aesthetic, communicative and creative potentials inherent in the arts.

Careers/jobs found in the art field include, but are not limited to:

- Computer Aided Design Operator
- Director
- Fashion Photographer
- Forensic Photographer
- Graphic Designer
- Illustrator
- Newspaper Production
- Performing Arts of Theater, Dance and Music
- Photo Technician
- Photojournalist
- Radio and TV Announcer
- Radio, Television, Advertising
- Reporters or Camera People
- Sculptor
- Visual Arts of Painting, Sculpting and Design

<table>
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<th>ART FOUNDATIONS – ELEMENTS</th>
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This course is designed to give the first-year art student experiences in a wide variety of techniques and approaches to fine arts disciplines. This introduction to art will instill a strong basic vocabulary of techniques, terms and materials upon which students can build their future studies. Through a variety of two and three-dimensional projects, the art elements of color, form, line, shape, space, texture, and value are encouraged through applied art experiences and exposures to the works of past and contemporary artists. This course is for any student who would like to better their abilities as an artist.

<table>
<thead>
<tr>
<th>ART FOUNDATIONS – PRINCIPLES</th>
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This course is designed to give the first-year art student experiences in a wide variety of techniques and approaches to fine arts disciplines. This introduction to art will instill a strong basic vocabulary of the means an artist uses to organize elements within a work of art. Through a variety of two and three-dimensional projects, the visual components of balance, emphasis, movement, proportion, rhythm, unity, and variety are encouraged through applied art experiences and exposures to the works of past and contemporary artists. This course is for any student who would like to better their abilities as an artist.

**INTERMEDIATE ART**

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Prerequisite – Art Foundations Elements or Principles, or permission from instructor

Intermediate Art is an extension on ideas, techniques, and media introduced in the Foundations course. Greater depth of ideas and more sophisticated technical execution are emphasized. This course is designed to serve as a transition from a highly-structured foundations program to one that immerses the student in the process of making decisions. The student will foster his/her creativity, develop a critical eye, and formulate a personal vision.

**ADVANCED ART**

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Prerequisite – Intermediate Art or permission from instructor

This course is for students who want an opportunity to advance to a higher level of understanding and skill development in the two-dimensional and three-dimensional areas. Students are required to maintain a working sketchbook/journal in addition to their class work. Students will enter their work in competitions and exhibitions. Students will further develop their personal vision within their choice of medium. The artwork developed during this course is designed for and could be used in a portfolio.

**PAINTING**

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</table>

Prerequisite – Art Foundations or permission of instructor

This studio course explores the study and practice of Painting. There is a large focus on color theory and the exciting science behind color. Students will be introduced to the historical eras of painting, such as Surrealism, Impressionism, and Abstraction. During this exploration, skills such as application, and personal composition will reoccur as the basis to the course. All styles will be explored from hyper-realism, to expressive and abstract.
<table>
<thead>
<tr>
<th><strong>SCULPTURE</strong></th>
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<tbody>
<tr>
<td>Grades: 10, 11, 12</td>
<td>Credit: .5</td>
</tr>
<tr>
<td>Prerequisite – Art Foundations or permission of instructor</td>
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<tr>
<td>Applies to Graduation Requirement: Fine Arts</td>
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</table>

This studio course explores the study and practice of Sculpture. Students will be introduced to the historical styles of sculpture, such as Representational, Relief, Found, and Mechanical vs. Organic. During this exploration, advanced skills such as carving, building, blending, and the use of textural components will be an integral part of each student’s construction. This class will not only focus on the use of clay but will include wood, metal, and other found objects that help support each student’s individual vision.

<table>
<thead>
<tr>
<th><strong>DRAWING</strong></th>
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<tbody>
<tr>
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<tr>
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<td>Applies to Graduation Requirement: Fine Arts</td>
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</table>

This course introduces the multiple functions of drawing and treats drawing as a vehicle for conveying ideas. Students will draw from observation and will also learn to organize and present totally invented work. The properties of line, value, shape, texture and space are handled individually and in combination as elemental to the drawing process. Consideration is given to contemporary and historical drawing practices with emphasis on the breadth of the drawing experience and its usefulness across disciplines. Various drawing mediums will be explored.

<table>
<thead>
<tr>
<th><strong>CERAMICS</strong></th>
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<tbody>
<tr>
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<tr>
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<td>Applies to Graduation Requirement: Fine Arts</td>
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</table>

Ceramics will concentrate on the artistic expression of creating functional and nonfunctional forms through the medium of clay. Hand built objects will be the beginning focus of the class. Techniques will include pinch pots, coil pots, slab construction and sculptural methods of working in clay. As the course advances, wheel throwing will be explored. Basic and advanced skills, materials, and concepts will be covered in depth. Principles of kiln firing and glaze applications are also a basic component of the course.

<table>
<thead>
<tr>
<th><strong>DIGITAL PHOTOGRAPHY</strong></th>
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<tbody>
<tr>
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<td>Credit: .5</td>
</tr>
<tr>
<td>Prerequisite – Art Foundations or permission of instructor</td>
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<tr>
<td>Applies to Graduation Requirement: Fine Arts or Applied Art</td>
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</table>

Expand your understanding of the visual and technical elements of photography. The creative aspects of photography are critical to expressing your view of the world and are a vital component of this studio class. Students will be involved with composition, choice of subject (i.e. portrait, landscape, still life and architecture) and special effects (filters, double image, cloning, color manipulation, filters). These explorations will be accompanied by a strong emphasis on the technical foundation that underlies all effective photography. The main focus of the technical aspects of photography will be with the digital camera or phone. The digital techniques will include using the digital camera, uploading photographs, organization of photos, the manipulation of photographs.
using appropriate software applications. Historical and contemporary photographs will be studied to give further insight into the art of seeing.

**COMPUTER GRAPHIC DESIGN**

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<thead>
<tr>
<th>Grades:</th>
<th>10, 11, 12</th>
<th>Credit:</th>
<th>.5</th>
</tr>
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<td>Applies to Graduation Requirement: Fine Arts or Applied Art</td>
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</table>

Students will learn and apply fundamentals of various software applications such as Illustrator and Photoshop. Advertising and marketing projects coordinate technical skills such as image editing and drawing with organization, management, communication, and teamwork. This class is project-based, students will create graphic media in the ABC art computer lab. Additional technology such as laser printers and the Intuos tablets will be used.

**PORTFOLIO DEVELOPMENT**

<table>
<thead>
<tr>
<th>Prerequisite – Permission of instructor</th>
<th>Credit:</th>
<th>.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applies to Graduation Requirement: Fine Arts</td>
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</table>

This course is intended to accommodate students desiring artistic experiences beyond those offered in the art program in preparation for post-secondary art studies. This will provide students the opportunity to expand their personal knowledge, to acquire research skills, to pursue and develop individual projects and to work closely with a resource staff member. Such areas might include fashion design, commercial art, life drawing, graphic design, etc. College portfolios will be prepared for students who are continuing in art after high school. Any student who wishes to can take this course for a full year AP Studio Art credit. Rigorous AP studio requirements will be the focus of the class, and the student will be required to submit their portfolio to the College Board for AP grading assessment.

**BUSINESS EDUCATION**

Business Education Courses are structured to meet the needs of the 21st Century. Courses such as Personal Finance, Accounting I and II, and Keyboarding have been developed to provide marketable skills, a foundation for advanced study, and personal lifelong skills. Regardless of a student’s post-secondary plans, our technological society requires fundamental knowledge of business practices.

Careers/jobs found in the business field include, but are not limited to:

- Accountant
- Actuary
- Administrative Assistant
- Auditor Financial Analyst
- Bookkeeper
- Entrepreneur
- Financial Advisors
- Financial Manager/Analyst
<table>
<thead>
<tr>
<th>Course</th>
<th>Grades</th>
<th>Credit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION TO PERSONAL FINANCE</td>
<td>11, 12</td>
<td>.5</td>
<td>This course focuses on the student’s role as a citizen, student, family member, consumer, and active participant in the business world. The topics covered are career decisions, money management, financial security, credit, resource and risk management, and consumer rights and responsibilities. These life-long skills will enhance students’ financial futures and expose them to our global economy. Introduction to Personal Finance satisfies one half credit of the applied art, computer, finance, or general elective requirement for graduation.</td>
</tr>
<tr>
<td>ACCOUNTING I</td>
<td>10, 11, 12</td>
<td>1.0</td>
<td>This course is designed to introduce the principles of accounting and record the financial records of a sole proprietorship and a partnership. Components of the course are analyzing transactions from general journal to general ledger, cash control systems, worksheets, preparing an income statement and balance sheet, learning the basics of Excel software, and adjusting and closing entries. After manual accounting procedures are mastered, computer software is used to facilitate the processing of accounting data and experience the use of technology in accounting. Accounting satisfies one credit of the applied art, mathematics, computer or general elective requirement for graduation.</td>
</tr>
<tr>
<td>ACCOUNTING II</td>
<td>11, 12</td>
<td>1.0</td>
<td>Accounting II is designed to prepare business oriented and college bound students with the knowledge and skill of specialized accounting procedures, for a partnership and a corporation, covering special journals, subsidiary ledgers, payroll, taxes, inventory, and analysis of financial statements. Students will gain knowledge and skills in automated accounting procedures and produce graphic interpretations of financial data while working in a Windows environment.</td>
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</tbody>
</table>

"I now have the knowledge of credit cards, banking, budgeting and funding my college education so I can be careful with spending money and taking on debt."

"Understanding the business world and what actual adults have to go through when making business decisions, transactions and real-life experiences."
Accounting II satisfies one credit of the applied art, mathematics, computer, or general elective requirement for graduation.

“Real world experiences involving money and accounts.”

COMPUTER SCIENCE

Computer Science classes are increasingly popular as a result of society’s growing dependence on information technology as a means of staying competitive in business, industry, the arts, and commerce of all types.

Courses offered provide students with an introduction to computer programming languages, fundamental concepts for design and development of interactive web pages, and an introduction to videography and animation media.

It is suggested that all college bound students plan to include at least one semester in programming in their course of study and that those who plan on studying a career field involving math, science, or computer technology take a year of advanced programming.

Careers/jobs found in the computer science field include but are not limited to:

- Administrative Assistant
- Communications Specialist
- Communications Specialist
- Computer Aided Drafter
- Computer programmer
- Computer Technician
- Computer User Support Specialist
- Data Entry Specialist
- Helpdesk Analyst
- Market Researcher
- Network Administrator
- Project Manager
- Software Support Specialist
- Systems Administrator
- Web Developer

**Introduction to Programming**

Grades: 9, 10, 11, 12  
Credit: .5

This course provides an introduction to programming using BASIC and Python languages. Students will learn basic components and structures of a computer program with emphasis on conditional statements, loops, and simple functions. This course can be used to prepare for further courses in programming, as an introduction to computers, or as an exploratory course for those interested in programming.
Introduction to Programming satisfies one half credit of the applied art, mathematics, computer, STEM, or general elective requirement for graduation.

**WEB DESIGN AND DEVELOPMENT**

**Grades:** 9, 10, 11, 12  
**Credit:** .5

This course develops a fundamental understanding of the design and production of web sites. Students will discuss what design elements go into web page development and learn how to create their own static and dynamic web pages. Topics include, but are not limited to, formatting techniques, hyperlinks, graphical user interface components, tables, forms and database management. Lessons involving the use of Adobe application products are also included to enhance design elements.

Web Design and Development satisfies one half credit of the applied art, computer, STEM, or general elective requirement for graduation.

**DIGITAL MEDIA PRODUCTIONS**

**Grades:** 10, 11, 12  
**Credit:** .5

This course provides an introduction to video production and technology while learning to work with various forms of digital media in the editing process. Students will explore camera shooting techniques and work with motion graphics to produce professional quality projects. Coursework will include, but not limited to, the creation of field productions such as public service announcements, commercials, documentaries, talk shows and news programs.

Digital Media Productions satisfies one half credit of the applied art, STEM, or general elective requirement for graduation.

**ADVANCED PROGRAMMING**

**Grades:** 10, 11, 12  
**Level:** CP or H  
**Credit:** .5

Prerequisite – Introduction to programming with an average of 95 or higher, or teacher recommendation

This course provides an introduction to the objective-C programming language suitable for those not familiar with C and fundamental concepts of object-oriented programming (OOP) using the Java programming language. Emphasis is placed upon applying operators, data structures, I/O routines; pointers, arrays and methods for the development of applications. Students will be able to apply appropriate syntax and determine effective methods for handling problems as well as an understanding of language structures.

Advanced Programming satisfies one half credit of the applied art, mathematics, computer, STEM, or general elective requirement for graduation.

**MULTIMEDIA COMMUNICATIONS**

**Grades:** 9, 10, 11, 12  
**Credit:** .5
The Multimedia course is a required one-semester course for the graduating classes of 2020 and 2021, and encouraged for all students who would like to increase their computer skills. The course integrates technology to enhance the effectiveness of communication while teaching the fundamentals of computer data manipulation including organization techniques, search techniques, writing formulas, formatting, design, and composing visual representations. Multimedia also incorporates techniques to communicate in a clear and concise manner both personally and professionally when building projects.

The course also integrates other components that include research skills, resume writing, and emerging application software. Through continuing understanding of media including video and sound, students will learn how to enhance their skills and effectively use a variety of computer technology in a project-based classroom model.

Multimedia Communications satisfies one half credit of the multimedia communications, applied art, STEM, or general elective requirement for graduation.

Old Saybrook High School’s English program highlights exposure to diverse literature, opportunities to develop one’s voice through writing, and exploring student’s interests with a student-centered approach. The English curriculum encourages the active pursuit of literacy and writing through shared, guided, and independent reading assignments, writing workshops, teacher/student conferences, personalized learning opportunities, and opportunities for community outreach. Skill based instruction helps prepare students for applications outside the academic setting.

The following are requirements of the English curriculum:

1. Students must take *English 1, English 2, and two upper level English classes.*

*These classes include: American Literature (CP and Honors), American Studies, Humanities (CP and Honors), AP Language and Composition, AP Literature and Composition, English in Action (CP and Honors).*

2. As part of the English curriculum, there is assigned summer work, which asks students to engage with learning throughout the summer. The specifics of these requirements are shared with all students in May/June. There are additional summer reading requirements for Honors and Advanced Placement.
In addition to this four-year program, the English Department offers a Creative Writing elective, a Journalism elective, SRBI literacy support, and numerous opportunities for students to work in real world, authentic settings and publish their work to a greater audience.

Careers/jobs found in the English field include but are not limited to:

- Actor
- Advertising Writer
- College or University Staff
- Journalist
- Library Media Specialist
- Producer Or Director
- Professor
- Publisher
- Radio or Tv Announcer
- Reporter/Correspondent
- Screenwriter
- Speech Writer
- Stagehand
- Teacher
- Technical Writer
- Writer and Editor

Courses that have the  next to them may qualify as one of the credits towards the Certificate of Global Engagement.

<table>
<thead>
<tr>
<th>ENGLISH 1</th>
<th>Grade: 9</th>
<th>Level: CP &amp; H</th>
<th>Credit: 1.0</th>
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<tbody>
<tr>
<td>*This course is required as part of the English course of studies</td>
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</table>

Course instruction emphasizes writing and reading with a focus on the Common Core State Standards. In writing, exercises range from sentence styling and paragraph building to developing expository and persuasive pieces. Reading instruction centers on strategies to improve comprehension and build skills in literary analysis. Selections include classic, modern, and contemporary selections of drama, novel, short story, poetry, and nonfiction. Much of the curriculum focuses on analyzing arguments in non-fiction and analyzing theme and character in fiction.

Students in Honors courses are expected to meet rigorous expectations of additional depth and breadth in their work. Students in English 9Honors complete additional enrichment projects and analyze supplemental literary selections. All candidates for Honors are required to complete additional summer reading and writing requirements and must maintain an 85 for the year to be recommended for future Honors English.

<table>
<thead>
<tr>
<th>ENGLISH 2</th>
<th>Grade: 10</th>
<th>Level: CP &amp; H</th>
<th>Credit: 1.0</th>
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<tr>
<td>*This course is required as part of the English course of studies</td>
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</table>

This course includes numerous writing, reading, discussion, and public speaking activities, all designed to help students develop language proficiency with a focus on the Common Core State Standards. Students write expository and argumentative texts; writing instruction emphasizes skills such as focusing and organizing essays, tailoring writing to a specific audience, and revising to improve clarity. Students read literature from around the world, including novels, plays, poems, short stories, and essays. Through these readings, students develop skills in close literary analysis while exploring how literary texts exemplify the human condition and social injustice.
Students who elect to take this course for Honors credit are expected to meet more rigorous expectations. English 10 Honors students complete assigned supplementary reading and produce enrichment projects. Honors students are required to complete additional summer assignments. Students who wish to take Honors or Advanced Placement courses in their junior year must receive teacher recommendation based on current English performance to be recommended for future Honors English.

"I like how this class helps us to build our sense of logic on how the world works, and how this class challenges us to use our...

AMERICAN LITERATURE
Grades: 11, 12
Level: CP & H
Credit: 1.0

This course is considered an upper level English class and can count towards the OSHS English requirement.

American Literature is the study of American works of fiction, poetry, drama, nonfiction, art, and film with a focus on the Common Core State Standards. By experiencing a variety of significant pieces of American Literature, students will not only develop their critical thinking and analytical skills, but also develop a better understanding of themselves and their relationship with America. Students read various texts from the 1700s to modern times. Development of the human heart, spirit and psyche also receive emphasis.

Students who elect to take this course for Honors credit are expected to meet more rigorous expectations. American Literature Honors students complete assigned supplementary reading and produce enrichment projects. Honors Candidates are required to complete additional summer assignments. Junior students who take American Literature Honors who wish to take Honors or Advanced Placement courses in their senior year must receive teacher recommendation based on current English performance to be recommended for future Honors English.

"The best part of this class is being able to grow as a writer."

"I like that the class challenges us to think deeper into texts than just the surface."

AMERICAN STUDIES ENGLISH
Grades: 11, 12
Level: CP
Credit: 1.0

This course is considered an upper level English class and can count towards the OSHS English requirement.

American Studies is a course that enables students to deeply explore and investigate topics in American culture. Students explore the question What makes us American? Students analyze pieces of literature and seminal documents. The goals of this course are to (1) enable students to make strong connections between reading, writing, listening, and speaking skills; (2) guide students to make connections between American literature, their own experiences, and the Old Saybrook community; and (3) guide and mentor students to reflect on and refine their understanding of
themselves as learners. As students move through the course, they will learn about American literature by exploring a variety of perspectives about different topics. Throughout the class, students will present their findings to a variety of audiences within the Old Saybrook community.

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<tr>
<th>HUMANITIES</th>
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<td>Grade: 12</td>
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This course is considered an upper level English class and can count towards the OSHS English requirement.

In Humanities, students study a variety of classic and contemporary texts, media, and art and respond in discussion, through presentations, through journals, and through analytical essays with a focus on the Common Core State Standards. The focus of the class is the human experience and the opportunity to feel a sense of connection to those who have come before us, as well as to our contemporaries. Students study literature from around the world and over the course of human history. This course offers a balance of nonfiction, philosophy, and literature.

Students in Honors courses are expected to sustain high standards and exhibit work ethic that meets this challenge. Humanities Honors students complete assigned supplementary reading and produce additional enrichment projects. All candidates for Honors are required to complete additional summer reading and writing assignments. Junior students who take Humanities Honors who wish to take Honors or Advanced Placement courses in their senior year must receive teacher recommendation based on current English performance to be recommended for future Honors English.

<table>
<thead>
<tr>
<th>ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION</th>
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<tr>
<td>Grades: 11, 12</td>
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<tr>
<td>Prerequisite – Teacher recommendation</td>
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</table>

This course is considered an upper level English class and can count towards the OSHS English requirement.

This course offers students advanced reading and writing instruction and study of American discourse with a focus on nonfiction texts. Students engage in rhetorical analysis, argument, debate, and synthesis of primary documents and visual texts. Included in each unit are writing activities and presentation opportunities. Students in AP courses are expected to meet rigorous writing and reading expectations, including additional summer reading and writing assignments.

All candidates for AP are required to complete additional summer reading and writing requirements and complete the AP exam in the spring. There is a fee for this test. The test focuses on reading comprehension and writing argument, rhetorical analysis, and synthesis essays.

Junior students who wish to take Advanced Placement courses in their senior year must receive teacher recommendation based on current English performance to be recommended for future Honors/AP English classes.

“I like how we analyze many different types of English material, such as novels, poems, songs, and even movies. It makes me feel like a well-rounded English student.”
ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION

Grades: 11, 12  Level: AP  Credit: 1.0

Prerequisite – Teacher recommendation and English 9 and English 10

This course is considered an upper level English class and can count towards the OSHS English requirement.

Advanced Placement Literature and Composition is a literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways in which writers use language to provide both meaning and pleasure. As they read, students consider a work’s structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. This course emphasizes extensive independent literature study and composition. Students in AP courses are expected to meet rigorous writing and reading expectations, including additional summer reading and writing assignments.

All candidates for AP are required to complete additional summer reading and writing requirements and complete the AP exam in the spring. There is a fee for this test. The test focuses on reading comprehension and analysis of prose, poetry, and drama.

Junior students who wish to take Advanced Placement courses in their senior year must receive teacher recommendation based on current English performance to be recommended for future Honors/AP English classes.

ENGLISH IN ACTION

Grades: 11, 12  Level: CP & H  Credit: 1.0

This course is considered an upper level English class and can count towards the OSHS English requirement.

English in Action is a community-based class that asks students to learn about topics in their community they find urgent or interesting, investigate these topics through service experience and research, complete projects aimed at making improvements within their topic area, and communicate with a range of audiences. Throughout this class, students make interdisciplinary connections between reading, writing, listening, and speaking skills and disciplines including (but not limited to) science, business, social sciences, and government. Furthermore, throughout the class students reflect on and refine their understanding of themselves as learners and as members of their greater community.

During English in Action, students develop and complete a Community Action Project. The Community Action Project can fulfill the OSHS Capstone Graduation requirement. This project is focused on an issue in our community, and students take steps to help solve the problem. This course focuses on time and task management and developing perseverance and grit.
Students in Honors courses are expected to sustain high standards and exhibit work ethic that meets this challenge. All candidates for Honors are required to complete additional summer reading and writing assignments. Junior students who take English in Action Honors who wish to take Honors or Advanced Placement courses in their senior year must receive teacher recommendation based on current English performance to be recommended for future Honors English.

**JOURNALISM**

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<thead>
<tr>
<th>Grades:</th>
<th>10, 11, 12</th>
<th>Level: CP &amp; H</th>
<th>Credit: .5</th>
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</table>

Journalism is a one semester elective open to sophomores, juniors, and seniors interested in honing skills in news-related fields such as writing, reporting, editing, photography/digital images, and layout. Students will have opportunities to learn from guest presenters and/or trips in the field. Students will produce, share, and revise their work on a regular basis in order to meet deadlines in a newsroom setup. In addition, students will submit their writing for publication to the high school newspaper, *The Rambler*.

NOTE: Although this course does not fulfill the English graduation requirement, it does apply to the Fine Arts or Applied Technology requirements.

**CREATIVE WRITING WORKSHOP**

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<tr>
<th>Grades:</th>
<th>11, 12</th>
<th>Level: CP &amp; H</th>
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</table>

Creative Writing is a one semester elective open to juniors and seniors who enjoy writing and would like to improve this skill in a supportive environment. Students are required to produce and to share their writing on a regular basis in a workshop format. Participants learn how to give helpful feedback to others on their writing. Genres include memoir, poetry, and fiction. Students will have opportunities to learn from guest presenters and/or trips in the field as well as publish their work. At the conclusion of the course, students may appeal for CP or Honors credit based on a portfolio submitted to the instructor.

NOTE: Although this course does not fulfill the English graduation requirement, it does apply to the Fine Arts requirements.

**SRBI LITERACY**

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<tr>
<th>Grades:</th>
<th>9, 10, 11, 12</th>
<th>Credit: 1.0</th>
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</table>

Prerequisite – Permission and Recommendation of Instructor

In addition to English class, this course offers explicit skill and strategy instruction in English Language Arts. Students work in a small group setting to develop skills necessary for success in comprehending complex texts. Because of this small group setting, this course offers a unique opportunity for students to improve the reading, writing, and study skills necessary for success in all academic areas. This support includes skills needed for standardized tests. This course adds to students’ total course credits but is not a substitute for an English course in fulfilling graduation requirements.

NOTE: Although this course does not fulfill the English graduation requirement, it does apply to the Elective requirements.
In our culinary, fashion merchandising, and child development courses students develop important skills, creativity and a sense of fulfillment! Family and Consumer Science courses incorporate learning experiences with practical life skills to better prepare students for attaining self-worth, respect, and a sense of accomplishment in today’s society. Course offerings are designed to meet individual needs, abilities, and interests. Emphasis is placed on providing opportunities for motivating students to be more self-sufficient, and to develop their potential for leading productive and meaningful lives. Enrichment project options are strongly recommended.

The curriculum incorporates the following areas:

- Career Exploration
- Design and Creativity
- Fashion Marketing and Promotion
- Food Choices and Preparation
- Life Management
- Nutritional Awareness
- Parenting Skills
- Understanding Children and Development

Careers/jobs found in the family and consumer sciences field include but are not limited to:

- Banquet Manager
- Caterer
- Child Care Provider
- Chocolatier
- Costume Design
- Executive Chef
- Executive Pastry Chef
- Fashion Designer
- Fashion Merchandiser
- Food & Beverage Director
- Food Researcher
- Hospitality Management
- Merchandise Manager
- Nutritionist
- Personal Chef
- Preschool/Elementary Teacher
- Restaurant Owner
- Retail Marketing
- Retail Sales Representative
- Spa Chef/Dietician
- Store Manager
- Wedding Planner

This course affords students the opportunities to study and learn about children through entire developmental process: prenatal to age 6. Learning how a child develops and matures can help
students to better understand themselves and others. Units on pregnancy, birth, and the child through school age are covered in the curriculum with an emphasis on learning effective parenting skills. Opportunities to observe and interact with young children are provided. Child Development is a valuable course for students who are considering a career field that involves working with children, or just for gaining personal knowledge and growth.

Child Development I satisfies one half credit of the applied art, or general elective requirement for graduation.

<table>
<thead>
<tr>
<th>CHILD DEVELOPMENT II</th>
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<tr>
<td>Grades: 10, 11, 12</td>
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<tr>
<td>Credit: .5</td>
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<tr>
<td>Prerequisite – Child Development I</td>
</tr>
</tbody>
</table>

This course is designed to help students gain knowledge and understanding of the intellectual, physical, social and emotional development of children age six to eighteen years. Information is given on practicing health and safety standards for children and young adults. Careers related to the childcare field are also incorporated within the course. Students will identify what factors impact and enhance the developmental needs and interests of children. Students will gain knowledge about employable skills necessary for a child-oriented career.

Child Development II satisfies one half credit of the applied art, or general elective requirement for graduation.

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<thead>
<tr>
<th>CULINARY – INTRO TO BAKING</th>
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<tr>
<td>Grades: 9, 10, 11, 12</td>
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<tr>
<td>Credit: .5</td>
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</table>

This is the introductory class of Baking and Pastry. Students will be introduced to the professional field in the Food Service Industry. Students will begin their learning by gaining an understanding of sanitation and safety in the professional kitchen. They will continue to gain knowledge of the career opportunities, equipment, weights, measurements, recipes and nutrition by learning the principles of cookery of quick breads, yeast dough’s, cookies, cakes, and pastries. Hands on practical experience through preparing and tasting of these items will give students an opportunity to evaluate each recipe they prepare and to develop a portfolio of recipes for their own use. This class is only offered semester 1.

Culinary – Intro to Baking satisfies one half credit of the applied art, or general elective requirement for graduation.

<table>
<thead>
<tr>
<th>CULINARY - INTRO TO COOKING</th>
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<tbody>
<tr>
<td>Grades: 9, 10, 11, 12</td>
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<td>Credit: .5</td>
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This is the introductory class of the fundamentals of savory cooking. Students will be introduced to the professional field in the Food Service Industry. Students will begin their learning by gaining an
understanding of sanitation and safety in the professional kitchen. They will continue to gain knowledge of the career opportunities, equipment, weights, measurements, recipes and nutrition by learning the principles of sautéing, roasting, boiling, frying and baking, as well as, knife skills and proper cooking and holding temperatures. Hands on practical experience through preparing and tasting of these items will give students an opportunity to evaluate each recipe they prepare and to develop a portfolio of recipes for their own use. **This class is only offered semester 2.**

Culinary – Intro to cooking satisfies one half credit of the applied art, or general elective requirement for graduation.

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<tr>
<th>CULINARY - ADVANCED FOOD SERVICE</th>
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<tr>
<td>Grades: 10, 11, 12</td>
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<td>Credit: 1.0</td>
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Prerequisite – Intro to Baking and/or Intro to Cooking & Teacher Recommendation

Students of the Advanced Food Service class will be given an opportunity to take the skills they have acquired in the Intro to Baking and/or Intro to cooking class, including weights, measurements, proper safety and sanitation, knife skills, proper cooking and holding temps, etc. and put it into practice within a professional, “on the job” environment. They will gain real world food service knowledge by generating and fulfilling food service orders within the Old Saybrook School district and community. Students will learn to prepare, serve, and understand the costs of items in the restaurant business. Students who complete this class may receive community service hours as well as internship credit for their efforts.

Culinary – Advanced Food Service satisfies one credit of the applied art, or general elective requirement for graduation.

<table>
<thead>
<tr>
<th>FASHION MERCHANDISING</th>
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<tr>
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<td>Credit: .5</td>
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This course is designed to offer students an introduction to the various aspects of the field of fashion. Components of the course include: fashion design elements, fashion marketing and promotion, and fashion visual merchandising. Students will gain understanding of fashion centers, trends, textiles and production, designing fashion, fashion distribution, and fashion pricing and technology. Students will evaluate fiber and textile materials, and demonstrate apparel and textiles design skills. Students will analyze career paths within textile and apparel industries.

Fashion Merchandising satisfies one half credit of the applied art, or general elective requirement for graduation.
HEALTH & PHYSICAL EDUCATION

Health is required for all students at Old Saybrook High School. “Health: A Wellness Approach” helps students examine their lifestyles, select goals, and make plans to achieve and maintain optimal health. This involves choosing behaviors that help prevent illness, accidents, and promote lifelong health.

Health units include the following: Wellness and communication concepts, fitness, nutrition, substance abuse, mental and emotional health, human sexuality, social media/internet safety, disease prevention, and CPR/first aid.

Careers/jobs found in health field include but are not limited to:

- Dental Assistant
- Dental Hygienist
- Dietitian
- Emergency Medical Technician (EMT)
- Medical Lab Technician
- Medical Secretary
- Nurse
- Nutritionist
- Occupational Therapist
- Optician
- Physical Therapist
- Physical Therapy Assistant
- Physician
- Psychiatric Assistant
- Surgeon
- Surgical Technician
- X-Ray Technician

Physical Education is required for all students at Old Saybrook High School. Activities in the Physical Education curriculum are designed to emphasize the following:

- benefits of physical fitness
- teamwork/cooperation/good sportsmanship
- appreciation of lifetime recreational activities
- importance of daily physical activity

Physical Education units include the following: soccer, speedball, ultimate Frisbee, badminton, volleyball, basketball, floor hockey, team handball, tennis, physical fitness testing (Grade 10), tennis baseball, walking for fitness, strength and conditioning training, and units in aerobics, yoga and pilates.

Careers/jobs found in the physical education field include but are not limited to:

- Athletic Director
- Athletic Trainer
- Coach
- Parks and Recreation Facilitator
- Personal Trainer
- Professional Athlete
- Teacher
- YMCA Facilitator

All students are required to earn 1 full credit of Health in order to graduate. The two Health courses required are Health 1 and Health 2.
HEALTH 1
Grades: 9 Credit: .5

This course provides training in many areas of health, including, but not limited to: wellness dimensions, mental and emotional health, substance abuse, growth and development, nutrition, exercise and fitness, diseases and disorders, human sexuality, and safety, communication, and CPR/first aid. Students learn to differentiate between healthy behaviors and risk behaviors in each of these areas, as well as the difference between protective factors and risk factors. Students learn how a single behavior affects the whole person and the outcome of any given situation. Topics studied with the above areas of health include decision making skills, goal setting skills, stress management skills, mental health disorders, nutritional choices, the effects of advertisement and the media, Red Cross CPR and First Aid, sexually transmitted infections including HIV/AIDS, reproduction and contraception, sexual harassment, and healthy/unhealthy relationships.

HEALTH 2
Grades: 11 or 12 Credit: .5
Prerequisite: Health 1

Students are required to take one semester of Health 2 during their junior or senior year. This course will be classroom based. Students will learn about more advanced and age appropriate health topics that are relevant to their grade level. The course will include lessons involving critical decision making, goal setting, healthy relationships, sex education, substance abuse, distracted driving, fitness and nutrition, current health issues, and ways to continue to live a healthy lifestyle behind high school.

GENERAL PHYSICAL EDUCATION
Grades: 9 Credit: .5
Required in freshman year

In PE 9, students will learn about the benefits of physical fitness and importance of daily physical activity as they prepare for and perform the CT Fitness Test. They will also learn and develop the basic skills and fundamentals of various sports and games. Through game play, they will understand the importance of teamwork, cooperation, offensive and defensive strategies, and good sportsmanship.

TEAM SPORTS*
Grades: 10, 11 or 12 Credit: .5
Prerequisite: General PE freshman year

This course will include but is not limited to, ultimate frisbee, soccer, speedball, cooperative games, floor hockey, team handball, volleyball, tennis, baseball, basketball, badminton, tennis, kickball, and raffle ball. Students will learn the skills and terminology associated with each sport, game strategies,
fitness concepts and how to develop teamwork and good sportsmanship. Personal exercise options such as strength and conditioning training and walking for fitness will also be available in between units.

### PERSONAL FITNESS*

| Grades: | 10, 11 or 12 | Credit: | .5 |
|---------|--------------|---------|
| Prerequisite: | General PE freshman year |

This is a course designed to focus on personalized fitness planning, as well as a nutritional learning piece. This course will take place in the fitness center and will include learning about various styles of fitness. These styles of fitness will include but are not limited to, high intensity interval training (HIIT), yoga, split routines, core training, TRX, CrossFit, strength training, endurance training, mobility, flexibility, etc. The goal of this course is for students to become comfortable with fitness and learn how to build and write their own fitness routines based on personal goals.

*All students are required to earn 1 full credit of Physical Education in order to graduate. Students are required to take .5 credit their freshman year and they can take the other .5 credit in any semester of their remaining years left. They can choose to take Team Sports or Personal Fitness as their second PE requirement.

### INTERNSHIP

| Grades: | 11, 12 | Credits: | .5-1.0 |
|---------|--------|----------|
| Prerequisite – | Participants must obtain permission of CCR Internship Coordinator and be at least 16 years old. |

The internship program is designed to provide students with real-world experience in identified areas of career interest by working in partnership with nearby businesses and industries, schools, medical facilities, government, and other community and service organizations. Specifically, cooperating partners act as mentors, guiding the assigned students as they work toward gaining practical experiences and skills that align with their personal learning and career goals. Each participant gains knowledge of the entry-level requirements of a profession and experiences the real-life work environment. The internships are combined with the other College and Career Readiness activities at OSHS, to assist students in defining their focus for post-secondary education and employment by affording them authentic opportunities to apply what they learn in the classroom to the world of work.
Students must spend a minimum of 4 hours per week, (maximum of 120 hours per year), at their internship and must provide their own transportation to and from their site. These hours can be completed during school (when a student has back-to-back free periods), after school, or on weekends.

The aim of this program is to provide students with opportunities to:

1. Investigate a career area or occupation to discover whether it is a good match;
2. Gain real-world work experience, soft-skills and professional skills;
3. Understand how their future can be impacted by what they accomplish now in school;
4. Research what they must know and be able to do to succeed in a particular field;
5. Learn what they can expect with regard to wages and employment potential;
6. Make contacts and network in the field of their interest;
7. Develop career competencies; and much, much more!

Because of the commitment and relationships that are built with our community through this program, participating students are expected to maintain behavioral standards that represent O.S.H.S. in a positive manner at all times in order to maintain internship positions.

"This has been a thrilling experience. I was able to learn that what I thought I wanted to do in my future actually didn’t fit me very well. Surprisingly, I still learned more in one semester that will help me with college and my future than I could have ever imagined."

MATHEMATICS

The Old Saybrook High School Mathematics Department recognizes that all students must have understanding, confidence and interest in mathematics to meet the needs and challenges of a global society. All students must be mathematically literate to make informed decisions about the world around them and insure success in post-secondary study and work. An individual who is mathematically literate has an understanding of the big ideas of algebra, geometry, probability, and statistics; is able to compute, reason and communicate mathematically, both verbally and in writing, when solving problems; uses a variety of strategies, tools and technology to solve mathematics problems; and understands the application of mathematics to daily life. The Common Core State Standards of Mathematical Practices are integrated throughout all math courses offered at the high school.

• Make sense of problems and persevere in solving them
• Reason abstractly and quantitatively
• Construct viable arguments and critique the reasoning of others
• Model with mathematics
• Use appropriate tools strategically
• Attend to precision
• Look for and make use of structure
• Look for and express regularity in repeated reasoning

This sequence of courses is offered at OSHS: Algebra 1, Geometry, Algebra 2, Applications of Mathematics, Pre-Calculus, Calculus Concepts & Statistics, AB Calculus, and BC Calculus. Courses are offered at the College Prep (CP), and Honors (H) levels. AB and BC Calculus are Advanced Placement (AP) level courses. Students are encouraged to enroll in the most challenging level of math course that they can handle successfully. Students of high capability and seriousness of purpose may be given the opportunity to take both Geometry and Algebra 2 in the same grade, with recommendation and consent of the Mathematics Department.

When enrolled in the high school, students are required to earn three (3) credits in math. The math department encourages students to take four (4) or more classes in mathematics.

*The following courses offered outside the Mathematics Department may be used in partial fulfillment of the math graduation requirement.

**Accounting 1, Accounting 2, Advanced Programming**

Careers/jobs found in the mathematics field include but are not limited to:

- Accounting
- Actuary
- Architect
- Astronaut
- Business Manager
- Computer Science
- Engineer
- Financial Planner
- Geographic Information
- Statistician
- Systems (GIS) Analyst
- Tax Consultant
- Teacher/Professor

**Students are expected to maintain a minimal grade of 85% to remain in an honors-level math class.**

**PRE-ALGEBRA**

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<tr>
<th>Grades:</th>
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<th>Credit: 1.0</th>
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<td>Prerequisite - Permission of Instructor</td>
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This course focuses on preparing students for Algebra I. There is an emphasis on developing necessary skill levels for the more challenging math curriculum, including Algebra.

**ALGEBRA 1**

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<tr>
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<th>Level: CP/H**</th>
<th>Credit: 1.0</th>
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Algebra 1 is designed to build the mathematical foundation needed for the study of geometry and advanced algebra topics. This course will include a study of: Patterns, Linear Equations and
Inequalities, Functions, Linear Functions, Scatter Plots and Trend Lines, Systems, Exponential Functions, and Quadratics. Modeling with technology will be an integral part of this course and students will need access to a graphing calculator during this course.

**GEOMETRY**

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<tr>
<th>Grades:</th>
<th>9, 10, 11</th>
<th>Level: CP &amp; H**</th>
<th>Credit: 1.0</th>
</tr>
</thead>
</table>

Prerequisite – Algebra 1

Plane geometry and solid geometry are blended throughout the course. The development of understanding and skill in deductive reasoning, growth in ability to visualize plane and solid figures, and appreciation of the role of induction, conjecture and discovery are key objectives of the course.

"Taking Geometry helped me develop skills in logic and making sense because proofs helped me think through processes and situations strategically and logically."

**ALGEBRA 2**

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<tr>
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<th>Level: CP/H**</th>
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</table>

Prerequisite – Algebra 1 or Geometry

This course extends the content of Algebra 1 and provides further development of the concept of a function. Topics include: functions, equations and inequalities; quadratics; conic sections; polynomials; algebraic fractions; logarithmic and exponential functions. Algebra 1 and geometry are utilized extensively in this course to prepare students for further work in pre-calculus. A graphing calculator will be necessary for students in this course.

"This class truly challenges me and makes me use my critical thinking. It has helped me further my knowledge of math and gain more of an appreciation for hard work."

"Taking Algebra 2 helped me think outside of the box. It has also taught me how to study and time manage for a class where you don’t fully understand. I’ve learned how to advocate and stay after school when I felt I needed help."

**APPLICATIONS OF MATHEMATICS**

<table>
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<tr>
<th>Grades:</th>
<th>11, 12</th>
<th>Level: CP</th>
<th>Credit: 1.0</th>
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Prerequisite – Algebra 2 with teacher recommendation
This course is meant for the student who wants to continue their studies of mathematics to ensure solid foundational algebraic concepts and processes for college placement exams. In this course, students will review and extend their knowledge of linear, quadratic, and exponential functions by exploring the real-world applications of mathematics in a project-based classroom. A graphing calculator will be necessary for students in this course.

“Applications of Mathematics put the math we use to purpose that we can use every day.”

**PRE-CALCULUS**

Grades: 10, 11, 12
Level: CP & H**
Credit: 1.0

Prerequisite – Grade of 85 in Algebra 2 or Applications of Mathematics

This course is designed for students who are genuinely interested in pursuing the study of math to more advanced levels. In this course, students will review and extend their knowledge of polynomial, exponential, and logarithmic functions as well as in depth study of trigonometric and circular functions. A graphing calculator will be necessary for students in this course. Pre-Calculus is especially recommended for students in preparation for college level mathematics.

“Taking pre-calc has helped me really think through problems and really understand the meaning behind whatever we learn. I’ve stayed more focused and involved and it has improved my math skills.”

**CALCULUS CONCEPTS & STATISTICS**

Grades: 11, 12
Level: CP
Credit: 1.0

Prerequisite – Pre-Calculus or permission of Instructor

This elective course combines an introductory calculus and statistics course. An emphasis is on the development of conceptual understanding of basic calculus ideas and using statistical ideas to analyze problems. The material is data driven, technology based, and features a modeling approach using real-world situations. Topics include functions and models (linear, exponential, logistic, and polynomial); average rates of change; tangent lines; derivative rules; as well as the collection and organization of data including histograms, box-plots, and stem-and-leaf graphs; measures of center and variation including standard deviation; elementary probability theory; binomial and normal distributions. Applications are drawn from a broad range of interests including business, nursing, psychology, economics, and law-enforcement. Use of a graphing calculator will be necessary for students in this course.

Students who desire to take a college-preparatory mathematics course during their senior year are encouraged to take Calculus Concepts & Statistics. Students who plan to major in a non-technical field such as business, economics, management or the social sciences will appreciate this approach to calculus that emphasizes conceptual understanding rather than algebraic manipulation. Statistics is often a requirement for majors such as psychology, nursing, biology, and business. This course

“I am glad I took calculus concepts because it gave me a good background for college”
should be effective preparation for a college-level course in calculus or statistics for those students who will need to further their studies for their particular major.

**AP CALCULUS AB**
Grades: 11, 12 Level: AP Credit: 1.0
Prerequisite – Average of 85 in Algebra 1, Honors Geometry, Honors Algebra 2, and Honors Pre-Calculus.

This course is designed to introduce the advanced secondary student to both differential and integral calculus. Topics include the following: limits, continuity, and application of derivatives and integrals. Since calculus is a prerequisite to further studies in most branches of mathematics as well as in economics, science and engineering, qualified students are encouraged to elect this course in their senior year. A graphing calculator is essential to the full understanding of topics in this course. **Summer work may be required.**

Students are **required** to take the AP test administered in the spring, with a $94 fee for this test.

**AP CALCULUS BC**
Grades: 11, 12 Level: AP Credit: 1.0
Prerequisite – AP Calculus AB

Calculus BC is an elective for students who have completed Calculus AB and wish to continue their mathematics education at the high school and are capable of and motivated to do college-level work. This course will review and extend topics covered in Calculus AB. Additional topics covered include parametric, polar, and vector functions; application of derivatives including Euler’s method and L’Hôpital’s rule; integration by parts and simple partial fractions; logistic differential equations; polynomial approximations and series (including geometric and harmonic series); and Taylor and McLaurin series. Use of a graphing calculator is essential to the full understanding of topics in this course. **Summer work may be required.**

Students are **required** to take the AP test administered in the spring. The content of Calculus BC is designed to qualify students for placement and credit beyond that granted for Calculus AB. There is a $94 fee for this test.

**SRBI NUMERACY**
Grades: 9, 10, 11, 12 Credit: Varies
Prerequisite – **Teacher Recommendation based on classwork, demonstration of understanding and/or district/building common formative assessment results.**

In addition to math class, this course offers explicit skill building in mathematics based on individual student need. Students work in a small group setting to fill gaps in understanding and build skills necessary for success in algebra I, geometry and algebra 2. This support course also includes skill building towards success on standardized tests. Students earn credit for this course based on amount of time they are enrolled but this course does not go towards fulfilling graduation requirements in mathematics.
Music is an art form in which everyone can participate at any level of accomplishment. The courses offered by the music department provide many opportunities for self-expression and creativity, the development of personal skills, opportunities to observe the work of others, and to develop self-confidence.

Careers/jobs found in the music field include but are not limited to:

- Band Manager
- Chamber Musician
- Composer
- Conductor/Band Director
- Crew
- Dancer and Choreographer
- Disc Jockey
- Entertainer/Actor
- Independent Musician (rock band)
- Instrumental Musician
- Lighting Engineer
- Lyricist
- Music Network Reporter/Video Disc Jockey
- Producer and Director
- Singer
- Sound Engineer
- Teacher
- Writer

Courses that have the " next to them may qualify as one of the credits towards the Certificate of Global Engagement.

**BAND FUNDAMENTALS**

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<th>Grades:</th>
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Applies to Graduation Requirement: Fine Arts

This is an instrumental music course for students with no prerequisite. Students will choose a wind instrument (no drums or guitar) in the first few weeks of class, and will learn music literacy and proper performance technique. Band Fundamentals may also be taken by a current band member who wishes to learn a second instrument. The Fun Band may perform at the Music Department’s Winter Concert and at Old Saybrook Band Day in February. The Fun Band will perform in the Spring Concert, the Memorial Day parade, and at the graduation ceremony as part of the graduation band.

**BAND 1**

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Applies to Graduation Requirement: Fine Arts

Band 1 is the high school instrumental music class for freshman and sophomores. Students will learn small and large group ensemble skills. All 9th and 10th grade students in band will perform as the OSHS Pep Band at all home football games. Band 1 performs at the Fall, Winter, and Spring Concerts, at the Old Saybrook Band Day in February, the Memorial Day parade, and at graduation as part of the graduation band. Students enrolled in both Band 1 and Chorus 1 are subject to a half hour per week practice requirement.

**BAND 2**
Grades: 11, 12
Credit: 1.0
Applies to Graduation Requirement: Fine Arts

Band 2 is the high school instrumental class for juniors and seniors. Students will learn advanced chamber and wind band performance skills. Band 2 performs at the Fall, Winter, and Spring Concerts, at Old Saybrook Band Day in February, Veteran’s Day morning, the Memorial Day parade, and at graduation as part of the graduation band. Band 2 may be taken for honors credit. Honors Band students will study solo performance in addition to their ensemble studies, and must take at least one audition during the course of the school year. Students enrolled in both Band 2 and Chorus 2 are subject to a half hour per week practice requirement.

**FLUTE CHOIR**
Grades: 9, 10, 11, 12 (by audition)
Credit: .4
Applies to Graduation Requirement: Fine Arts

The Flute Choir rehearses twice weekly during “zero hour” (6:45 am). This group of advanced instrumentalists will study more demanding music literature, and will perform at small group concerts throughout the school year. Flute Choir is open to flautists only by audition.

**CLARINET CHOIR**
Grades: 9, 10, 11, 12 (by audition)
Credit: .4
Applies to Graduation Requirement: Fine Arts

The Clarinet Choir rehearses twice weekly during “zero hour” (6:45 am). This group of advanced instrumentalists will study more demanding music literature, and will perform at small group concerts throughout the school year. Clarinet Choir is open to clarinetists only by audition.

**JAZZ BANDS**
Grades: 9, 10, 11, 12 (by audition)
Credit: .2
Applies to Graduation Requirement: Fine Arts

The Jazz Bands meet during “zero hour” (6:45am). The big band, a standard 18-piece orchestra, will study American jazz literature, and will perform at a variety of events throughout the year. The combos, two smaller groups, will focus on the study of jazz theory and improvisation, and will also have numerous performance opportunities throughout the year.

**CHORUS 1**

“I love the advanced level of music we play and how we work together.”
Grades: 9, 10
Applies to Graduation Requirement: Fine Arts
Credit: 1.0

This course provides training in choral music preparation and presentation for students in grades 9 and 10. Instruction in basic music literacy will be explored and is essential for students in this course. Participation in the choral program includes opportunities to develop vocal knowledge and skill in voice classes, preparation for solos and performance in small ensembles such as Chamber Singers and Treble Choir, which will meet before the school day as a zero-hour class at 6:45am. Participation in the smaller ensembles is by audition.

Many students in Chorus are involved in the All State, All New England, Shorelines and Southern Region music festivals. The Chorus participates in combined exchange concert programs with other schools sometimes involving large choral works with orchestral accompaniment. All students are welcome in the choral program. Students are expected to take part in each performance.

CHORUS 2
Grades: 11, 12
Applies to Graduation Requirement: Fine Arts
Credit: 1.0

This course provides training in choral music preparation and presentation at a more advanced level for students in grades 11 and 12. Students will be expected to apply their understanding of theory (note and rhythm reading) to a variety of musical repertoire throughout this course. As with Chorus 1, participation in the choral program includes opportunities to develop vocal knowledge and skill in voice classes, preparation for solos and performance in small ensembles such as Chamber Singers and Treble Choir, which will meet before the school day as a zero-hour class at 6:45am. Participation in the smaller ensembles is by audition.

Many students in the Chorus are involved in the All State, All New England, Shorelines and Southern Region music festivals. The Chorus participates in combined exchange concert programs with other schools sometimes involving large choral works with orchestral accompaniment. All students are welcome in the choral program. Students are expected to take part in each performance.

CHAMBER SINGERS
Grades: 9, 10, 11, 12 (by audition)
Applies to Graduation Requirement: Fine Arts
Credit: .4

“My favorite parts about this class are learning how to sight-read notes, and learning new songs and seeing how all of the different voice parts come together during the concert. I would recommend this class to a peer because there is a very comfortable environment within the classroom and you get to experience music in a way that most other people never get a chance to do.”

“I have fun while also being pushed to step outside of my comfort zone but only if I want to.”
Chamber Singers is an auditioned, medium sized choral ensemble for advanced men and women in grades 9-12. Focus is put on advanced understanding of music symbols and terms, elements of music, choral techniques and performance. Chamber Singers perform a variety of music from pre-renaissance to 20th century. Auditions are held at the end of each academic year for the following academic year. If students wish to be considered for an auditioned group they must also be enrolled in a large choral ensemble during the school day.

**TREBLE CHOIR**

Grades: 9, 10, 11, 12 (by audition)  
Credit: .4  
Applies to Graduation Requirement: Fine Arts

Treble Choir is an auditioned, medium sized choral ensemble for advanced female voices in grades 9-12. Focus will be put on the advanced understanding of music symbols and terms, elements of music, choral techniques and performance. Treble Choir performs a variety of music from pre-renaissance to 20th century. Auditions are held at the end of the academic year for the following academic year. In order to be considered for membership, students must also be enrolled in a large choral ensemble during the regular school day.

**MEN’S CHOIR**

Grades: 9, 10, 11, 12 (by audition)  
Credit: .2  
Applies to Graduation Requirement: Fine Arts

Men’s Choir is an auditioned, medium sized choral ensemble for advanced male voices in grades 9-12. Focus will be put on the advanced understanding of music symbols and terms, elements of music, choral techniques and performance. Men’s Choir performs a variety of music from pre-renaissance to 20th century. Auditions are held at the end of the academic year for the following academic year. In order to be considered for membership, students must also be enrolled in a large choral ensemble during the regular school day.

**SOUND REINFORCEMENT AND RECORDING**

Grades: 10, 11, 12  
Credit: .5  
Applies to Graduation Requirement: Fine Arts, Applied Art, Computer

The Sound Reinforcement & Recording course is intended to give students a basic understanding of two major applications of technology in music: live sound reinforcement and analog and digital recording. Students will be able to design and implement amplification systems for live shows. Students will produce and record a short album. The first unit will involve the study of acoustics, the science of sound.

This course is one semester in length and is open to grades 10, 11 and 12 with preference given to juniors and seniors.

**MUSICAL INSTRUMENT DIGITAL INTERFACE (MIDI)**

Grades: 9, 10, 11, 12  
Credit: .5  
Applies to Graduation Requirement: Fine Arts, Applied Art, Computer
This class will study the techniques of modern computer-based music. Topics will include drum machine and synthesizer sequencing, the design and creation of electronic instruments (incorporating such techniques as touch pads and sonar), and film scoring.

“I enjoyed the creative freedom.”

This course will take place during the second semester. The sound reinforcement class is NOT a prerequisite. This course is open to grades 10, 11 and 12 with preference given to juniors and seniors. The study of MIDI requires math skills.

**UCONN ECE MUSIC HISTORY**

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This course is a general survey course in music and is designed to provide the student with a broad background in the history, language and development of music from the medieval time period to the present day. Students are accepted to the UConn ECE program who earn a grade of C or better in this class will receive 3 credit hours in ECE Music Appreciation 1001.

**UCConn Early College Experience (ECE) provides academically motivated students with the opportunity to take university courses while still in high school. These challenging courses allow students to preview college work, build confidence in their readiness for college, and earn college credits that provide both an academic and financial head start on a college degree.**

**UCConn ECE instructors, who are high school teachers certified as adjunct professors by UConn faculty, create a classroom environment fostering independent learning, creativity and critical thinking – all pivotal for success in college. To support rigorous learning, University of Connecticut library resources are available to all UConn ECE students. UCConn ECE students must successfully complete the course with a grade of C or above in order to receive University credit. University credits are highly transferrable to other colleges and universities.**

Students are charged a $125 course fee payable to University of Connecticut. For additional program information visit: [www.ece.uconn.edu](http://www.ece.uconn.edu).

**UCONN ECE MUSIC THEORY 1**

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<th>Credit: 1.0</th>
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</thead>
<tbody>
<tr>
<td>Applies to Graduation Requirement: Fine Arts</td>
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</tbody>
</table>
This course is open to all students involved in the music department who wish to expand their knowledge of western music and the theory behind why it sounds the way that it does. This is a full year course.

Students who are accepted to the UConn ECE program and who earn a grade of C or better in this class will receive 3 credit hours in ECE Music Theory 1011.

UConn Early College Experience (ECE) provides academically motivated students with the opportunity to take university courses while still in high school. These challenging courses allow students to preview college work, build confidence in their readiness for college, and earn college credits that provide both an academic and a financial head start on a college degree.

UConn ECE instructors, who are high school teachers certified as adjunct professors by UConn faculty, create a classroom environment fostering independent learning, creativity and critical thinking – all pivotal for success in college. To support rigorous learning, University of Connecticut library resources are available to all UConn ECE students. UConn ECE students must successfully complete the course with a grade of C or above in order to receive University credit. University credits are highly transferable to other colleges and universities.

Students are charged a $125 course fee payable to the University of CT. For additional program information visit: www.ece.uconn.edu.

<table>
<thead>
<tr>
<th>UCONN MUSIC THEORY 2</th>
<th>Credit: 1.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades: 10, 11, 12</td>
<td>Level: AP</td>
</tr>
<tr>
<td>Prerequisite: UConn Music Theory 1 or permission of instructor.</td>
<td></td>
</tr>
<tr>
<td>Applies to Graduation Requirement: Fine Arts</td>
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</tr>
</tbody>
</table>

This is a rigorous course in the fundamentals of general musicianship: reading music, writing music, ear training, sight singing, and auralization. Focus is on the harmonic and voice-leading practices of J.S. Bach. In addition, music from many time periods and styles will be studied, including American traditional and jazz styles. Students will complete multiple music composition projects as well as a basic unit on conducting.

Students who are accepted to the UConn ECE program and who earn a grade of C or better in this class will receive 3 credit hours in ECE Music Theory 1012.

UConn Early College Experience (ECE) provides academically motivated students with the opportunity to take university courses while still in high school. These challenging courses allow students to preview college work, build confidence in their readiness for college, and earn college credits that provide both an academic and a financial head-start on a college degree.

UConn ECE instructors, who are high school teachers certified as adjunct professors by UConn faculty, create a classroom environment fostering independent learning, creativity and critical thinking – all pivotal for success in college. To support rigorous learning, University of Connecticut library resources are available to all UConn ECE students. UConn ECE students must successfully complete the course with a grade of C or above in order to receive University credit. University credits are highly transferable to other colleges and universities.
Students are charged a $125 course fee payable to the University of CT. For additional program information visit: www.ece.uconn.edu.

The Science Department is excited to offer a wide range of courses. Classes have been opened up so that students can avail themselves of more choices and can challenge themselves with greater rigor. Although most students will choose Earth Science, Biology, Chemistry and Physics to complete graduation requirements, we hope that students will continue their science education by taking one or more of the science electives offered.

When selecting science courses for the next year, be sure to consider the following:

- Some courses have prerequisites, which means those courses are required for enrollment
- Honors and AP Classes will move at a faster pace and will have additional time commitments with homework and require written lab reports that have a greater depth of analysis and complexity.
- Each student’s current science teacher will recommend a course and level for the following year in PowerSchool.

Careers/jobs found in the science field include but are not limited to the following:

- Chemical Engineer
- Chemical Technician
- Chemist/Biologist/Geologist
- Dietician/Nutritionist
- Environmental Analyst/Engineer
- Health Care Management
- Mechanical Engineer
- Medical/Clinical Laboratory Technologists
- Meteorologist
- Natural Resource Management
- Physical Therapist
- Physician’s Assistant
- Physician/Nurse/Pharmacist
- Veterinarian/Veterinarian Technician
- Medical/Clinical Laboratory Technologists
- Meteorologist
- Natural Resource Management
- Physical Therapist
- Physician’s Assistant
- Physician/Nurse/Pharmacist
- Veterinarian/Veterinarian Technician

Courses that have the ☣ next to them may qualify as one of the credits towards the Certificate of Global Engagement.

<table>
<thead>
<tr>
<th>GLOBAL SCIENCE &amp; CITIZENSHIP ☣</th>
<th>Grades: 9</th>
<th>Level: TBD</th>
<th>Credit: 2.33</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite – None</td>
<td></td>
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</tbody>
</table>

Pending OSPS Board of Education Approval

This skill-based, multi-disciplinary course is designed for first-year students to prepare them for the rigor of secondary education at OSHS as well as living, working, interacting and learning in a global society. This program exposes learners to cross-curricular units of study such as The Big Picture and
You, Echoes of Earth's History: Then and Now, Earth's Conflict and Cooperation, and Global Sustainability. Using a project-based format, GSC uses rigorous activities in data analysis, imagery & simulations and hands-on inquiry-based experiments in the sciences and social studies. Students will finish the course with the ability to apply a variety of skills vital to scientific, cultural and historical processes while gaining an awareness and appreciation for society's demands on the world.

This course is recommended for incoming freshmen and can be used for the Connecticut Certificate of Global Engagement in place of Global Citizenship.

Successful completion of this course earns students 1.33 credits towards the 3.0 credit graduation requirement for science and 1.0 credit towards the 3.0 credit graduation requirement for social studies.

### EARTH SCIENCE

<table>
<thead>
<tr>
<th>Grades: 9</th>
<th>Level: CP</th>
<th>Credit: 1.33</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite – None</td>
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</tbody>
</table>

Taught as a laboratory course, the CP Earth Science class at Old Saybrook High School is a rich, challenging, and crucial commencement for students as they launch into the science curriculum at our school. Through the use of rigorous activities in data analysis, imagery & simulations, and hands-on inquiry-based experiments, students will finish the course being capable of using a variety of skills vital to the scientific and discovery processes while gaining an awareness and appreciation for society's demands on our natural resources. They will also attain a strong foundation in other core content areas of science including physics, biology, and chemistry. The major topics of study include Space Science, History and Structure of Earth, Earth’s Systems, Weather & Climate, and Sustainability.

Successful completion of this course earns 1.33 credits towards the 3.0 science credits required for graduation.

### EARTH SCIENCE HONORS

<table>
<thead>
<tr>
<th>Grades: 9</th>
<th>Level: H</th>
<th>Credit: 1.33</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite – Exceeds expectations on selected standards in grade 8 science and departmental recommendation</td>
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</table>

Taught as a laboratory course, the Honors Earth Science class at Old Saybrook High School is a rich, challenging, and crucial commencement for students as they launch into the science curriculum at our school. Through the use of rigorous activities in data analysis, imagery & simulations, and hands-on inquiry-based experiments, students will finish the course being capable of using a variety of skills vital to the scientific and discovery processes while gaining an awareness and appreciation for society's demands on our natural resources. They will also attain a strong foundation in other core content areas of science including physics, biology, and chemistry. The major topics of study include Space Science, History and Structure of Earth, Earth’s Systems, Weather & Climate, and Sustainability.
Successful completion of this course earns 1.33 credits towards the 3.0 science credits required for graduation.

**BIOLOGY**

<table>
<thead>
<tr>
<th>Grades:</th>
<th>10</th>
<th>Level: CP</th>
<th>Credit: 1.33</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite – Credit in Earth Science or GSC</td>
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</table>

Biology is the study of organisms and their interactions with the environment. Major themes in this course include: cells and organizations of living things, population studies, biochemistry, diversity of life, cell energy, genetics, cell growth and division, and reproduction and development. Students are engaged in a wide range of laboratory activities designed to introduce laboratory techniques with emphasis on problem solving using the scientific method. This course has a lab which meets for one double block once every 4 days all year long.

“I really enjoy this class. I like being able to ask a lot of questions and have discussions.”

Successful completion of this course earns 1.33 credits towards the 3.0 science credits required for graduation.

**BIOLOGY HONORS**

<table>
<thead>
<tr>
<th>Grades:</th>
<th>9, 10</th>
<th>Level: H</th>
<th>Credit: 1.33</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite – Target grade of 88 in Honors Earth Science/Honors GSC or 95 CP Earth Science/CP GSC and departmental recommendation or currently enrolled in Honors Earth Science</td>
<td></td>
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</tbody>
</table>

Biology Honors introduces the student to the world of living organisms. Topics discussed are relevant to who we are as humans and how we relate to and fit into our world including stem cells, antibiotic resistance, cancer, climate change, bioethics. Major themes presented in Honors Biology include: biochemistry, energy, cell structure and function, genetics, DNA structure and function, biotechnology, evolution, microbiology, mammalian body systems and embryonic development using the chicken as an example.

This course is designed to challenge highly motivated students having a strong interest in science. The curriculum is rigorous and fast paced. Laboratory investigations are inquiry based and focus on students using the scientific method to answer questions. This course has a double block that meets every 4 days all year long.

Successful completion of this course earns 1.33 credits towards the 3.0 science credits required for graduation.

**INTEGRATED PHYSICS AND CHEMISTRY**

<table>
<thead>
<tr>
<th>Grades:</th>
<th>11, 12</th>
<th>Level: CP</th>
<th>Credit: 1.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite – Credit in Earth Science/GSC, Biology and Algebra I and departmental recommendation</td>
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</table>

This course is an introduction to the physical sciences covering concepts from the fields of physics and chemistry. This course will investigate the physical properties behind forces, motion, matter,
energy, work, thermodynamics, waves, sound and light. Chemical properties investigated will focus on the properties of matter, including atoms, the periodic table, chemical bonds, chemical reactions, mixtures and solutions, acids and bases, and nuclear radiation.

Successful completion of this course earns 1.00 credit towards the 3.0 science credits required for graduation.

**CHEMISTRY**

<table>
<thead>
<tr>
<th>Grades:</th>
<th>10, 11, 12</th>
<th>Level: CP</th>
<th>Credit: 1.33</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-requisite</td>
<td>Enrollment in College-prep Algebra 2 or higher-level math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prerequisite</td>
<td>Target of 85 in Biology. Minimum grade of 75 in CP Algebra I and CP Geometry, minimum grade of 85 in Basic Algebra 2</td>
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</tbody>
</table>

This course is strongly recommended for the student who wishes to make the necessary science preparation for college work. The curriculum topics will be similar to those listed for Honors Chemistry. The emphasis will be on understanding the theories involved in each topic, with a moderate amount of problem solving. Laboratory work constitutes an integral portion of the course and is directly related to the material under discussion. This course has a lab that meets for a double block every 4 days all year long.

Successful completion of this course earns 1.33 credits towards the 3.0 science credits required for graduation.

**CHEMISTRY HONORS**

<table>
<thead>
<tr>
<th>Grades:</th>
<th>10, 11, 12</th>
<th>Level: H</th>
<th>Credit: 1.33</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre/Co-requisite</td>
<td>Enrollment in Algebra 2H or higher-level math.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prerequisite</td>
<td>Target grade of 88 in Honors Biology or 95 in CP Biology and Departmental recommendation or currently enrolled in Honors Biology</td>
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</tbody>
</table>

This course is intended for highly motivated students who are planning to further their education in science and have a strong mathematics background. Chemistry is the study of the structure and composition of matter and the changes that it undergoes. Topics include atomic theory, periodicity, phase changes, chemical reactions, stoichiometry, thermochemistry, kinetics, gases, equilibrium, ionic solution, redox reactions, and acid-base theory. Problem solving will be strongly emphasized. Laboratory work constitutes an integral portion of the course. This course has a lab which meets a double block every four days all year long.

Successful completion of this course earns 1.33 credits towards the 3.0 science credits required for graduation.

**ADVANCED PLACEMENT CHEMISTRY**

<table>
<thead>
<tr>
<th>Grades:</th>
<th>10, 11, 12</th>
<th>Level: AP</th>
<th>Credit: 2.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-requisite</td>
<td>Pre-Calculus or higher-level math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prerequisite</td>
<td>Target of 88 in Honors Biology or 95 in CP Biology and Departmental recommendation</td>
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</table>

“I like the hands-on approach to labs and learning in the class.”
This is an advanced course in chemistry offered to students who wish to further their chemistry background at a higher level. This course is equivalent to a two-semester introductory level chemistry course offered at the college level, utilizing a lecture/independent laboratory format. Students enrolled in AP Chemistry should have a strong background in mathematics and the concepts of chemistry. AP Chemistry is designed to prepare students to enter intermediate or advanced levels of study upon matriculating in a university program. The ability to work independently in the laboratory is integral to success in this course. This course offers excellent preparation for students who are interested in further education in the field of science. Emphasis will be placed on stoichiometry, atomic structure, bonding, acid base chemistry, kinetics, and electrochemistry. Students will study qualitative and quantitative analysis, volumetric techniques, and will use pH meters, analytical balances and spectrophotometers in their laboratory work. This course meets every day and for double period labs twice every four days. Summer work is required for this class.

The course will follow the Advanced Placement curriculum for Chemistry. Students enrolled in this course will be required to take the Advanced Placement exam in the spring. There is a fee for this test. This course should not be taken in place of physics.

“Taking AP Chemistry has helped me with my time management and planning since there are often multiple things due and I must decide when to work on what and how to use my time productively.”

Successful completion of this course earns 1.33 credits towards the 3.0 science credits required for graduation.

<table>
<thead>
<tr>
<th>ADVANCED PLACEMENT BIOLOGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades: 10, 11, 12 Level: AP Credit: 1.5</td>
</tr>
<tr>
<td>Pre-requisite – Target grade of 95 in Honors Earth Science/Honors GSC or 88 in Honors Chemistry and Departmental recommendation</td>
</tr>
</tbody>
</table>

This is an advanced course in biology that is offered to students who have successfully completed one year of biology and one year of chemistry. This course is equivalent to a two-semester introductory level biology course offered at the college level. AP Biology is designed to prepare students to enter intermediate or advanced levels of study upon matriculating in a university program. This course will offer students an excellent background in both the theory and laboratory practice of biology. It will also provide students with a rigorous opportunity to explore topics in the same depth as university students. This course offers excellent preparation for students who are interested in further education in the field of science. Topics that will be emphasized include biochemistry and the origin of living things; cellular biology and cellular energetics; reproduction, heredity, and molecular genetics; evolution and ecology. This course meets every day and for double period labs twice every four days. Summer work is required for this class.

The course will follow the Advanced Placement curriculum for Biology. Students enrolled in this course will be required to take the Advanced Placement exam in the spring. There is a fee for the test. This course should not be taken in place of physics.

Successful completion of this course earns 2.0 credits towards the 3.0 science credits required for graduation.

<table>
<thead>
<tr>
<th>PHYSICS</th>
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<tbody>
<tr>
<td>Grades: 11, 12 Level: CP Credit: 1.33</td>
</tr>
</tbody>
</table>
Physics is the study of energy and the forces of nature and is the basic underpinning of all scientific inquiry. The units of study are: measurement, mechanics, waves, sound, light, electricity and magnetism, and modern physics. The course is a combination of discussion, demonstration, problem solving, and lab experiments. This is a fundamental science course and should be elected by all students who wish to have a complete preparation in science. This course has a lab which meets a double block every four days all year long.

Successful completion of this course earns 1.33 credits towards the 3.0 science credits required for graduation.

**UCONN ECE PHYSICS 1201Q - 4 Credit Hours**

<table>
<thead>
<tr>
<th>Grades:</th>
<th>11, 12</th>
<th>Level:</th>
<th>AP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit:</td>
<td>1.33</td>
<td></td>
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</tbody>
</table>

Pre-requisite – Departmental recommendation and grade of 85 or higher in Honors Chemistry or grade of 95 or higher in College-Prep Chemistry, grade of 85 or higher in Honors Pre-Calculus or 95 or higher in College Prep Pre-Calculus.

Physics is the study of matter, energy, space, and time, and their interactions and relationships, and is the most fundamental science. In UConn ECE Physics 1201Q, students will study and investigate the following: methods of science; linear and two-dimensional motion; vector analysis; static and dynamic forces; work and energy; momentum and collisions; rotational dynamics; phases of matter and properties of solids and fluids, including fluid dynamics; temperature, heat and thermodynamics, including entropy; waves and oscillations. Course content is rigorous and highly mathematical and includes detailed experimental work. This course includes a lab period which meets once every 4 days.

Students enrolled in the course will be required to take the University of Connecticut final exam; there are no exam exemptions. Students who earn a grade of C or better in the course will receive 4 UConn credit hours in ECE Physics 1201Q. This course is a university prerequisite for Physics 1202Q; it is necessary to earn a grade of C or better in this course in order to take Physics 1202Q as an ECE student.

UConn Early College Experience (ECE) provides academically motivated students with the opportunity to take university courses while still in high school. These challenging courses allow students to preview college work, build confidence in their readiness for college, and earn college credits that provide both an academic and a financial head start on a college degree.

UConn ECE instructors, who are high school teachers certified as adjunct professors by UConn faculty, create a classroom environment fostering independent learning, creativity and critical thinking – all pivotal for success in college. To support rigorous learning, University of Connecticut library resources are available to all UConn ECE students. UConn ECE students must successfully complete the course with a grade of C or above in order to receive University credit. University credits are highly transferable to other colleges and universities.
Course registration occurs in June with late registration possible in September. Students are charged a $125 course fee payable to the University of CT. Billing is direct from the university and no money is collected by OSHS. For additional program information visit: www.ece.uconn.edu.

Successful completion of this course earns 1.33 credits towards the 3.0 science credits required for graduation.

<table>
<thead>
<tr>
<th>UCONN ECE PHYSICS 1201Q &amp; 1202Q – 8 Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades: 11, 12</td>
</tr>
</tbody>
</table>

Pre-requisite – Departmental recommendation and grade of 85 or higher in Honors Chemistry or grade of 95 or higher in College-Prep Chemistry, grade of 85 or higher in Honors Pre-Calculus or 95 or higher in College Prep Pre-Calculus.

Physics is the study of matter, energy, space, and time, and their interactions and relationships, and is the most fundamental science. In UConn ECE Physics 1201Q students will study and investigate the following: methods of science; linear and two-dimensional motion; vector analysis; static and dynamic forces; work and energy; momentum and collisions; rotational dynamics; phases of matter and properties of solids and fluids, including fluid dynamics; temperature, heat and thermodynamics, including entropy; waves and oscillations. In UConn ECE Physics 1202Q, students will study and investigate the following: waves and oscillations; sound; electric and magnetic fields; DC circuits; electromagnetism; the nature and behavior of light; optical instruments; special relativity; modern physics. Course content is rigorous and highly mathematical and includes detailed experimental work. This course meets for two scheduled periods every day.

Students enrolled in the course will be required to take the University of Connecticut final exam; there are no exam exemptions. Students who earn a grade of C or better in the course will receive 4 UConn credit hours in ECE Physics 1201Q and 4 UConn credit hours in ECE Physics 1202Q. Receiving a C or better in Physics 1201Q is a university prerequisite for 1202Q. Students who do not earn a C or better in 1201Q are not eligible for university credit in Physics 1202Q, and will not receive a refund of their registration fee.

UConn Early College Experience (ECE) provides academically motivated students with the opportunity to take university courses while still in high school. These challenging courses allow students to preview college work, build confidence in their readiness for college, and earn college credits that provide both an academic and a financial head start on a college degree.

UConn ECE instructors, who are high school teachers certified as adjunct professors by UConn faculty, create a classroom environment fostering independent learning, creativity and critical thinking – all pivotal for success in college. To support rigorous learning, University of Connecticut library resources are available to all UConn ECE students. UConn ECE students must successfully complete the course with a grade of C or above in order to receive University credit. University credits are highly transferable to other colleges and universities.

Course registration occurs in June with late registration possible in September. Students are charged a $125 course fee PER COURSE payable to the University of CT. Billing is direct from the university and no money is collected by OSHS. For additional program information visit: www.ece.uconn.edu.
Successful completion of this course earns 2.0 credits towards the 3.0 science credits required for graduation.

**SCIENCE: CONTEMPORARY ISSUES**

<table>
<thead>
<tr>
<th>Grades:</th>
<th>11, 12</th>
<th>Level: CP</th>
<th>Credit: .5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite – Credit in Earth Science/GSC and Biology</td>
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</table>

This course investigates current topics in the field of science. Depending on the topic, student activities will include class discussion and presentation, individual and team projects, laboratory investigations and written reports. The role of science in today’s society will be emphasized throughout the course. Topics for this one semester course may include bioethics, forensic science, survival science, genetics, consumer testing, and biotechnology.

Successful completion of this course earns 0.5 credits towards the General Elective graduation requirement.

**ADVANCED ANATOMY & PHYSIOLOGY**

<table>
<thead>
<tr>
<th>Grades:</th>
<th>11, 12</th>
<th>Level: AP</th>
<th>Credit: 1.33</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite – Credit in Chemistry and Biology and departmental recommendation</td>
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This is a college level course in human biology designed to further the education of students who have taken Honors or College Prep Biology. The focus of the course is human anatomy and physiology. The structure and function of the major systems of the body are examined in detail. This course offers excellent preparation for students planning to further their education in the natural sciences, especially those students anticipating careers in the allied health field or any branch of medicine or biology. This course will introduce students to complex anatomy and physiology principles that will provide a foundation for success in the university setting. Specimen dissections are required for this class. These exercises require additional time outside of class. This course includes a lab period which meets once every 4 days all year long.

Successful completion of this course earns 1.33 credits towards the General Elective graduation requirement.

“I really enjoy how hands-on this class is, especially practicals. It’s challenging, but worth it. Good preparation for college.”

**MARINE BIOLOGY**

<table>
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<tr>
<th>Grades:</th>
<th>10, 11, 12</th>
<th>Level: CP</th>
<th>Credit: .5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite – None</td>
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</table>

This is a course designed to acquaint students with the typical fauna of our local coastal habitats. Field trips are an essential element of this course. Students will be expected to identify specimens as well as set-up and maintain a salt-water aquarium that will contain the various organisms collected during field trips. In addition, students will be introduced to the basic taxonomy of local marine species, the general ecology of southern New England coastline, and marine mammals. Students will research current threats to the ocean. This course is open to 10th, 11th and 12th grade students with preference given to seniors.

Successful completion of this course earns 0.5 credits towards the General Elective graduation requirement.
ENVIRONMENTAL FIELD BIOLOGY
Grades: 11, 12  Level: C  Credit: .5
Prerequisite – Credit in Earth Science/GSC and Biology

Environmental Field Biology is a course that investigates the diverse field of environmental studies. Areas of study include soils, forestry, wildlife, and current issues. Emphasis is placed on fieldwork, laboratory studies, and class projects. This course is open to 11th and 12th grade students with preference given to seniors. Select students will also be given the opportunity to compete in a statewide environmental competition earning valuable experience that will develop problem-solving skills based on real world issues and improve college applications. This course is open to 11th and 12th grade students with preference given to seniors.

Successful completion of this course earns 0.5 credits towards the General Elective graduation requirement.

VETERINARY SCIENCE
Grades: 11, 12  Level: CP  Credit: .5
Prerequisite – Credit in Earth Science/GSC and Biology

Veterinary Science is a course that will investigate small animal veterinary medicine with a minor focus on large animals. Students will learn to recognize AKC dog and cat breeds, identify and manage animal behavior, gain an understanding of normal animal anatomy and physiology, apply and analyze typical diagnostic techniques, research and become familiar with typical veterinary maladies and perform common veterinary technical skills that would be required of a veterinary professional within a hospital setting. This course will utilize state of the art laboratory equipment to provide a hands-on experience whenever applicable. This course is open to 11th and 12th grade students with preference given to seniors.

Successful completion of this course earns 0.5 credits towards the General Elective graduation requirement.

ADVANCED RESEARCH METHODS P*:*
Grades: 11, 12  Level: TBD  Credit: 1.0
Prerequisite – Credit in Chemistry and Biology and departmental recommendation

This is a college level course in research methods and practices. This course offers students the opportunity to learn what scientific research is and how it is generated. This course offers students the chance to explore an idea, probe an issue or solve a problem utilizing proper research methodology. Students will learn more about the associated scientific research, integrate expert knowledge, and build on their own new knowledge and experiences. This is a hybrid course with first semester developing the fundamental skills for the design and application of research in the biological. Environmental, marine or physical sciences, including experimental design and data analysis combined with second semester research/field work using a combination of scientific
discussion, student driven learning, experimentation or research, student scientific presentation and communication skills, and a final project.

Successful completion of this course earns 1.0 credits towards the General Elective graduation requirement.

*Eligibility as a credit towards the Certificate of Global Engagement is dependent upon the actual research project chosen.

**UCONN ECE ENVIRONMENTAL SCIENCE NRE 1000**

<table>
<thead>
<tr>
<th>Grades:</th>
<th>9, 10, 11, 12</th>
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<th>Credit:</th>
<th>1.0</th>
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</thead>
<tbody>
<tr>
<td>Prerequisite – None</td>
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</table>

Pending OSPS Board of Education Approval

An introduction to basic concepts and areas of environmental concern and how these problems can be effectively identified and addressed. Topics include humans and the environment; ecological principles; biomes & biodiversity; non-renewable resources and conservation; renewable resources; soil and water conservation; pollution and water management; and mitigating the effects of climate change. Inquiry-based methods of instruction are primarily used throughout the duration of the course.

Students enrolled in the course will be required to take the University of Connecticut final exam; there are no exam exemptions. Students who earn a grade of C or better in the course will receive 3 UConn credit hours in ECE Environmental Science NRE 1000.

UConn Early College Experience (ECE) provides academically motivated students with the opportunity to take university courses while still in high school. These challenging courses allow students to preview college work, build confidence in their readiness for college, and earn college credits that provide both an academic and a financial head start on a college degree.

UConn ECE instructors, who are high school teachers certified as adjunct professors by UConn faculty, create a classroom environment fostering independent learning, creativity and critical thinking – all pivotal for success in college. To support rigorous learning, University of Connecticut library resources are available to all UConn ECE students. UConn ECE students must successfully complete the course with a grade of C or above in order to receive University credit. University credits are highly transferable to other colleges and universities.

Course registration occurs in June with late registration possible in September. Students are charged a $125 course fee payable to the University of CT. Billing is direct from the university and no money is collected by OSHS. For additional program information visit: [www.ece.uconn.edu](http://www.ece.uconn.edu). Successful completion of this course earns 1.0 credit towards the General Elective graduation requirement.
SOCIAL STUDIES

The social studies affect all areas of life; therefore, all students need to become politically, economically, and socially literate. A wise decision-making citizenry, which has an understanding and appreciation of social science concepts and skills, is the aim of the social studies program. The social studies are a way of learning to live one’s life more democratically and develop the knowledge, skills, and attitudes necessary to function as effective citizens and concerned human beings in a global environment.

When selecting courses, please remember that AP, ECE, honors classes and college prep classes have different academic expectations. In higher level courses, including AP, ECE and Honors level, students will be expected to complete upwards of five hours of rigorous homework a week. In addition to content-based activities, students will write expository essays, analysis and commentary, journal entries, or other writings regularly. The caliber of the materials students will read and utilize requires reading skills that are at or above grade level. Acceptance into ECE, AP and honors level courses will be in accord with department guidelines, based in part on teacher recommendation; students are expected to consult with teachers regarding placement into courses.

College Prep (CP) courses prepare students for post-secondary education by extending and enhancing their academic skills. Students taking courses at the CP level will complete upwards of three hours of homework per week. In addition to content-based activities, students will write expository essays, analysis, commentary journal entries, and/or other writings regularly.

Careers/jobs found in the social studies field include but are not limited to:

- Cartographer
- Economist
- Geographer
- Lawyer
- Police Officer
- Politician
- Psychologist
- Social Worker
- Teacher

Courses that have the ☑️ next to them may qualify as one of the credits towards the Certificate of Global Engagement.

| GLOBAL CITIZENSHIP* ☑️ |  |
|-------------------------|--|---|---|
| Recommended Grade:      | 9 | Level: CP | Credit: 1.0 |
This skill-based course is designed for first-year students to prepare them for living, working, and learning in a global society as well as future OSHS classes. This hands-on, project-based program exposes learners to multiple world cultures, and allows them to investigate questions such as: How do I learn? What is a citizen’s role in a global society? How do other global societies/cultures work and interact? *This course is strongly recommended for all incoming students, and a requirement for the forthcoming CT Certificate of Global Engagement.

**GLOBAL SCIENCE AND CITIZENSHIP**

Recommended Grade: 9  
Level: None (petition for level)  
Credit: TBD

This skill-based, multi-disciplinary course is designed for first-year students to prepare them for the rigor of secondary education at OSHS as well as living, working, interacting and learning in a global society. This program exposes learners to cross-curricular units of study such as The Big Picture and You, Echoes of Earth’s History: Then and Now, Earth’s Conflict and Cooperation, and Global Sustainability. Using a project-based format, GSC uses rigorous activities in data analysis, imagery & simulations and hands-on inquiry-based experiments in the sciences and social studies. Students will finish the course with the ability to apply a variety of skills vital to scientific, cultural and historical processes while gaining an awareness and appreciation for society's demands on the world.

This course is recommended for incoming freshmen and can be used for the Connecticut Certificate of Global Engagement in place of the Global Citizenship requirement.

**MODERN WORLD HISTORY**

Recommended Grade: 10  
Level: CP/H  
Credit: 1.0

This thematic study of world history encourages students to understand our world today and its problems by looking at the events of the past. Students will study the early development of nations through content-based activities and primary document analysis, focusing on the rise of powerful nation states, revolutions, independence movements and global conflict. Individual areas of study will focus on culture, continuity and change, geography, and individual development. This course is strongly recommended for all students as a prerequisite for U.S. History and a requirement for the CT Certificate of Global Engagement.

**CIVICS**

Recommended Grades: 10, 11, 12  
Level: CP  
Credit: .5

As part of social studies education at OSHS, and according to Section 10-221a of the Connecticut General Statutes states that “no local or regional board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed...at least a one-half credit course on civics and American government.” This course is a non-leveled ½ year course open to 10th through 12th grade students.

In Civics, students engage in the study of civic processes, rules, and laws; relevant historical eras/events; examine civic and political institutions; and apply civic virtues and democratic principles. Students taking civics will focus on compelling questions such as:
• What does it mean to be a citizen?
• How could I take part in civic life?
• How do laws both shape and reflect characteristics of a society?
• In what ways does the American political system provide for choice and opportunities for participation?
• Are deliberation and compromise necessary for political decision-making?

**ECONOMICS**
Recommended Grades: 10, 11, 12  
Level: CP  
Credit: .5

Economics is the social science concerned with how resources are used to satisfy people’s needs and wants. Economic literacy and proficiency have many practical applications to decisions and choices made by individuals and nations about how to use scarce resources in a complex, global economy. This one semester course is skill-based and provides personal opportunities to apply economic principles to real-life situations.

**INTRODUCTION TO PSYCHOLOGY**
Recommended Grades: 10, 11, 12  
Level: CP  
Credit: 1.0

Psychology is a social science that seeks to answer all sorts of questions about humans: how we think, how we feel, and how we act. Topics explored during this full year course include how body and mind connect, how a child’s mind grows, how we construct our perceptions, how we remember (and misremember) our experiences, where our emotions come from, how personality develops, and what causes psychological disorders. This course can be used to satisfy requirements for the CT Certificate of Global Engagement.

**LAW AND SOCIETY CRIMINAL LAW**
Recommended Grades: 10, 11, 12  
Level: CP  
Credit: .5

This one semester course offers students the opportunity to develop the knowledge and necessary skills for survival in our law-saturated society. The curriculum includes case studies in criminal law, practical advice to follow concerning legal matters, as well as information dealing with the most current law-related public issues. In addition, community resource people such as lawyers and police officers will be used to enhance the program.

**LAW AND SOCIETY CIVIL LAW**
Recommended Grades: 10, 11, 12  
Level: CP  
Credit: .5

This semester course concentrates on the structure and function of our state and federal court systems, and analyzes civil rights and civil liberties as defined by the Constitution and interpreted by the courts. Topics will include the system used in a civil court trial, strategies used by lawyers in civil litigation, as well as cases in business and family law. Important cases involving civil rights and individual liberties will be analyzed.

**ADVANCED PLACEMENT UNITED STATES HISTORY**
Recommended Grades: 10, 11, 12  
Level: AP  
Credit: 1.0
The Advanced Placement Program in is a one-year course designed to prepare students for intermediate and advanced college courses by making demands upon them equivalent to those of full-year introductory college courses. Students will learn to assess historical materials, their relevance to a given interpretive problem, their reliability and their importance, and to weigh the evidence and interpretations presented in historical scholarship. The course covers the political, social, and economic events in our nation’s history from the colonial period to the 21st century. The content of this course is rigorous and students will be required to successfully complete preparation work during the summer prior to the start of the academic year. Completion of courses in Global Citizenship/Global Science and Citizenship and World History and Social Studies teacher recommendation is suggested for enrollment in this course.

Students are required to take the Advanced Placement Exam in the spring and review classes will be scheduled to prepare for this examination. There is a $94 fee for this test.

<table>
<thead>
<tr>
<th>UNITED STATES HISTORY</th>
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<td>Recommended Grades: 11, 12</td>
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United States history is designed not only to familiarize students with the major events of the nation’s past from 1870 to the present, but also to develop analytical skills to enhance historical thinking and interpretation of American history. Concepts covered include but are not limited to: conflict and compromise, authority and governance, expansion and reform, and the understanding of American history in the context of a global society. Students in U.S. History will be expected to make personal connections between historical and modern events. This course is required for graduation by Old Saybrook Schools and the State of Connecticut.

<table>
<thead>
<tr>
<th>ADVANCED PLACEMENT PSYCHOLOGY</th>
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<td>Recommended Grades: 11, 12</td>
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</table>

The focus of this yearlong, course is the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles and phenomena associated with each of the major subfields within psychology including the biological bases of behavior, learning and cognition, motivation and emotion, personality development, abnormal behavior and treatment of psychological disorders. Social Studies teacher recommendation is suggested for enrollment in this course; content is rigorous, and students will be required to successfully complete preparation work during the summer prior to the start of the academic year.

The course will follow the AP curriculum for Psychology as put forth by the College Board. Students enrolled will be required to take the AP exam in the spring, with a $94 fee. This course can be used to satisfy requirements for the CT Certificate of Global Engagement.
The focus of this yearlong course is the systematic and scientific study of the behavior and processes of society. Topics include modern society and its social organization, institutions, communities, groups, and social roles: the socialization of individuals, family, gender, race and ethnicity, religion, social class, crime and deviance, population, cities, political economy, and social change. The course follows a curriculum defined and approved by the University of Connecticut. All students are required to follow UConn guidelines in relation to registration and associated fees in order to take this course and receive credit. Social Studies teacher recommendation is suggested for enrollment in this course; This course can be used to satisfy requirements for the CT Certificate of Global Engagement.

**AFRICAN AMERICAN AND LATINO STUDIES**

Pending OSPS Board of Education Approval

Per Substitute House Bill No. 7082, enacted in 2019 by the State of Connecticut, all public high schools in Connecticut must offer coursework in African American/Latino Studies. This course is currently under design as a humanities course, drawing from the Social Studies, Fine Arts and World Language departments and will explore histories, cultures, and politics of African American and Latino peoples from the 19th century to modern times.

**SPECIAL EDUCATION**

Special Education courses are offered to those students who have gone through the PPT process and have an active IEP (Individual Education Plan). A statement of placement in Special Education classes within the IEP document is necessary for class enrollment. The classes are designed for students who need additional skill development within a small classroom setting. The special instruction is individualized to meet the needs of each student.

**ACADEMIC SUPPORT**

Grades: 9, 10, 11, 12
Prerequisite: IEP Goals and Objectives

Credit: .25 - .5 per semester
Students will be enrolled in academic support in order to practice and acquire the executive functioning skills needed to meet their individualized IEP goals and objectives. Identified students will also receive individualized instruction to work towards gaining the skills needed to be successfully independent in the general education curriculum.

**LITERACY LAB**

<table>
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<tr>
<th>Grades: 9, 10, 11, 12</th>
<th>Credit: .25 - .5 per semester</th>
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<tr>
<td>Prerequisite: IEP Goals and Objectives</td>
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Students will acquire the foundational skills in reading and writing that will support IEP goals and objectives in order to prepare the student to access the general education curriculum and be strategic readers.

**NUMERACY LAB**

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<tr>
<th>Grades: 9, 10, 11, 12</th>
<th>Credit: .25 - .5 per semester</th>
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<td>Prerequisite: IEP Goals and Objectives</td>
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Students will acquire the foundational skills in mathematics that will support IEP goals and objectives in order to prepare the student to access the general education curriculum.

**FUNCTIONAL ACADEMICS FOR LANGUAGE ARTS, MATH AND SCIENCE**

<table>
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<tr>
<th>Grades: 9, 10, 11, 12</th>
<th>Credit: 1.0 each</th>
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<tbody>
<tr>
<td>Prerequisite: IEP Goals and Objectives</td>
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Students will acquire basic skills in reading, writing, mathematics and/or science based on individual IEP goals and objectives. The intent is to prepare each student to become as independent as possible as he/she transitions to their post-secondary career and living environment.

**LIFE SKILLS**

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<tr>
<th>Grades: 9, 10, 11, 12</th>
<th>Credit: 1.0 per year</th>
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<tr>
<td>Prerequisite: IEP Goals and Objectives</td>
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Students will acquire competencies in the Independent Living Domain through classroom and community-based activities: maintaining personal living environment, personal hygiene, shopping for food, clothing and personal care items, preparing simple meals, caring for clothing, making personal appointments, utilizing recreation and leisure time, community mobility and managing personal finances. Engage in social and civic activities within the community in order to practice interpersonal social skills in real life situations (ie. restaurants, community service).

**VOCATIONAL SEMINARS**

<table>
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<tr>
<th>Grades: 9, 10, 11, 12</th>
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<tr>
<td>Prerequisite: IEP Goals and Objectives</td>
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Students will participate in seminars in preparation for post-secondary education and employment. Depending on grades, activities will include exploration of occupations through interest inventories; create profile of strengths and work experiences; complete applications; and career portfolios, that include but not limited to resumes and references, in addition to job interviews.
**VOCATIONAL OUTREACH**

Grades: 9, 10, 11, 12  
Credit: .5 per semester  
Prerequisite: IEP Goals and Objectives

Student will develop skills and competencies necessary to gain future employment. Grades 9 and 10 will participate in a series of exploratory in-school job placements. Grades 11 and 12 will participate in more targeted vocational placements in the community.

**ANCHOR ACADEMY**

ANCHOR is a program for students identified through a formal process as being in need of an alternative setting for high school. ANCHOR provides a highly personalized program of study and incorporates a “whole-child” focus into daily activities. ANCHOR is delivered as a collaborative team effort by general education and student support staff, including school counselors and psychologist staff.

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**TECHNOLOGY EDUCATION/ENGINEERING**

Technology Education is a series of engineering programs consisting of five sequenced courses designed to help students explore technology and engineering related careers. These programs prepare students who intend on entering a four-year college after high school. Each class uses current technologies, equipment, and software while providing students an activity, project, and problem-based learning environment.

Technology Education learning experiences are designed to develop responsible, resourceful, productive, creative, and self-sufficient individuals capable of sustaining and improving society now and in the future with the use of research, experimentation, and implementation of current and emerging technology.

Students will prepare for important roles in our technological society by interacting, implementing, and managing change. Students will have the ability to manufacture a product; design and problem solve, apply math and science concepts, work as a team, and expand craftsmanship and transferable skills.

Careers/jobs found in the technology education field include but are not limited to:
INTRODUCTION TO ENGINEERING DESIGN
Grades: 9, 10, 11, 12 Credit: 1.0

IED is the introductory course in this series. This course concentrates on developing student problem solving skills, with emphasis placed on the development of three-dimensional solid models. Students will apply basic technical drawing skills and techniques to demonstrate their understanding of how engineers design products that solve our daily problems and increase the quality of life. Students will work from sketching simple geometric shapes to applying a solid modeling computer software package. They will examine the problem-solving design process and how it is used in industry to design a functional product. Autodesk Inventor modeling software will be used to create, analyze and evaluate the product design. The techniques learned and equipment used are state of the art and are currently being used by engineers throughout the United States.

Introduction to Engineering Design satisfies one credit of applied art, STEM, or general elective requirement for graduation.

CIVIL ENGINEERING AND ARCHITECTURE
Grades: 9, 10, 11, 12 Credit: 1.0

Civil Engineering and Architecture is the study of the design and construction of residential and commercial building projects. The course includes an introduction to many of the varied factors involved in building design and construction including building components and systems, structural design, storm water management, site design, utilities and services, cost estimation, energy efficiency, and careers in the design and construction industry.

Using the industry standard software Revit the CEA course will expose students to the design and construction of residential and commercial building projects, design teams and teamwork, communication methods, engineering standards, and technical documentation.

Utilizing the activity-project-problem-based (APPB) teaching and learning pedagogy, students will analyze, design and build electronic and physical models of residential and commercial facilities. While implementing these designs students will continually hone their interpersonal skills, creative abilities and understanding of the design process.

Civil Engineering and Architecture satisfies one credit of applied art, STEM, or general elective requirement for graduation.

DIGITAL ELECTRONICS
Grades: 9, 10, 11, 12 Credit: 1.0
Digital Electronics is a course in applied logic that encompasses the application of electronic circuits and devices. Students will be introduced to digital circuits found in video games consoles, watches, calculators, digital cameras, and thousands of other devices. Students will study the application of digital logic and how digital devices are used to control automated equipment. The use of digital circuitry is present in virtually all aspects of our lives and its use is increasing rapidly. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices. This course is similar to a first semester college course and is an important course of study for a student exploring a career in engineering or engineering technology.

Digital Electronics satisfies one credit of applied art, STEM, or general elective requirement for graduation.

**PRINCIPLES OF ENGINEERING**

<table>
<thead>
<tr>
<th>Grades:</th>
<th>Credit: 1.0</th>
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<tr>
<td>9, 10, 11, 12</td>
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POE is a high school-level survey course of engineering. This course exposes students to some of the major concepts they will encounter in a college engineering course of study. Students have an opportunity to investigate engineering topics which include: mechanisms, energy sources and applications, machine control, fluid power, statics, material properties, material testing, statistics, and kinematics. POE provides students the opportunity to develop skills and understanding of course concepts through activity, project, and problem-based learning. POE further challenges students to continually hone their interpersonal skills, creative abilities, and problem-solving skills while investigating engineering concepts. Students will develop strategies to enable and direct their own learning by the conclusion of the course.

Principles of Engineering satisfies one credit of applied art, STEM, or general elective a requirement for graduation.

“I literally like that I'm in control of my projects. I like that the teacher lets us make mistakes because I learn best this way.”

**ENGINEERING DESIGN AND DEVELOPMENT**

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<th>Grades:</th>
<th>Credit: 1.0</th>
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<td>11, 12</td>
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Prerequisite: Required – Any Engineering course

EDD is a capstone engineering research course in which students work in teams of two to design, construct, and test, and analyze the solution to an open-ended engineering problem (original, taken from a database of problems, or a national challenge) while applying the principles and skills developed in the four preceding courses. Students will maintain an engineering notebook as part of a portfolio of their work. Each team will be responsible for delivering progress reports and making final presentations of their project solution to an outside review panel and community members. The completed portfolio will be invaluable as students apply to college.

Engineering Design and Development satisfies one credit of applied art, STEM, or general elective requirement for graduation.
MANUFACTURING MATERIALS AND PROCESSES
Grades: 9, 10, 11, 12  Credit: 1.0

This is an introductory course in the design and manufacture of products that incorporate a variety of materials including wood, plastic and metal. Students will learn the various tools, techniques, and processes that are used in the manufacturing industry. Skateboard, snowboard, guitar, and dory construction techniques, among others, are offered.

Manufacturing Materials and Processes satisfies one credit of the applied art, STEM or general elective requirement for graduation.

WOODWORKING I
Grades: 9, 10, 11, 12  Credit: .5

This course in woodworking is geared toward the novice or those who would like to explore this area. The students will be involved in milling procedures and standard projects. Students will develop skills in design and material selection to finishing techniques in the construction of their products. Emphasis is placed on the use and safe operation of power woodworking machinery.

Woodworking I satisfies one half credit of the applied art, or general elective requirement for graduation.

“Everyone works together.”

WOODWORKING II
Grades: 9, 10, 11, 12  Credit: .5
Prerequisite – Woodworking I

This course will be offered to students who have completed and excelled in Woodworking I. The students will need to work independently in design and material selection. Students will be expected to use finishing techniques in the final construction of their products. Wood joinery and complex products will be a focal point during the semester long course. Emphasis is placed on the use and safe operation of power woodworking machinery.

Woodworking II satisfies one half credit of the applied art, or general elective requirement for graduation.

ADVANCED WOODWORKING
Grades: 10, 11, 12  Credit: 1.0
Prerequisite – Woodworking I and Woodworking II
This advanced class in wood technology is designed for the student who has vocational interests or the student who wishes to gain a greater understanding of this area. Topics covered are construction, cabinet making, laminating and bending, jigs, fixtures, and furniture construction. Advanced fiberglass techniques and the construction of a canoe are offered. Emphasis is placed on the individual student’s needs.

Advanced Woodworking satisfies one credit of the applied art, STEM, or general elective requirement for graduation.

<table>
<thead>
<tr>
<th>TRANSPORTATION TECHNOLOGY</th>
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<tr>
<td>Grades: 9, 10, 11, 12</td>
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<td>Credit: .5</td>
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Students will use applied physics, math and engineering in hands on activities and projects to explore the four modes of transportation; land, air, marine and space. While working in groups students will be challenged to design, model, prototype, test, modify, and construct, often competing against other groups. From designing and building an electric motor, or designing a boat hull, to prototyping electric car parts, this course will engage all students physically, mentally and socially in a variety of problem-solving and analytical activities that can be applied to a multitude of subsequent experiences.

Transportation Technologies satisfies one half credit of the applied art, STEM, or general elective requirement for graduation.

| WORLD LANGUAGES |

Technological advances in communication and transportation have created a world in which global interdependence is a fact of life. Successfully dealing with this reality requires greater communicative competence and openness to what is new or different. An educated person should know more than one language. Learning another language will cultivate communicative competence and openness. World language instruction emphasizes the development of four language skills: listening, speaking, reading, and writing. The goals of world language study are to understand and to speak the language in daily living situations, to write acceptably those things that have been mastered orally, to read without conscious translation, to increase knowledge, empathy, and understanding of other people and cultures, and to enhance career opportunities through world language study.

The World Language Department encourages a minimum of four (4) levels of instruction. Those who take five (5) levels of instruction may be eligible to earn college credit for French 5 and Spanish 5 through the use of the Advanced Placement Exam and UCONN Early College Credit (ECE). Another option for level 5 Spanish students is that of ¡Exploramos! which is a Capstone and Community Action Project class. Students should plan their course of study carefully. Most colleges and universities
require knowledge of one or more world languages for entrance and/or graduation. Students should verify specific requirements with the college of choice.

Students and parents are encouraged to consult with a world language teacher or the instructional leader of the department as to the proper level of enrollment. An advisory panel to the Educational Testing Service has shown that students taking a long sequence of world language instruction receive higher verbal scores on the SATs.

ALL students are required to take a minimum of at least one world language course in high school to graduate.

- Objectives of World Language Honors Courses:
  - Students will demonstrate superior manipulation of the four language skills.
  - Students will be expected to acquire significantly more vocabulary and will use the target language predominantly.
  - Research paper/projects, written in target language, are required.
  - Socratic seminars/debates, spoken in the target language, are required.
  - Students are expected to progress toward the Advancement Placement Exam and/or Capstone/Community Action Project/Ted Talk as the ultimate exit behavior.
  - Students will demonstrate interest/concern in the cultural aspects of the language and demonstrate cultural empathy and understanding.
  - Honors credit is available in the third, fourth and fifth level courses.

Careers/jobs found in the world language field include but are not limited to:

- Advertising
- Business/International Business
- Engineering
- Health Care
- Interpreter/Translator
- Law
- Politician
- Sciences
- Teacher
- Technical Writer
- Travel and Hospitality
- World Leader

THE SEAL OF BILITERACY

Old Saybrook Public Schools is proud to announce the addition of the Seal of Biliteracy for all high school graduates who acquire proficiency in multiple languages through various pathways prior to graduation. A national world language assessment (AAPPL) will take place in junior and senior year to allow for the Seal to be awarded upon graduation. Please click the link in the title above for more information on how a student can obtain this prestigious honor.

Courses that have the  next to them may qualify as one of the credits towards the Certificate of Global Engagement.

| FRENCH 1  | Grades: 9, 10, 11, 12 | Level: CP | Credit: 1.0 |
This is basic language course designed for students who are beginning the study of French and for students needing reinforcement of the middle school language curriculum before progressing to French II. Communicative proficiency will be emphasized through the development of listening, reading, writing, and speaking skills. Students will learn to use the language for a variety of functions in guided situations. They will explore, compare and contrast regional, social and cultural concepts, practices and products. The objectives of French 1 are to develop the four basic language skills: comprehending spoken French, speaking, reading, and writing – within the limitations of the student’s French vocabulary. In addition, students will develop an increased awareness of the French-speaking world.

**FRENCH 2**

Grades: 9, 10, 11, 12  
Level: CP  
Credit: 1.0  
Prerequisite – French 1 or the equivalent

The second-year program opens with a systematic review, in new contexts, of all the important material presented in French 1. This course is a continuation of French I or Middle School French grades 6, 7, and 8. Language skills (listening, speaking, reading and writing) will continue to be developed while certain structures will be mastered. Students will continue to explore, compare and contrast regional, social and cultural concepts, practices and products. Vocabulary introduced is used in communicative situations. The course is designed to elicit a high level of student participation in the learning process. This course is open to all students who have successfully completed level 1.

**FRENCH 3**

Grades: 10, 11, 12  
Level: CP/H*  
Credit: 1.0  
Prerequisite – French 2 or the equivalent

This third-year course is designed for students who want to continue to learn French at a more intensive level. Increased emphasis will be placed on refining structural patterns as well as improving and increasing oral and written proficiency. More advanced French grammar and vocabulary will be studied. Along with perfecting the student’s listening and speaking skills, this course will provide for the continued development of reading and writing skills. Essays, short stories, poems, magazines and/or extracts of films will emphasize current and historic French culture. *CP and Honors options will be considered based on enrollment and scheduling.

**FRENCH 4H and UCONN ECE FRENCH 4**

Grades: 11, 12  
Level: H/ECE  
Credit: 1.0  
Prerequisite – French 3 or the equivalent

Reading, advanced grammar, vocabulary building, and the study of French history and culture are the major components of this course. Students work with websites, literature, poetry, and get familiar with interpersonal reading, writing, listening and speaking; presentational speaking and writing; and interpretive reading and listening. Advanced placement practices are incorporated into each unit, using the lab frequently for listening and speaking exercises. A number of new grammar structures are introduced, while old ones are reviewed and applied. The vocabulary is geared towards themes relevant to the lives of today’s young adults. Differentiated instruction makes it possible to further enhance the learning of very advanced students, and at the same time, to teach relevant structures and vocabulary to students who wish to learn more French but do not want to continue with French AP in the following year.
Students can opt to take this course as a UCONN ECE French course (ECE French 3268: Grammar and Composition) scheduled at the same time as French 4H.

**Course Description:**

Three UCONN credits. Recommended preparation: Three years of high school French or instructor consent. Advanced study of French texts and extensive written practice in a variety of forms ranging from compositions, essays, summaries and film reviews.

UConn Early College Experience (ECE) provides academically motivated students with the opportunity to take university courses while still in high school. These challenging courses allow students to preview college work, build confidence in their readiness for college, and earn college credits that provide both an academic and a financial head start on a college degree.

UConn ECE instructors, who are high school teachers certified as adjunct professors by UConn faculty, create a classroom environment fostering independent learning, creativity and critical thinking – all pivotal for success in college. To support rigorous learning, University of Connecticut library resources are available to all UConn ECE students. UConn ECE students must successfully complete the course with a grade of C or above in order to receive University credit. University credits are highly transferable to other colleges and universities.

Course registration occurs in June with late registration possible in September. Students are charged a $125 course fee payable to the University of CT. Billing is direct from the university and no money is collected by OSHS. For additional program information visit: [www.ece.uconn.edu](http://www.ece.uconn.edu)

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**FRENCH 5/AP FRENCH and UCONN ECE FRENCH 5**

Grades: 11, 12  
Level: H/AP and ECE  
Credit: 1.0

Prerequisite – French 4 or the equivalent

French 5 exposes students to greater proficiency and gives deeper insight into the French culture and literacy. Reading, composition, conversations, and advanced grammar are the major components of this course. French literature is studied through novels and short stories. Students enjoy an in depth look at many aspects of French culture – daily life and customs, religion, economy, government, the arts – through the use of current websites, films and audio resources. The continued study of advanced grammar increases the student’s mastery of, and fluency in, the French language. Students may register with prior approval of instructor. *Honors and AP options will be considered based on enrollment and scheduling.

Students are required to take the Advanced Placement test administered in the spring. There is an approximate $94 fee for this test.

Students can opt to take this course as a UCONN ECE French course (ECE French 3250: Global Culture I) scheduled at the same time as French AP.

**Course Description:**
Three UCONN credits. Recommended preparation: Three years of high school French or instructor consent. Intense study of oral French. Learning of oral techniques of communication in conjunction with weekly topics of conversation associated with various francophone cultures. Rigorous and active oral practice through dialogues, interviews, round tables, and oral reports.

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<table>
<thead>
<tr>
<th><strong>SPANISH 1</strong></th>
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<tbody>
<tr>
<td>Grades:</td>
<td>9, 10, 11, 12</td>
</tr>
<tr>
<td>Level:</td>
<td>CP</td>
</tr>
<tr>
<td>Credit:</td>
<td>1.0</td>
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Spanish 1 is intended for the student who is new to second language acquisition or has taken some time off from the language. The Old Saybrook High School curriculum is based on the belief that the purpose of learning Spanish is to communicate with the people who speak it and to understand their cultures. Spanish 1 presents a fresh, exciting approach to Spanish by making language learning authentic and relevant for today’s students. It introduces the second language learner to Spanish via communication, culture, connections (cross-curricular and the target language), comparisons (language and cultural), and communities. Students will speak, listen, read, and write the target language while using authentic resources to do so. In each unit, new vocabulary and grammar are taught through language exposure via words, dialogues, narration, visuals, audio, and video. Each unit provides authentic documents, photographs, and culturally based readings to learn about cultural topics. Many connections are made to Spanish outside the classroom to promote life-long involvement in the language. Charlas and Noticias provide opportunities for students to engage in conversations, informally and formally, weekly. At the Spanish 1 level, students are required to complete two Charlas and two Noticias over the course of the year.

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<tr>
<th><strong>SPANISH 2</strong></th>
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<tbody>
<tr>
<td>Grades:</td>
<td>9, 10, 11, 12</td>
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<tr>
<td>Level:</td>
<td>CP</td>
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<tr>
<td>Credit:</td>
<td>1.0</td>
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<tr>
<td>Prerequisite</td>
<td>Spanish 1 or the equivalent</td>
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The second-year program begins with a comprehensive review of all-important materials presented in Spanish 1. Fundamentals of Hispanic culture are pursued, along with new vocabulary and grammar. The four basic skills continue to be developed while facilitating authentic resources. Charlas and Noticias provide opportunities for students to engage in conversations, informally and formally, weekly. At the Spanish 2 level, students are required to complete six Charlas and six Noticias.
over the course of the year. This course is open to all students who have successfully completed level 1.

**SPANISH 3**

<table>
<thead>
<tr>
<th>Grades:</th>
<th>10, 11, 12</th>
<th>Level:</th>
<th>CP/H*</th>
<th>Credit:</th>
<th>1.0</th>
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</thead>
<tbody>
<tr>
<td>Prerequisite – Spanish 2 or the equivalent</td>
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The Spanish 3 program provides an intensive study of advanced grammar and vocabulary. Reading will be related to the culture of Mexico and Central America. Hispanic art drives the cultural component at this level. This course provides for the continued development of reading and writing skills along with advancing the student’s listening and speaking skills. Charlas and Noticias provide opportunities for students to engage in conversations, informally and formally, weekly. At the Spanish 3 level, students are required to complete eight Charlas and eight Noticias over the course of the year. The course is taught almost solely in the target language and authentic resources used. *CP and Honors options will be considered based on enrollment and scheduling.

**SPANISH 4**

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<tr>
<th>Grades:</th>
<th>11, 12</th>
<th>Level:</th>
<th>CP/H*</th>
<th>Credit:</th>
<th>1.0</th>
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</thead>
<tbody>
<tr>
<td>Prerequisite – Spanish 3 or the equivalent</td>
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Spanish 4 emphasizes reading, advanced grammar, vocabulary building, and composition all in the target language, via exclusive use of authentic resources. The student’s oral proficiency in the Spanish language is developed. Charlas and Noticias provide opportunities for students to engage in conversations, informally and formally, weekly. At the Spanish 4 level, students are required to complete eight Charlas and eight Noticias (CP) and ten Charlas and ten Noticias (H) over the course of the year. In addition, students will study many aspects of culture of the Spanish-speaking countries of South America. At the CP level, short videos (cortos) are used to enhance communication, cultural empathy and understanding. *CP and Honors will be considered based on enrollment and scheduling.

**¡EXPLORAMOS!**

<table>
<thead>
<tr>
<th>Grades:</th>
<th>11, 12</th>
<th>Level:</th>
<th>CP/H**</th>
<th>Credit:</th>
<th>1.0</th>
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<tbody>
<tr>
<td><strong>Students may petition for Honors’ credit (Quarter 1).</strong></td>
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<tr>
<td>Prerequisite – Spanish 4 or the equivalent</td>
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¡Exploramos! is offered for students looking to use their Spanish in authentic ways and through community-based applications. How can Spanish help you and your immediate world? What does the Spanish-speaking world look like globally? Let’s explore! Students will explore a number of topics relevant to 21st century learning expectations, will engage in real-life situations in the target language, and will focus on applying Spanish daily. In this class, application and action are the focus.

¡Exploramos! is designed as an alternative to Advanced Placement for students who wish to continue the study of Spanish. The course will continue to improve students’ proficiency in the four skills of listening, speaking, reading, and writing, as well as deepen their cultural understanding of the Hispanic world. There will be an emphasis on improving listening comprehension using authentic materials, as well as extensive speaking practice (Charlas/Noticias). Readings will include newspaper and magazine articles as well as literary selections. Attention will also be given to improvement in
writing and advanced grammatical structures, including the subjunctive mood. Emphasis will be on composition and conversations.

<table>
<thead>
<tr>
<th>SPANISH 5AP SPANISH LANGUAGE AND CULTURE</th>
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<tbody>
<tr>
<td>Grades: 11, 12</td>
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<tr>
<td>Pre-requisite – Spanish 4H or the equivalent</td>
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</table>

Spanish 5AP Language and Culture exposes students to greater proficiency in the Spanish language and deeper insight into Spanish culture. Reading, composition and advanced grammar and oral presentations and discussions are the main thrust of the course. Students have an in-depth look at many aspects of Spanish culture – daily life and customs, religion, economy, government, the arts, history, and geography – through the use of current cultural websites, magazines, films, slides, videos, audio resources, and Internet (authentic resources). The continuous study of advanced grammar increases the student’s mastery of the Spanish language. This course is conducted entirely in Spanish. Charlas and Noticias provide opportunities for students to engage in conversations, informally and formally, weekly. At the Spanish 5AP level, students are required to complete twelve Charlas and twelve Noticias over the course of the year. Students may register with prior approval of instructor. *AP options will be considered based on enrollment and scheduling.

Students are required to take the Advanced Placement test administered in the spring. There is a $94 fee for this test.