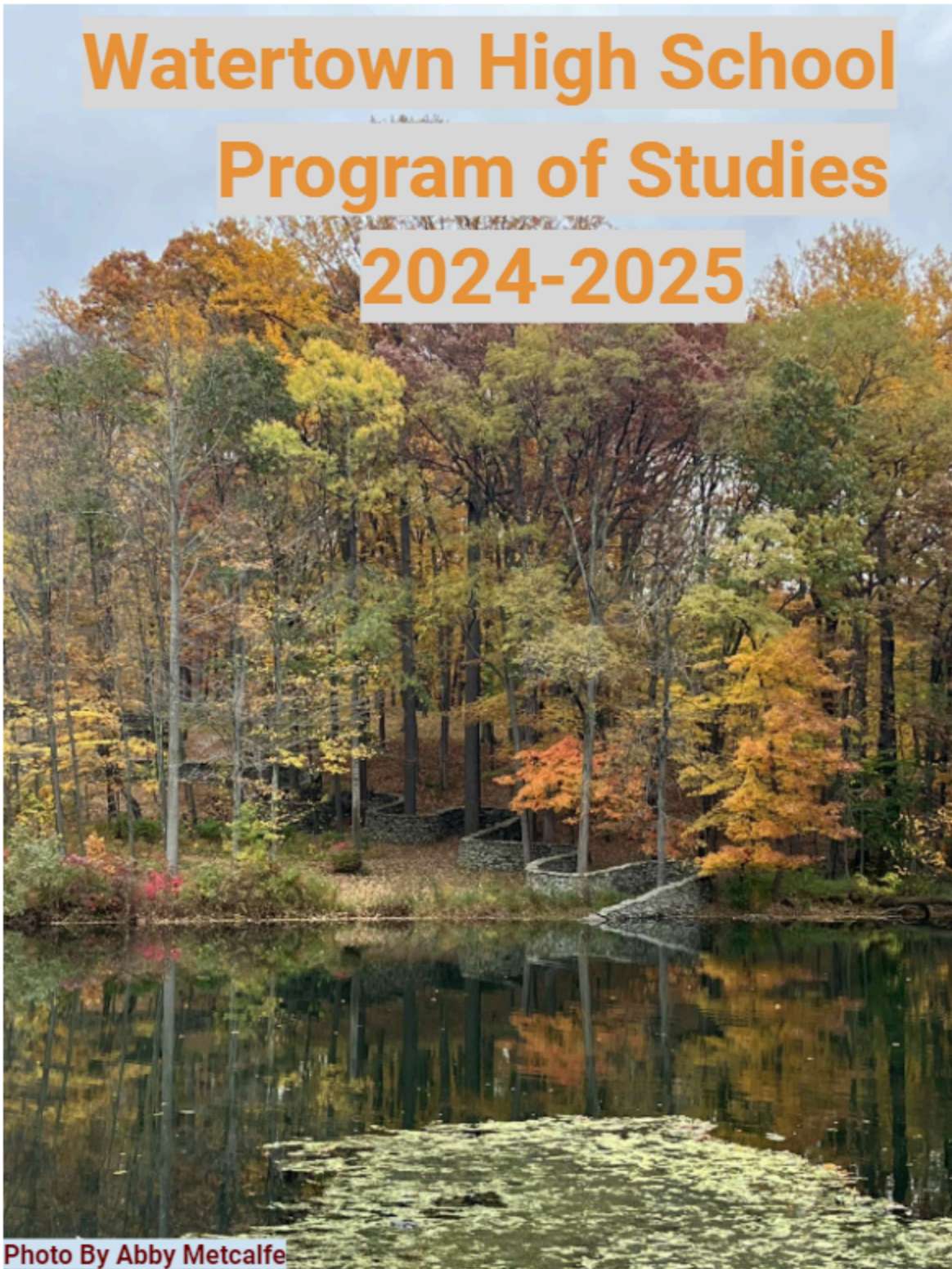


# Watertown High School Program of Studies 2024-2025

Photo By Abby Metcalfe



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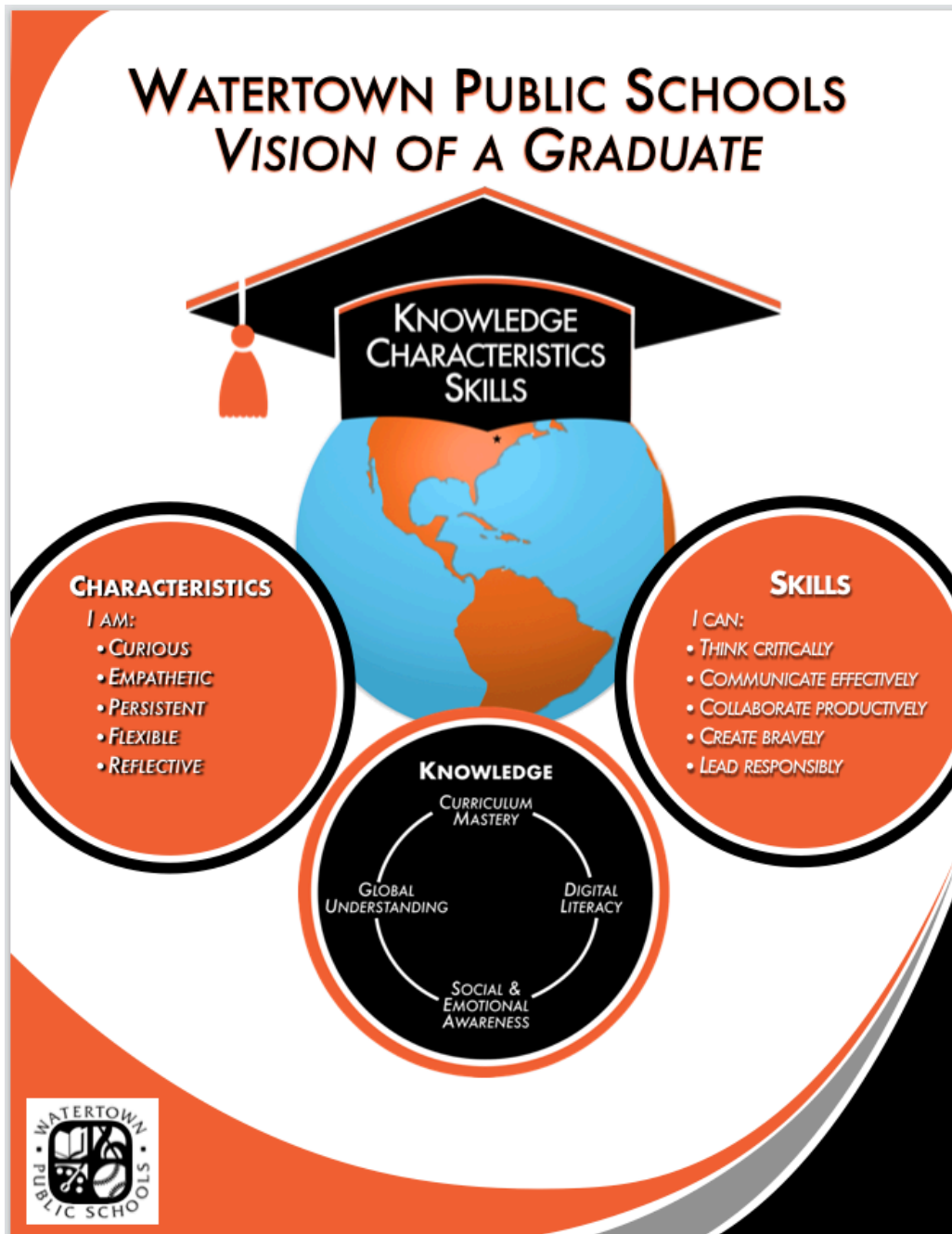
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# Vision for Watertown Public Schools

Watertown Public Schools are our community's first choice for educational excellence. We provide relevant, rigorous, and engaging instruction that challenges all students to reach their potential.

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

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



## **Core Values & Beliefs**

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

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

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

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

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

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

*adopted by WHS faculty 2014*

## **Accreditation**

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

Accreditation indicates that the educational institution has conducted a self-evaluation of all of its programs and hosted a visiting committee to evaluate the institution in terms of its own stated educational goals and the seven Standards for Accreditation of the Commission on Public Secondary Schools. Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to:

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

## Graduation Requirements








<b>Humanities</b>	9.0 Credits	<ul style="list-style-type: none"> <li>● 4.0 English including English I, English II, and either American Literature, American Studies, AP, and senior English)</li> <li>● 3.5 Social Studies (3.5 credits including Modern World History, Western Experience, US History, Civics or AP Government)</li> <li>● .5 Fine Arts (including, Art or Music)</li> <li>● 1.0 Elective (Including any combination of English, Social Studies, World Language, Art, Music)</li> </ul>
<b>STEM</b>	9.0 Credits	<ul style="list-style-type: none"> <li>● 3.0 Mathematics (Algebra I, Geometry, Algebra II or Probability Statistics)</li> <li>● 3.0 Science (3 credits including Integrated Science and Biology)</li> <li>● 3.0 Electives in Science, Mathematics or Technology Education</li> </ul>
<b>Physical Education and Health</b>	2.0 Credits	<ul style="list-style-type: none"> <li>● 1.0 Physical Education</li> <li>● 1.0 Health and Wellness</li> </ul>
<b>World Language</b>	2.0 Credits	<ul style="list-style-type: none"> <li>● 2.0 World Language</li> </ul>
<b>Career and College Readiness</b>	1.0 Credit	<ul style="list-style-type: none"> <li>● .5 Personal Financial Literacy</li> <li>● .5 Elective in Business, Family &amp; Consumer Science, or Technology Education</li> </ul>
<b>Capstone</b>	1.0 Credit	
<b>Electives</b>	2.0 Credit	

- Pursuant to sections 319 and 320 of Public Act 23-204, starting with the high school graduating class of 2025, school districts shall not permit a student to graduate from high school unless the student has completed the FAFSA, other institutional financial aid application for those without legal immigration status, or a waiver developed by the CSDE.
- 20 hours of community service

## Recommended Courses for College/University Admissions

<b>English</b>	4 Years
<b>Math</b>	4 Years (Including Geometry and Algebra II)
<b>Science</b>	3 years (4 recommended)
<b>Social Studies</b>	3 years (4 recommended)
<b>World Language</b>	2 years in one language (3-4 recommended)
<b>Electives</b>	Fine Arts and/or Career and Technical Education Electives

**\* Please note: Each college/university has their own entrance criteria, the information listed above are a general guideline. In addition, specific programs may also require certain courses as entrance requirements. Your school counselor is available to help you with your course selections throughout your high school experience. It is important to share any post secondary plans with your counselor so they can help you make an informed decision.**

<b>ICON KEY</b> Indicates course meets subject graduation requirement
 <b>English</b>
 <b>Math</b>
 <b>Science</b>
 <b>Social Studies</b>
 <b>STEM Elective</b>
 <b>Humanities Elective</b>
 <b>NCAA Approved Course</b>

## Credit Conditions

Students must successfully complete the required number of credits and must demonstrate proficiency in the skills identified by the Board of Education, as required for graduation. A multi-faceted assessment procedure will be used, including specific target scores on standardized tests. Credits can also be earned at an institution of higher education, through online coursework or through a demonstration of mastery based on a competency and performance standards, in accordance with guidelines adopted by the State Board of Education and at the approval of administration. [Please click here for the Watertown Public Schools Policy 5045HS on Graduation Requirements.](#)

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

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

- English (4 credits including English I, English II, and either American Literature, American Studies, AP, and senior English)
- Math (3 credits including Algebra I, Geometry, Algebra II or Probability Statistics)
- Social Studies (3.5 credits including Modern World History, Western Experience, US History, Civics or AP Government)
- Science (3 credits including Integrated Science and Biology)
- Physical Education (1 credit)
- Health (1 credit)
- Elective Credits (Vocational, Technology, Arts, Music, Physical Education, including all classes taken that are not counted towards a graduation requirement)
- Students will earn one high school credit each for earning a passing grade in Algebra I, Spanish I, and French I. Connecticut General Statute 10-221 requires that middle school students who take courses that are offered at the high school level should receive high school credit for those courses. Students who meet the passing average in Algebra I, Spanish I, or French I taken in middle school will receive high school credit for those courses. The grade earned in these courses will not count as part of students' high school GPAs. If this credit is earned at the MS level, students/families will see the credit added to their transcript by July 1st.
- All students will be required to take and pass 1 credit in Physical Education. As an exception to this requirement, any student who presents a certificate from a physician, stating that in the opinion of the physician participation in physical education is medically contraindicated because of the physical condition of such student, shall be excused from the physical education requirement, and provided the credits for physical education are fulfilled by an elective. (Section 10-221a)
- Students interested in completing their high school requirements in under four years should schedule a meeting with their school counselor to discuss the rationale. Further meetings with administrators and parents/guardians will also be required before a student is approved to graduate early.



# Watertown Public Schools Nondiscrimination Policy

It is the policy of the Watertown Board of Education that any form of discrimination or harassment on the basis of race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, gender identity or expression, or veteran status, or any other basis prohibited by state or federal law is prohibited, whether by students, Board employees or third parties subject to the control of the Board. The Board's prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic and extracurricular activities, including athletics, as well as the district website. It is also the policy of the Board of Education to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, gender identity or expression, or veteran status. The Board designates the Director of Special Education and Pupil Personnel Services & Title IX Coordinator, or his/her designee, Watertown Public Schools, 61 Echo Lake Road, Watertown, Connecticut (Telephone 945-4801) as compliance officer (hereinafter, "Equity/ Title IX Officer".) All outside agencies and organizations given assistance by the Board shall be required to abide by this policy. Any person who believes they have been discriminated against in violation of this policy may file a grievance in accordance with the Equity/Title IX Grievance Procedures given in Appendix B of this publication or by clicking here for [Policy 5105 Policy Regarding Title IX Of The Education Amendments Of 1972 - Prohibition Of Sex Discrimination And Sexual Harassment](#).

## Learning Expectations

*adopted by WHS faculty 2015*

### Academic:

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

### Social:

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

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

### Civic:

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

## Community Service

Each student is required to work in the Watertown/surrounding community to demonstrate civic awareness. A total of twenty (20) hours of community service will be required over four years. (Students are encouraged to plan on completing five hours each year.) Community Service Forms are available in the School Counseling Department and on the website, and should be uploaded to the community service google form for the students graduating class. A QR code is posted outside of the counseling office for each class. [You can also click here for a copy of the Community Service Form.](#)

In order for a student to participate in graduation exercises, students must complete the requirements for graduation, no later than one week prior to graduation. This includes all Community Service hours.

## Planning Your High School Program

You are encouraged to elect courses that will give you an opportunity to explore different areas of learning which could lead to career choices. In selecting a course of study, you will be encouraged to consider your previous school records, work habits, interests, aptitudes, and future plans. Plan for a sequence of courses that will assure that your classes for the current year fit into the overall plan that will be of greatest benefit to you based on your present and future needs and interests. School Counselors meet with students at least twice per year through individual grade level meetings and course selection review meetings to discuss their post secondary plans/career choices. Students may also utilize SCOIR, an online student learning platform with their school counselors to chart goals for college admissions.

As you plan your course selections, consider some basic information about yourself. These questions can help guide your conversation with your school counselor when you meet to discuss your course selections or post secondary plans.

1. What should I be getting from my education? Am I choosing what is best for me?
2. Does the course have a prerequisite? Am I doing well enough to assure my passing the next sequence of the subject?
3. Will the subjects selected satisfy course requirements for graduation, college admission, and fit into my post high school plan?
4. What general area of work do I hope to enter when I complete my education? What are the requirements for admission to a school for further education? I plan to enter the workforce after high school, which courses are most valuable for obtaining my goals after high school?

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

Students should be aware of college entrance requirements as early as possible and plan a high school program accordingly. It is encouraged to utilize college's admissions websites, College Board, SCOIR to support your planning process. School counselors will assist you with this process. We are available to meet by request at any time in addition to individual grade level meetings and course selection review meetings. It is important to keep your school counselor up to date on your post secondary plans so they can help inform you of various requirements that might be needed for that particular path.

Our courses are intended to prepare students for college or careers after high school. Since college requirements vary considerably, it is important that a student check the admissions requirements for the college/ program he/she is interested in and then plan a high school program that meets all entrance requirements. It is also important to remember that some colleges are more competitive than others and that meeting minimum college requirements often is not sufficient for admission. It is critical that students check throughout their HS journey, particularly in Sophomore and Junior year whether specific courses are required for college entrance. Referring back to the required HS graduation requirements and credits by discipline is critical to determine pre-requisites, etc.

Adjustments must also be made according to the student's ability and interest.

## **Dropping of Subjects**

1. Students are expected to make informed decisions in selecting classes for the school year. Prior to the first day of school, changes can be made through the school counseling department. Once a final schedule has been issued, changes based on preferences cannot be made. Parents and students are also reminded that some classes may not be available after school begins.
2. Students who withdraw from a subject after 5 class meeting days have elapsed will receive no credit and a W/F (withdraw/fail) in that subject for the year.

The stipulations stated here may be waived with the concurrence of the teacher, counselor, and principal.

Meeting and agreement of the administration, classroom teacher, the department coordinator, the school counselor, and the parent(s) of the student may only make level changes. Students and parents are reminded that a W/F affects GPA, and eligibility for athletics. A W/F is calculated as a zero for honor roll and G.P.A. purposes.

## **Course Leveling**

The focus of the educational program at Watertown High School is to offer a spectrum of learning experiences to all students. A major responsibility of Watertown High Schools' teachers and counselors is to offer appropriate level recommendations for each student based on ability, performance, and test scores. Current teachers will recommend courses and levels in English, Math, Science, Social Studies, and World Language.

### **Leveling Guidelines**

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

**Honors (H):** Students enrolled in Honors courses will learn to analyze and synthesize content, develop original and independent learning activities, and focus on abstract reasoning and critical thinking.

Students recommended for this instructional program should have exhibited superior reading, writing, thinking, and problem solving skills in previous courses.

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

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

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

### **Policy on Level Waivers**

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

## **Marking System**

The scholastic year is divided into four marking periods of approximately nine weeks each. Beginning in the 2020-21 school year, a marking period average of 65 or above is considered passing. (Prior to the 2020-21 school year, the passing average was 70.) At the end of each marking period, students and parents will have access to quarter grades on PowerSchool. Students who owe fines or school materials will not receive their report cards until restitution is made.

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

## Honor Roll

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

To achieve high honors a student must:

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

To achieve honors a student must:

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

## Grade Point Average (GPA)

Per Watertown Board of Education Policy 6050, the current weights are added based on our current course levels. These points are added to the final course grade. For Advanced Placement/UCONN ECE (AP/ECE) classes, twenty points are added; For Honors (H) classes, fifteen points are added; For College Preparatory (CP) classes, ten points are added; For College & Career Preparatory (CCP) classes, five points are added; For Fundamental Studies (FS) classes, no points are added. [Please click here to see the Watertown Board of Education Policy 6050 Weighted Grading and Calculation of GPA.](#)

$$GPA = ((Final\ Grade + Added\ Value) / 20) - 1$$

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

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

## Class Rank

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

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

## **Exemption from Exams**

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

## **School Counseling Department**

The School Counseling Department will provide a developmentally appropriate comprehensive program to all students, which focuses on fulfilling their academic, career, personal, social and emotional needs. Through a supportive and collaborative relationship with educators, parents/guardians, and the community, we strive for all students to exhibit the necessary social, emotional, and academic growth needed to become productive and responsible members of society. Students are assigned a school counselor by alphabet (last name). The assigned counselor's name is listed on each student's school schedule.

## **School Testing Expectations**

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

## **Scoir**

Watertown High School offers Scoir – a comprehensive platform that you and your student can use to make plans about college and careers. Scoir, an online program that we use in our department to track and analyze data about college and career plans. Scoir also lets us share information with you and your student about upcoming meetings, events, scholarship opportunities, and other college/career resources. .

Scoir allows your student to:

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

## College Preparation Exams

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

The Scholastic Aptitude Test I: Reasoning Test is taken as a School Day exam in the spring of the student's junior year and offered on select Saturday dates in the fall of the student's senior year. This is a three-hour examination of reading, writing, and mathematical skills which most students take two or three times. Most colleges recognize the highest score combination, known as the superscore. The SAT is offered at WHS for most testing dates (historically in October, November, December, March, May, and June). Scheduling and payment for the Saturday SAT are the responsibility of the student/parent through the College Board website.

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

Advanced Placement Exams are tests given over two weeks in May each year. We offer exams based on the A.P. courses offered each year. It is recommended that all students enrolled in these courses take the A.P. exam from College Board as a score of 3, 4, or 5 may be recognized for college credit at most competitive colleges. Payment is the responsibility of the student/parent. Exams administered at Watertown High School are only for Watertown High School students currently taking the course.

## Advanced Placement Classes/Early College Experience

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

## **Student Success Planning (SSP)**

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

## **Senior Capstone Project**

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

The Capstone project is mentioned each year, then during their junior year students gain a deeper understanding of the project and expectations. At the beginning of their senior year, all deadlines are established and shared with students and families. The various deadlines include, a proposal deadline, research document deadline, and final project deadline. At these deadlines student progress is reviewed with their SSP teacher, school counselor, SSP advisory, and/or administrator.

Final presentations of the Senior Project will take place in the spring of the senior year. *The Capstone Project will allow students to meet Civic expectations* of our Core Values and Beliefs. Students in Grades 9 through 11 will also complete tasks through their SSPs that demonstrate the knowledge, skills, and characteristics of the Vision of a Graduate, leading up to the Senior Capstone Project.

## **Seal of Biliteracy**

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 Seal of Biliteracy acknowledges that mastery of two or more languages is a valuable asset for both individuals and their communities. Also, the Seal of Biliteracy provides recognition to Multilingual Learners (MLLs) for the great value of developing English and maintaining their primary language.



## **Transcripts**

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

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

## **Special Education**

The Special Education Program at Watertown High School consists of five main components: academic support classes, special education classes in core subjects, mainstream classes with special education support, vocational skills classes, and a transition program for 18 to 22 year-old students.

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

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

## NCAA

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

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

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

### NCAA Core-Course GPA

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

Examples:

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

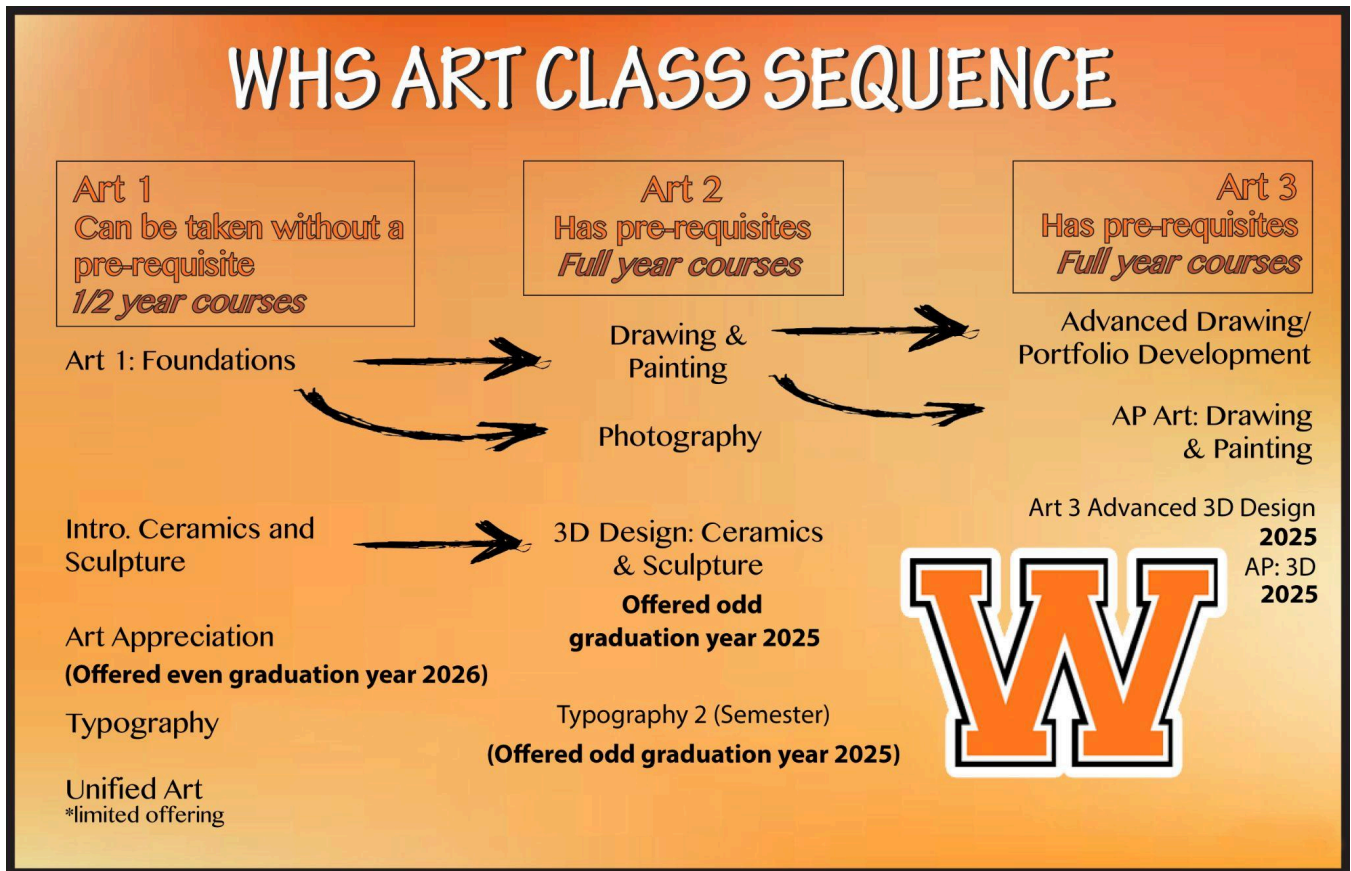
An A grade (4 points) for a full-year course (1.00 units):  $4 \text{ points} \times 1.00 \text{ units} = 4.00 \text{ quality points}$



“The idea is not to live forever; it is to create something that will.”  
-Andy Warhol

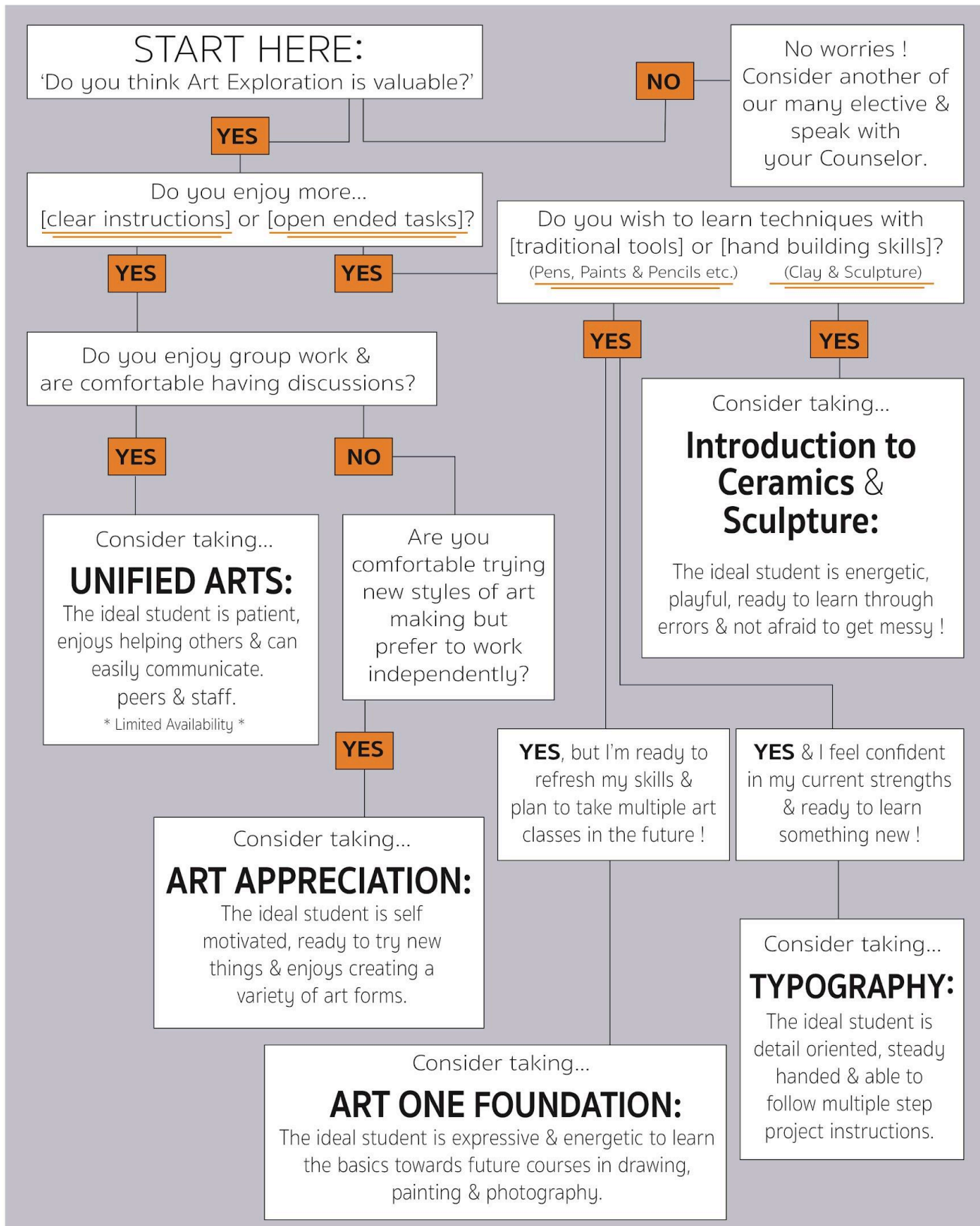
# Art Department

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




# What **ART** class should you take?

*(follow the prompts to find your suggested ideal class to start your art journey at WHS)*

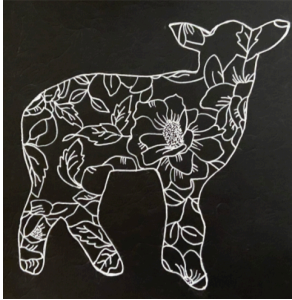



**Art Course Offerings by Grade Level**  
**Color code : semester course, full year course**

	9	10	11	12
<b>Art Appreciation</b> offered even graduation year 2026	X	X	X	X
<b>Art One: Foundations</b>	X	X	X	X
<b>Intro Ceramics &amp; Sculpture</b>	X	X	X	X
<b>Typography</b>	X	X	X	X
<b>Typography 2</b> offered odd graduation year 2025	X	X	X	X
<b>Unified Art</b>	X	X	X	X
<b>Art 2: Drawing &amp; Painting</b>		X	X	X
<b>Photography</b>		X	X	X
<b>Art 3: Advanced Drawing &amp; Painting</b>			X	X
<b>AP Art: Drawing &amp; Painting</b>			X	X
<b>Advanced 3D Design: Ceramics &amp; Sculpture</b> offered odd graduation year 2025			X	X
<b>AP Art : 3D</b> offered odd graduation year 2025			X	X

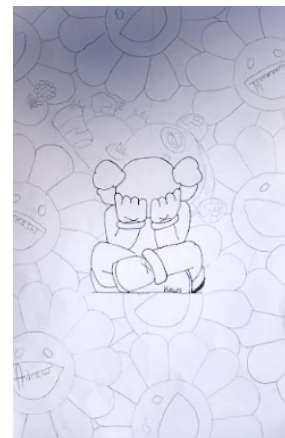
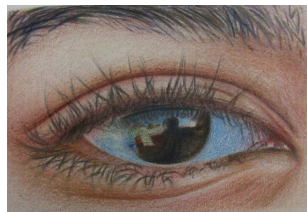
  
**ART 1: Art Appreciation #809**  
**Offered in even graduation year 2026**  
**Grades 9 – 12 (½ CP Credit)**  
**Prerequisite: None**

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



  
**ART 1: Foundations in Art #811**  
**Grades 9 – 12 (½ CP Credit)**  
**Prerequisite: None**

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



**ART I: Introduction to Ceramics and Sculpture #856**  
**Grades 9 – 12 (½ CP Credit)**  
**Prerequisite: None**



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

*Student work:*

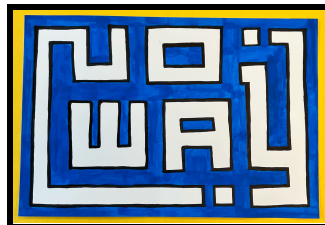


**ART I: Typography I #834**  
**Grades 9 – 12 (½ CP Credit)**  
**Prerequisite: None**




Students will have the opportunity to gain exposure and appreciation for typography and hand done graphic design techniques. Typography is the art of manipulating the visual form of language to enrich and control its meaning. The structure of type will be explored through several two- and three-dimensional mixed media projects.

*Student work:*



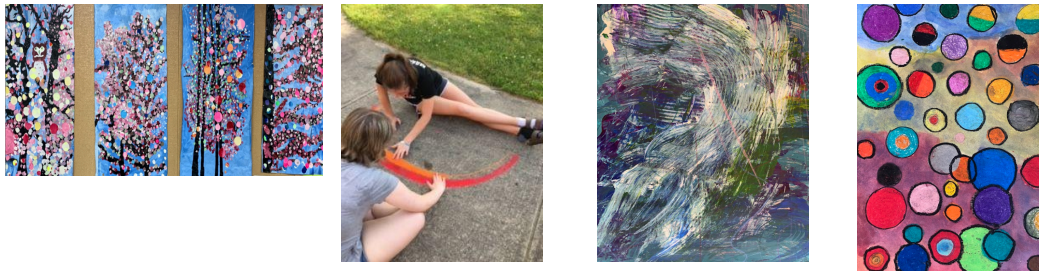



**UNIFIED ART #808**   
**Grades 9 – 12 (½ CP Credit)**

**Prerequisite: Teacher recommendation and complete interview with Art teacher**

Students work in partnership with peers with special needs in a cooperative learning environment to gain valuable experience while creating personal works of art. A variety of tactile media and techniques, including ceramics, collage, printmaking, and painting will be used. A relaxed, creative setting will foster artistic and creative development, as well as supportive social interaction and friendship, in an inclusive community. All students will be expected to participate fully with tolerance, patience, and sensitivity. Limited availability. **Can only be taken once for student leaders.**

*Student work:*

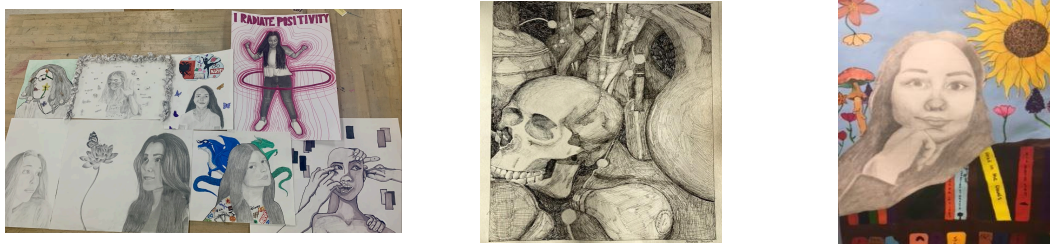


**ART 2: Drawing and Painting #820**   
**Grades 10 – 12 (1 CP Credit)**

**Prerequisite ART 1: Foundations in Art and Teacher Recommendation**

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

*Student work:*



**ART 2: Photography #821**



**Grades 10 – 12 (1 CP Credit)**

**Prerequisite: Grade of 80 or above ART 1: Foundations in Art and Teacher Recommendation**

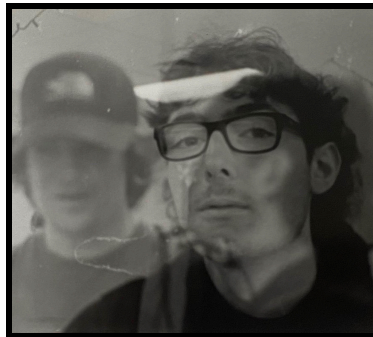
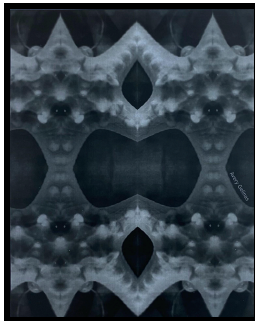
In this full year course, students will learn the visual language, applications and practices of identifying art elements and design principles within each photographic composition. Using cell phones, film cameras and Mac computers, students will develop both digital editing skills and traditional black/white darkroom techniques.

Students are required to present researched artists & photographers to the class, think critically & create reflections after each assignment, and regularly work with other students in the class, as pairs. Alternative photography assignments will be given allowing students to paint, sew and collage their edited photographs and prints from the darkroom. Students will get opportunities to work independently while working through the film developing process from shooting the film, developing the negatives and finally printing within the darkroom.

A successful photography student demonstrates qualities to stay organized both in digital content and classroom materials, read & fully follow given instructions, be responsible with our equipment & chemical usage and be considerate to problem solve when issues arise with guidance from their peers and the instructor.

**Students must use their own smart devices for digital work with access to the wifi., google drive & google classroom apps. As well, each will be assigned a film camera to use during the course. Students will be financially responsible for any loss or damages when in their possession.**

*Student work:*



**ART 2: 3D Design / Ceramics and Sculpture #822**

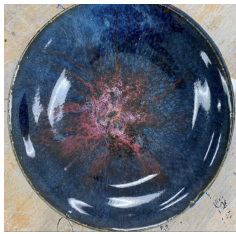


**Grades 10 – 12 (1 CP Credit)**

**Prerequisite: Art 1: Introduction to Ceramics and Sculpture and Teacher Recommendation**

Students will explore a variety of 3D materials, additive and subtractive sculpture. Students will learn clay handbuilding techniques and how to use the pottery wheel in a studio atmosphere. Students are required to do research, planning, proposals, artist statements, presentations, and participate in class critiques.

*Student work:*



**Art 3: Advanced 3D Design #824**



**Offered in odd graduation year 2025**

**Grades 11-12 (1H Credit)**

**Prerequisite: 80 average in ART 2: 3D Design / Ceramics and Sculpture #822 and Teacher Recommendation**

Students will work with a variety of 3D materials, additive and subtractive sculpture at an advanced level. Students will continue to use clay handbuilding techniques and pottery wheel at a more advanced level. Students are required to do research, planning, proposals, artist statements, presentations, and participate in class critiques. **This will run concurrently with AP 3D Design.**

**Advanced Placement : 3D #831**




**Offered in odd graduation year 2025**

**Grades 11-12 1 AP credit**

**Prerequisite 80 average in ART 2: 3D Design / Ceramics and Sculpture #822 and Teacher Recommendation**

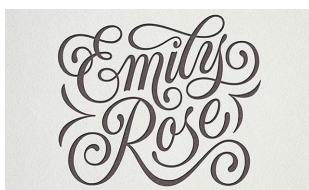
Advanced Placement (AP) Studio Art (3D) is intended for highly motivated students who are college bound and seriously interested in the practical experience of art. Advanced placement credit is not based on the usual written exam. Students will develop exemplary portfolios for college placement and also to submit to the College Board for review in May for possible college credit. **Coursework is quite rigorous**, requiring student dedication and commitment. AP Studio Art(3D) candidates **must also plan to also complete assignments outside class studio time**. Students will also be required to present and exhibit their work at WHS near the end of the school year. This course will require a summer assignment

  
**ART 2: Typography 2 #835**  
**Offered in odd graduation year 2025**  
**Grades 9 – 12 (½ CP Credit)**

**Prerequisite: Art 1: Typography 1 and Teacher Recommendation**

The course will emphasize techniques and ideas that influence meaning through the visual design of letterforms and words. Students will learn to think critically about typography in a fun, exploratory environment. Research, brainstorming, experimenting and creating typographic artworks that reflect their personal interests and beliefs will be collected to create a handmade portfolio with all their work.

*Sample work:*



**ART 3: Honors Advanced Drawing and Painting/Portfolio Development #823**

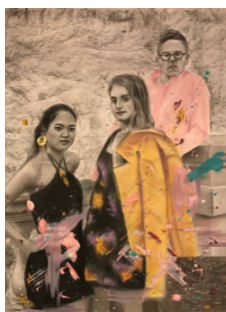


**Grades 11–12 (1 H Credit)**

**Prerequisite: An 80 average in ART 3: Intermediate Drawing and Painting, and Teacher Recommendation**

This course builds upon the drawing and painting skills refined in Art 2: Drawing and Painting. The focus in Advanced Drawing and Painting is the mastery of skills and techniques in a variety of drawing and painting media. Students will develop mastery of concept, composition, and execution of their personal ideas and themes. **This class will run with AP Art.** In addition to studio work, students are required to actively participate in class critiques, and keep a visual journal to document reflections, experimentations, brainstorming, sketching, journal assignments and research. Students will explore the works of prominent artists, artistic ideas, and important events in the art field.

*Student work:*



**ADVANCED PLACEMENT STUDIO ART (DRAWING) #1803**



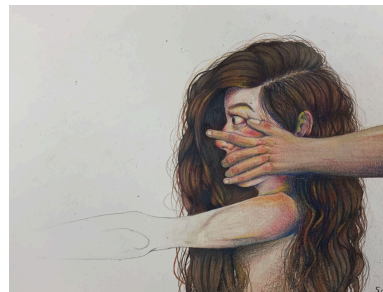
**Grade 12 (1 AP Credit)**

**Prerequisite: Minimum of Art 2: Drawing & Painting (812), ART 3: Honors Advanced Drawing and Painting/Portfolio Development #823 Recommended and Teacher Recommendation**

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

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

*Student work:*






# CTE

**“You guys are the magicians  
of the 21st century” - Elon  
Musk**


## Career and Technical Education Department

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


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

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


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

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


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

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


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

  
**BUSINESS LAW #298**  
**Grades 10–12 (½ CP Credit)**  
**Prerequisite: None**


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

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

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

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

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

  
**SPORTS MARKETING #691**  
**Grades 11 – 12 (½ CP Credit)**  
**Prerequisite: Marketing 2 or**  
**Can Take at Same Time as Marketing 2**

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



**PERSONAL FINANCIAL LITERACY I #1603**

**Grades 10 – 12 (½ CP Credit)**

**Prerequisite: None (\*Graduation Requirement\*)**

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

**PERSONAL FINANCIAL LITERACY II #1604**

**Grades 11 – 12 (½ CP Credit)**

**Prerequisite: Personal Financial Literacy I**

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

**EXPLORING TECHNOLOGY #804**

**Grades 9 – 11 (1 CP Credit)**

**Prerequisite: None**



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

**GRAPHIC ARTS 2 #806**



**Grades 10 – 12 (1 CP Credit)**

**Prerequisite: Exploring Technology Education, Art I, or Teacher Recommendation**





This course is a continuation in graphic communication. Students are introduced to the techniques, tools and applications of Adobe design programs. They will focus on design and layout, pre-production and production, and bindery and finishing operations found in the Graphic Design industries. Basic design skills are presented and implemented using the computer as a composition tool. Students learn the foundations of a wide variety of design concepts including the Principles and Elements of Design, composition, layout, visual communication, computer applications, digital and traditional photography, color theory, etc. to develop their work. Students will also be



introduced to many technical concepts that can lead to career opportunities including logo design, custom graphics, vector and pixel design, computer illustration and graphic printing, screen printing, vinyl printing, etc.

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

This course is designed for students who have successfully completed work in previous graphic arts courses. Students are introduced to more advanced procedures and techniques used in the Graphic Arts environment. These areas include: computer aided imaging, preproduction and production, binding, finishing and packaging. Students delve deeper into design procedures to hone their personal skills and are expected to demonstrate advanced skills in Adobe Photoshop, InDesign, Illustrator and Animate. They will be encouraged in personal exploration of visual communications and career opportunities in the industry as well as creating appealing and professional published products. Peer to Peer critiquing will be incorporated throughout the course. Along with personal projects, students will work on a team as part of our Entrepreneurial Program to closely simulate a career in developing digital and print media on multiple platforms. They will problem solve, engage creatively, collaborate, communicate with, and design for real clients and businesses in the school and community. Students will also be required to create and maintain a digital portfolio throughout the duration of the course.

   
**PUBLISHING #810**  
**Grades 9 – 12 (1 CP Credit)**  
**Prerequisite: Teacher Recommendation**

This course is designed to expose students to skills necessary for success in future career choices in publishing, journalism, communications, media and design. The students will use computers, The Adobe programs, camera and audio recording techniques, graphics formation, printing/binding and production skills, and related technologies. They will design printed, digital, and auditory compositions to create personal and group projects of newsletters, magazine spreads, print layouts, advertisements, brochures, podcasts, web sites, blogs, printed booklets, etc. Both technical and academic skills will be developed. Students will learn different forms of journalistic writing and explore the history of journalism as well as journalistic ethics in a manner that considers the responsibilities, technologies, and needs of the 21<sup>st</sup> century multimedia designer. Students will hone their personal interview and investigative skills and abilities to meet the needs of specific audiences while also working as a team, engaging in the hands-on experience of planning, writing, designing, photographing and publishing the school newspaper, *The Warrior's Wire* for print, digital, and audio broadcast and publications.

   
**METALS TECHNOLOGY 2 #816**  
**Grades 10 – 12 (1 CP Credit)**  
**Prerequisite: Exploring Technology Education or Teacher Recommendation**

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

**METALS TECHNOLOGY 3 #817**



**Grades 11 – 12 (½ CP Credit)**

**Prerequisite: Metals Tech 2**

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

**WOODS TECHNOLOGY 2 #826**



**Grades 10 – 12 (1 CP Credit)**

**Prerequisite: Exploring Technology or Teacher Recommendation**

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

**WOODS TECHNOLOGY 3 #827**



**Grades 11 – 12 (½ CP Credit)**

**Prerequisite: Woods Technology 2**

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

**UNIFIED WOODS #825**



**Grades 9 – 12 (½ CP Credit)**

**Prerequisite: Teacher Recommendation**

Students work in partnership with peers with special needs in a cooperative learning environment to build with wood as a medium using teamwork, problem solving and critical thinking. This is a hands-on course with project-based learning.


**TECHNICAL DRAWING/CAD 2 #836**




**Grades 10 – 12 (1 CP Credit)**

**Prerequisite: Exploring Technology or Teacher Recommendation**


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

  
**WEB DESIGN #395**  
**Grades 9 – 12 (1 CP Credit)**  
**Prerequisite: None**


This course will introduce students to designing websites and creating interfaces. There will be an emphasis on graphic images, functional site organization, and logical navigation. Students will use general design concepts and the process of developing a Web site from sketches to publishing. Students will gain considerable "hands on" computer experience using Web development tools such as Adobe Dreamweaver 2021 and Photoshop. The course will also include an explanation of networks, the Internet and intranets, copyright issues and basic HTML.

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


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

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


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

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

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


  
**UNIFIED VIDEO PRODUCTION #747**  
**Grades 9 – 12 (½ CP Credit)**  
**Prerequisite: Video Production and Teacher Recommendation**

In this course, students work in partnership with peers with special needs in a cooperative learning environment to explore concepts, techniques, and artistry of video production. This is a hands-on course with project-based learning.

**YEARBOOK 1 #1650**   
**Grades 11 – 12 (½ CP Credit)**


**Prerequisite: Exploring Technology or Teacher Recommendation**

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

**YEARBOOK 2 #1651**   
**Grades 11 – 12 (½ CP Credit)**


**Prerequisite: Yearbook 1 and Teacher Recommendation**

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


**MEDICAL CAREERS #879**   
**Grades 11 – 12 (1 CP Credit, run on a half-year basis)**

**Prerequisite: Completed Application, Interview, and Science Teacher Recommendation**


A study of theory and practice of the essential duties that Nurse Assistants perform in hospitals, convalescent and/or extended care facilities and in the private home setting, this course has the approval of the American Hospital Association, and is an approved program by the State of Connecticut for Nurse Aide Certification.

**INTRODUCTION TO COMPUTING #746**   
**Grades 10 – 12 (0.5 CP Credit)**  
**Prerequisite: None**


This course strives to meet the high level of computer literacy required of all students. Special emphasis is placed on the ethical use of computer technology for information analysis and communications. Computer units introduce the Internet, MS Windows, word processing, spreadsheets and presentation software. Students who choose the dual enrollment option will earn three Post University credits upon successful completion of the course.

**FOODS 1 #874**   
**Grades 9 – 12 (0.5 CP Credit)**  
**Prerequisite: None**

This semester-long course will offer a broad overview of kitchen safety and sanitation, knife skills, and basic cooking techniques. Food labs are designed to build a strong foundation on recipe reading, measuring and collaborating with peers. The goal of this course is to arm students with skills needed to prepare quick and nutritious meals along with entry level skills needed for employment in the food service industry.

**UNIFIED FOODS #873**   
**Grades 9 – 12 (½ CP Credit)**  
**Prerequisite: Teacher recommendation**

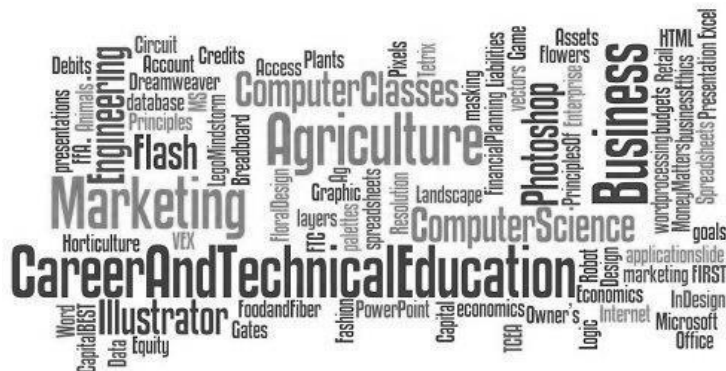
Students work in partnership with peers with special needs in a cooperative learning environment to learn basic cooking and baking skills. Students focus upon the proper use of equipment, safety, sanitation, and learn preparation techniques for a variety of foods. Students learn to make informed decisions about nutrition, food selection, and menu planning.

**BAKING AND PASTRY ARTS I #875**   
**Grades 10 – 12 (0.5 CP Credit)**  
**Prerequisite: None**

In this course students will learn the science and art of baking. Baking labs are designed to build a strong foundation on the roles of ingredients in baked goods, recipe reading, measuring and creativity. Different techniques will be learned while preparing a variety of baked goods. There will be opportunities for students to develop a portfolio of their skills but will also learn to work collaboratively with their peers.

**MATH FOR THE TRADES # 388**   
**1 CP STEM Credit**  
**Prerequisite: Students must be in Grade 12**

This course is designed to explore the connection between algebra/geometry and trades. Areas of study include topics such as linear equations, practical geometry, data analysis and applications of trigonometry and statistics. Math for the Trades equips students with the math skills required for electrical trades, automotive trades, plumbing, cosmetology and many more - particularly the physical trades. The math concepts are presented completely within the context of practical on-the-job applications.





# ENGLISH

**"Our doubts are traitors and  
make us lose the good we oft  
might win by fearing to  
attempt."**

**William Shakespeare**

## English Department

"A child who reads will be an adult who thinks."

- Sasha Salmina

The English Department's primary objective is igniting students' passion for reading and developing effective communication skills, both written and verbal. The program, at all levels, promotes and encourages critical and analytical thinking which aids students in making thoughtful decisions about the literature they read, the compositions they write, and the media they experience. Through the development of these skills, students gain the ability to shape themselves and their perspective of the world.

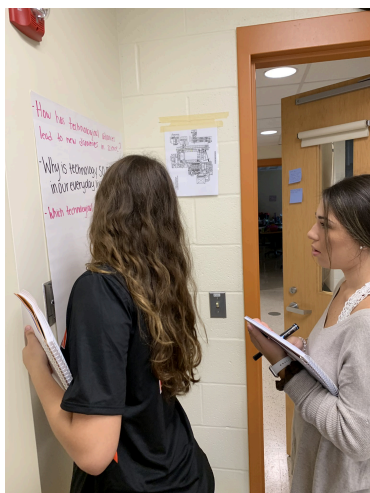


Some of our instructional strategies revolve around inquiry, student-choice of content, demonstrating competency of skills in a variety of writing tasks, and encouraging speaking and listening skill development. With writing instruction, our teachers allocate class time to guide students through all parts of the writing journey--from conception of ideas to development and revision.

The 9-12 scope has been designed with intention; for the first two years, students can choose between the two paths of College Preparatory (CP) and Honors (H). These two years expose them to a variety of genres and develop their foundational skill set. In Junior year, opportunities become available based on the student's particular interests or goals. Take time to review our course offerings and review the exciting opportunities that await our future leaders.

**Students are required to pass 4.0 credits of English for a graduation requirement that must include: English I, English II, and either American Literature, American Studies, or AP to meet graduation requirements.**

### Priority Standards Addressed



**CCSS.ELA-LITERACY.CCRA.R.10: Read and comprehend complex literary and informational texts independently and proficiently.**

**CCSS.ELA-LITERACY.CCRA.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**

**CCSS.ELA-LITERACY.CCRA.SL.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.**



**CCSS.ELA-LITERACY.CCRA.L.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.**





## COURSE OFFERINGS BY GRADE LEVEL

	9th	10th	11th	12th
English I College Prep (CP) or Honors (H)	X			
English II CP or H		X		
American Literature CP or H			X	
American Studies CP			X	
Advanced Placement: English Language & Composition			X	X
Advanced Placement: English Literature & Composition			X	X
Adolescence in Literature CP				X
The Art of Argument CP			X*	X
Creative Writing CP			X*	X
Drama and Theatre CP			X*	X
Fiction to Film CP				X
Inquiry Through Literature Honors				X
Monsters, Horror, and Literature of the Supernatural CP				X
Survival and Adventure Readings CP				X



\*If taken as a Junior, students must also be enrolled in a 1.0 English. Seniors get priority for placement.

**ENGLISH I #101**    
**Grade 9 (1 CP Credit)**



English I is a survey course that explores various types of literature and writing forms. Students will develop their ability to read and analyze texts, from contemporary young adult fiction to Shakespeare. Students will be supported as they develop their ability to communicate effectively through written and oral expression.

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



English I Honors is an intense survey course that explores various types of literature and writing skills. The goal is to prepare students for critical thinking that forces them to move past the literal interpretation of the text and expose students to various writing tasks. Honing speaking and listening skills will also be a focus. Participation, intrinsic motivation, and ability to receive feedback is necessary for success.

**ENGLISH II #111**    
**Grade 10 (1 CP Credit)**  
**Prerequisite: Passing of English I**



This course is designed to follow College Preparatory English I and builds on the skills developed in that class. This course differs from the honors level in the amount of reading required, the frequency of composition work, and the depth of analysis of literary works. Major units may include literary analysis through whole-class novels, analysis and creation of poetry, research through inquiry projects, and various opportunities for independent reading and/or book clubs.

**ENGLISH II HONORS #110**    
**Grade 10 (1 H Credit)**  
**Prerequisite: Passing of English I and teacher recommendation**



This course follows English I Honors, placing emphasis on critical reading and writing. In particular, students will be asked to create and defend original thinking. Major units may include literary analysis through whole-class novels, analysis and creation of poetry, research through inquiry projects, and various opportunities for independent reading and/or book clubs.

**AMERICAN STUDIES ENGLISH #197**    
**Grade 11 (1 CP Credit)**  
**Prerequisite: Passing of English I and II. *Class must be taken with American Studies History***



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

**AMERICAN LITERATURE #115**    
**Grade 11 (1 CP Credit)**  
**Prerequisite: Passing of English I and II**


This course examines American Literature, emphasizing works of prominent authors. Students will examine recurrent themes, such as “personal and national identity”; “power and protest” and “the American dream.” Both critical reading and expository writing skills are emphasized.

**AMERICAN LITERATURE HONORS #120**    
**Grade 11 (1 H Credit)**  
**Prerequisite: Passing of English I, English II, and teacher recommendation**

This course is an examination of American literature. Students will examine recurrent themes, such as “personal and national identity”, “power and protest”, “The American Dream.” Writing assignments are designed to develop key skills in preparation for college. Students are encouraged to show mastery of literary analysis, comparison and contrast, and the research writing process by the end of the year.



**ADOLESCENTS IN LITERATURE #1100**    
**Grade 12 (0.5 CP Credit)**  
**Prerequisite: Completion of a Junior English or AP**

This course will focus on the time period of adolescence and what unique circumstances/rites of passage are common to all teenagers. Students will hone college level reading and writing skills that move beyond comprehension and strive toward the independent development and communication of insightful ideas. Non-Fiction articles and personal memoirs will also have a place as we discuss not only literature, but real life adolescent situations and issues. Major Texts: *Catcher in the Rye*, rotating selection of YA, poetry, and memoir excerpts.

**THE ART OF ARGUMENT #1107**   
**Grades 11 & 12 (0.5 CP Credit)**

*Course can be taken as a Junior as long as students are enrolled in a 1.0 Junior or AP English*

Argument is a part of life. It exists in the form of verbal, written, and visual mediums in order to sway people into thinking a particular way or open their mind to a new way of thinking. This course will analyze how arguments are formed and delivered effectively. Students will study classic arguments in human history along with contemporary arguments related to our current times. Additionally, students will be expected to choose and effectively craft their own arguments. Engaging in small and large group discussions or debates is a required component of this course.

**CREATIVE WRITING #1101**    
**Grades 11 & 12 (0.5 CP Credit)**



*Course can be taken as a Junior as long as students are enrolled in a 1.0 Junior or AP English*

Creative Writing will be divided into two separate categories, poetry and drama. The first marking period will cover the writing and analyzing of poetry, as well as many of poetry's various incantations. This section will culminate with a poetry portfolio. The second marking period will cover reading, writing, and analyzing drama, with the culminating assignment being a ten-page play.

**DRAMA AND THEATRE #1104**    
**Grades: 11 & 12 (0.5 CP Credit)**

*Course can be taken as a Junior as long as students are enrolled in a 1.0 Junior or AP English*

This semester-long English course will help students interested in acting to develop their skills related to eye contact, volume, blocking, and enunciation. Students will read and act out plays, studying them through a dramatic analysis. The culmination of the course is a student written short-play to be performed for the class. Performing is a necessary and required component in this class, however, students are **not** required to participate in play.

**FICTION TO FILM #1103**    
**Grade 12 (0.5 CP Credit)**



**Prerequisite: Completion of a Junior English or AP**

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

**INQUIRY THROUGH LITERATURE HONORS #140**   
**Grade 12 (1.0 Honors Credit)**



**Prerequisite: Successful Completion of Junior English and teacher recommendation**

Inquiry Through Literature is a full-year Honors level course in which students explore real world topics by developing and analyzing a collection of fiction and nonfiction resources. Students read book-length texts as well as stories and poems; analyze articles, editorials, and websites; and watch talks, speeches, short videos, and movies. Students respond to the resources and draw connections among them by journaling, annotating, participating in small and large group discussions, writing both formal and informal responses, and creating projects on their theme. The year presents opportunities for whole-class units as well as the study of an individual topic of the student's choosing. Besides the skills of critical reading and writing, students receive direct instruction in developing an inquiry mindset, question development, engaging in constructive discussion, and locating and evaluating source material.

**MONSTERS, HORROR, AND SUPERNATURAL LITERATURE #1105**    
**Grade 12 (0.5 CP Credit)**

**Prerequisite: Completion of a Junior English or AP**

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

**SURVIVAL AND ADVENTURE READINGS #1110**    
**Grade 12 (0.5 CP Credit)**

**Prerequisite: Completion of a Junior English or AP**

In this course, students will explore the human condition under extreme circumstances, both environmental and societal. Students will practice analyzing literature with a concentration on figurative language, diction, tone, mood, symbols and theme.

### **Advanced Placement:**

AP is an opportunity for students to earn college credit in a rigorous and accelerated CollegeBoard program.  
Juniors or Seniors can enroll in either AP course.  
Summer work is a mandatory and necessary component of both courses.

### **AP ENGLISH LANGUAGE & COMPOSITION #131**



**Grade 11 or 12 (1 AP Credit)**

**Prerequisite: Successful Completion of English II or Junior English & Teacher Recommendation**

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

### **AP ENGLISH LITERATURE & COMPOSITION #130**



**Grade 11 or 12 (1 AP Credit)**

**Prerequisite: Successful Completion of English II or Junior English & Teacher Recommendation**

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

**For AP Seminar and Academic Reading information, please see “Additional Courses”**

**“Agency and creativity flourish when we give students the space to make decisions, speed bumps and all.”**

**-Penny Kittle and Kelly Gallagher**

# MATH

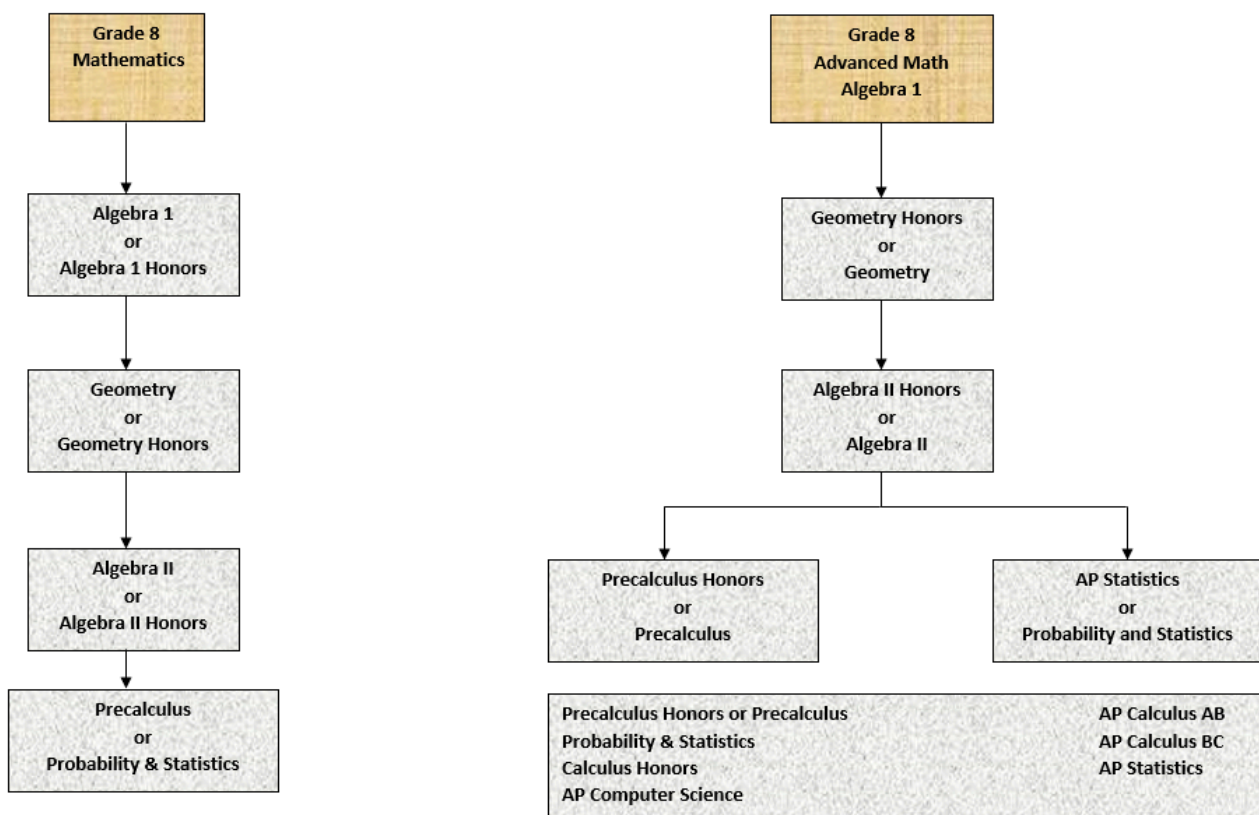
**“Pure mathematics is, in its way, the poetry of logical ideas.”**  
**- Albert Einstein**

# Mathematics Department

Watertown High School Mathematics Department offers a comprehensive four-year Mathematics program, whose goal is to enable every student to reach his or her math potential in a supportive, academically focused and nurturing environment. The mathematics courses detailed below are aligned to the Connecticut Core Standards and include rigorous content and application of knowledge through critical thinking for all students. Courses focus on reasoning and sense making as developed in the context of strong content, ensuring that students can accurately carry out mathematical procedures, understand why those procedures work, and know how they might be used and their results interpreted. A student's active involvement in mathematics includes enacting learning practices such as discussion and collaboration, proposing and defending mathematical ideas and conjectures, responding thoughtfully to the mathematical arguments of peers, and completion of assignments. Technology is essential in teaching and learning mathematics. All mathematics courses involve the use of technology such as scientific or graphing calculators, and/or computers to enhance students' learning.

## WHS Core Math Course Sequences (Prerequisites Apply)

WHS Core Math Course Sequences (Prerequisites Apply)



- ❖ *Please check the WHS Program of Studies for course prerequisites and corequisites*
- ❖ *Students may navigate certain horizontal pathways not illustrated above as they move between readiness levels but they are encouraged to work with counselors and math teachers to ensure appropriate placement and success.*
- ❖ *Commencing with class graduating in **2024** students must successfully complete **nine credits** in science, technology, engineering and mathematics including not fewer than **three credits** in mathematics to include required courses of **a full completion of Algebra I and Geometry.***
- ❖ *Keep in mind many STEM courses in Science require certain Math courses as a prerequisite.*
- ❖ ***AP/Honors** math courses are designed for students who have demonstrated an advanced level of interest and achievement in mathematics.*
- ❖ ***STEM Math elective** courses do not fulfill credits needed for your math requirement*

**ALGEBRA 1 #310**



**1 CP MATH Credit**

**Prerequisite: None**

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

**HONORS ALGEBRA I #312**



**1 Honors MATH Credit**

**Prerequisite: Teacher Recommendation**

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

**GEOMETRY #301**



**1 CP MATH Credit**

**Prerequisites: Algebra 1 or Algebra 1 B**

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



## **HONORS GEOMETRY #300**



**1 Honors MATH Credit**

**Prerequisite: Honors Algebra I or Teacher Recommendation**

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

## **ALGEBRA II #324**



**1 CP MATH Credit**

**Prerequisite: Geometry**

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

## **HONORS ALGEBRA II #320**



**1 Honors MATH Credit**

**Prerequisite: Honors Algebra I or Honors Geometry and Teacher Recommendation**

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

## **PROBABILITY & STATISTICS #362**



**1 CP MATH Credit**

**Prerequisite: Geometry CP or Honors Geometry**

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

and allow for further exploration of topics throughout the course.

**ADVANCED PLACEMENT STATISTICS #363**



**1 AP MATH Credit**

**Prerequisite: Algebra II Honors and Teacher Recommendation**

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

**PRECALCULUS #361**



**1 CP MATH Credit**

**Prerequisite: Algebra II or Honors Algebra II**

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

**HONORS PRECALCULUS #360**



**1 Honors MATH Credit**

**Prerequisite: Algebra II or Honors Algebra II and Teacher Recommendation**

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

## HONORS CALCULUS #379



**1 Honors MATH Credit**

**Prerequisite: PreCalculus or Honors PreCalculus and Teacher Recommendation**

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

## ADVANCED PLACEMENT CALCULUS AB #380



**1 AP MATH Credit**

**Prerequisite: PreCalculus or Honors PreCalculus and Teacher Recommendation**

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

## ADVANCED PLACEMENT CALCULUS BC #1302



**1 AP MATH Credit**

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

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

**ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES #399**



**1 AP MATH Credit**

**Prerequisite: Honors Algebra I or Teacher Recommendation**

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

**ADVANCED PLACEMENT COMPUTER SCIENCE A (JAVA) #394**



**1 AP MATH Credit**

**Prerequisite: Honors Algebra II or Teacher Recommendation**

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

**CONSUMER MATH #396**



**1 CP STEM Credit**

**Prerequisite: none**

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

### **MATH SAT PREPARATION #1600**

**Credit:** ½ elective

**Prerequisite:** None

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

### **VIDEO GAME DESIGN #393**

½ CP STEM Credit

**Prerequisite:** Teacher Recommendation

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

### **ADVANCED VIDEO GAME DESIGN #392**

½ CP STEM Credit

**Prerequisite:** Video Game Design I and Teacher Recommendation

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

### **MOBILE APP DESIGN #391**

½ CP STEM Credit

**Prerequisite:** Teacher Recommendation

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



**ADVANCED MOBILE APP DESIGN #398**  
**½ CP STEM Credit**

**Prerequisite: Mobile App Design I and Teacher Recommendation**

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



# MUSIC

*“People ask me  
how I make music. I  
tell them I just step into it.  
It's like stepping into a river  
and joining the flow. Every  
moment in the river has its song.” -  
Micheal Jackson*

## Music Department

The music offerings at the high school allow students the opportunity to explore and develop their talents and understanding of music through various performing organizations (choir, band and strings) and several academic settings such as music theory, music technology, and piano keyboard lab. The program will also apprise students of the opportunities available to them in the field of music and the skills needed to obtain these goals whether it be in a professional or nonprofessional capacity. ([click here to return to the Table of Contents](#))

### MUSIC TECHNOLOGY #703



Grades 9 – 12 (1/2 CP Credit)

Prerequisite: None

This course is designed to introduce students to the uses, concepts, techniques and language of digital audio and digital music production. Students will create their own musical compositions, arrangements, beats, and soundscapes through hands-on use of current technology.

### UCONN ECE MUSIC FUNDAMENTALS 1 #776



Grades 9 – 12 (1/2 AP/ECE Credit)

Prerequisite: Prior Musical Experience/Experience with Instrument and UCONN Acceptance (*ECE only*)

The goal of Music Fundamentals 1 is to develop skills in note reading, rhythm, meter, pitch symbols, scales, key-signatures, intervals, triads, sight-singing and dictation. Completion of at least one year of preparatory work in music courses at the high school level is recommended. This class also offers Early College Experience credits from UConn. Upon completion of the work in the UConn course with a minimum average of C, enrolled students can receive three college credits from UConn. These credits are accepted at over 130 colleges and universities across the country. The UConn ECE enrollment is optional for students taking Music Fundamentals I.

### ADVANCED PLACEMENT MUSIC THEORY /

### UCONN ECE MUSIC FUNDAMENTALS II #775




Grades 10 – 12 (1 AP/ECE Credit)


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

This course is designed to provide students with a more advanced knowledge in the areas of reading and analyzing notated music and aural training. Particular emphasis will be placed upon developing listening skills, sight singing ability and knowledge of rhythm, melody, harmony, form and other compositional devices. The successful student will be endowed with the skills necessary to function intelligently in any musical situation. This class also offers Early College Experience credits from UConn. Upon completion of the work in the UConn course with a minimum average of C per semester, enrolled students can receive three college credits from UConn. These credits are accepted at over 130 colleges and universities across the country. The UConn ECE enrollment is optional for students taking Advanced Music Theory.




**STRING ORCHESTRA #784**   
**Grades 9 – 12 (1/2 CP Credit)**  
**STRING ORCHESTRA #785**  
**Grades 9 – 12 (1 CP Credit)**  
**Prerequisite: None**


This class is open to students with previous experience on Violin, Viola, Cello or Double Bass. Through rehearsals, students will improve their tone production, listening skills, and necessary right- and left-hand facility. Repertoire includes music of various styles and historical periods. The ensemble performs at the winter and spring concert. The course may be repeated multiple times for additional credit.

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

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

**CONCERT CHOIR #714**   
**Grades 9 – 12 (1/2 CP Credit)**  
**CONCERT CHOIR #715**  
**Grades 9 – 12 (1 CP Credit)**  
**Prerequisite: None**

The Concert Choir is open to all students in grades 9-12. Students in this course rehearse and perform classical and contemporary music of medium difficulty. The ensemble performs in a winter and spring concert. Attendance at all concerts and dress rehearsals is mandatory. The course may be repeated multiple times for additional credit.

**PIANO LAB 1 #709**   
**Grades 9 – 12 (1/2 CP Credit)**  
**Prerequisite: None**

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

**ADVANCED PIANO STUDY #711**  
**Grades 9 – 12 (1/2 CP Credit)**



**Prerequisite: Piano I and Teacher Recommendation**

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

**CONCERT BAND #704**  
**Grades 9 – 12 (1/2 CP Credit)**



**CONCERT BAND #705**  
**Grades 9 – 12 (1 CP Credit)**

**Prerequisite: 8th Grade Band or Teacher Recommendation**

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

**WIND ENSEMBLE #720**



**Grades 9 – 12 (1 H Credit)**

**Prerequisite: Student Audition**

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


**UNIFIED MUSIC #719**




**Grades 9 – 12 (1/2 CP Credit)**

**Prerequisite: Teacher Recommendation**

In this course, students work in partnership with peers with special needs in a cooperative learning environment to explore various forms of music. The students will sing, dance and play instruments to songs with a rich variety of tonalities, meters and musical styles.

**JAZZ ENSEMBLE # 726**   
**Grades 9 – 12 (1/2 H Credit)**  
**Prerequisite: Student Audition**

The Jazz Ensemble is an intermediate level performance ensemble consisting of flute, saxophone, trumpet, trombone, piano, guitar, string bass, drum set and auxiliary percussion. Entrance into Jazz Ensemble is granted by audition only. Auditions will be held in the spring for the following school year. Students develop knowledge and skill in ensemble balance, tone production, improvisation, sight-reading, jazz theory and jazz history as it pertains to the music being prepared and performed. This group performs regularly throughout the semester in school and community events.

**GUITAR I # 727**   
**Grades 9 – 12 (1/2 CP Credit)**  
**Prerequisite: None**

Guitar instruction is offered for beginners. Students will learn guitar concepts and skills for musical performance and music reading. The class is taught in a lab setting with instruction tailored to the specific needs of each student and an emphasis on the practical knowledge needed to become competent guitarists. Students are introduced to many styles of guitar playing including folk, rhythm and blues, rock, and lead, in both tablature and standard notation.



# HEALTH / PE

**“Having a champion mentality isn’t about the trophies, medals, or success. It’s about having no quit.”  
- Chris Bumstead**

## **Physical Education and Health Department**

One credit of Physical Education is required in order to graduate. On top of completing PE 9 and PE 10, students may also sign up for elective Physical Education courses to earn additional credits. All students participating in Physical Education classes must purchase a school issued uniform at the cost of \$20.00. These are the courses offered by the Physical Education Department: PE 9, PE10, PE Elective, Fit For Life and Weight Lifting.

Students are also required to earn a half credit in Health. It has been mandated by the state legislature that alcohol and other drug use prevention and specific topics on health and safety be taught to all students in Connecticut public schools. Students demonstrate their knowledge and understanding of these topics through effective communication and the use of decision-making and problem-solving skills. ([click here to return to the Table of Contents](#))

### **PHYSICAL EDUCATION 9 #1918**

#### **Grade 9 (1/2 Credit)**

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

### **PHYSICAL EDUCATION 10 #1920**

#### **Grade 10 (1/2 Credit)**

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

### **HEALTH AND WELLNESS I #900**

#### **Grades 9 – 12 (½ CP Credit)**

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

### **HEALTH AND WELLNESS II #904**

#### **Grades 10 – 12 (½ CP Credit)**

#### **Prerequisite: Health and Wellness I**

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

**FIT FOR LIFE #1923**

**Grades 11 – 12 (½ FS Credit)**

**Prerequisite: Successful Completion of both PE 9 and PE 10**

This course is designed for students who want to get away from traditional team sports and find another way to stay fit. By introducing activities like power walking and weight lifting, students will learn how to stay fit for life. Due to a limited amount of space and equipment, this course will only be open to a select number of students.

**WEIGHT LIFTING # 1924**

**Grades 11 – 12 (½ FS Credit)**

**Prerequisite: Successful Completion of both PE 9 and PE 10**

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

**PHYSICAL EDUCATION ELECTIVE # 1925**

**Grades 9 – 12 (½ FS Credit)**

This course is designed for any student who has not yet earned their 1 credit of Physical Education or for any student who needs elective credits for graduation. In order to be successful in this class students must participate and complete course assessments which include written tests, skill tests and other written work. This course can be taken more than once, but not in place of PE 9 or PE 10.

**UNIFIED SPORTS #1930**

**Grades 9 – 12 (1 FS Credit)**

**Prerequisite: Teacher recommendation**

Unified sports joins students with and without intellectual disabilities to promote social inclusion through shared sports training and competition experiences. Example units in team sports include, but are not limited to, soccer, basketball, kickball, volleyball, cornhole, and track and field.



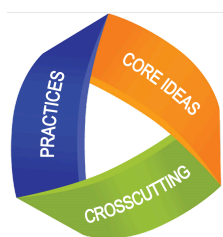
# SCIENCE

**“Science is the great adventure of the human mind, and nothing is more regarding than exploring the unknown.”**

**- Albert Einstein**

## Science Department

The Science program at WHS has been developed to meet the varied academic abilities and interests of our student body. It is the goal of the science program not only to impart scientific knowledge and skills, but to develop the critical thinking abilities of our students through a strong laboratory approach. All students enrolled in science courses at Watertown High School are expected to utilize decision-making and problem-solving techniques based on critical thinking skills and to communicate effectively. Students will employ computational and mathematical skills appropriately, apply technology, process and impart information, and apply principles & processes of the sciences to analyze phenomena of the natural world. The Science Department incorporates the NGSS framework to provide students opportunities to improve their science and engineering skills while simultaneously creating connections across various disciplines of science and technology. **Students are expected to take a minimum of 3 years of science, with Integrated Science and Biology as graduation requirements.** [\(click here to return to the Table of Contents\)](#)



### SCIENCE COURSE OFFERINGS BY GRADE LEVEL:

	9th	10th	11th	12th
<b>Integrated Science (CP or H)*</b>	X			
<b>Biology (CP or H)*</b>		X		
<b>Chemistry (CP or H)</b>			X	X
<b>Anatomy &amp; Physiology (H)</b>			X	X
<b>Physics (CP)</b>			X	X
<b>Forensics (CP)**</b>			X	X
<b>Geology (CP)**</b>			X	X
<b>Meteorology (CP)**</b>			X	X
<b>Ecology (CP)**</b>			X	X
<b>Horticulture (CP)**</b>			X	X
<b>AP Chemistry</b>			X	X
<b>AP Physics</b>			X	X
<b>AP Biology</b>				X

\*Depicts course required for graduation

\*\*Depicts half-year course



**INTEGRATED SCIENCE #424**



**Grade 9 (1 CP Credit)**

Integrated Science combines chemistry, physics, earth science, space science, and applied math. This course emphasizes important connections between these subjects and their cross-disciplinary applications. In this course, students develop the skills of inquiry and critical thinking, and become experienced in the use of technology to evaluate and interpret data.

**HONORS INTEGRATED SCIENCE #423**



**Grade 9 (1 H Credit)**

**Prerequisite: Teacher Recommendation**

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

**BIOLOGY #411**



**Grade 10 (1 CP Credit)**

**Prerequisite: Integrated Science**

The College Preparatory Biology curriculum addresses the interactions between living things and the environment. Major biological concepts include the following fundamental themes: nature of science, macromolecules, cellular structure and processes, evolution, genetics, cell division, DNA to protein, microorganisms, and ecology. Infusion of laboratory work, technology, and student-centered learning.

**HONORS BIOLOGY #410**

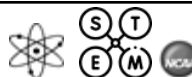


**Grade 10 (1 H Credit)**

**Prerequisite: Honors Integrated Science and Teacher Recommendation**

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

**ADVANCED PLACEMENT BIOLOGY #420**



**Grades 12 (2 AP Credits)**

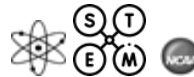
**Prerequisite: Honors Biology (teacher recommendation), Honors or AP Chemistry (teacher recommendation),**

**Recommended: College Preparatory or AP Statistics, and Human Anatomy & Physiology**

**Summer Assignment: Students will complete a summer assignment consisting of reading and answering questions pertaining to the first three chapters of the text. They will also create reading notes on the first 3 chapters and write a summary on ten videos relating to the big ideas of AP Biology. All summer work will be handed in on the first day of school. In addition, students will be tested on their summer work during the first week of school.**

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

**HONORS HUMAN ANATOMY AND PHYSIOLOGY #421**

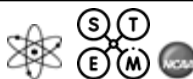


**Grades 11 – 12 (1 H Credit)**

**Prerequisite: College Preparatory or Honors Biology**

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

**CHEMISTRY #431**



**Grades 11 – 12 (1 CP Credit)**

**Prerequisite: Math (Algebra I and Geometry) and Math Teacher Recommendation  
Science Teacher Recommendation, Completion of Integrated Science and Biology.**

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

**HONORS CHEMISTRY #433**



**Grades 11 – 12 (1 H Credit)**

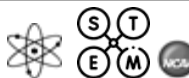
**Prerequisites: Math (Honors Geometry and Honors Algebra II (*may be enrolled concurrently in Honors Algebra II*)) and Math Teacher Recommendation  
Science Teacher Recommendation, Completion of Integrated Science and Biology**

*All potential enrollees should have achieved an 80 or higher in both Honors Geometry and Honors Algebra II. A student concurrently enrolled in Algebra II may petition to take this course if they have completed Honors Geometry with an 80 or higher and receive a strong endorsement from both their Geometry and Science teachers. Students should have taken and passed the Integrated Science and Biology graduation requirements.*

Honors chemistry is a challenging, in depth first year chemistry course designed to provide a strong foundation for students considering future work in sciences. It is an accelerated course and students will be expected to engage in significant study and problem solving both in and outside of class. Since the mathematical formulation of chemical principles will be stressed, students are expected to excel in algebra and mathematical problem

solving. A sampling of topics covered include atomic structure, chemical reactions, chemical bonding and intermolecular forces, the mole concept and stoichiometry, solutions, thermochemistry, gases, introductory kinetics, acids & bases, as well as additional topics. Laboratory investigations will be an integral part of this course to assist students in learning and reinforcing abstract chemical concepts.

**ADVANCED PLACEMENT CHEMISTRY #462**



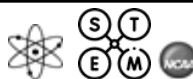
**Grades 11 – 12 (2 AP Credits)**

**Prerequisites: Math (Honors Geometry and Honors Algebra II) and Math Teacher Recommendation  
Science Teacher Recommendation, Completion of Integrated Science and Biology**

*All potential enrollees should have achieved an 80 or higher in both Honors Geometry and Honors Algebra I, and have taken and passed Integrated Science and Biology graduation requirements.*

AP Chemistry is designed to be the equivalent of the general chemistry college course. Students will cultivate their understanding of chemistry through inquiry-based lab investigations as they explore the four Big Ideas: scale, proportion, and quantity; structure and properties of substances; transformations; and energy. Topics covered include atomic theory, states of matter and solutions, reactions, molecular and ionic structure and properties, stoichiometry, equilibrium, thermodynamics, kinetics, acids and bases, and chemical bonding. The curriculum is designed to meet the expectations and science practices of the AP Chemistry College Board. The class will meet daily and students will also be expected to take the College Board exam in May.

**PHYSICS #452**

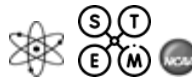


**Grade 11 – 12 (1 CP Credit)**

**Prerequisite: Geometry and Science Teacher Recommendation,  
Completion of Integrated Science and Biology**

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

**HONORS PHYSICS #453**

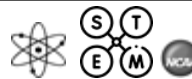


**Grade 11 – 12 (1 H Credit)**

**Prerequisite: Geometry, Co-requisite: Algebra II  
Science Teacher Recommendation, Completion of Integrated Science and Biology**

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

**ADVANCED PLACEMENT PHYSICS 1 #451**

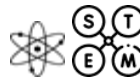


**Grades 11 – 12 (1 AP Credit)**

**Prerequisite: Geometry, Co-requisite: Algebra II, Science Teacher Recommendation, Completion of Integrated Science and Biology**

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

**INTRODUCTION TO GEOLOGY #464**

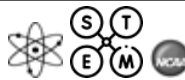


**Grades 11 – 12 (1/2 CP Credit)**

**Prerequisite: Integrated Science and Biology**

Geology is the core discipline of the earth sciences and encompasses many different phenomena, including plate tectonics and mountain building, volcanoes and earthquakes, and the long-term evolution & interactions of Earth's different spheres. This course introduces students to the basics of geology. Topics covered within this course include mineral and rock identification to the origin of the continents, from geologic mapping to plate tectonics, and how these have come to affect the planet we know today. In this course, students work on increasing their skills of inquiry and critical thinking through the use of technology and hands-on experiences to evaluate and interpret data.

**ECOLOGY #466**

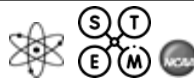


**Grades 11 – 12 (½ CP Credit)**

**Prerequisite: Integrated Science and Biology**

This course is designed to familiarize the student with the various aspects of ecology as applied to everyday practice. Its purpose is to develop an understanding and appreciation of the principles of ecology and the individual's role in the conservation of our natural resources by utilizing simulations, applying scientific skills, and hands-on activities within the classroom. Career opportunities are also addressed and explored in this course.


**FORENSIC SCIENCE #470**



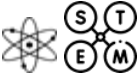
**Grades 11 – 12 (½ CP Credit)**

**Prerequisite: Integrated Science and Biology**

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

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

Meteorology is a course that allows students to truly appreciate the trade of weather prediction. Students wishing to develop a fundamental understanding of Earth's atmospheric systems and gain a greater appreciation for how weather occurs, then this course is for them. Its primary objective is to allow students to explore the science of meteorology, break down all the processes associated with the formation of weather and the effects on climate. Students will interpret and analyze these processes through increasing their skills of inquiry and critical thinking through the use of technology and hands-on experiences. The course will culminate with students being able to read maps and forecast a storm from the data, and create their own forecast as if they were an actual meteorologist.

**HORTICULTURE #476**   
**Grades 11–12 (½ CP Credit)**  
**Prerequisites: Integrated Science and Biology**

This course is designed to explore both outdoor and indoor study of plant care and possible career opportunities within the field. Students will investigate and demonstrate seed germination of spring plants as well as learning other methods of plant propagation. Plant form and function will be introduced as part of the information necessary to perform the laboratory experiments. Students will learn through a combination of field, classroom, and laboratory activities. Hands-on activities will be emphasized and participation in the activities is required to successfully complete the course.



# **SOCIAL STUDIES**

**“A small body of determined spirits fired by an unquenchable faith in their mission can alter the course of history.”**

**Mohandes Ghandi**

## Social Studies Department

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

	9th	10th	11th	12th
<b>Modern World History College Prep (CP) or Honors (H)</b>	X			
<b>Western Experience CP or H</b>		X		
<b>America in the Modern Era CP or H</b>			X	
<b>American Studies CP</b>			X	
<b>Advanced Placement: US History</b>			X	
<b>Advanced Placement: US Government and Politics</b>			X*	X
<b>Civics CP (.5 required for graduation)</b>			X*	X
<b>Sociology CP (.5 elective)</b>			X*	X
<b>Contemporary Issues CP (.5 elective)</b>			X*	X
<b>Introduction to Psychology I and II CP (.5 elective each)</b>			X*	X
<b>Practical Law CP (.5 elective)</b>			X*	X
<b>Economics I and II Honors (.5 elective each)</b>			X*	X
<b>African American/Black and Puerto Rican/Latino Studies CP (elective)</b>			X*	X
<b>Advanced Placement: Psychology (elective)</b>			X*	X
<b>Advanced Placement: Modern World History (elective)</b>		X* May be taken grade 10 with instructor permission		X

\*If taken as a Junior, students must also be enrolled in a 1.0 US History

**MODERN WORLD HISTORY #202**  

**Grade 9 (1 CP Credit)**

**Prerequisite: 8<sup>th</sup> Grade Teacher Recommendation**

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

**HONORS MODERN WORLD HISTORY #203**  

**Grade 9 (1 H Credit)**

**Prerequisite: 8<sup>th</sup> Grade Teacher Recommendation**

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

**WESTERN EXPERIENCE #1205**  

**Grade 10 (1 CP Credit)**

**Prerequisite: Modern World History**

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

**HONORS WESTERN EXPERIENCE #1206**  

**Grade 10 (1 H Credit)**

**Prerequisite: Modern World History and Teacher Recommendation**

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



**AMERICA IN THE MODERN ERA #204**



**Grade 11 (1 CP Credit)**

**Prerequisite: Modern World History and Western Experience**

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

**AMERICAN STUDIES HISTORY #297**



**Grade 11 (1 CP Credit)**

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

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

**HONORS AMERICA IN THE MODERN ERA #205**



**Grade 11 (1 H Credit)**

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

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

**ADVANCED PLACEMENT UNITED STATES HISTORY #250**



**Grade 11 (1 AP Credit)**

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

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

**CIVICS #1202**



**Grades 11 – 12 (½ CP Credit)**

**Prerequisite: Modern World History and Western Experience**

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

**ADVANCED PLACEMENT U.S. GOVERNMENT & POLITICS #270**



**Grades 11 – 12 (1 AP Credit)**

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

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

**INTRODUCTION TO PSYCHOLOGY I #281**



**Grades 11 – 12 (½ CP Credit)**

**Prerequisite: Western Experience**

Introduction to Psychology I is designed to provide students with an introduction to the study of psychology. The topics of this course will include: history of psychology as a science, levels of consciousness, memory, personality, and abnormal psychology. Course takes a hands-on approach to the scientific study of psychology. This course is designed to provide students who are seeking a career in the medical, nursing, education, or

counseling fields with introductory experiences related to their future studies and an opportunity to exercise critical thinking skills necessary for these careers.

**INTRODUCTION TO PSYCHOLOGY II #283**



**Grade 11 – 12 (½ CP Credit)**

**Prerequisite: Introduction to Psychology I**

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

**ADVANCED PLACEMENT PSYCHOLOGY #280**



**Grades 11 – 12 (1 AP Credit)**

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

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

**UNIFIED PSYCHOLOGY #286**



**Grades 9 – 12 (½ CP Credit)**

**Prerequisite: Teacher Recommendation**

Unified Psychology is a half year course that focuses on various concepts covered in psychology. Students work in partnership with peers with special needs in a cooperative learning environment to learn about topics in psychology such as: Memory, Sensation and Perception, Stress, Personality and Abnormal Psychology.

**ADVANCED PLACEMENT MODERN WORLD HISTORY #256**






**Grades 10-12 (1 AP Credit)**




**Prerequisite: Modern World History and Teacher Recommendation.**

AP World History is offered as a full year course focusing on developing students' abilities to think conceptually about world history from approximately 1200 CE to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance -focusing on the environment, cultures, state-building, economic systems, and social structures – provide areas of historical inquiry for investigation throughout the course. AP World History encompasses the history of the five major geographical regions of the globe with special focus on historical developments and processes that cross multiple regions. "This course has met the requirements of the




College Board Audit and therefore students who take this course are expected to take the AP exam." This course requires a summer assignment, consisting of extensive reading and journal assignments.

**PRACTICAL LAW #251**     
**Grade 11 – 12 (1/2 CP Credit)**  
**Prerequisite: Western Experience**




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

**INTRODUCTION TO SOCIOLOGY #287**     
**Grade 11 – 12 (1/2 CP Credit)**  
**Prerequisite: Western Experience**

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

**CONTEMPORARY ISSUES #261**     
**Grades 11 – 12 (½ CP Credit)**  
**Prerequisite: Western Experience**

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

**HONORS ECONOMICS I (Microeconomics) #272**     
**Grades 11-12 (1/2 H Credit)**  
**Prerequisite: Modern World, Western Experience, Teacher Recommendation.**

In this course students will investigate the major economic and behavioral principles and theories that influence consumers to make everyday choices. Students will learn how these small microeconomic decisions form the basis for prices of everyday goods and services. Throughout the course, the flow of money, goods, and services are traced in order that students may understand how the free enterprise system works in society today. Additionally, students will complete a comparative analysis of the strengths and weaknesses of differing economic systems, and will begin to develop an understanding of how larger markets, such as the stock market, play a role in determining the health of the overall economy.

**HONORS ECONOMICS II (Macroeconomics) #273**



**Grades 11-12 (1/2 H Credit)**

**Prerequisite: Modern World, Western Experience, Teacher Recommendation.**

This is the second half of Economics and it is suggested, but not required, that it be taken the semester immediately after microeconomics. Students may register for both.

In this course students will continue to investigate major economic and behavioral principles and theories that influence consumers to make everyday choices. However, the direction of the course will be more towards macroeconomic concepts facing society. Students will focus on grasping these larger concepts such as the money and banking system, the Federal Reserve system, government taxing and spending, the modern financial system, and the role of the national government in determining economic policy. Additionally, students will be introduced to the concept of currency exchange, international trade, and how the United States is economically connected to the rest of the world.

**AFRICAN-AMERICAN/BLACK & PUERTO RICAN/LATINO STUDIES #019**



**Grades 11-12 (1.0 CP Credit)**

**Recommended Prerequisite/Corequisite: Modern World History and United States History**

The course is an opportunity for students to explore accomplishments, struggles, intersections, perspectives, and collaborations of African American/Black and Puerto Rican/Latino people in the U.S. Students will examine how historical movements, legislation, and wars affected the citizenship rights of these groups and how they, both separately and together, worked to build U.S. cultural and economic wealth and create more just societies in local, national, and international contexts. Coursework will provide students with tools to identify historic and contemporary tensions around race and difference; map economic and racial disparities over time; strengthen their own identity development; and address bias in their communities.

A world map is shown in the background, partially obscured by a yellow pattern of dots and splatters. The map includes labels for continents like North America, South America, Europe, and Africa, and oceans like the Arctic, Pacific, Atlantic, and Indian Oceans. The title 'World Language' is superimposed in large, bold, dark blue letters across the center of the map.

# **World Language**

**“When You Work Hard You Get  
Success.”**

**Selena Quintanilla**

## World Language Department

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

### Introduction to World Languages #550



Grades 9 – 12 (1 CP Credit)

**Prerequisite: Recommendation of school counselor or teacher.**

**\*This course does not fulfill requirements for post-secondary institutions but will count for one credit of the WHS language requirement.**

Introduction to World Languages and Cultures is open to any student who has not previously taken a formal World Language course, and/or is recommended by a counselor or World Language teacher. This course empowers students to explore modern cultures throughout Spanish and French speaking countries. Students will also examine and connect their own culture to the culturally authentic experiences in the course. Students will explore diverse topics and cultural themes that will allow them to build an awareness and appreciation of a variety of cultures. Exploration, reinforcement and assessment of these topics will include interpersonal and presentational activities. (Some examples include but not limited to, debates, discussions, group projects) The course will also promote independence and reflection through the creation of cultural realia and portfolios. This course presents thematic functional vocabulary expressions that relate to the cultural topics of each unit. Emphasis is placed on daily participation related to cultural experiences. (Language fluency is not the primary focus)



### FRENCH I #501





Grades 9 – 12 (1 CP Credit)

**Prerequisite: None**



French 1 is offered to all Watertown High School students. This course is designed to promote initial proficiency in speaking, listening, reading, and writing in French. Classroom activities focus on vocabulary acquisition, oral communication and listening comprehension. The cultures and traditions of Francophone countries and peoples are incorporated into learning units. Instructional materials for lessons and units are curated from the textbook series, Discovering French, Nouveau! Students will take part in structured conversational activities, structured speaking activities, paired activities, plus structured reading and writing practice in the target language. Students will be expected to be active participants in all activities.

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

This course is offered to all students who have passed French I. It is designed to review and reinforce the lessons from French I, and to then expand students' knowledge and communicative competency. Instructional activities will stress practical applications of skills. The culture and traditions of Francophone countries and peoples are incorporated into each learning unit, which are curated from the textbook series, *Discovering French, Nouveau!*. Students will take part in structured conversational activities, structured speaking activities, paired activities, structured reading and writing practice in the target language, and written and oral presentations in the target language. Students will be expected to be active participants in all activities.

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

This course is designed to challenge students to enhance their communicative competency and proficiency in speaking, listening, reading, and writing. Students will review basic learning from French I, and then instruction will expand into new areas, with an eye toward building students' knowledge and appreciation of contemporary teen life in Francophone regions. Learning units are curated from resources related to the instructional video series, *C'est à Toi!*, and will integrate communication structures and skills, and vocabulary acquisition, along with cultural lessons. Instructional activities will stress application of target-language skills, in order to build students' confidence in their ability to communicate effectively. Assignments will allow students to create with the target language in the context of structured discussions, structured grammar and vocabulary practice, structured reading and writing practice, group and individual written and oral presentations, and conversational activities. Students will be expected to be active participants in all activities.

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

This course is offered to all students who have passed French II, and who wish to continue their studies at a CP level. It is designed to review and reinforce the lessons from French II, and to then expand students' knowledge and communicative competence into new areas. Instructional activities will continue to stress practical applications of skills, enabling students to review, reinforce and expand their skills in listening, speaking, reading and writing. The culture and traditions of Francophone countries and peoples are incorporated into each learning unit, which are curated from the textbook series, *Discovering French, Nouveau!* Students will be expected to be active participants in all activities, which will include structured speaking activities, guided reading and writing practice, and research projects and presentations.



**HONORS FRENCH III #520**



**Grades 10 – 12 (1 H Credit)**

**Prerequisite: French II and Teacher Recommendation**

This course is offered to students who have successfully demonstrated target-language proficiency in French II, and who are committed to pursuing their studies of French into their junior and senior year. Students will continue to broaden their knowledge of communicative structures and vocabulary, in order to express themselves more effectively in French. They will also continue their cultural studies of the French people and their French-speaking counterparts around the world, as incorporated into each learning unit. Learning units are curated from resources related to the instructional video series, *C'est à Toi!*, and will allow students to create with the target language in the context of structured discussions, structured grammar and vocabulary practice, authentic readings, structured writing practice, group and individual written and oral presentations, and conversational activities.

**ADVANCED FRENCH CULTURE & COMMUNICATION Cycle A / Cycle B**



**Grades 11 – 12 (1 H Credit/1 AP Credit)**

**Prerequisite: H. French III and Teacher Recommendation**

This course is designed to allow juniors and seniors to continue their studies of French culture and conversation. It can be taken for one year or as a two-year cycle, with a rotating curriculum. If a student is taking both years, this must be done consecutively. This course can also be differentiated for AP-level work and credit, with teacher approval: only students taking the second year will earn AP credit and will be considered eligible to take the AP exam. Instruction and learning will be centered on thematic units, in order to strengthen students' real-world comprehension and appreciation of Francophone culture. These units will be curated from target-language media to equip students with overview knowledge and academic vocabulary in the target language; and to improve their critical reading skills. Students will then work independently within each unit, to research an aspect of the theme which appeals to their individual interests. Students will present their research with written and oral presentations. Instructional activities will thus continue to stress practical applications of skills, as students review, reinforce and expand their skills in listening, speaking, reading and writing

**SPANISH I #551**



**Grades 9 – 12 (1 CP Credit)**

**Prerequisite: None**

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

**SPANISH II #561**



**Grades 9 – 12 (1 CP Credit)**

**Prerequisite: Spanish I**

Spanish 2 is offered to all students who have successfully completed Spanish 1. This course is designed to enable students to continue to attain communicative competency and proficiency in each of the four language skills. Grammatical exercises enable the students to attain basic fluency. Students will learn to communicate more effectively in Spanish, and they will also learn about the culture of the people who speak this language. Cultural

topics reflect the customs, traditions, and lifestyles of Spanish-speaking people. Students will be responsible for culturally-based research projects and oral presentations. The various multimedia materials assist the students in developing enhanced world language skills.

**HONORS SPANISH II #560**



**Grades 9 – 12 (1 H Credit)**

**Prerequisite: Spanish I and Teacher Recommendation**

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

**SPANISH III #571**



**Grades 10 – 12 (1 CP Credit)**

**Prerequisite: Spanish II**

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

**HONORS SPANISH III #570**



**Grades 10 – 12 (1 H Credit)**

**Prerequisite: Spanish II and Teacher Recommendation**

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

**SPANISH IV: CULTURAL COMMUNICATIONS #503**



**Grades 11 – 12 (1 CP Credit)**

**Prerequisite: Spanish III**

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

**HONORS SPANISH IV #580**



**Grades 11 – 12 (1 H Credit)**

**Prerequisite: Spanish III and Teacher Recommendation**

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

**SPANISH V: CULTURAL COMMUNICATIONS #581**



**Grades 11 – 12 (1 CP Credit)**

**Prerequisite: Spanish IV**

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

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



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

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

## Additional Courses

**READY #011**



**Grade 9 (1 H Credit)**

**Prerequisite: Application Required**

The course will provide **Real** world connections that will prepare students for future success in both **ECE** and **AP** courses as they learn to **Draw** conclusions based on critical analysis that **Yields** success across all subject areas.

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

### **AP CAPSTONE DIPLOMA PROGRAM**

Watertown High School offers the AP Capstone™ Diploma program—an innovative program that allows students to develop the skills that matter most for college success, such as research, collaboration, and communication. The program consists of two courses taken in sequence: AP® Seminar and AP Research.

Students who score a 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing earn the AP Capstone Diploma™. This signifies outstanding academic achievement and attainment of college-level academic and research skills. Students who score a 3 or higher in both AP Seminar and AP Research (but not on four additional AP Exams) earn the AP Seminar and Research Certificate™.

**ADVANCED PLACEMENT SEMINAR #985**



**Grades 10-12 (1 AP Elective Credit)**

**Prerequisite: English 1 H or READY & Teacher Recommendation**

AP Seminar is a foundational course that will engage students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. Official AP Seminar assessments include research reports, written arguments, and presentations completed during the academic year. Students complete the course by taking an end-of-course written exam in May.

**ADVANCED PLACEMENT RESEARCH #986**



**Grades 11-12 (1 AP Elective Credit)**

**Prerequisite: Advanced Placement Seminar**

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

**SELF HELP AND PERSONAL ENRICHMENT-SHAPE #062**

**Grades 9-12 (1/2 Credit P/F)**

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

Students from all academic levels may join SHAPE. All that is required to join SHAPE is a sincere desire to explore your life along with a strong desire to be there for others as they explore their own lives. SHAPE allows students from all walks of life the opportunity to make a lasting positive change and to discover their individual purpose.

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

**ACADEMIC READING #24**



**Grades 9 – 12 (½ CP Elective Credit)**

**Prerequisite: None**

The focus of this course is on individualized and group instruction in reading, listening, and viewing critically, as well as writing and communicating effectively. Students are recommended by their teachers or school counselors in consultation with the reading teacher. Curriculum-based measures, PSAT, and SAT scores will be taken into consideration when making recommendations for this course. **The course will be offered on a Pass/Fail basis and does not count toward the English graduation requirement.**

**LABORATORY ASSISTANT**

**Grades 10 – 12 ( P/F Credit)**

**Prerequisite: Teacher Recommendation Required**

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

**ACADEMIC SUPPORT #1**

**Grades 9 – 12 (1 FS Credit)**

**Prerequisite: Teacher Recommendation Required**

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

**FUNDAMENTALS ENGLISH SKILLS #19**

**Grades 9 – 12 (1 FS Credit)**

**Prerequisite: Teacher Recommendation Required**

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

**English/Reading Intervention #20**

**Grades 9 – 12 (1 FS Credit)**

**Prerequisite: Teacher Recommendation Required**

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

**ENGLISH ESSENTIALS 1 #23**

**Grades 9 – 12 (1 FS Credit)**

**Prerequisite: Teacher Recommendation Required**

This course is designed to meet the needs of those special education students who require individualized instruction in language arts. This course focuses on life skills reading, writing and reading comprehension skills within short stories primarily. Programming is driven by the goals and objectives set in the student's Individualized Educational Plan.

**ENGLISH ESSENTIALS 2 #25**

**Grades 9 – 12 (1 FS Credit)**

**Prerequisite: Teacher Recommendation Required**

This course is designed to meet the needs of those special education students who require individualized instruction in language arts. This course focuses on life skills reading, writing and reading comprehension skills within novels primarily. Programming is driven by the goals and objectives set in the student's Individualized Educational Plan.

**MATH FOUNDATIONS #52**

**Grades 9 – 12 (1 FS Credit)**

**Prerequisite: Teacher Recommendation Required**

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

**PROBLEM SOLVING 1 #53**

**Grades 9 (1 FS Credit)**

**Prerequisite: Teacher Recommendation Required**

This course is designed to meet the needs of those special education students who require individualized instruction in the area of mathematics. The curriculum is based on each student's individual IEP goals and objectives. This course will focus on the fundamentals of factors, multiples, least common multiple, greatest common factor, fractions, integers, exponents and order of operations.

**PROBLEM SOLVING 2 #54**

**Grades 10 – 12 (1 FS Credit)**

**Prerequisite: Teacher Recommendation Required; Prob. Solving 1**

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

**PROBLEM SOLVING 3 #56**

**Grades 10 – 12 (1 FS Credit)**

**Prerequisite: Teacher Recommendation Required; Problem Solving 2**

This course is designed to meet the needs of those special education students who require individualized instruction in the area of mathematics. The curriculum is based on each student's individual IEP goals and objectives. This course builds and expands on the student's understanding of the concepts covered in Problem Solving 2. There will be an emphasis on geometric skills.



**CONSUMER MATH ESSENTIALS #58**

**Grades 12 (1 FS Credit)**

**Prerequisite: Teacher Recommendation Required; Problem Solving 1-3**

This course is designed to meet the needs of those special education students who require individualized instruction in the area of mathematics. The curriculum is based on each student's individual IEP goals and objectives. Consumer Math is designed to teach students real life skills to make educated decisions on their personal finances that affect their daily lives. Topics include: balancing a checkbook, buying a car or home, computing weekly/annual wages, overtime hours, tips, paying taxes, as well as comparing gross pay to net pay.

**SOCIAL STUDIES ESSENTIALS #22**

**Grades 9 – 12 (1.0 FS Credit)**

**Prerequisite: Teacher Recommendation Required**

**(Western Experience (1.0 credit) and United States History 2 (1.0 credit), each offered in alternate years)**

This course is designed to meet the needs of those special education students who require individualized instruction in the area of history. The curriculum is based on each student's individual IEP goals and objectives. In Western, students will investigate the historical foundations of Western Europe and the history of the US from its founding until the 1900s. In US History, students will develop a personal understanding of our American society and how it has changed over the course of the past 100 years.

**SOCIAL STUDIES ESSENTIALS CIVICS #1201**

**Grades 11-12 (0.5 FS Credit)**

**Prerequisite: Teacher Recommendation Required**

**(Western Experience (1.0 credit) and United States History 2 (1.0 credit), each offered in alternate years)**

This course is designed to meet the needs of those special education students who require individualized instruction in the area of history. The curriculum is based on each student's individual IEP goals and objectives. Students will study constitutional principles as well as the rights and responsibilities of citizens.

**SCIENCE ESSENTIALS #067**

**Grades 9 – 12 (1.0 FS Credit)**

**Prerequisite: Teacher Recommendation Required**

**(Integrated Science and Biology are offered in alternate years)**

This course is designed to meet the needs of those special education students who require individualized instruction in the area of Science. Students will study Integrated Science and Biology topics.

**ADAPTIVE PHYSICAL EDUCATION #1927**

**Grades 9 – 12 ( ½ P/F Credit)**

**Prerequisite: Teacher recommendation**

This course is designed to meet the needs of those special education students who require individualized instruction in the area of Physical Education. The class is based on individual needs including cooperative games, weight training, and skills-based sports training .

**INDEPENDENT LIVING SKILLS #75**

**Grades 9 – 12 (1+ FS Credit)**

**Prerequisite: Teacher Recommendation Required**

Students may sign up for a single or double block – class meets every other day. 1 or 2 credits (1 credit = single block / 2 credits = double block). The purpose of the Independent Living Skills class is to provide and structure students’ learning in such a way as to enable them to reach the highest level of independence and maintain and enjoy a quality of life which leads to independent living in their community environment. The Independent Living Skills class focuses on everyday skills for Special Education Students: personal/social skills, communications skills, problem solving skills, technology skills, independent life skills; such as meal planning and preparation, laundry, grocery shopping, work competencies, recreation and leisure activities, community awareness, and functional academics. These skills are essential for students to learn because they provide the basis for and facilitate transition from school to life in the “real world”. Students learn skills better when they are not confined to sitting behind a desk or staying in one spot, learning life skills are best done “by doing”. Course may be repeated multiple times for additional credit.

**EMPLOYMENT SKILLS #76**

**Grades 11 – 12 (1 FS Credit)**

**Prerequisite: Teacher Recommendation Required**

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

**TRANSITION WORK EXPERIENCE #77**

**Grades 11 – 12 (1+ FS Credit)**

**Prerequisite: Teacher Recommendation Required**

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

**Additional Programs**

**INDEPENDENT STUDY PROGRAM**

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

## **METHOD LEARNING**

Using an online platform, students will have the opportunity to enhance their SAT and ACT test taking skills. Method Learning courses are self-paced and provide students with instructional videos and problems of practice to support their needs as they prepare for these college entrance exams.

## **COLLEGE PARTNERSHIP PROGRAMS:**

**CT State Community College** : Juniors and Seniors can apply to take up to two college courses each semester at CSCU for college credit (for a total of 8 classes in two semesters). Students must apply by the deadline and will be contacted by CSCU for placement testing and other information. Students are placed based on availability in the classes, with college students having first priority. If room is available, the student will be notified before the first day of the college class. Classes cannot be during WHS school day and transportation is the student responsibility. No high school credit is awarded. Applications are available in the Counseling Department.

## **EDADVANCE COLLEGE AND CAREER ACCELERATOR**

The College and Career Accelerator at EdAdvance will begin in the 2024-2025 school year with 4 distinct Pathways. The Pathways are:

- Manufacturing & Engineering
- Education
- Healthcare
- Public Safety

The Pathways are designed to incorporate multiple scaffolded Tiers, so that students can access the Tier(s) within a Pathway that best meets their academic/career needs and post-secondary goals. Figuratively, the Accelerator can be envisioned as a highway, with ‘on ramps’ and ‘exits’ throughout the sequence so that students can access the stretch of Accelerator that best meets their grade level requirements and personal objectives.

Aspects of the College and Career Accelerator can be utilized by students across all four years of high school, and any combination of one, two, three, or four years.

## **CENTRAL CONNECTICUT STATE UNIVERSITY DUAL ENROLLMENT**

CCSU offers opportunities in almost all of our undergraduate majors for high school students to experience college-level courses. Popular course areas include Engineering, Computer Science, Robotics, Construction Management, Sociology, Education, Criminology, Psychology, Business, Communications, African American, Latin American, and Latino and Puerto Rican Studies, Dance, Music, Art, Math, Economics, World Languages, and many more.

We have several STEM, Education, and other college-to-career pipeline partnerships with districts, including Meriden, Middletown, Hartford, New Britain, and CREC, among others. Partnerships are also connected throughout TRiO Educational Talent Search Program.

## **UConn/ECE (Early College Experience)**

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

## **POST UNIVERSITY DUAL ENROLLMENT PROGRAM**

Students will be afforded the opportunity to enroll in select courses leading to a certificate and/or an associate's degree awarded by POST University while also earning high school course credit. Some courses will be held at Watertown High School, while others will be available online or at Post University. Students will need to provide their own transportation to Post University, and may be required to complete summer courses to fulfill the certificate requirements. There is an application process for the enrollment to POST University.

## **PATHWAYS PROGRAM**

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

## **SUMMER SCHOOL**

Students may enroll in the Watertown Summer School to earn credit for failed work. Summer School requires tuition and is in session during the summer recess. Watertown public school students may obtain credit for no more than 2 courses in the summer school program. The student may obtain credit, through the summer school, only for those courses that have failed during the regular school year with a grade not less than 50. Other courses, such as those which are taken for enrichment purposes, for example, do not yield credit.

## **WORK STUDY**

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

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

## REGIONAL AND INTER DISTRICT PROGRAMS

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

## College Application Information

### *The Common Application*

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

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

### *What materials are typically included in the application packet?*

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

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

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

## IMPORTANT INFORMATION

- Counselors will meet with students in the spring of their junior year to begin the post secondary planning process. Parents are invited to attend these meetings.
- At the beginning of their senior year, counselors will meet with students for individual senior meetings to further discuss the postsecondary planning process
- We HIGHLY RECOMMEND that a parent/guardian attends these meetings. If you are not available a phone conference can also be scheduled (If you would like to attend, please contact your son/daughter's school counselor to schedule a meeting)
- College visits will be held in the School Counseling Conference Room at the beginning of the school year.

## Important Post High School Websites

### **College Planning Websites:**

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

Collegeboard: [www.collegeboard.com](http://www.collegeboard.com)

### **Test Registration and Information Websites:**

SAT <https://satsuite.collegeboard.org/>

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

ACT: [www.act.org](http://www.act.org)

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

### **College Admission/Information Websites:**

Common Application: [www.commonapp.org](http://www.commonapp.org)

NCAA: [www.ncaa.org](http://www.ncaa.org)

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

Test Optional Schools: [www.fairtest.org](http://www.fairtest.org)

### **Financial Aid Websites:**

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

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

CT Student Loan Foundation: [www.csif.com](http://www.csif.com)

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

Financial Aid Information Page: [www.finaid.com](http://www.finaid.com)

Fast Web: [www.fastweb.com](http://www.fastweb.com)

### **Career Websites:**

The Occupational Outlook Handbook: <https://www.bls.gov/ooh/>

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

Military Career Guide Online: [www.militarycareers.com](http://www.militarycareers.com)

Career Builder: [www.careerbuilder.com](http://www.careerbuilder.com)

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

### **National Collegiate Athletic Association**

NCAA Website: [www.ncaa.org](http://www.ncaa.org)

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

# Student Course Worksheet

Department	Credits Required	Freshmen	Sophomore	Junior	Senior
Art					
CTE					
English					
Mathematics					
Music					
Physical Education					
Health					
Science					
Social Studies					
World Language					

*Notes:*

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*Watertown High  
School*



*-Hanna Layher*



*2016 photo of Watertown High School by: Nino Polletta*