

Lyme-Old Lyme High School Program of Studies 2018-2019



Lyme-Old Lyme High School
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School Mission Statement:

Lyme-Old Lyme High School is a community of learners committed, with pride and purpose, to developing skilled problem solvers, effective communicators, and contributing citizens.

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Dear Students:

You are fortunate to be selecting coursework from a challenging and varied curriculum that is offered by a world-class faculty. Your education is a life-long process to which this school and the communities of Lyme and Old Lyme contribute significantly. We are a small high school with very high expectations for each of you; expectations that can be met with careful planning by students, families and staff.

In selecting your overall program and the specific courses that you will take, it is vitally important that you consult parents, teachers, school counselors and administrators. They can help you make decisions regarding your future plans and will assist you in creating the most rigorous path that is appropriate for you while maintaining a balance of school, family, and activities.

Most courses are designed to attract students with a wide variety of interests and abilities. In English, Math, Science and Social Studies, where courses are offered at different levels of academic rigor, you need not be in the same level for all your courses. If you are especially capable in Math or English, for example, the faculty may recommend Level 1 courses in that subject. However, if your skills and background in Science require more foundational skills, the faculty may recommend these courses at Level 2.

Once you have made your decisions, you should regard your course selection as your commitment for the coming year. Please spend the necessary time and effort to make this commitment a strong and successful one. Good luck, and may next year at Lyme-Old Lyme High School be an outstanding one for each of you.

All the best,

James P. Wygonik
Principal

LYME-OLD LYME HIGH SCHOOL

Mission Statement

“Lyme-Old Lyme High School is a community of learners committed, with pride and purpose, to developing skilled problem solvers, effective communicators, and contributing citizens.”

21st CENTURY SKILLS LEARNING EXPECTATIONS and PERFORMANCE GRADUATION EXPECTATIONS

The teachers and administration of LOLHS have identified the following **21st Century Skills** valued by our community:

- **Collaboration** – works and participates effectively as a member of a group or community
- **Communication** – expresses self through a variety of modalities
- **Critical Thinking** – uses logical reasoning and technology to synthesize complex information and solve problems
- **Creativity and Innovation** – demonstrates ideas through creative and innovative application of skills

These four skill areas will serve as our Performance Graduation Expectations (PGEs), and methods (rubrics) have been developed to assess student achievement in each of these areas. Performance Graduation Expectations represent the 21st Century Skills and concepts that every graduate from Lyme-Old Lyme High School is expected to *know* and *demonstrate*.

Our mission is to help students develop these skills during their four years of high school. The faculty is committed to providing students with opportunities for development, and the scoring rubrics will be used as tools to communicate students’ progress as they demonstrate growth on the four-point rubric scale. The goal for each student is to demonstrate mastery of each skill area and earn a four on each PGE rubric by the end of his/her high school career.

The rubric score that a student earns for a Performance Graduation Expectation is independent from the student’s grade in a specific course. The major component of any student’s PGE score is the quality of that student’s performance in meeting the specific expectation identified in the PGE and its performance standard. Ratings are designed to reflect performance standards that would apply beyond the given classroom and/or our school.

CORE BELIEFS

The Lyme-Old Lyme High School learning community is committed to the BELIEF that students' learning potential is maximized when:

- a safe and embracing environment is created and maintained for all and by all.
- collaboration among members of the learning community consistently occurs.
- individual and collective successes are celebrated and promoted.
- caring relationships between students and faculty are nurtured and encouraged.

- 21st century skills are developed and applied through authentic problem solving, effective communication, and creativity and innovation.
- inquiry and performance-based learning opportunities are regularly offered.
- learning objectives and essential questions are clearly articulated and linked to daily lessons.

- high standards and expectations are communicated and reinforced.
- instruction is differentiated to meet the learning styles and needs of all students.
- activities are engaging, interesting, and student-centered.
- formative assessments are used to measure understanding before new material is introduced.

CORE VALUES

As a collective learning community, we VALUE opportunities to strengthen and develop:

Accountability

by taking ownership, demonstrating responsibility, and fulfilling the expectation of one's role and actions.

Respect

by expressing worth or honor towards a person, property or circumstance that is guaranteed for all and by all.

Integrity

by adhering to strict moral principles governed by honesty, pride and responsibility.

Rigor

by establishing exceptional academic expectations for content mastery, applied skills, and critical thinking of the disciplines being taught.

HONOR CODE

Lyme-Old Lyme High School is committed to the academic, social and ethical development of each member of our learning community. We believe in a culture focused on learning in order to succeed. We believe in taking ownership and pride in our actions and choices by demonstrating our Core Values of *Accountability, Integrity, Respect, and Perseverance*. In addition to abiding by the rules set forth in the student handbook, LOLHS Honor Code is founded on the following pillars of character:

 **Honesty is demonstrated by:**

- Refusing to lie, plagiarize, steal, or deceive in any way
- Using truthful words
- Being truthful in your actions

 **Responsibility is demonstrated by:**

- Modeling the core values and beliefs of the LOLHS at all times
- Advocating for self and others
- Not participating actively or passively in wrong doing
- Following through on academic and co-curricular commitments
- Taking action against wrongdoing
- Taking ownership of one's work, words and actions

 **Trust is demonstrated by:**

- Believing that others will act in an honest manner
- Relying on the integrity and character of others
- Fostering a collaborative relationship amongst students, faculty and staff, parents, and the broader community

Roles and Responsibility of Students:	Roles and Responsibility of Faculty:	Roles and Responsibilities of Parents:
<ul style="list-style-type: none"> • Have knowledge and understanding of the Honor Code. • Produce authentic work. • Be a positive advocate for self and others. • Take responsibility for your own learning. • Promote and model behavior reflected in the Honor Code. 	<ul style="list-style-type: none"> • Have knowledge and understanding of the Honor Code. • Communicate and reinforce clear standards and ethical practices. • Clarify expectations for all assignments. • Develop, model, and sustain the characteristics outlined in the Honor Code. • Proactively communicate with students and parents. 	<ul style="list-style-type: none"> • Have a knowledge and understanding of the Honor Code. • Model and support the standards of honesty, responsibility and trust. • Support their child in advocating for themselves. • Support faculty and administration in upholding the Honor Code.

ACCREDITATION STATEMENT

Lyme-Old Lyme High School is accredited by the New England Association of Schools and Colleges, Inc. (NEASC), a nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering postgraduate instruction.

An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by NEASC applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

EQUAL ACCESS STATEMENT

All students are afforded equal access in recruitment, enrollment and placement in all academic and vocational programs available at Lyme-Old Lyme High School, Ledyard Vocational/Agricultural High School, Marine Science Magnet High School of Southeastern Connecticut, Norwich Technical School, Grasso Technical School, New London Science and Technology Magnet School and Vinal Satellite Technical School.

COMPLIANCE NOTICE

The *Regional School District 18 Board of Education* prohibits harassment and discrimination in educational programs, services, or employment on the basis of race, color, religion, ancestry, age, marital status, military or veteran status, national origin, sex, gender identity or expression, sexual orientation, or past or present physical or mental disability, and provides equal access to the Boy Scouts and other designated youth groups, in accordance with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments Act of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans With Disabilities Act (ADA) of 1991, the ADA Amendments Act of 2008, and appropriate state laws.

GRADE CLASSIFICATION MINIMUM REQUIREMENTS

To be promoted to Grade 10 in Regional District Eighteen, a student must have successfully completed a minimum of five course credits. To be promoted to Grade 11, a student must have successfully completed a minimum of eleven course credits including ninth grade English. To be promoted to Grade 12, a student must have successfully completed a minimum of seventeen course credits, including ninth and tenth grade English classes.

YEARLY COURSE LOAD REQUIREMENTS

Students must carry a minimum course load of 6.5 credits of scheduled classes unless otherwise determined by an IEP meeting or administrative approval. Courses that do not meet during the school day do not count towards the 6.5 minimum course load with the exception of Virtual High School and WISE courses. This exclusion also refers to any classes that meet before or after school.

SENIOR YEAR REQUIREMENTS

Seniors must carry at least 6.5 credits of scheduled classes throughout the year. They must also earn at least 4.5 credits in their senior year to be eligible for a diploma. Courses that do not meet during the school day do not count towards the 6.5 credits with the exception of Virtual High School and WISE courses. Diplomas will be withheld until all financial obligations are met.

GRADUATION CEREMONY REQUIREMENTS

To participate in the graduation ceremony each senior must have earned the minimum number of credits (total credits, distributional credits, and senior year credits) required for graduation by the Board of Education.

A senior who is unable to earn the credits required for a diploma as a result of an unforeseen emergency or health problem in the last two marking periods may request an exception to this policy from the Superintendent of Schools.

MINIMUM GRADUATION REQUIREMENTS

English.....	4
Mathematics*	3
Social Studies**	3
Science	3
Vocational and/or Fine Arts	1
Physical Education	2
Additional Credits	7
 Total Credits	 23

*Includes Algebra I, if a grade of 70 or higher is received in Grade 8 as credit toward 3-credit Math requirement, but not part of 23 credit diploma requirement (Conn S.D.E.). The .5 lab credit associated with some Math courses can be used towards the overall graduation credit but not towards the 3-credit Math requirement.

**Graduating students must have earned one credit in United States History or its equivalent, as well as a .5 credit in Civics.

In addition to the course requirements listed, the following additional requirements must also be met:

Area Assessed	Connecticut State Mastery Examination Goal Level in:	Alternatives if state wide mastery examination goal level is not met
Math	SAT: 530 on Math	70% in each of 3 years of math or equivalent on district comprehensive math assessment
Reading	SAT: 480 on Evidence Based Reading and Writing	70% in each of 4 years of English or equivalent on district comprehensive English assessment
Writing	SAT: 480 on Evidence Based Reading and Writing	70% in each of 4 years of English or equivalent on district comprehensive English assessment
Science	CAPT – Science NGSS Science	70% in each of 3 years of science or equivalent on district comprehensive science assessment

The Board of Education, through the Superintendent or his/her designee, shall identify a course of study for those students who have not successfully completed the assessment criteria to assist such students to reach a satisfactory level of competency prior to graduation.

PLANNING A HIGH SCHOOL PROGRAM

Program planning is extremely important. It is best done when projected over the full four years of high school and when realistic program decisions are made. These decisions can be properly reached when student goals, abilities, interests and achievements are carefully considered. The result of good planning is a successful and satisfying high school career. To achieve this result, the school always stands ready to develop, cooperatively with the home, the program that furthers the best interest of each student.

ORGANIZATION OF THE SCHOOL PROGRAM

The school program is organized around an 8 period rotating schedule with 6 periods a day of approximately 57 minutes each. Each student will be required to carry a minimum course load amounting to 6.5 credits including PE/Health each year. Courses will meet three times during the four-day cycle.

CREDIT SUGGESTIONS FOR THE COLLEGE BOUND

Nearly all Lyme-Old Lyme High School graduates far exceed the minimum credit requirements needed for graduation. Regardless of post-high school plans, students should strive to learn as much as they can in as many disciplines as possible. As a guideline, however, competitive colleges expect that college-bound students should graduate with at least the following credits: English - 4, Math -3-4, (including Algebra II and for some colleges, Pre-Calculus), Science - 3, Social Studies - 3 and World Language - 3 (of one language). See page 59 for examples of 4-year plans.

Taking 4 years of each academic subject greatly improves a college applicant's credentials. In addition, exploring electives in the fine arts, technology and engineering, computer and business management sciences departments are highly recommended for the college-bound student. Electives that demonstrate an interest or document a talent help students fully develop their transcripts.

COURSE LEVELS

Academic courses in English, Math, Science, World Language and upper level Social Studies are classified by level of rigor. 9th grade Social Studies courses are heterogeneously grouped and non-leveled. Elective courses both academic and career oriented have a variety of level designations as determined by the department. The majority of electives do not have alternative options beyond the designated level.

AP _____ Advanced Placement
ECE _____ Early College Experience
NL _____ Not Leveled
L1 _____ Honors
L2 _____ College-Preparatory

Course levels are determined by the school administration after recommendations from the Curriculum Review Committee and the Department Leaders. All school transcripts include an explanation of the course leveling system and our weighted grading policy to better inform colleges and universities about rigor of each student's program. All credits transferred from another school system will be weighted accordingly, for honors, ECE and AP classes, as noted on the sending school transcript.

COURSE RECOMMENDATION OVERRIDE

A great deal of thought is put into the course level recommendation process. Teachers consider many factors when making a level recommendation, including current level of achievement, motivation, and potential for success. Should disagreement arise over the level recommendation, a parent/guardian may consider a course recommendation override.

Serious thought must be given in advance of making the decision to override. The decision can only be made after conversations among the student, parent/guardian, relevant teachers, and school counselor occur. The master schedule is driven by course requests and enrollment, and once completed, there is little room for movement. Therefore, a student who chooses to override into a course will be expected to remain in that course for the duration of the academic year.

For an override to be approved, two steps must be completed by the parent. First, the parent/guardian **MUST** consult with the current academic teacher who made the recommendation, to determine the advisability of an override. Second, an override form must be completed and returned to the school counseling office **within two weeks of receipt of course request listings. The exact deadline will be announced when course requests are distributed.**

GRADE POINT AVERAGE

A weighted grade point average (GPA) is in effect at LOLHS. All final course grades will carry a weight of 1 except for the following: Advanced Placement (AP) and Early College Experience (ECE) courses = 1.1; Level 1 = 1.05.

RANK IN CLASS

Lyme-Old Lyme High School **DOES NOT REPORT RANK IN CLASS**. Please see the school counselors if you have questions regarding Rank in Class.

SCHEDULE CHANGES

Every student should regard the schedule he or she has received as a “contract.” Since student course requests drive the development of the overall master schedule, students must make solid choices and be committed to their schedule. Therefore, your course request sheet should be considered your agreement to enroll in your chosen courses, and requests for schedule changes will only be granted after serious consideration is made as to the overall impact on the master schedule. Consequently, schedule changes will be permitted only under specific circumstances.

Some schedule changes may be **necessary** in the case of unanticipated failures, loss of credit, completion of summer school courses, addition of classes to meet the required 6.5 credits, technical errors or recommended academic level changes. Dropping of courses or lateral moves to accommodate personal schedule desires cannot be accommodated. If a schedule change is **necessary**, such a request must be (1) for substantive academic reasons; (2) due to conflicting responsibilities or (3) due to hardship situations. All such requests will require the completion of a schedule change form with signatures from teachers, parents, school counselors and administration. Requests will be reviewed by the appropriate school counselor on a case-by-case basis, with final approval given by the Principal. Schedule change requests will be denied if they are simply to meet the personal preference of the student, or if class size limits or other scheduling parameters make the change impossible or ill-advised.

It must also be noted that students will not be able to change their classes, academic or elective, for teacher preference or to facilitate a late arrival/early dismissal. Students are committing to their course requests regardless of where the course falls within the daily schedule rotation.

No requested schedule change is final or guaranteed unless and until all necessary signatures are completed, **AND** the change has been approved and entered into the data system. The student must remain in the previously scheduled class until the course change form has been returned to the counselor, the principal has approved the change, the counselor has informed the teachers impacted by the change and the change is reflected in the student’s schedule on PowerSchool. Students who stop attending class prematurely are subject to the attendance policy and disciplinary consequences. Students should continue to do their best possible work, as **no change is guaranteed.**

ADD/DROP PERIOD FOR ELECTIVE SCHEDULE CHANGES

LOLHS students have the opportunity to explore a wide variety of curricular options. There may be some instances when a student chooses an elective course, in this spirit of exploration, which is not a good fit. Subsequent request for a schedule change **will only be considered during the first eight days of the semester in which that course begins.**

WITHDRAWING FROM A COURSE

Requests to drop/withdraw from a course are discouraged. However, in extraordinary circumstances when a student may wish to **withdraw** from a course, and the schedule remains at or above the minimum requirements, the following rules apply:

- The student must discuss the possibility and advisability of the drop with his/her counselor and with the teacher of the class. Teacher recommendations will be considered. Parent/guardian approval is required. Final approval is given by the Principal.
- For a full year course, if a student withdraws from a class before the first report card, no record of that class will appear on a student's transcript. If a student withdraws from a class after the first report card, the transcript will list the course, with a record of **WP** (Withdrawal Passing) if a student withdraws with a passing average, or **WF** (Withdrawal Failing) if the student withdraws with a failing average.
- For a semester course, if a student withdraws from a class before the first progress report, no record of that class will appear on a student's transcript. If a student withdraws from a class after the first progress report, the transcript will list the course, with a record of **WP** (Withdrawal Passing) if a student withdraws with a passing average, or **WF** (Withdrawal Failing) if the student withdraws with a failing average.
- If a student is changing Levels in a course (L1 vs. L2), the student's grade will transfer to the new course to be incorporated into the course grades. The grade will move as an exact number and will not bring any weighting with it. No record of the prior course will show on the transcript.

No requested schedule change is final or guaranteed unless and until all necessary signatures are completed, **AND** the change has been approved and entered into the data system. The student must remain in the previously scheduled class until the course change form has been returned to the counselor, the principal has approved the change, the counselor has informed the teachers impacted by the change and the change is reflected in the student's PowerSchool. Students who stop attending class prematurely are subject to the attendance policy and disciplinary consequences. Students should continue to do their best possible work, as **no change is guaranteed.**

REPEATING A COURSE

A student may retake a course that he/she has failed and/or for which credit has been lost. The course title will appear twice on the transcript along with the grades earned each time the course was taken. A student **may not** retake a course **for credit** if he/she received credit initially, but may retake it to improve his/her grade if the course is a prerequisite for another in the series. (*See exceptions in Art and Technology.)

COURSE CANCELLATIONS

Lyme-Old Lyme High School reserves the right to delete entirely a course offering when enrollment, staffing, or fiscal conditions warrant. This normally occurs as a result of insufficient enrollment in a non-sequential, non-required course at a time when staff must be diverted to heavily enrolled and required courses.

INDEPENDENT STUDY PROGRAM

To better meet the individual needs of the students and community, it is possible for a student to take independent study courses with members of the faculty and/or administration. This program will give students the opportunity to explore, in depth, a curriculum appropriate to the area or topic, built around individual interests and abilities. It may be taken for credit or not. An Independent Study Request Form must be picked up from the School Counseling Department, completed, and approved by the student, parent, teacher, appropriate department head, school counselor, and Principal BEFORE any such program can be initiated for credit.

The Independent Study Request Form will require the student to work with their independent study faculty advisor to develop the course goals and objectives, as well as the course evaluation process. An independent study will not be approved if it is for a course similar to one we offer here at LOLHS. In addition, students may not use their participation in an outside program as the curriculum for the Independent Study. Independent Study arrangements are at the discretion and availability of the Faculty and may sometimes be limited.

Guidelines for Independent Study Program:

1. Student and faculty advisor must agree on curriculum to be covered, how the independent course will be graded, and meeting times for the course, they include this information on an Independent Study Request Form, signed by student, parent/guardian, faculty advisor of the independent study and the appropriate department head.
2. The student must present this outline to his/her School Counselor, who will seek administrative approval, before he/she may be enrolled in the course.
3. The student will meet periodically with his/her faculty advisor during the marking period on a prearranged schedule or during a particular period of the school day,
4. At the end of each marking period, the faculty advisor will submit a grade on the course. Typically, grading for independent studies is done on a “pass/fail” basis unless numeric grading is requested and approved at the time of application.

UCONN EARLY COLLEGE EXPERIENCE

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

UConn ECE instructors are high school teachers certified as adjunct professors by the University. UConn ECE faculty fosters independent learning, creativity and critical thinking—all important for success in college. Lyme-Old Lyme High School offers UConn ECE courses in Art, Biology, Physics, Music History, Music Theory and Spanish. To support rigorous learning, University of Connecticut academic resources, including library and online classroom access, are available to all UConn ECE students.

UConn ECE students must successfully complete the course with a grade of C or above in order to receive University credit. UConn credits are transferable to numerous colleges and universities. Add/drop practices are based on University of Connecticut deadlines and policies. For additional program information visit: www.ece.uconn.edu.

As of the 2017-2018 school year, a 3 credit course will cost \$125 and a 4 credit course will cost \$160 plus students are charged a \$35.00 program fee and a \$20 resource fee. There are processes in place for families who may be struggling financially; please see your School Counselor for more information.

COLLEGEBOARD ADVANCED PLACEMENT PROGRAM

The Advanced Placement (AP) program is a cooperative educational endeavor based on the fact that many young people can complete college-level studies in secondary school and represents a desire of schools and colleges to foster such experiences. Participating colleges, in turn, grant credit and/or appropriate placement to students who have done well on the AP Examinations held in May. The following courses are offered by Lyme-Old Lyme High School under the College Board's Advanced Placement (AP) Program:

Biology	Physics 2
Calculus (AB)	Psychology
Chemistry	Spanish Language
Chinese Language	Statistics
English Literature and Composition	Studio Art: 3-D Design
European History	Studio Art: Drawing
French Language	United States History
Music Theory	

SPECIAL NOTE: AP courses culminate with final exams in June like all other courses. In addition, AP students are *required* to take the official College Board AP exam in May in order to obtain AP course credit on their High School transcripts. As there is a cost associated with the AP Exam, it is important to note that there are processes in place for families who may be struggling financially; please see your School Counselor for more information.

All students enrolled in AP courses will be asked to complete a Final Commitment Form in December. Students who don't commit to taking the May AP exam will be asked to select one or more non-advanced placement course options instead.

VIRTUAL HIGH SCHOOL

Virtual High School (VHS) is just one way for students to expand their academic experiences and earn credits toward graduation requirements. Students may elect to participate in a variety of rich and challenging courses which take place entirely over the internet. Over 150 semester courses are offered in Arts, Business, English, Language Arts, Foreign Language, Life Skills, Math, Science, Social Studies, Technology, and Pre-AP courses as well as AP full year courses. VHS provides quality online high school courses taught by highly qualified high school teachers from around the world. All VHS classes are teacher facilitated with activities that are student-centered, whole class discussion and group activities. VHS is intended to supplement and expand our present offerings. LOLHS students may not take a course via VHS if it is offered through the in-school curriculum. VHS courses are best suited for independent learners and students who are comfortable learning and communicating in an online learning management system.

As a member of the VHS Collaborative, LOLHS agrees to certain regulations established by Virtual High School. Therefore, when considering a VHS course, it is important to consider the following:

- Communication with VHS is strictly through the Site Coordinator who acts as a liaison between VHS and LOLHS.
- VHS grades are visible only to the VHS student and site coordinator. The site coordinator posts only mid-quarter progress report grades and final quarter grades in PowerSchool. Itemized grades in the gradebook are not visible for parents.
- The VHS calendar differs slightly from LOLHS academic calendar. Semester courses are 15 weeks and year-long courses are 35 weeks. Quarter, semester and end of year timelines vary based on the VHS calendar published annually.
- Once a student is enrolled in the course, they will have a 1-week trial period. Once that period is over, and provided that there are no extenuating circumstances, a student will not be able to drop the course. This differs from the add/drop timeline for regular LOLHS courses.
- VHS has a \$75.00 fee for AP courses and/or Laboratory course. These fees are paid by Regional District 18.

If you would like to learn more about VHS and view the course catalogue, please visit the website by going to www.govhs.org.

Prerequisite: Because there are only 20 virtual seats available to LOLHS per year, interested students must complete the application process. Applications are found on the Region 18 website, in the School Counseling Office and must be submitted to Mrs. Trost. For further information and deadline dates, please contact Mrs. Trost at trostl@region18.org

Lyme-Old Lyme High School

SUMMER SCHOOL

A student in Lyme-Old Lyme High School who has failed a completed course for the year may be able to attend an approved summer school program to make up the credit. In order to be eligible for summer school, the student must pass the subject for at least half the marking periods of the course during the school year. Work done in summer school will be accepted for high school credit, subject to approval of the Summer School Program by the School Counseling Department. Said approval must be obtained prior to Summer School enrollment.

Summer School subjects may also be taken for enrichment. For more accurate course offerings specific to the student registration, reference the brochure as it is released in spring.

The Lyme-Old Lyme High School Summer School program also offers enrichment courses during its summer sessions. These classes are designed to fulfill the ½ credit course requirements of the traditional semester course in the duration of one 5-week intensive summer session. Courses will typically run Tuesday through Friday during the last week of June through the entire month of July. Time blocks are 8:30 a.m. to 10:15 a.m. and 10:25 a.m. to 12:10 p.m. There are fees associated with these courses.

The following are examples of the make-up and enrichment courses offered:

NL CIVICS AND THE LAW **Grades 9-12** **½ credit**
TUITION: Resident: \$265.00 Non-Resident: \$295.00 (\$300/\$325 Enrichment)

The Civics and the Law course is designed to prepare students to become responsible citizens through classroom debate, simulations, and exploration of the workings of our political and legal systems. The relationship of American politics and government to world affairs will be employed to bring students to an understanding of what is meant by the rule of law, as well as the imperative that citizens be engaged in the democratic process. A key objective of the course will be to show each young citizen the relevance between the structure, function, and process of government and their lives. ***This course fulfills the state mandated Civics graduation requirement.**

Performance Graduation Expectations: Communication; Collaboration

L2 AMERICAN HISTORY THROUGH FILM **Grades 11-12** **½ credit**
TUITION: Resident: \$265.00 Non-Resident: \$295.00 (\$300/\$325 Enrichment)

This course examines American history through film, focusing on American culture and society. Students will critically analyze how American cultural and social history are portrayed in popular films. By watching, discussing, and writing about these films, students will examine how motion pictures create a window into modern American culture and society. We will learn how to read American films as cultural texts that help us better understand history and culture. Lastly students will be able to analyze films as both a product and producer of culture and historical memory. In this class, we will use various film specific supplemental readings which may include readings from Sam Wineburg's *Historical Thinking*, Joseph Roquemore's *History goes to the Movies* and Mark C. Carnes' *Past Imperfect: History According to the Movies*. Additionally, we will view significant American films about US history.

Performance Graduation Expectations: Critical Thinking

DRIVER EDUCATION

DRIVER EDUCATION - Offered both semesters

Consists of lectures, demonstrations, group discussions, guest speakers, supplemented by audiovisual material to prepare students for the driving environment. The course also is designed so students will fulfill the basic state requirement of 30 classroom hours of instruction plus 8 hours behind the wheel. No academic transcript credit is offered. This course is offered year-round as a service to the community. For more information, please contact Bill Rayder at extension 1011.

Prerequisite: 16 years of age and payment of fees.

ELIGIBILITY FOR ATHLETICS (High School)

To maintain eligibility for participation in interscholastic sports, a student-athlete must be passing a minimum of 4 Carnegie* units during each marking period that his/her sport is in session. For fall sports, any upperclassman (grades 10-12) must have received, in the previous year, at least 4 Carnegie units of credit towards graduation requirements. Any student receiving less than 4 Carnegie units of credit from the previous year would be ineligible until the end of the first marking period. At the end of the first marking period, a student athlete would only become eligible if he/she passes 4 Carnegie units of credit during the first marking period. Fourth quarter failures cannot be made up during summer school in order to regain Fall athletic eligibility. Incoming freshmen in the fall season are eligible regardless of their grades from the previous year up until the end of the first marking period. At that point they must receive passing grades in a minimum of 4 Carnegie Units.

To be eligible to begin a Winter sport, a student-athlete must have passed a minimum of 4 Carnegie Units during the 1st marking period. To be eligible to begin a Spring sport, a student athlete must have passed a minimum of 4 Carnegie Units during the 3rd marking period.

An incomplete (I) cannot be counted towards the 4 credits. All incomplete grades must be made up 10 days from the issuance of the report card to be considered for eligibility. A student will not be eligible until the passing grade has been reported to the principal for recording.

Grades become official on the release dates for each marking period, as determined prior to the beginning of the academic year. Release dates may be adjusted to compensate for missed school days due to weather and other phenomena.

A student must be in good standing in both the school and community. A student will not be eligible to participate if the work habits or conduct both in and out of school are such as to make the student undeserving to represent the Core Values and Beliefs of Lyme-Old Lyme High School.

The school administration may declare a student ineligible if it is felt that the student is not taking care of his/her responsibilities both as a student and citizen of Lyme-Old Lyme High School and the community.

* At Lyme-Old Lyme a Carnegie unit would be any class that meets for a minimum of 200 minutes per week. You may combine partial credits to equal a whole. If you have any questions about eligibility for athletics, please do not hesitate to contact the Athletic Director or your school counselor.

CERTIFYING FUTURE ATHLETIC ELIGIBILITY (College)

The NCAA has established a central clearinghouse to certify athletic eligibility for Divisions I and II.

Certification: All prospective student athletes who intend to participate in Division I or II athletics as freshmen in college must register with and be certified by the NCAA Initial-Eligibility Clearinghouse. To be certified for Division I or II you need to graduate from high school and have a grade-point average in the core curriculum of at least 16 academic courses (as defined by the NCAA) and achieve a qualifying test score on the ACT or SAT.

The NCAA Initial-Eligibility Form is available on line at www.eligibilitycenter.org. Most interested students complete the form in the fall of their senior year. The following informative brochures are also available: [Making Sure You Are Eligible to Participate in College Sports](#) and the [NCAA Guide for the College Bound Student-Athlete](#).

STUDENT SERVICES

SCHOOL COUNSELING SERVICES

The School Counseling Department at Lyme-Old Lyme High School is an integral part of the total educational experience through which students are committed, with pride and purpose, to becoming skilled problem solvers, effective communicators and contributing citizens. The School Counselors assist students in meeting their academic, personal and career goals and responsibilities. The School Counselors not only confer with students individually, but provide a myriad of services to assist students: implementation of a comprehensive School Counseling Program through classroom presentations, individual planning, responsive services, collaboration within and outside the school community and communication with parents/guardians.

School Counseling programs and events are updated and publicized through the School Counseling web page and on-going communications with parents and students. The *Naviance: Family Connection* online post-high school planning tool is a valuable resource and communication tool for both students and parents regarding the various aspects of post high school planning including college and career searches, self-assessment questionnaires, financial aid, scholarships, and resume building information.

Students are encouraged to take full advantage of the School Counseling Services and should feel free to contact their School Counselor regularly for assistance.

VOCATIONAL TECHNICAL/AGRICULTURAL OPTIONS

Students interested in full-time involvement in trade, technical or agricultural programs should consider making applications to Ella Grasso-Southeastern Regional Technical School, Norwich Regional Technical School, Vinal Satellite Technical School, or the Ledyard High School Vocational-Agricultural Program. For more information or applications, please see your School Counselor.

HOMEROOM ADVISORY PROGRAM

The Lyme-Old Lyme High School Advisory Program is designed to break down our larger community into smaller communities where all students have a consistent mentor and group over the course of their high school careers. During Advisory, students and advisors are offered ongoing opportunities to participate in developmental programming that is directly connected to our mission of creating a community of learners committed, with pride and purpose, to developing skilled problem solvers, effective communicators, and contributing citizens.

SPECIAL SERVICES

A student experiencing difficulty in his/her academic program may be referred to a Child Study Team (CST) by a teacher, parent, other school personnel, or the student him/herself. A CST consists of the parent/guardian, student when appropriate, and members of the school faculty involved in delivering various education services. An assessment of present functioning in school is made as well as a review of available records. Alternate educational strategies can be recommended and implemented. If a student needs additional assistance, the CST can recommend proceeding to a referral meeting for either 504 services or Special Education.

If a student is found to qualify for 504 services, a 504 Plan will be created to include accommodations necessary to provide access to educational services.

If a student is found to be eligible for Special Education services, an Individualized Educational Program (IEP) is written by the Planning and Placement Team (PPT).

GRADE LEVELS FOR ELECTIVES

	Grade 9	Grade 10	Grade 11	Grade 12
ART	Advanced Drawing Advanced Painting Ceramic Arts Intro to Ceram./3D Design Intro to Digital Media Intro to Drawing Intro to Painting	Advanced Ceramic Arts Adv. Digital Media: Animation & Game Des. Adv. Digital Media: Graphic Design ECE Drawing And all Grade 9 Electives	AP Studio Art: 3D Design AP Studio Art: Drawing And all Grade 9 & 10 Electives	All Electives Available
COMPUTER & BUSINESS MANAGEMENT SCIENCES	Accounting Computer Prog. Design E-Commerce International Business Intro to Accounting Investments Java Programming LOLHS Store Management and Entrepreneurship Marketing Microsoft Office Cert. Personal/Cons. Law Personal Finance Web Design	Advanced Accounting And all Grade 9 Electives	Accounting Applications Career Exploration: Career Sampling Career Exploration: Field Work Cooperative Work Experience/ Diversified Occupations (CWEDO) And all Grade 9 & 10 Electives	All Electives Available
ENGLISH	L2 Creative Writing I L2 Media Literacy	L2 Creative Writing II And all Grade 9 Electives	L1 Humanities And all Grade 10 Electives	L2 Writing and Communication All Electives Available
MATH			AP Calculus AP Statistics L2 Statistics	All Electives Available

Lyme-Old Lyme High School

	Grade 9	Grade 10	Grade 11	Grade 12
MUSIC	Basic Musicianship Jazz Ensemble Men's Ensemble Music Production Symphonic Band Wind Ensemble (at director discretion) Women's Ensemble	ECE/Music History Music Theory I Musical Performance Show Choir (by audition) Show Band (by audition) And all Grade 9 Electives	AP Music Theory/ECE Fundamentals of Music Concert Chorus All Electives Available	All Electives Available
SCIENCE	L2 Introduction to Astronomy	L2 Environmental Science L2 Forensic Science L2 Marine Science And all Grade 9 Electives	AP/ECE Biology AP Chemistry AP/ECE Physics 2 ECE Physics All Electives Available	All Electives Available
SOCIAL STUDIES		AP European History	AP Psychology AP US History L1 Global Issues L2 American History through Film L2 Connecticut History L2 Intro to Psychology	L1 Principles of Economics All Electives Available
TECHNOLOGY EDUCATION	Advanced Video Production Engineering Design (CAD) Introduction to Engineering Technology Video Production	Adv. Engineer Des. (CAD) Alternative Energy Architectural Des. (CAD) CNC Technology Digital Photography Electrical Energy Marine Transportation Robotics Technology Small Gas Engines Woodworking Technology And all Grade 9 Electives	Adv. Topics in Digital Photography Adv. Woodworking Technology. Electric Vehicle Design And all Grade 9 & 10 Electives	All Electives Available
WORLD LANGUAGES	L2 Chinese Language and Culture I L2 French I-II L2 Latin I L2 Spanish I L1 Spanish III Appropriate language levels based on prerequisite courses, or assessment of native speaker abilities.	L2 Chinese Language and Culture II L1 French III L2 Latin II L1 Spanish IV And all Grade 9 Electives	L1 Chinese III-AP L1 French IV L1 Latin III ECE Spanish: Conv./Cultural Topics And all Grade 10 Electives	AP French L1 Latin IV AP Spanish / ECE Intermediate Composition All Electives Available

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CERAMIC ARTS **Grades 9-12** **Semester** **½ credit**

This continuation of Introduction to Ceramic Arts and 3-D Design offers students more challenging experiences in clay. Students will apply the skills and techniques learned in the introductory class to work on functional pottery with emphasis placed on larger scale work with more complex building methods, and will explore a variety of decoration techniques including textural treatment, underglaze, engobes, and glazes. Experiences will include continued skill building with the potter's wheel as well as alternative methods of firing clay including outdoor pit firing and Raku firing.

Prerequisite: Introduction to Ceramic Arts and 3-D Design

Performance Graduation Expectations: Creativity and Innovation

ADVANCED CERAMIC ARTS **Grades 10-12** **Semester** **½ credit**

This class is designed for the advanced ceramic student interested in continuing challenging assignments. Students will explore advanced hand building techniques, production pottery techniques, wheel throwing, various glazing and decorating techniques, slip and glaze formulation, and kiln construction, as well as a variety of alternative firing techniques. Students will study ceramics in-depth, and explore materials and create works from the imagination. Students in this class will be responsible for the construction and firing of our Pit and Raku kilns during our annual Raku Day. High standards of safety and craftsmanship will be expected. Students maintaining an average of 80 or above may enroll in multiple semesters of this course.

Prerequisite: Ceramic Arts

Performance Graduation Expectations: Creativity and Innovation

AP STUDIO ART: 3D DESIGN **Grades 11-12** **Year** **1 credit**

Students completing at least 2 semesters of 3-dimensional design classes or with recommendation from an instructor a student may commit to a year of study aimed at completing an Advanced Placement portfolio. While some pieces from prior years may be included, AP requires a "Breadth" section of 16 images (two different views of eight separate works), a "Concentration" section of 12 images (some may be details) and a "Quality" section containing 10 images (two different views of five separate works). Completion of this body of work will require an outside of class commitment of at least 4 hours/week. Experimentation with media and a variety of techniques is essential. Completed portfolios are scored by the College Board and may be granted college credit by participating colleges and universities.

Prerequisite: Two semesters of any 3D design class (Intro Ceramics, Ceramics, Sculpture and/or Advanced Ceramics) or teacher recommendation.

Performance Graduation Expectations: Creativity and Innovation

INTRODUCTION TO DRAWING **Grades 9-12** **Semester** **½ credit**

Introduction to Drawing lays the foundation for all further study in Drawing and Painting, and also develops skills that are useful for digital animation, illustration and game design. During the first quarter we will explore various ways of projecting three-dimensional information onto two-dimensional surfaces, including isometric and one-point perspective. The second quarter focuses on values and shading, especially techniques for creating realistic charcoal drawings, as well as an introduction to portrait drawing. No previous drawing experience or expertise is required for success in this class.

Performance Graduation Expectations: Creativity and Innovation

Lyme-Old Lyme High School

INTRODUCTION TO PAINTING **Grades 9-12** **Semester** **½ credit**

Introduction to Painting is a prerequisite for all further painting study at the high school. During the first quarter we will use brush technique, color theory, and design skills, learning to mix and precisely match colors and creating large color wheels. In the second quarter students will create a copy in oils of a master painting using detailed digital references from the Google Art Project or other on-line media, as well as an abstract using acrylic.

Performance Graduation Expectations: Creativity and Innovation

ADVANCED DRAWING **Grades 9-12** **Semester** **½ credit**

Advanced Drawing includes work in two-point perspective, value studies from plaster casts, studies of the human head and figure, topics in anatomy and proportion, and explorations of diverse drawing media, including pen and ink and copperplate etching. Students will choose a particular area of interest for each semester that they take the class, and are encouraged to sign up for multiple semesters provided that they maintain an average of 80 or above.

Prerequisite: Introduction to Drawing

Performance Graduation Expectations: Creativity and Innovation

ADVANCED PAINTING **Grades 9-12** **Semester** **½ credit**

Advanced Painting includes full-color work from direct observation, abstract painting including airbrush, and the construction of narrative painting from photographs and/or life studies. After required exposure to media including oil, acrylic and gouache, students will be able to create paintings using self-selected materials. Students maintaining an average of 80 or above may enroll in multiple semesters of this course.

Prerequisite: Introduction to Painting

Performance Graduation Expectations: Creativity and Innovation

ECE: DRAWING **Grades 10-12** **Year** **1 credit/3 UCONN credits**

Students who have completed at least one semester of Advanced Drawing or have the teacher's recommendation may commit to a year of drawing study for University of Connecticut credit in Art 1030 under the Early College Experience program. The advanced work from direct observation created in this class is suited for college admissions portfolios, and can also lay the groundwork for an AP Drawing portfolio.

Prerequisite: Advanced Drawing or permission of instructor

Performance Graduation Expectations: Creativity and Innovation

AP STUDIO ART: DRAWING **Grades 11-12** **Year** **1 credit**

Students completing at least 3 semesters of Drawing/Painting classes may commit to a year of study aimed at completing an Advanced Placement portfolio. While some pieces from prior years may be included, AP requires a "Concentration" section of 12 highly finished, self-directed and closely connected drawings or paintings as well as twelve pieces representing "Breadth." Completion of this body of work will require an outside of class commitment of at least 4 hours/ week. Paintings are not required in portfolios and should not be included unless the student has previous painting experience. Completed portfolios are scored by the College Board and may be granted college credit by participating colleges and universities.

Prerequisite: Three semesters of Drawing and/or Painting

Performance Graduation Expectations: Creativity and Innovation

COMPUTER AND BUSINESS/MANAGEMENT SCIENCES

Finance Courses*	Marketing Courses*	Programming Courses*
Accounting	Marketing	Computer Program Design
Advanced Accounting	Management & Entrepreneurship - Offered in 2019-2020	Java Programming
Introduction to Accounting	E-Commerce	
Accounting Applications	Web Design - Offered in 2019-2020	
Personal Finance	LOLHS Student Store	
Investments		

Additional Course Offerings*

Semester

Microsoft Office Certification - Offered in 2019-2020

Personal and Consumer Law - Offered in 2019-2020

International Business

Cooperative Work Experience/Diversified Occupations (CWEDO)

*All courses, unless otherwise noted, are appropriate for Grades 9-12 and represent computer-based curriculums.

The Computer and Business/Management Sciences Department is designed to respond to the multi-disciplinary needs of today's students. Computer science and business/management science blends a host of coursework and opportunities to properly equip students for professional, home, business, technological, and collegiate computer applications in the 21st Century.

INTRODUCTION TO ACCOUNTING	Grades 9-12	Semester	½ credit
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This course is designed to introduce the basic concepts of accounting (keeping the financial records of a business). Students will be introduced to the accounting practices of a service business. Students who have taken this course usually qualify for Advanced Accounting; see the instructor for details.

Performance Graduation Expectations: Critical Thinking

ACCOUNTING	Grades 9-12	Year	1 credit
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This course is designed to introduce the basic concepts of accounting (keeping the financial records of a business). Time will be spent analyzing data for both a services and a merchandising business.

Performance Graduation Expectations: Critical Thinking

ADVANCED ACCOUNTING	Grades 10-12	Year	1 credit
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This course is a continuation of Accounting with all applications being done on the computer.

Prerequisite: Accounting or Introduction to Accounting (see instructor for details).

Performance Graduation Expectations: Critical Thinking

Lyme-Old Lyme High School

ACCOUNTING APPLICATIONS

Grades 11-12

Semester ½ or 1 credit

Accounting Applications is offered for those students who have completed Advanced Accounting and want to pursue further accounting options; it may be taken for a semester or a full year. Accounting Applications is offered by arrangement and with permission of the instructor.

Performance Graduation Expectations: Critical Thinking

PERSONAL FINANCE

Grades 9-12

Semester ½ credit

This course will provide students with the knowledge and skills necessary to manage their personal finances effectively. Students learn practical “real life” skills which they can utilize throughout their lives. Topics for this course include: banking and savings, checking accounts, credit, completing income tax returns for an individual, calculating gross and net pay, buying a car, budgeting, insurance, investments, making decisions, setting goals, becoming an informed consumer, and exploring careers.

Performance Graduation Expectations: Critical Thinking

INVESTMENTS

Grades 9-12

Semester ½ credit

Students will learn how to invest money and about the different financial options. Students will evaluate and analyze many investment options such as stocks and the operations of the stock market, bonds, mutual funds, and real estate, as well as speculative investments and how to incorporate them into an investment portfolio. Students participate in the Stock Market Game.

Performance Graduation Expectations: Critical Thinking

E-COMMERCE

Grades 9-12

Semester ½ credit

This course is designed to offer students an opportunity to learn how to create an internet-based business while examining the appropriate marketing techniques to do so. Working in teams, students will evaluate and research other internet businesses, learn the use and applications of social media marketing (such as Facebook and Twitter), use various means of collaboration (including chat, e-mail, and discussion boards), work in an on-line community, become familiar with open-source software, and understand the history of the World Wide Web.

Performance Graduation Expectations: Critical Thinking

MARKETING

Grades 9-12

Semester ½ credit

This Marketing class provides an opportunity to learn about this possible career path. The course introduces students to market trends, market research, and the role of promotion in the business world. Students will create marketing plans, surveys, and campaigns.

Performance Graduation Expectations: Communication

Lyme-Old Lyme High School

MANAGEMENT AND ENTREPRENEURSHIP **Grades 9-12** **Semester** **½ credit**

This course is designed to meet the needs of both the management and entrepreneurial student. As a manager, students will learn how to organize staff and direct a company. As an entrepreneur, students will obtain knowledge necessary for all aspects of opening a business or functioning as a self-employed professional. Students will work on creating a business from the beginning including creating a business plan, researching similar businesses, checking licensing, working on a budget, etc. Offered in 2019-2020.

Performance Graduation Expectations: Communication

WEB DESIGN **Grades 9-12** **Semester** **½ credit**

The objective of this course is to provide students with the skills necessary to design, create and maintain web sites. An understanding of how a web site operates and an overview of the HTML language will assist students in developing and maintaining web sites for a variety of organizations. Students will create their own web page. Offered in 2019-2020.

Performance Graduation Expectations: Critical Thinking

LOLHS STUDENT STORE **Grades 9-12** **Credit varies, by arrangement**

The Student Store offers a practical application of business theory and techniques. This is an opportunity for hands-on retail experience. All enrolled students will be asked to participate in an application and interview process that will determine their schedule and credit.

Performance Graduation Expectations: Critical Thinking

JAVA PROGRAMMING **Grades 9-12** **Semester** **½ credit**

Java Programming is a one semester course emphasizing the fundamentals of object oriented programming using the language of Java. Topics will be taught emphasizing STEM domains and will include, but are not limited to: data types, variables, arithmetic operations, strings, methods and arrays.

Performance Graduation Expectations: Critical Thinking

COMPUTER PROGRAM DESIGN **Grades 9-12** **Semester** **½ credit**

In this course students will learn the fundamental concepts of programming using Visual Basic and C++. Students will learn the fundamental concepts of programming so that this knowledge can be applied to other programming languages. The student will be taught to analyze a programming problem, design a logical solution, and write and execute the program using Visual Basic and C++.

Performance Graduation Expectations: Critical Thinking

Lyme-Old Lyme High School

INTERNATIONAL BUSINESS

Grades 9-12

Semester

½ credit

International Business emphasizes the methods of conducting business in a global economy and will include an overview of marketing, management, ethics, global markets, e-marketing, and the etiquette involved in conducting business in another country. The forces that influence international business (social, economic, political as well as cultural awareness) and global issues will be examined along with current international business trends and the developments that go along with operating a business overseas.

Performance Graduation Expectations: Communication

MICROSOFT OFFICE CERTIFICATION

Grades 9-12

Semester

½ credit

Many college courses assume that students are proficient with Microsoft Office Pro. This course will teach students what they need to know in Microsoft Word, Excel, and PowerPoint and help them improve their computer software skills for college assignments and the working world. For example, students will learn how to create a mail merge, a resume for applying to college or for a job, and advanced presentation skills. Students will also sit for the Microsoft Office User Specialist Exam (MOS) in Word, Excel and PowerPoint. Upon passing the MOS exam students may apply for college credit at some universities. Offered in 2019-2020.

Performance Graduation Expectations: Critical Thinking

PERSONAL AND CONSUMER LAW

Grades 9-12

Semester

½ credit

Personal and Consumer Law is a practical-use course designed to equip students to meet and solve problems involving legal principles and issues in everyday life. Topics will include the development of law, consumer law, small claims court, common civil lawsuits, landlord/tenant relationships, family law, law in the workplace, contracts, bankruptcy and cyber law. Offered in 2019-2020.

Performance Graduation Expectations: Communication

ENGLISH

L2 WORLD LITERATURE **Grade 9** **Year** **1 credit**

World Literature, level two, is designed to challenge students and encourage them to prepare for the English 10 program. The pace of the course is appropriate for college-bound students; there is an emphasis on building skills in critical reading, writing, vocabulary and grammar. Literature is the core of the course, and students are expected to complete a moderate amount of reading, 15-20 pages, every night. The reading selections range from classical literature to contemporary fiction. The selections vary in genre and style, including nonfiction pieces; all texts provide an opportunity for analysis and critical thinking. Students engage in a variety of performance task activities throughout the year. In addition, students participate in Independent Reading periodically. The writing focus for the 9th grade is analytical, with an introduction to the research process. The writing focus for the 9th grade is analytical, with an introduction to the research process.

Prerequisite: Recommendation of eighth grade teacher

Performance Graduation Expectations: Communication

L1 WORLD LITERATURE **Grade 9** **Year** **1 credit**

World Literature, level one, is designed to challenge students and encourage them to prepare for the English 10 program. The pace of the course is rigorous as there is an emphasis on building skills in critical reading, writing, vocabulary and grammar. Literature is the core of the course, and students are expected to complete a substantial amount of reading, 20-30 pages, every night. The reading selections range from classical literature to contemporary fiction. The selections vary in genre and style, including nonfiction pieces; all texts provide an opportunity for analysis and critical thinking. Students engage in a variety of performance task activities throughout the year. In addition, students participate in Independent Reading periodically. The writing focus for the 9th grade is analytical, with an introduction to the research process. A required Summer Reading book is assigned and a Summative Assessment is given in September.

Prerequisite: Recommendation of eighth grade teacher

Performance Graduation Expectations: Communication

L2 CLASSIC & CONTEMPORARY LITERATURE **Grade 10** **Year** **1 credit**

Classic and Contemporary Literature, level two, is designed to challenge students and prepare them for the English 11 program. The pace of the course is appropriate for college-bound students; there is a significant focus on literary analysis, critical thinking, and analytical writing. Literature is the core of the course, and students are expected to complete a moderate amount of reading every night. Daily lessons promote the skills of close reading. Grammar lessons are incorporated into weekly vocabulary as well as into the literary works studied. The reading selections include classical literature, contemporary fiction, and nonfiction. The selections also range in genre and style; all texts provide an opportunity for analysis. In addition, students participate in Independent Reading periodically. The writing focus for grade 10 is literary analysis. One formal research paper is required.

Prerequisite: Teacher recommendation based on Common Assessment data and selected Performance Tasks

Performance Graduation Expectations: Communication

Lyme-Old Lyme High School

L1 CLASSIC & CONTEMPORARY LITERATURE

Grade 10

Year

1 credit

Classic and Contemporary Literature, level one, is designed to challenge students and prepare them for the English 11 program. The pace of the course is rigorous as there is a significant focus on literary analysis, critical thinking, and analytical writing. Literature is the core of the course, and students are expected to complete a substantial amount of reading every night. Daily lessons promote the skills of close reading. Grammar lessons are incorporated into weekly vocabulary as well as into the literary works studied. The reading selections include classical literature, contemporary fiction, and nonfiction. The selections also range in genre and style; all texts provide an opportunity for analysis. In addition, students participate in Independent Reading periodically. The writing focus for grade 10 is literary analysis. One formal research paper is required. A required Summer Reading book is assigned and a Summative Assessment is given in September.

Prerequisite: 87 average in L1 World Literature course, or 93 average in L2 World Literature course; teacher recommendation based on Common Assessment data and selected Performance Tasks

Performance Graduation Expectations: Communication

L2 AMERICAN LITERATURE

Grade 11

Year

1 credit

American Literature, level two, is designed to challenge students and prepare them for the English 12 program. The pace of the course is appropriate for college-bound students and emphasizes the continued advancement of skills in critical reading, writing, and speaking. SAT preparation is also an integral component with a focus on grammar, vocabulary, and writing. Literature is the core of the course, and students are expected to complete a moderate amount of reading every night. Students will predominantly study American Literature, and the approach is chronological in order to correspond with the study of American History. Interdisciplinary activities may be included in the course. The reading selections include classical American literature and nonfiction; all texts provide an opportunity for literary analysis. The writing focus for the 11th grade is literary analysis. One formal research paper is required.

Prerequisite: Teacher recommendation based on Common Assessment data and selected Performance Tasks

Performance Graduation Expectations: Communication

L1 AMERICAN LITERATURE

Grade 11

Year

1 credit

American Literature, level one, is designed to challenge students and prepare them for the English 12 program. The pace of the course is rigorous and emphasizes the continued advancement of skills in critical reading, writing, and speaking. SAT preparation is also an integral component with a focus on grammar, vocabulary, and writing. Literature is the core of the course, and students are expected to complete a significant amount of reading every night. Students will predominantly study American Literature, and the approach is chronological in order to correspond with the study of American History. Interdisciplinary activities may be included in the course. The reading selections include classical American literature and nonfiction; all texts provide an opportunity for literary analysis. The writing focus for the 11th grade is literary analysis. One formal research paper is required. A required Summer Reading book is assigned and a Summative Assessment is given in September.

Prerequisite: 87 average in L1 Classic & Contemporary Literature course, or 93 average in L2 Classic & Contemporary course; teacher recommendation based on Common Assessment data and selected Performance Tasks

Performance Graduation Expectations: Communication

Lyme-Old Lyme High School

L2 BRITISH LITERATURE

Grade 12

Year

1 credit

British Literature, level two, is designed to challenge students and prepare them for college level English classes. The pace of the course is appropriate for college-bound students and emphasizes the continued development of critical reading, writing, and speaking. SAT preparation, grammar, vocabulary and writing are included. Literature is the core of the course, and students are expected to complete a moderate amount of reading nightly. Students will predominantly study British Literature, and the approach is chronological. The reading selections range in genre and style, and they all provide an opportunity for literary analysis. The course also includes a second semester Senior Project, an independent “I” search model that culminates with an oral presentation. The project includes a presentation, a journal, and an 8-10 page paper. Students also participate in Independent Reading.

Prerequisite: Teacher recommendation based on select Performance Tasks

Performance Graduation Expectations: Communication

L1 BRITISH LITERATURE

Grade 12

Year

1 credit

British Literature, level one, is designed to challenge students and prepare them for college-level English classes. The pace of the course is rigorous and emphasizes the continued development of critical reading, writing, and speaking. SAT preparation, grammar, vocabulary and writing are included. Literature is the core of the course, and students are expected to complete a substantial amount of reading nightly. Students will predominantly study British Literature, and the approach is chronological. The reading selections range in genre and style, and they all provide an opportunity for literary analysis. The course also includes a second semester Senior Project, an independent “I” search model that culminates with an oral presentation. The project includes a presentation, a journal, and an 8-10 page paper. Students also participate in Independent Reading. A required Summer Reading book is assigned and a Summative Assessment is given in September.

Prerequisite: 87 average in L1 American Literature, or 93 average in L2 American Literature course; teacher recommendation based on Common Assessment data and selected Performance Tasks

Performance Graduation Expectations: Communication

ECE: BRITISH LITERATURE

Grade 12

Year

1 credit

UConn Early College Experience (ECE) British Literature is designed to challenge students and prepare them for college level English classes. The pace of the course is rigorous and emphasizes the continued development of critical reading, writing, and speaking. Grammar, style, and vocabulary are included. Students are expected to complete a substantial amount of reading nightly (15-25 pages) as the literature and its companion texts are essential to the writing and thinking of this course. Students will study predominantly British Literature, and the approach is thematic. Oral participation, performance tasks, and Socratic Circles are integral components of this course. Students have the option to participate in the Early College Experience program, through which they will gain UConn college credit for the course (equivalent to UConn’s English 1011). The writing for the course is considerable, and students who opt for ECE must complete a minimum of 30 edited, polished pages of writing over the course of the year, which writing will be graded as college-level pieces. The course also includes a second semester Senior Project, an independent “I” search model that culminates with an oral presentation. The project includes a presentation, a journal, and an 8-10 page paper. Students also participate in Independent Reading. Taught concurrently with L1 British Literature.

Prerequisite: 87 average in L1 American Literature, teacher recommendation based on select Performance Tasks.

Performance Graduation Expectations: Communication

Lyme-Old Lyme High School

AP ENGLISH LITERATURE AND COMPOSITION

Grade 12

Year

1 credit

In this course, students are engaged in the careful reading of many literary works. Students study the individual work, its language, characters, actions and themes. The work's structures, meaning, values and its relationship to contemporary experience as well as to the times in which it was written are also discussed. Works are studied intensively and are representative works from various genres and periods; works are recognized for their literary merit because of their richness of language and thought. The AP course stresses close study of works from English, American and World traditions. Rigorous weekly writing assignments, oral participation, Socratic Circles, and independent study are integral components of this course. The course also includes a second semester Senior Project, an independent "I" search model that culminates with an oral presentation. The project includes a presentation, a journal and an 8-10 page paper. A required Summer Reading book is assigned and a Summative Assessment is given in September.

Prerequisite: 93 average in L1 American Literature and teacher recommendation

Performance Graduation Expectations: Communication

L2 CREATIVE WRITING I

Grades 9-12

Semester

½ credit

Creative Writing I focuses on student generated, creative writing projects and is designed for the self-motivated student who is interested in writing beyond the Standard English curriculum. A variety of writing genres are explored throughout the semester. A Writer's Workshop model is used for sharing student writing. Students are required to create writing portfolios showcasing their growth as writers. A field trip to the Shoreline Writer's Conference is offered to interested students. This is an elective course which cannot be taken in place of a required English course.

Prerequisite: Teacher recommendation

Performance Graduation Expectations: Creativity and Innovation

L2 CREATIVE WRITING II

Grades 10-12

Semester

½ credit

Creative Writing II is a continuation of Creative Writing I. Students are expected to complete longer assignments and to work more independently. Students continue to explore the literary worlds of fiction, non-fiction, poetry and drama throughout the semester. During the first quarter of class, new genres, such as science-fiction, Beat Poetry, allegory, and satire, will be explored. A portion of the course will be dedicated to writing one longer work (80-100 pages). This work may be a novel, play, memoir, or collection of poetry. Students continue to workshop their written work in class. This is an elective course which cannot be taken in place of a required English course.

Prerequisite: Creative Writing I and teacher recommendation

Performance Graduation Expectations: Communication

L2 MEDIA LITERACY

Grades 9-12

Semester

½ credit

This course is designed to teach students to understand the history and evolution of cinema, television, radio, the Internet, the music industry, newspapers, and magazines. Students will critically view these media and learn how they influence American ideals, democracy, lifestyles, and culture. The media's direct and indirect messages will be critically analyzed. Students will also create their own forms of media to convey their own direct and indirect messages. The allotment of time to each unit in this class is left to the individual teacher's discretion and will be based on the class's needs. This is an elective course which cannot be taken in place of a required English course.

Prerequisite: Teacher recommendation

Performance Graduation Expectations: Critical Thinking

Lyme-Old Lyme High School

L1 HUMANITIES

Grades 11-12

Semester

½ credit

This course is intended to acquaint students with the ways in which man has expressed himself through various forms of art, music, literature and philosophy. The course explores how the concept of humanism has changed from its origins in Ancient Greece, through the Renaissance, Baroque, Romantic and Modern Periods. Humanities is an activity related course in which emphasis is placed on student participation in class seminars, discussions, field trips, and workshops. Being exposed to creative processes and varied experiences, students will be introduced to the intellectual and artistic achievements of mankind. The course requires a variety of assignments including research projects, PowerPoints, short essays and tests. The culminating activity asks students to synthesize their understanding of discourse by independently exploring a modern literary work. This is an elective course which cannot be taken in place of a required English course.

Prerequisite: Teacher recommendation

Performance Graduation Expectations: Communication

L2 WRITING & COMMUNICATION FOR THE REAL WORLD

Grade 12

Semester

½ credit

Writing and Communication for the Real World is a one semester course offered during the fall semester. Students have a variety of writing assignments including college essays, short answers, and resumes. At the start of the semester, each student shapes curricular goals as pertinent to his or her post-secondary plans. The Counseling Department utilizes the course to deliver developmental guidance curriculum as it relates to life after high school. The course is taught by an English teacher and the Counseling Department. This is an elective course which cannot be taken in place of a required English course.

Prerequisite: Teacher recommendation

Performance Graduation Expectations: Communication

HIGH SCHOOL CAREER PATHWAYS

High School Career Pathways (HSCP) is a National and State initiative providing students the opportunity to investigate careers. Following National and State recommendations, Lyme-Old Lyme High School offers a High School Career Pathways (HSCP) system which is intended to serve all career-minded students, regardless of their high school program. Students in the HSCP system learn about career categories (clusters) in individual courses as well as through HSCP classes, internet usage, and career software programs. It is suggested that students follow a sequence to take best advantage of the program. That sequence starts in Grade 9 with career interest surveys, student success plans, career option investigations, and more through the High School 101 course. In Grade 10, students have the opportunity to find out about applying to and participating in the world of work. In Grade 11 and 12, students may take a career aptitude survey and may participate in career sampling, field work and additional related job experiences. Students may obtain HSCP credit through application with our HSCP Teacher/Coordinator who can also help the student arrange a variety of experiences including on-site field experiences, part-time employment and career samples. The HSCP teacher coordinates academic credit, skill development and supervision of students in the field with various businesses and agencies in the local region.

CAREER EXPLORATION

There are two phases to the Career Exploration (CE) program. The first phase requires all students to attend a CE class held during their 9th and 10th grade years. CE classes do not affect a student’s regular class schedule; rather they are incorporated into one of their regularly scheduled classes. The second phase consists of out-of-school experiences (career sampling and/or work experience) generally done during the junior or senior year.

For students interested in a more focused investigation, there is a Cooperative Work Experience/Diversified Occupations (CWEDO) class. CWEDO provides students with an opportunity to investigate a career (or careers) of their choice using the internet and search skills learned in class, work on job acquisition skills, employment expectations, and business ethics. Through doing this, students develop career plans tailored to their individual interests and profile. Their plans are then aimed at guiding career samples, internships, field experiences, part-time employment and post-secondary choices.

CAREER EXPLORATION: CAREER SAMPLING **Grades 11-12** **Semester** **¼ credit**

Enrolled students will prepare for, experience, and review a career sampling experience consistent with one of their interests.

CAREER EXPLORATION: FIELD EXPERIENCE **Grades 11-12** **Sem. or Year** **½ credit**

Students may register for academic credit for placement “in-the-field” under various internship and employment arrangements coordinated and approved by the HSCP teacher. Each student’s field placement requires a written job proposal on the prescribed school form as well as approval by all parties—business firm, student, HSCP teacher, and school administration.

COOPERATIVE WORK EXPERIENCE/DIVERSIFIED OCCUPATIONS (CWEDO) **Grades 11-12** **Sem. or Year** **1 credit**

The Cooperative Work Experience/Diversified Occupations (CWEDO) course provides students with essential employment skills. Students learn how to access personal aptitudes and abilities relative to career opportunities, develop skills and strategies necessary for employment acquisition, understand concepts and personal attributes required for employment retention, and understand safety and labor laws. Employment skills will be taught in a classroom environment and then the students will be able to implement the skills they learn at the work place.

HIGH SCHOOL 101 **Grade 9** **Semester** **½ credit**

High School 101 is designed to support students' successful transition from middle school to high school. In HS 101, students enhance their skills in studying, organization and technology. The course introduces the student to career planning and a student success plan is developed. The skills gained in this class compliment the Lyme-Old Lyme High School curricula in all subject areas. **This is a required course and all freshmen are automatically enrolled.**

MATHEMATICS

L2 ALGEBRA I with Lab

Year

1.5 credit

This course is designed to introduce students to the Algebra program. It will provide a comprehensive and practical approach to the basics of Algebra, aligned with the Common Core State Standards, but with an additional lab period. The course is taught at a college preparatory pace and depth appropriate for students' ability. It will utilize the same curriculum, text, and sequence as the L2 Algebra course but with a more hands-on /lab based approach.

Prerequisite: Successful completion of Pre-Algebra (Middle School)

Performance Graduation Expectations: Critical Thinking

L2 ALGEBRA I

Year

1 credit

This course is designed to introduce students into the Algebra program. The course is a comprehensive and practical approach to the basic Algebraic skills, aligned with the Common Core State Standards. L2 Algebra I is a complete one-year course that utilizes the same curriculum, text, and sequence as the L1 Algebra course. The course is taught at a college preparatory pace and depth more appropriate for students' ability.

Prerequisite: Grade of 73 or above in Pre-Algebra (Middle School)

Performance Graduation Expectations: Critical Thinking

L1 ALGEBRA I

Year

1 credit

This is a rigorous version of Algebra I, aligned with the Common Core State Standards, designed to acquaint students with the basic concepts of Algebra. Initially real numbers are studied including work with polynomials, algebraic and quadratic functions. Other topics studied include: factoring, systems of equations and inequalities, solving and graphing linear and quadratic functions. Data analysis is used throughout the course in problem solving sets utilizing the graphing calculator. Smarter Balance Performance tasks will be introduced to enable students to communicate verbally and mathematically.

Prerequisite: Grade of 90 in Pre-Algebra (Middle School) and/or teacher recommendation

Performance Graduation Expectations: Critical Thinking

L2 GEOMETRY with Lab

Year

1.5 credit

This course is designed as an introduction to the basic concepts of geometry, aligned with the Common Core State Standards. The properties of right triangles and other geometric figures will be examined through congruency, similarity, area, perimeter and volume. Students will explore problems related to real world applications. It will utilize the same college-preparatory curriculum, text, and sequence as the L2 Geometry course but with a more hands-on /lab based approach.

Prerequisite: Successful completion of L2 Algebra I, or L2 Algebra I with Lab, or teacher recommendation

Performance Graduation Expectations: Critical Thinking

Lyme-Old Lyme High School

L2 GEOMETRY

Year

1 credit

This course, aligned with the Common Core State Standards, is designed to explore the nature of mathematical systems through the use of inductive and deductive reasoning. Students will justify statements through the use of postulates and theorems. The process of proof, indirect and direct, will be used. Properties of geometric figures will be examined through topics in congruency, similarity, locus, circles, area and volume to demonstrate the process. Students will continue to explore problems related to real-world applications. The college-preparatory course is taught at a pace and depth appropriate for the students' ability.

Prerequisite: Grade of 73 or above in L1 Algebra I or a 90 or above in L2 Algebra I w/lab or teacher recommendation

Performance Graduation Expectations: Critical Thinking

L1 GEOMETRY

Year

1 credit

This course, aligned with the Common Core State Standards, is designed to explore the nature of mathematical systems through the use of inductive and deductive reasoning. The logic in deductive proofs is revealed through recognition of postulates, definitions, and theorems. Plane Geometry is extended to Solid Geometry to strengthen visual and spatial relationships. Basic trigonometric relations are introduced and are used in authentic applications.

Prerequisite: Grade of 83 or above in L1 Algebra I, or 93 or above in L2 Algebra I and teacher recommendation

Performance Graduation Expectations: Critical Thinking

ALGEBRA II

Year

1 credit

This course will include a review of the basic terminology, notation, concepts and applications of Algebra I, followed by a more hands-on study of topics such as polynomial functions and linear systems. In order to unify this course, the idea of relation and function are thoroughly explored. Study is made of the law of exponents and simplifying rational expressions. The use of graphing calculator technology will be an integral part of the course which will utilize the same college-preparatory curriculum, text, and sequence as the L2 Algebra course but with a more hands-on /lab based approach. *This course may not be recognized by all post-secondary institutions as a college preparatory math class.*

Prerequisite: Successful completion of L2 Algebra I or L2 Algebra I with Lab, and successful completion of Geometry

Performance Graduation Expectations: Critical Thinking

L2 ALGEBRA II

Year

1 credit

This course provides a review of the basic terminology, notation, concepts and applications of Algebra I. This is followed by a study of topics such as polynomial functions and linear systems. In order to unify this course, the ideas of relation and function are thoroughly explored. Other topics explored are quadratic, exponential and logarithmic functions. Study is made of the law of exponents and simplifying rational expressions. The use of graphing calculator technology will be an integral part of the college-preparatory course.

Prerequisite: Grade of 73 or above in L2 Algebra I or a 90 in L2 Algebra I w/lab, and successful completion of Geometry

Performance Graduation Expectations: Critical Thinking

Lyme-Old Lyme High School

L1 ALGEBRA II

Year

1 credit

This course contains a brief review of elementary Algebra followed by an intensive study of topics such as polynomial functions and linear systems. Also explored are quadratic, exponential and logarithmic functions and conic sections. Study is made of the laws of exponents and simplifying rational expressions. Use of graphing calculator technology will be an integral part of the course.

Prerequisite: Grade of 83 in L1 Algebra I and 83 in L1 Geometry, or 93 or above in L2 Algebra I and 93 in L2 Geometry as well as teacher recommendation

Performance Graduation Expectations: Critical Thinking

L2 PRE-CALCULUS

Year

1 credit

In the first semester, students continue with Algebra II concepts, including topics from analytic geometry, and also including the study of polynomial, rational and transcendental functions and conic sections. The use of the graphing calculator aids in the analyzing of functions and in real world applications. The second semester stresses trigonometric functions including inverses, solutions to triangles, circular trigonometry, trigonometric laws, identities and complex numbers. The course is taught at a pace and depth more appropriate for students' abilities.

Prerequisite: Grade of 85 or above in L2 Algebra II or teacher recommendation.

Performance Graduation Expectations: Critical Thinking

L1 PRE-CALCULUS

Year

1 credit

This is a rigorous study of advanced topics in mathematics. In the first semester a continuation of Algebra II concepts includes topics from analytic geometry, and also includes the study of polynomial, rational and transcendental functions and conic sections. The extensive use of the graphing calculator aids in the analyzing of functions and in real world applications. The second semester stresses trigonometric functions including inverses, solutions to triangles, circular and oblique trigonometry, trigonometric laws, identities and complex numbers.

Prerequisite: Grade of 85 or above in L1 Algebra II or 93 or above in L2 Algebra II and teacher recommendation.

Performance Graduation Expectations: Critical Thinking

L1 CALCULUS

Year

1 credit

This course introduces the student to the concepts of Calculus at a less stringent pace than AP Calculus. The course should provide the student with a strong background to enable them to take Calculus I in college. The syllabus includes a more in depth review of Pre-Calculus and trigonometric concepts. It includes the presentation of coordinate geometry, graphs, limits, derivatives, and anti-derivatives of algebraic and trigonometric functions. It also will cover definite and indefinite integrals and their applications, area under curves and volumes of solids of revolution.

Prerequisite: Grade of 85 in L1 Pre-Calculus or 93 in L2 Pre-Calculus or teacher recommendation

Performance Graduation Expectations: Critical Thinking

Lyme-Old Lyme High School

AP CALCULUS (AB)

Grades 11-12

Year

1 credit

This is a college level course that follows the AP Calculus curriculum. The syllabus includes the formal presentation of coordinate geometry, graphs, limits, derivatives, and anti-derivatives of algebraic and trigonometric functions. The syllabus continues with definite integrals and their applications, area under curves and volumes of solids of revolution. Students are required to take the AP exam in May for AP credit on their transcripts. Techniques in AP test-taking and scoring methods will also be included. (Students have the option of taking the Calculus AB/BC exam, in which case it is recommended that they spend time learning additional topics and meet with the instructor for extra study sessions before the exam)

Prerequisite: Grade of 87 in L1 Pre-Calculus **and** department recommendation

Performance Graduation Expectations: Critical Thinking

L2 STATISTICS

Grades 11-12

Year

1 credit

This course is an introduction to statistics. The emphasis of this course is to gather and analyze data. Students in this course are asked to think about the designs of the studies which produced the data they are analyzing and to consider the possible effect of the outlying observations on their conclusions. Students are encouraged to attack problems from different angles and to support their conclusions with valid reasoning.

Prerequisite: Grade of 70 or above in Algebra II (L1. L2 or L2 with Lab), or teacher recommendation

Performance Graduation Expectations: Critical Thinking

AP STATISTICS

Grades 11-12

Year

1 credit

This is a college level course that follows the national AP Statistics curriculum. The emphasis of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students in this course are asked to think about the designs of the studies which produced the data they are analyzing and to consider the possible effect of the outlying observations on their conclusions. Students are encouraged to attack problems from different angles and to support their conclusions with valid reasoning. Students are required to take the AP exam in May for national AP credit on their transcripts. Techniques in AP test-taking and scoring methods will also be included.

Prerequisite: Grade of 87 in L1 Algebra II or L1 Pre-Calculus or 93 in L2 Pre-Calculus **and** department recommendation.

Performance Graduation Expectations: Critical Thinking

MUSIC

SPECIAL NOTE: All performance classes (instrumental and vocal) require some after school hours for rehearsals and performances carrying grade credit.

****Several performance classes offer a Level 1. With teacher recommendation, students may opt to take the course for Level 1 credit, and will need to meet, and be graded by, the additional Level 1 requirements listed. The performance classes are still available to be taken at the regular non-leveled status as well.**

WOMEN'S ENSEMBLE** **Grades 9-10** **Year** **1 credit**

Designed for the specific developmental needs of the female voice, the Women's Ensemble is open to any female student in grades nine and ten. The main focus of the class will be on developing the musical talents of each student by studying a wide variety of choral music representing many styles. The student will develop the ability to create music through the use of basic vocal and choral techniques. Additionally, the study of sight singing skills and music theory will develop musical literacy of each student. After school rehearsals and performances are a required part of this class.

This ensemble offers a Level 1 option. Please see the description at the end of the ensemble listings.

***This ensemble can be taken for one semester only (.5 credit), but students can only have this option for ONE SEMESTER during their high school years.

Performance Graduation Expectations: Collaboration

MEN'S ENSEMBLE** **Grades 9-10** **Year** **1 credit**

Designed for the developing male voice, the Men's Ensemble is open to any male student in grades nine and ten. The main focus of the class will be on developing the musical talents of each student. By studying a wide variety of choral music, representing many styles, the student will develop the ability to create music through the use of basic vocal and choral techniques. Additionally, the study of sight singing skills and music theory will develop musical literacy of each student. After school rehearsals and performances are a required part of this class.

This ensemble offers a Level 1 option. Please see the description at the end of the ensemble listings.

***This ensemble can be taken for one semester only (.5 credit), but students can only have this option for ONE SEMESTER during their high school years.

Performance Graduation Expectations: Collaboration

CONCERT CHORUS** **Grades 11-12** **Year** **1 credit**

The Concert Chorus is an ensemble intended for students who have mastered skills in the prerequisite class. The chorus will study and perform a wide variety of both sacred and secular choral music representing many styles and eras of choral music. Advanced choral techniques will be studied as well as vocal technique, sight singing and performance skills. After school/weekend rehearsals and performances are a required part of this class.

Prerequisite: Men's or Women's Ensemble

This ensemble offers a Level 1 option. Please see the description at the end of the ensemble listings.

*** This ensemble can be taken for one semester only (at .5 credit), but students can only have this option for ONE SEMESTER during their high school years.

Performance Graduation Expectations: Collaboration

Lyme-Old Lyme High School

SHOW CHOIR **Grades 9-12** **By arrangement** **½ credit**

Students who are enrolled in a choral ensemble are eligible to audition for this group. Auditions are held in June. Rehearsals are held on Wednesday evenings from 6:00-8:00 p.m. The ensemble will not exceed 16 singers. Emphasis is on musical independence, solo/quartet singing, and specialized performance practice. After school rehearsals and performances are a required part of this class. Students in this ensemble are expected to participate in many performances in addition to the scheduled school concerts, including workshops and competitions that may carry financial obligations. It is important to note that there are processes in place for families who may be struggling financially; please see your School Counselor or Mrs. Pekar for more information. Also, the group performs extensively in the community during the month of December, with a strong emphasis on holiday carols.

Prerequisite: Audition and enrollment in a large choral ensemble

Performance Graduation Expectations: Collaboration

SYMPHONIC BAND** **Grades 9-12** **Year** **1 credit**

This course includes rehearsal and performance of a variety of band literature. Music literature of differing styles and genres will be performed with attention given to musical understanding and interpretation as well as instrumental skills. Students are required to bring their instruments to class daily and to attend all rehearsals. Attendance at all major performances, including the Memorial Day Parade, is mandatory. This course may be repeated with consent of instructor. After school rehearsals and performances are a required part of this class.

Prerequisite: Ability to play a band instrument or 8th Grade Band or recommendation of the instructor

This ensemble offers a Level 1 option. Please see the description at the end of the ensemble listings.

Performance Graduation Expectations: Collaboration

WIND ENSEMBLE** **Grades 9-12** **Year** **1 credit**

Wind Ensemble is a select concert band for students who have demonstrated advanced proficiency in their ability to play an instrument. This course includes rehearsal and performance of a variety of band literature. Music literature of differing styles and genres will be performed requiring advanced instrumental skills, musical understanding and interpretation. Students are required to bring their instruments to class daily and to attend all rehearsals. Attendance at all major performances, including the Memorial Day Parade, is mandatory. Students in this ensemble are also expected to participate in many performances in addition to the scheduled school concerts, including workshops and competitions that may carry financial obligations. It is important to note that there are processes in place for families who may be struggling financially; please see your School Counselor or Mr. Wilson for more information. After school rehearsals and performances are a required part of this class.

Prerequisite: Completion of previous year in Symphonic Band or by audition. **Enrollment by audition and instructor permission.**

This ensemble offers a Level 1 option. Please see the description at the end of the ensemble listings.

Performance Graduation Expectations: Collaboration

JAZZ ENSEMBLE **Grades 9-12** **By arrangement** **½ credit**

Jazz Band is an ensemble that will explore a variety of jazz styles. It is open to all students enrolled in a large music ensemble. Students must perform at a moderately advanced level; students who wish to play an instrument other than what they play in class must audition for the instructor. Jazz Band meets outside the school day, as scheduled by the Director. Students are expected to attend all scheduled rehearsals and participate in all public performances.

Performance Graduation Expectations: Collaboration

Lyme-Old Lyme High School

SHOW BAND

Grades 10-12

By arrangement

½ credit

Students can audition for this group at conductor invitation. Auditions are held in June. Rehearsals are held on Wednesday evenings from 6:00-7:00 p.m. The ensemble consists of one player per part, covering at minimum piano, bass, guitar, and drums. Additional instruments will be added as required for the Show Choir repertoire. Emphasis is on musical independence, student leadership, and specialized performance practice. After school rehearsals and performances are a required part of this class. Students in this ensemble are expected to participate in many performances in addition to the scheduled school concerts, including workshops and competitions that may carry financial obligations. It is important to note that there are processes in place for families who may be struggling financially; please see your School Counselor or Mrs. Pekar for more information.

Prerequisite: Invitation from Instructor and Audition

Performance Graduation Expectations: Collaboration

****LEVEL 1 ENSEMBLE REQUIREMENT:** Students electing to take a music ensemble for Level 1 credit must participate in **any 3** of the following events:

- Open Enrollment - Eastern Region Auditions, New England Music Festival Auditions
- Teacher Selected - Shoreline Music Festival, American Choral Directors Association Connecticut Honor Choir, American Band Directors Association Connecticut Honor Band
- Auditioned Festivals - Eastern Region, New England Music Festival, All State Festival
- Music Department Cabaret - Perform in a small ensemble (duet, trio, etc.) Scheduled during Quarter 3.

The following ensembles offer a Level 1 option: **Vocal:** Concert Chorus, Women's Ensemble, Men's Ensemble
Instrumental: Wind Ensemble, Symphonic Band

BASIC MUSICIANSHIP

Grades 9-12

Semester

½ credit

This entry-level music course is designed for any student interested in becoming an independent musician. The students will explore the eight elements of music - rhythm, melody, harmony, dynamics, timbre, texture, form, and style—by playing African-style drums, guitar and keyboard. Professional guest musicians will share their expertise with the students as each instrument is introduced. Students who already have some background in one of these performance media are welcome to take the class; however, prior knowledge is not required. The culminating activity will be a performance which will be open to the public. **NOTE:** This course is BYOG – Bring Your Own Guitar (or, we can help you find one!).

Performance Graduation Expectations: Communication

MUSIC PRODUCTION

Grades 9-12

Semester

½ credit

Music Production is intended to give students a basic understanding of analog and digital recording. This course is an introductory, individual, project-based class using GarageBand and Logic computer software. Students will compose, record, and produce an original work in groups or as individuals.

Performance Graduation Expectations: Critical Thinking

PHYSICAL EDUCATION / HEALTH

PHYSICAL EDUCATION

Grades 9-10

Semester

½ credit

This program is required for all students. The program is designed to develop skills and increase one's knowledge in a variety of individual and team sports. The activities vary from season to season with much emphasis placed upon team sports during 9th and 10th grades.

Performance Graduation Expectations: Collaboration

HEALTH EDUCATION

Grades 9-10

Semester

.13 credit

Provided through Physical Education, this program is designed to develop the student's knowledge and comprehension of health as it affects them socially, emotionally and physically. Through lectures, demonstration, audiovisuals and projects, students will develop a broad basis of knowledge which will enable them to make intelligent decisions concerning: emergency first aid, nutrition, exercise, mental health, sexuality, substance abuse, tobacco, safety and other related topics. Health Education is an approved and required curriculum taught to all students in Regional District #18. In accordance with Public Act 88-112, instruction on Acquired Immune Deficiency Syndrome is included in the program. Parents/Guardians have the right to have their child exempt from that portion of health instruction dealing with AIDS. This must be done in written request submitted to the building principal.

Performance Graduation Expectations: Collaboration

PHYSICAL EDUCATION

Grades 11-12

Semester

½ credit

This program is required for all students. The program is designed to develop skills and increase one's knowledge in a variety of individual and team sports. The activities vary from season to season with much emphasis placed upon lifetime sports during 11th and 12th grades. Alternative physical education is offered to both juniors and seniors with various activities such as yoga, Zumba, ice skating, and hiking/fishing. Permission slips and instructor's approval are necessary for the alternative program. This is offered on a first come, first served basis except for students who cannot schedule physical education during the school day.

Performance Graduation Expectations: Collaboration

HEALTH EDUCATION

Grades 11-12

Semester

NC

This program consists of a substance abuse curriculum mandated by the State of Connecticut and delivered in conjunction with P.E. 11-12 classes. Other topics may be included based on current health issues that may affect the students' well-being.

Performance Graduation Expectations: Collaboration

SCIENCE

SPECIAL NOTE: Juniors and seniors who have exhibited strength in their Math/Science courses and might be considering related post high school academic programs should consider taking courses from the following list:

AP Biology	L2 Marine Science
AP Chemistry	L2 Forensic Science
AP Physics 2	L2 Introduction to Astronomy
ECE Biology	L2 Environmental Science
ECE Physics	

L2 PHYSICAL SCIENCE **Grade 9** **Year** **1 credit**

This course is designed to provide a solid foundation in Chemistry, Physics and Earth Science. In conjunction with Biology, it will prepare students for the NGSS Assessment in Grade 11 as well as upper level science courses. Laboratory investigations will parallel the material under discussion throughout the course. The course will prepare students for any further science offering.

Performance Graduation Expectations: Critical Thinking

L2 BIOLOGY **Grades 10-12** **Year** **1 credit**

This Level 2 course has essentially the same objectives as Level 1, covering basic concepts in Biology. This course is taught at a college-preparatory level, with appropriate structure and support.

Prerequisite: Successful completion of L2 Physical Science.

Performance Graduation Expectations: Critical Thinking

L1 BIOLOGY **Grades 9-12** **Year** **1 credit**

This course will cover the introductory topics in fast changing areas of the biological world in conjunction with the basic concepts of biology. The Level 1 course will include enhancement topics as well as more opportunity for independent work. Laboratory investigations will parallel the material under discussion throughout the course. This course is recommended for students who wish to pursue an accelerated science program in anticipation of post high school studies in the sciences. In this course students can anticipate that a great deal of responsibility is expected in preparation for classes.

Prerequisite: Department recommendation and if in a L2 Physical Science class, a 93 average or better.

Performance Graduation Expectations: Critical Thinking

AP BIOLOGY **Grades 11-12** **Year** **1.5 credits**

This is a college level course in the principles and theories of Biology, including laboratory applications. The curriculum will follow that prescribed by the College Board Advanced Placement Exam. AP Biology students will automatically be enrolled in an additional laboratory period during the first semester. Students are required to take the AP exam in May for national AP credit on their transcripts. See AP program description for more details.

Prerequisite: 87 average in L1 Biology and L1 Chemistry and Department recommendation required for all AP courses.

Performance Graduation Expectations: Critical Thinking

Lyme-Old Lyme High School

L1 PHYSICS

Grades 10-12 Year

1 credit

This Level 1 course will cover the introductory topics in Physics (mechanics, fluid dynamics and thermodynamics). Students can anticipate that a great deal of responsibility is expected in preparation for classes. The Level 1 course is designed for students with a strong mathematics background. Students having a strong interest in science related careers should consider this course.

Prerequisite: 83 or above average in L1 Algebra I and L1 Algebra II (which may be taken concurrently with L1 Physics) and Department recommendation

Performance Graduation Expectations: Critical Thinking

ECE: PHYSICS I

Grades 10-12 Year

1 credit/4 UCONN credits

This course is aligned with the UCONN course Physics 1201Q that covers mechanics, thermodynamics and wave mechanics. Upon successful passing of the course with a grade of 73 or better, four UCONN credits will be conferred. This course is embedded with Level 1 (Quantitative) Physics. See UCONN ECE program description for more details.

Prerequisite: 83 average in L1 Algebra I and L1 Algebra II (may be taken concurrently) and Department recommendation

Performance Graduation Expectations: Critical Thinking

AP PHYSICS 2

Grades 11-12 Year

1 credit

This is a college level course in the principles and theories of Physics in a non-calculus survey course. The curriculum will follow that prescribed by the College Board Advanced Placement Exam and will cover the introductory topics in electricity, magnetism, optics, wave mechanics and nuclear physics. Students can anticipate that a great deal of responsibility is expected in preparation for classes. Students are required to take the AP exam in May for national AP credit on their transcripts. See AP program description for more details.

Prerequisite: 85 average in L1 Pre-Calculus and L1 Physics (or ECE Physics 1) and Department recommendation required for all AP courses.

Performance Graduation Expectations: Critical Thinking

ECE: PHYSICS II

Grades 11-12 Year

1 credit/4 UCONN credits

This course is aligned with UCONN courses Physics 1202Q that covers electricity, magnetism, optics, wave mechanics and nuclear physics. Upon successful passing of the course with a grade of 73 or better, four UCONN credits will be conferred. The course is embedded within AP Physics 2 who will take their final in late May about two weeks after the AP exam. See UCONN ECE program description for more details.

Prerequisite: 85 average in L1 Pre-Calculus, have earned UCONN credit in ECE Physics I and Department recommendation

Performance Graduation Expectations: Critical Thinking

L2 INTRODUCTION TO ASTRONOMY

Grades 9-12 Semester & Eves

½ credit

This course will provide students with a basic theoretical background in astronomy and introduce students to the sky through elementary observing techniques. The class will include two evening viewing (observing) meetings per quarter (mandatory attendance). This is a project-driven course. Topics of exploration will draw from intra-solar system and extra-solar system arenas.

Performance Graduation Expectations: Critical Thinking

Lyme-Old Lyme High School

L2 ENVIRONMENTAL SCIENCE

Grades 10-12

Semester

½ credit

The course will focus on local field studies and address global and regional environmental issues. Field studies to investigate local ecosystem diversity may include identification of local plant and animal species as well as data analysis of the field site. Research topics may include human impact on the environment, natural resource management, population growth, and sustainable development as well as student-generated concerns.

Prerequisite: Successful completion of **or** enrollment in Biology

Performance Graduation Expectations: Critical Thinking

L2 MARINE SCIENCE

Grades 10-12

Semester

½ credit

Marine Science is the study of the sea and the organisms related to it. Physical/chemical topics include currents, the water cycle, oceanic geology, meteorology, tides, and seawater energy. Biological topics include a survey of marine life from algae to marine mammals.

Prerequisite: Successful completion of Biology

Performance Graduation Expectations: Critical Thinking

L2 FORENSIC SCIENCE

Grades 10-12

Semester

½ credit

Forensic Science is an introductory course that focuses on practices and analysis of physical evidence found at crime scenes. Students will learn processes and principles of scientific inquiry and apply them to solve multidisciplinary problems. Critical thinking skills will be honed as well. The topics may include introduction to forensics and the law, evidence collection and crime scene analysis, fingerprint analysis, hair and fiber analysis, blood (typing and spatter patterns), introduction to DNA analysis, and document and handwriting analysis.

Prerequisite: Successful completion of Biology and completion of **or** enrollment in Chemistry

Performance Graduation Expectations: Critical Thinking

SOCIAL STUDIES

NL CIVICS AND THE LAW*

Grade 9

Semester

½ credit

The Civics and the Law course is designed to prepare students to become responsible citizens through classroom debate, simulations, and exploration of the workings of our political and legal systems. The relationship of American politics and government to world affairs will be employed to bring students to an understanding of what is meant by the rule of law, as well as the imperative that citizens be engaged in the democratic process. A key objective of the course will be to show each young citizen the relevance between the structure, function, and process of government and their lives. ***This course fulfills the state mandated Civics graduation requirement.**

Performance Graduation Expectations: Collaboration

NL ROOTS OF DEMOCRACY

Grade 9

Semester

½ credit

Roots of Democracy is taken in grade 9, in addition to the Civics and the Law course. The Roots of Democracy course will focus on both skills and content. Students will explore the historic roots of democracy, the evolution of modern democracies, as well as make connections to current events. Additionally, the course will focus on developing students' historical thinking skills, such as contextualization, inquiry, and historical interpretation.

Performance Graduation Expectations: Communication

NL MODERN WORLD HISTORY

Grade 10

Year

1 credit

Modern World History focuses on the study of western and non-western civilizations from the 18th Century to present. Skill development includes critical thinking, problem solving, essay writing and analytical inquiry preparing students. This course presents a demanding workload. Supplemental readings may include novels *All Quiet on the Western Front* and *Night* as well as primary and secondary sources. Students who successfully complete this course will gain a clearer understanding of the modern world, geography in history, global issues, and interrelationships.

Performance Graduation Expectations: Communication

AP EUROPEAN HISTORY

Grade 10

Year

1 credit

Advanced Placement European History is a comprehensive study of modern European history from 1500 to the present with a focus on developing students' historical thinking skills such as critical thinking, problem solving and analytical inquiry. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by introductory college courses. The course will also focus on analysis of primary and secondary sources. Students who successfully complete this course will gain a clearer understanding of the modern world, geography in history and global interrelationships. Students are required to complete prior summer work and take the AP exam in May for AP credit on their transcripts.

Prerequisite: None, however teacher recommendation is strongly encouraged.

Performance Graduation Expectations: Critical Thinking

Lyme-Old Lyme High School

L2 INTRODUCTION TO PSYCHOLOGY

Grades 11-12

Semester

½ credit

The first marking period of this course examines the basic concepts of psychology and human development from conception through young adulthood. Using the concepts of Piaget, Erickson, Freud, Skinner, Gardner and others, students will explore the physical, psychological, cognitive, emotional, and environmental aspects of human life. Guest speakers, workshops, audio-visuals and field trips may be used to reinforce learning. The second marking period of this course will engage students in the study of the self and the development of personality. Special attention is paid to the problems and concerns of adolescents and young adults through discussions and personal interactions.

Performance Graduation Expectations: Communication

L1 GLOBAL ISSUES

Grades 11-12

Semester

½ credit

This course focuses on a variety of important current issues that affect the modern world. The issues will be studied through a variety of student based research projects and collaborative work to help students develop their knowledge of important current issues. Students will work to become well-informed global citizens through actively engaging in issues that include world health problems, genocide, terrorism, international illegal trade, environmental issues and slavery in the modern world.

Performance Graduation Expectations: Critical Thinking, Communication

L1 PRINCIPLES OF ECONOMICS

Grade 12

Year

1 credit

The course in Economics is designed to introduce students to the fundamental history, theory and real world applications of economics. Speakers from business and industry will be encouraged to talk to the class and discuss the problems facing the economy on a national and local level. An in-depth study will be made of the factors which affect the economy and artificial stimuli employed to bolster economic trends. It includes a description and analysis of the major economic theories and institutions. Developing an understanding of these themes will help students make informed decisions and assess the decisions made by others. Microeconomic and Macroeconomic theories and applications will be the focus of Semesters 1 and 2, respectively. Throughout the course the twenty standards, as addressed in the *Voluntary National Content Standards in Economics*, will be incorporated to ensure solid coverage of the fundamentals.

Performance Graduation Expectations: Critical Thinking

AP PSYCHOLOGY

Grades 11-12

Year

1 credit

This course is designed to provide students with a deeper understanding of the theories and principles of the systematic and scientific study of behaviors and mental processes of humans. Throughout the readings, class work and discussions we will focus upon these essential questions: What is psychology? How do psychologists think? How is psychology applied and utilized in our everyday lives? Is psychology a valid way of understanding our behavior? Major topics include the history, methods and approaches of psychology; biological basis of behavior; sensation and perception; states of consciousness; learning; cognition; motivation and emotion; developmental psychology; theories of personality; psychological testing and individual differences; psychological disorders and their treatment; and social psychology. Students are required to take the AP exam in May for AP credit on their transcripts. There is a summer assignment and reading requirement.

Prerequisite: None, however teacher recommendation is strongly encouraged.

Performance Graduation Expectations: Communication

SPECIAL EDUCATION

The Special Education Department at LOLHS provides a variety of services to students with Individualized Education Programs (IEPs). Every student with an IEP has a case manager assigned to oversee and coordinate the implementation of the IEP.

NL MASTERY LAB

Grades 9-12

This course is designed to provide direct special education services to eligible students. Individualized instruction in reading, writing, math and transition and life skills will be provided if called for in the IEP. Academic support of mainstream classes will include organizational, study and test-taking skills as outlined in the IEP. Placement in Mastery Lab and credits received for Mastery Lab are based on the IEP. Generally, .5 credits are awarded for a year-long class and .25 for a semester course.

ACADEMIC SUPPORTS

NL THE ACADEMIC SUCCESS CENTER (TASC)

Grades 9-12

TASC is a course for students needing to build organizational skills in a structured environment. A student must be recommended to TASC by their school counselor or parent. Each participant is assigned a tutor to whom they will report daily and with whom they will work to stay current with all daily and long term assignments. This is a Pass/Fail course. Upon successful completion of the course, a student will earn a quarter credit per year - up to half a credit will count toward the 23 credits required for graduation.

Lyme-Old Lyme High School

ADVANCED WOODWORKING TECHNOLOGY

Grades 11-12

Semester

½ credit

Students will build on their learning from the previous woodworking course. Focus will be on hands-on laboratory activities. Students learn tool and machinery technique as well as design and problem solving as they build. Students strengthen their skills as they explore the carpentry process from design to finishing. Safety, accuracy and professionalism are emphasized in this lab-based course. This course may be taken multiple times to continue skill advancement.

Prerequisite: Woodworking Technology

Performance Graduation Expectations: Creativity and Innovation

VIDEO PRODUCTION

Grades 9-12

Semester

½ credit

This course is designed to provide students with a background in videography and editing. Students will learn camera operation, digital editing, audio dubbing, composition and sequencing while working as part of a production team. The course follows a progression from basic camera skills to advanced editing processes. Course content is presented first through lecture, then demonstration, and finally student-produced projects. Projects will include stills to video, advertisements, public service announcements, news programs and television production.

Performance Graduation Expectations: Communication

ADVANCED VIDEO PRODUCTION

Grades 9-12

Semester

½ credit

Advanced Video Production provides students with the opportunity to further their learning in digital videography and editing. The focus will be on television production for WLYM, the high school news station. Techniques in digital character generation, video mixing, advanced editing, and multi-camera production will be explored. Projects will include WLYM student news, school commercial productions, and public service announcements.

Prerequisite: Video Production

Performance Graduation Expectations: Communication

DIGITAL PHOTOGRAPHY

Grades 10-12

Semester

½ credit

This course is an introduction to creating, editing and printing digital images. Students will learn the basics of taking pictures with a digital single lens reflex camera. They will also learn to use Adobe Photoshop to edit images for print and the web. Topics include controlling depth of focus, controlling motion, ISO settings, lighting, file formats, image editing, and matting techniques. This course is recommended for students interested in photography and graphic arts.

Performance Graduation Expectations: Communication

ADVANCED TOPICS IN DIGITAL PHOTOGRAPHY

Grades 11-12

Semester

½ credit

This course is designed to expand on the technical and creative concepts acquired in digital photography. Topics of instruction include: shooting in RAW format, advanced digital camera functions, exposure control, introduction to flash and studio lighting, lens types and filter use, and further understanding of image editing using Adobe Photoshop. This course is recommended for serious photography students who have a good understanding of basic camera functions and image editing. This course may be taken multiple times to continue skill advancement.

Prerequisite: Digital Photography

Performance Graduation Expectations: Communication

Lyme-Old Lyme High School

ELECTRIC VEHICLE DESIGN

Grades 11-12

Year

1 credit

This course will introduce students to the technology of electric vehicles and the engineering process. Students will design, build and test a working electric vehicle for the National Electrathon Competition. Electricity, circuits, battery science, electric motors, welding, metal fabrication, steering systems and more will be studied and applied. Students will find answers to real design problems and apply mechanical skills as they create a working electric race vehicle.

Performance Graduation Expectations: Creativity and Innovation

TECHNOLOGY AND ENGINEERING ALTERNATE YEAR CLASSES

ARCHITECTURAL DESIGN (CAD)

Grades 10-12

Year

1 credit

Architectural Design provides an opportunity for problem solving and design as related to residential house planning through the Computer Aided Design system (CAD). The student will select a building lot locally and then prepare and produce a complete set of construction plans. Technical drawing skills previously obtained in Engineering Graphics are utilized to draw up preliminary house designs which are then finalized on the CAD system. Drawings include a plot plan, floor plan, elevations, electrical and plumbing plans and a door/window schedule. The majority of classroom time centers about the CAD system. Students interested in engineering should elect CAD and electronics courses. Students are encouraged to take Introduction to Engineering Technology, Introduction to Drawing or Introduction to Painting prior to enrolling in Architectural Design. Alternate year class offered in 2018-2019.

Performance Graduation Expectations: Creativity and Innovation, Communication

ALTERNATIVE ENERGY

Grades 10-12

Semester

½ credit

This course studies alternative energy and engineering through the design, construction, and testing of working alternative energy systems. Students build and test wind turbines, passive solar heaters, photovoltaic systems and energy storage devices. Students not only learn the science behind these systems but the mechanics as well. They use tools and equipment in their hands-on construction. From hand tools to 3D Design software and CNC machining, all are taught and employed in the creation of projects such as wind turbine blades and solar heaters. Alternate year class offered in 2019-2020.

Performance Graduation Expectations: Creativity and Innovation

CNC TECHNOLOGY

Grades 10-12

Semester

½ credit

CNC technology has become a necessary skill, for both post high school manufacturing jobs and community college or university technology and engineering programs. CNC skill offers great job opportunities for students right out of high school, and gives students a significant advantage in college technology and engineering programs. Alternate year class offered in 2018-2019.

Performance Graduation Expectations: Creativity and Innovation

Lyme-Old Lyme High School

ELECTRICAL ENERGY

Grades 10-12

Semester

½ credit

This course studies electricity through hands on wiring and building activities. Students learn how their homes are wired by constructing walls and electrical components which recreate a home's wiring system. They learn proper wiring technique along with the science of electricity. Electricity is further explored through the construction of circuits which start simply and progress to the construction of a radio. Finally, we construct working electric motors as we study engineering and the science behind motor operation. Alternate year class offered in 2018-2019.

Performance Graduation Expectations: Creativity and Innovation

MARINE TRANSPORTATION

Grades 10-12

Semester

½ credit

This course studies marine transportation and engineering through hands-on activities. Students learn hydrodynamics and boat hull design by machining their own boat hull shapes and testing them in a tank. They engage in boat building through small wooden craft construction such as kayaks and prams. Students work collaboratively on wooden boat projects as they learn boat building technology and design. This course can also include propeller design, electronics, buoyancy, tool and equipment use and more. Alternate year class offered in 2019-2020.

Performance Graduation Expectations: Creativity and Innovation

ROBOTICS TECHNOLOGY

Grades 10-12

Semester

½ credit

Robotics Technology will be an opportunity to study the science and technology of robots through the design, construction, programming and testing and finally, evaluation of robotic projects. Robotics will be taught through a hands-on problem solving based curriculum where students learn by building and programming robots in small groups. Alternate year class offered in 2019-2020.

Performance Graduation Expectations: Creativity and Innovation

SMALL GAS ENGINES

Grades 10-12

Semester

½ credit

This course studies mechanics and the internal combustion engine. Students will be able to disassemble, inspect, diagnose and rebuild a small gas engine. Students will also learn engine maintenance and repair, diagnostics and machining. The course allows students to learn the proper use of mechanic's tools and equipment, along with safe working procedures. Alternate year class offered in 2018-2019.

Performance Graduation Expectations: Creativity and Innovation

WORLD LANGUAGES

CHINESE

Courses within the WL Department address the Advanced Placement themes in order to promote a better understanding of the Standard Chinese and the Chinese culture in society. All courses are designed to meet the interdisciplinary needs in the 21st Century. Students will explore the language through Interpersonal, Interpretive, and Presentational modes of communication in Mandarin Chinese. Emphasis will be on student growth measured on the American Council of Teachers of Foreign Language (ACTFL) proficiency levels.

L2 CHINESE LANGUAGE AND CULTURE I

Year

1 credit

This course is designed for a student who has no previous Mandarin Chinese language experience but has a desire to explore the language and culture at a beginning level. The focus of this class is to familiarize students with the language structures and sounds through the study of *pinyin* (western alphabet), as well as to explore, compare and contrast various cultural topics to include: geography and travel, customs and holidays, cuisine, educational systems, fine arts, and business.

Performance Graduation Expectations: Communication

L2 CHINESE LANGUAGE AND CULTURE II

Year

1 credit

This class is a continuation of Chinese Language and Culture I. Students will begin a more aggressive study of the language structures and begin learning Chinese characters. Students will continue to develop all areas of communication skills as well as explore, contrast, and compare various cultural topics such as political, educational and economic systems, in contemporary Chinese society. This course will prepare students to continue their studies of Chinese language in Chinese III.

Prerequisite: 70 average in Chinese Language and Culture I and/or teacher recommendation based on student's application of the principles of growth mindset.

Performance Graduation Expectations: Communication

L1 CHINESE III

Year

1 credit

At this level, students will have mastered the basic grammar structures in Chinese and start to develop a much larger vocabulary, follow much more complex grammar rules and short discourse structures, as well as start a more vigorous study of Chinese characters. The students will continue to practice general conversations on familiar topics but also begin to develop presentational skills in Chinese. They will be able to analyze and synthesize information and present their opinions on different topics in Chinese. Students will explore the customs and norms, as well as some of the nuances of the language and culture.

Prerequisite: 70 average in Chinese Language and Culture II and/or teacher recommendation based on student's application of the principles of growth mindset.

Performance Graduation Expectations: Communication

L1 CHINESE IV

Year

1 credit

At this level, students will focus more on presentational skills in their communication and use complex and compound sentences to express ideas following an extended rhetorical structure in both oral and written presentations. Simple expressions at this level will be presented in Chinese characters. They will be able to consistently analyze and synthesize information and present their opinions on different topics in Chinese. Students will also come away with a much more in-depth understanding of the customs and norms, as well as some of the nuances of the language and culture.

Prerequisite: 70 average in L1 Chinese III and/or teacher recommendation based on student's application of the principles of growth mindset.

Performance Graduation Expectations: Communication

Lyme-Old Lyme High School

L1 CHINESE V/AP CHINESE

Year

1 credit

This course is recommended for juniors or seniors who would like to continue their studies in Chinese. Students further develop proficiency in all four areas and integrate the skills in listening, speaking, reading and writing using authentic materials and sources. This class will be conducted exclusively in Chinese and focus on the in-depth development of all skills through current events, cultural readings, short stories, articles, news broadcasts, movies, and radio broadcasts, as well as serious studies of Chinese four-character idioms. A special emphasis is placed on building students' abilities to comprehend a wide range of authentic listening and reading materials, and to express themselves idiomatically and appropriately in spoken and written tasks that are culturally specific. AP Chinese test materials will be thoroughly reviewed. This course is offered for AP credit with the required completion of the AP exam in May.

Prerequisite: 70 average in L1 Chinese IV and/or teacher recommendation based on student's application of the principles of growth mindset.

Performance Graduation Expectations: Communication

FRENCH

Courses within the WL Department address the Advanced Placement themes in order to promote a better understanding of French language and Francophone culture in society. All courses are designed to meet the interdisciplinary needs in the 21st Century. Students will explore the language through Interpersonal, Interpretive, and Presentational modes of communication in French. Emphasis will be on student growth measured on the American Council of Teachers of Foreign Language (ACTFL) French proficiency levels.

L2 FRENCH I

Year

1 credit

This is a basic language course designed for students who are beginning the study of the language and for students needing reinforcement of the middle school language curriculum before progressing to French II. Communicative proficiency will be emphasized through the development of listening, reading, writing, and speaking skills. Students will learn to use the language for a variety of functions in guided situations. They will explore, compare and contrast regional, social and cultural concepts, practices and products.

Performance Graduation Expectations: Communication

L2 FRENCH II

Year

1 credit

This course is a continuation of French I or Middle School French grades 7 and 8. Language skills (listening, speaking, reading, and writing) will continue to be developed while certain structures will be mastered. Students will continue to explore, compare and contrast regional, social and cultural concepts, practices and products.

Prerequisite: 70 average in L2 French I and teacher recommendation based on student's application of the principles of growth mindset.

Performance Graduation Expectations: Communication

L1 FRENCH III

Year

1 credit

This course is designed for students who want to continue to study language at a more intensive level. Increased emphasis will be placed on refining structural patterns as well as improving and increasing oral and written proficiency. Students will begin to explore and analyze selected readings.

Prerequisite: 70 average in L2 French II and teacher recommendation based on student's application of the principles of growth mindset.

Performance Graduation Expectations: Communication

Lyme-Old Lyme High School

L1 FRENCH IV

Year

1 credit

This course is designed for students who would like to continue their studies in the language at a more advanced level. The emphasis at this level of language learning is on intensive oral and written communication as well as review of all structures. Students will explore and analyze the Francophone culture through individual research, current issues, literary readings, and movies.

Prerequisite: 70 average in L1 French III and teacher recommendation based on student's application of the principles of growth mindset.

Performance Graduation Expectations: Communication

ECE FRENCH GRAMMAR & COMPOSITION

Year

1 credit/3 UCONN credits

This is a composition course, as well as a review of grammar. In this course, students will learn specific writing skills, such as taking notes, writing an email, writing a letter, a narrative, a portrait, a film or book review, an argumentative essay, a research paper, etc. Students will work on improving their writing skills while reading different types of texts (letters, poetry, short stories, a novel, newspaper articles, film reviews, and portraits) and studying their functions and techniques. The course addresses a wide variety of topics related to the French-speaking world. A special emphasis is placed on building students' ability to understand, articulate, and synthesize a wide range of information in their writing. Students enroll as a University of Connecticut student in French 3268 and will receive 3 UCONN credits upon successful completion with a 75 or greater. Taught concurrently with L1 French IV.

Prerequisite: 70 average in Level 1 French III, and/or teacher recommendation based on student's application of the principles of growth mindset.

Performance Graduation Expectations: Communication

L1 FRENCH V/AP FRENCH (Language and Culture)

Year

1 credit

This course is the important culmination of the high school language program. It will emphasize the use of language for active communication in a wide variety of contexts. Students will demonstrate their ability to function in the language in various situations and modalities at an advanced level. By the end of the first semester, students must commit to take the AP exam. This course is offered either for AP credit with the completion of the AP exam in May or for honors credit for L1 French V.

Prerequisite: 70 average in L1 French IV and/or teacher recommendation based on student's application of the principles of growth mindset.

Performance Graduation Expectations: Communication

ECE FRENCH GLOBAL CULTURE I

Year

1 credit/3 UCONN credits

This course is intended for students who have completed French IV and/or ECE French Grammar and Composition. It provides students with an opportunity for rigorous and active oral practice through dialogues, interviews, round table discussions and oral presentations. Using a variety of authentic French materials (including newspaper and magazine articles, short stories, videos, short and feature-length films, etc.) as a jumping-off point, students will demonstrate the ability to comprehend and communicate in French with accuracy and fluency on a variety of topics. Additionally, students will show an appreciation of cultural perspectives of various French-speaking peoples. Students enroll as a University of Connecticut student in French 3250 and will receive 3 UCONN credits upon successful completion with a 75 or greater.

Prerequisite: 70 average in Level 1 French IV or ECE French Grammar and Composition, and/or teacher recommendation based on student's application of the principles of growth mindset.

Performance Graduation Expectations: Communication

Lyme-Old Lyme High School

LATIN

Courses within the WL Department address the Advanced Placement themes in order to promote a better understanding of Classical language and Roman culture in society. All courses are designed to meet the interdisciplinary needs in the 21st Century. Students will explore the language through Interpersonal, Interpretive, and Presentational modes of communication in Latin. Emphasis will be on student growth measured on the American Council of Teachers of Foreign Language (ACTFL) proficiency levels.

L2 LATIN I **Year** **1 credit**

This course serves as an introduction to the Latin language and Greek and Roman culture with a focus on daily life as a Roman. Students will make connections to the English language and gain insight about Western culture as they explore, compare and contrast social and cultural concepts, practices and products. The ultimate goal of studying Latin is to read this 2000+ year old language, still used today, as well as to acquire linguistic competency in general. To this end, communicative proficiency will be emphasized. Through the development of listening/speaking, and reading/writing skills, students will use stories and storytelling to acquire knowledge of grammar, culture, and vocabulary of the Latin language, and Greek and Roman culture.

Performance Graduation Expectations: Communication

L2 LATIN II **Year** **1 credit**

This course is a continuation of Latin I, focusing on the multi-cultural makeup of the Roman Empire. Students will continue to explore, compare and contrast social and cultural concepts, practices and products in the pursuit of acquiring knowledge of grammar, culture, and vocabulary of the Latin language, and Greek and Roman culture.

Prerequisite: 70 average in L2 Latin I and/or teacher recommendation based on student's application of the principles of growth mindset.

Performance Graduation Expectations: Communication

L1 LATIN III **Year** **1 credit**

This course is designed for those who want to continue to study language at a more intensive level. Increased emphasis will be placed on refining structural patterns as well as improving and increasing oral and written proficiency in the pursuit of acquiring knowledge of the Latin language and Greek and Roman culture.

Prerequisite: 70 average in L2 Latin II and/or teacher recommendation based on student's application of the principles of growth mindset.

Performance Graduation Expectations: Communication

L1 LATIN IV **Year** **1 credit**

The emphasis at this level of language learning is on intensive oral and written communication as well as review of all structures. Students will explore adapted readings from ancient Roman, medieval and modern Latin authors, at a more advanced level.

Prerequisite: 70 average in L1 Latin III and/or teacher recommendation based on student's application of the principles of growth mindset.

Performance Graduation Expectations: Communication

Lyme-Old Lyme High School

SPANISH

Courses within the WL Department address the Advanced Placement themes in order to promote a better understanding of Spanish language and Hispanic/Latin culture in society and the growing influence of Spanish in the U.S. All courses are designed to meet the interdisciplinary needs in the 21st Century. Students will explore the language through Interpersonal, Interpretive, and Presentational modes of communication in Spanish. Emphasis will be on student growth measured on the American Council of Teachers of Foreign Language (ACTFL) proficiency levels.

L2 SPANISH II

Year

1 credit

This course is designed for those students who have successfully completed Spanish I at the Middle School. Students will review and reinforce grammatical structures while continuing to develop language skills (listening, speaking, reading and writing). Students will continue to explore, compare and contrast regional, social and cultural concepts, practices and products. **Prerequisite:** 70 average in L2 Spanish I and/or teacher recommendation based on student's application of the principles of growth mindset.

Performance Graduation Expectations: Communication

L1 SPANISH III

Year

1 credit

This course is designed for those students who have successfully completed Spanish II in Middle School or High School. Students will continue to study language at a more intensive level. The course is composed of the six units derived from the six Global AP themes. Students are exposed to the 3 principal modes of communication: Presentational, Interpretive, & Interpersonal. Emphasis in Spanish III will be on Interpersonal writing (usually in response to an authentic reading) & speaking (usually in response to an authentic conversation) at the ACTFL proficiency level of Novice-High – Intermediate Low. Grammar & vocabulary are embedded in authentic cultural scenarios throughout each unit.

Prerequisite: 70 average in L2 Spanish II and teacher recommendation based on student's application of the principles of growth mindset.

Performance Graduation Expectations: Communication

L1 SPANISH IV

Year

1 credit

This course is designed for those students who have successfully completed Spanish III. Students will continue to study language at a more intensive level. The course is composed of the six units derived from the six Global AP themes. Students are exposed to the 3 principal modes of communication: Presentational, Interpretive, & Interpersonal. Emphasis in Spanish IV will be on Presentational writing & speaking to authentic audiences as well as reinforcing Interpersonal writing & speaking at the ACTFL proficiency level of Intermediate Low – Intermediate-Mid. Grammar & vocabulary are embedded in authentic cultural scenarios throughout each unit.

Prerequisite: 70 average or higher in L1 Spanish III and teacher recommendation based on student's application of the principles of growth mindset.

Performance Graduation Expectations: Communication

Lyme-Old Lyme High School

ECE SPANISH CONVERSATION & CULTURAL TOPICS

Year

1 Credit / 3 UCONN credits

This course is recommended for **juniors or seniors** who have completed Spanish IV and would like to continue their studies in Spanish. This course will investigate a wide variety of cultural themes concerning the Spanish-speaking world through the study of film. Students will investigate the background of these films and how they reflect the perspectives of the respective countries. Furthermore, students will explore current events, news and radio broadcasts. Students develop proficiency and integrate the skills of speaking, listening, reading and writing using authentic materials and sources. A special emphasis is placed on building a student's ability to understand and synthesize a wide range of information, and articulate it orally through various types of presentations. Students enroll as a University of Connecticut student in Spanish 3179 and will receive 3 UCONN credits upon successful completion with a 75 or greater.

Prerequisite: 70 average in L1 Spanish IV and /or teacher recommendation based on student's application of the principles of growth mindset.

Performance Graduation Expectations: Communication

AP SPANISH LANGUAGE & CULTURE / ECE SPANISH INTERMEDIATE COMPOSITION

Year

1 Credit / 3 UCONN credits

This course is recommended for **seniors** who would like to continue their studies in Spanish after completing ECE Cultural Topics. Students further develop proficiency and integrate the skills of speaking, listening, reading and writing using authentic materials and sources. The class is conducted entirely in Spanish and focuses on the in-depth development of all skills through current events, cultural readings, short stories, articles, news broadcasts, movies, movie shorts and radio broadcasts. Course content is structured around six main themes: Contemporary Life, Family and Community, Global Challenges, Public and Personal Identities, Aesthetics and Science and Technology. A special emphasis is placed on building students' abilities to understand, articulate and synthesize a wide range of information in their speaking and writing. Students may opt to enroll as a University of Connecticut student in Spanish 3178, and will receive 3 UCONN credits upon successful completion with a 75 or greater. Completion of the AP exam in May is required to receive AP credit for the course.

Prerequisite: 70 average in ECE Spanish Conversation & Culture and /or teacher recommendation based on student's application of the principles of growth mindset.

Performance Graduation Expectations: Communication

Lyme-Old Lyme High School

EXAMPLES OF 4-YEAR PLANS

EXAMPLE A

9TH GRADE	
L2 World Lit	1.0
L2 Physical Science	1.0
L2 Alg 1 or Alg I w/ Lab	1-1.5
Civics/Roots of Democracy	1
PE/Health	.63
Electives	2+
TOTAL	6.5-8

10th	
L2 Classic/ Contemporary Lit	1.0
L1 or L2 Biology	1.0
L2 Geometry or Geom with lab	1-1.5
Modern World History	1
PE/Health	.63
Electives	2+
TOTAL	6.5-8

11th	
L2 American Literature	1.0
L2 Chem, Physics or sci. electives	1.0
L2 Algebra II or L2 Alg II w/ lab	1-1.5
L2 Modern US History	1.0
PE	.5
Electives	2+
TOTAL	6.5-8

12th	
L2 British Lit	1.0
PE	.5
Electives	5+
TOTAL	6.5-8

EXAMPLE B

9TH GRADE	
L1 World Lit	1.0
L2 Physical Science or L1 Bio	1.0
L2 Alg I	1.0
Civics/Roots of Democracy	1.0
World Language I or II	1.0
PE/Health	.63
Electives	1+
TOTAL	6.5-8

10th	
L2 Classic/Contemporary Lit	1.0
L1 Biology or L2 Chemistry	1.0
L2 Geometry	1.0
Modern World History	1.0
Language II (L2) or III (L1)	1.0
PE/Health	.63
Electives	1+
TOTAL	6.5-8

11th	
L1 or L2 American Literature	1.0
L2 Chemistry or Physics	1.0
L2 Algebra II	1.0
L1 or L2 Modern US History	1.0
PE	.5
Electives	2+
TOTAL	6.5-8

12th	
L1 British Lit	1
Physics or Science electives	.5-1
L2 or AP Statistics	1
Social Studies electives	.5-1
PE	.5
Electives	3+
TOTAL	6.5-8

EXAMPLE C

9TH GRADE	
L1 World Lit	1.0
L1 Bio	1.0
L1 Geometry	1.0
Civics/Roots of Democracy	1.0
Language II (L2) or III (L1)	1.0
PE/Health	.63
Electives	1.5+
TOTAL	7-8

10th	
L1 Classic/Contemp. Lit	1.0
L1 Chemistry	1.0
L1 Algebra II	1.0
AP European History	1.0
World Language III or IV (L1)	1.0
PE/Health	.63
Electives	1.5+
TOTAL	7-8

11th	
L1 American Literature	1.0
L1 Physics or ECE/AP Sciences	1-1.5
L1 Pre-Calculus	1
AP US History	1
Language IV (L1) or ECE	1
PE	.5
Electives	1.5+
TOTAL	7-8

12th	
AP English	1.0
AP/ECE Sciences	1-1.5
L1 or AP Calc &/or AP Stats	1-2
L1 Economics or AP Psych	1.0
World Language ECE or AP	1.0
PE	.5
Electives	1.5+
TOTAL	7-8

These examples from A to C reflect examples of increasing rigor. The more competitive a college is, the more likely they recommend/require continuation for four credits in core academic areas, experience with lab sciences, 2-4 years of a world language, and maintaining a challenging schedule. These examples are meant as guidelines; each college will have individual preferences and requirements. Electives are available in several departments such as music, technology, business/computers, and art as well as in core academic areas of English, Science and Social Studies.

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INDEX OF COURSES

ART

Course Title	Credit	Open to Grades	Page #
Advanced Ceramic Arts	.5	10-12	18
Advanced Digital Media: Animation & Game Design	.5	10-12	17
Advanced Digital Media: Graphic Design	.5	10-12	17
Advanced Drawing	.5	9-12	19
Advanced Painting	.5	9-12	19
AP Studio Art: 3D Design	1	11-12	18
AP Studio Art: Drawing	1	11-12	19
Ceramic Arts	.5	9-12	18
ECE: Drawing	1	10-12	19
Introduction to Ceramic Arts & 3D Design	.5	9-12	17
Introduction to Digital Media	1	9-12	17
Introduction to Drawing	.5	9-12	18
Introduction to Painting	.5	9-12	19

COMPUTER AND BUSINESS/MANAGEMENT SCIENCES

Course Title	Credit	Open to Grades	Page #
Accounting	1	9-12	20
Accounting Applications	.5-1	11-12	21
Advanced Accounting	1	10-12	20
Computer Program Design	.5	9-12	22
E-Commerce	.5	9-12	21
International Business	.5	9-12	23
Introduction to Accounting	.5	9-12	20
Investments	.5	9-12	21
Java Programming	.5	9-12	22
LOLHS Store	.25	9-12	22
Management and Entrepreneurship	.5	9-12	22
Marketing	.5	9-12	21
Microsoft Office Certification	.5	9-12	23
Personal & Consumer Law	.5	9-12	23
Personal Finance	.5	9-12	21
Web Design	.5	9-12	22

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ENGLISH

Course Title	Credit	Open to Grades	Page #
AP English Literature and Composition	1	12	27
ECE: British Literature	1	12	26
Level 1 American Literature	1	11	25
Level 2 American Literature	1	11	25
Level 1 British Literature	1	12	26
Level 2 British Literature	1	12	26
Level 1 Classic and Contemporary Literature	1	10	25
Level 2 Classic and Contemporary Literature	1	10	24
Level 2 Creative Writing I	.5	9-12	27
Level 2 Creative Writing II	.5	10-12	27
Level 1 Humanities	.5	11-12	28
Level 2 Media Literacy	.5	9-12	27
Level 1 World Literature	1	9	24
Level 2 World Literature	1	9	24
Level 2 Writing and Communication/Real World	.5	12	28

HIGH SCHOOL CAREER PATHWAYS

Course Title	Credit	Open to Grades	Page #
Career Exploration – Career Sampling	.25	11-12	29
Career Exploration – Field Experience	.5	11-12	29
Cooperative Work Experience/Diverse Occupations (CWEDO)	1.0	11-12	29
High School 101	.5	9	29

MATHEMATICS

Course Title	Credit	Open to Grades	Page #
AP Calculus (AB)	1	11-12; see prerq.	33
AP Statistics	1	11-12; see prerq.	33
Level 1 Algebra I	1	see prerequisites	30
Level 2 Algebra I	1	see prerequisites	30
Level 2 Algebra I w/Lab	1.5	see prerequisites	30
Level 1 Algebra II	1	see prerequisites	32
Level 2 Algebra II	1	see prerequisites	31
Algebra II	1	see prerequisites	31
Level 1 Geometry	1	see prerequisites	31
Level 2 Geometry	1	see prerequisites	31
Level 2 Geometry w/Lab	1.5	see prerequisites	30
Level 1 Calculus	1	see prerequisites	32
Level 1 Pre-Calculus	1	see prerequisites	32
Level 2 Pre-Calculus	1	see prerequisites	32
Level 2 Statistics	1	11-12; see prerq.	33

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MUSIC

Course Title	Credit	Open to Grades	Page #
AP Music Theory/ ECE Fundamentals of Music	1	11-12	37
Basic Musicianship	.5	9-12	36
Concert Chorus	1	11-12	34
Music Theory I	.5	10-12	37
ECE Music Appreciation/Music History	.5	10-12	37
Jazz Ensemble**	.5	9-12	35
Men's Ensemble	1	9-10	34
Musical Performance	.5	10-12	37
Music Production	.5	9-12	36
Show Band**	.5	10-12	36
Show Choir**	.5	10-12	35
Symphonic Band	1	9-12	35
Wind Ensemble	1	9-12	35
Women's Ensemble	1	9-10	34

**** These courses may meet before/after school or by arrangement, and do not count towards needed annual 6.5 credit course load.**

OTHER

Course Title	Credit	Open to Grades	Page #
The Academic Success Center	.25	9-12	46
Independent Study Program	.5 or 1	9-12	10
Virtual High School (VHS)	.5 or 1	9-12	11

PHYSICAL EDUCATION

Course Title	Credit	Open to Grades	Page #
Health Education 9-10	.13	9-10	38
Health Education 11-12	n/a	11-12	38
Physical Education 9-10	.5	9-10	38
Physical Education 11-12	.5	11-12	38

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SCIENCE

Course Title	Credit	Open to Grades	Page #
AP Biology and Lab	1.5	11-12	39
AP Chemistry and Lab	1.5	11-12	40
AP Physics 2	1	11-12	41
ECE: Biology I and Lab	1	11-12	40
ECE: Physics I	1	10-12	41
ECE: Physics II	1	11-12	41
Level 1 Biology	1	9-12	39
Level 2 Biology	1	10-12	39
Level 1 Chemistry	1	10-12	40
Level 2 Chemistry	1	10-12	40
Level 2 Environmental Science	.5	10-12	42
Level 2 Forensic Science	.5	10-12	42
Level 2 Introduction to Astronomy	.5	9-12	41
Level 2 Marine Science	.5	10-12	42
Level 2 Physical Science	1	9	39
Level 1 Physics	1	10-12	41
Level 2 Physics	1	11-12	40

SOCIAL STUDIES

Course Title	Credit	Open to Grades	Page #
AP European History	1	10	43
AP Psychology	1	11-12	45
AP United States History	1	11	44
Level 1 Global Issues	.5	11-12	45
Level 1 Principles of Economics	1	12	45
Level 2 American History through Film	.5	11-12	44
Level 2 Connecticut History	.5	11-12	44
Level 2 Introduction to Psychology	.5	11-12	45
*Modern United States History	1	11	44
NL Civics and the Law	.5	9	43
NL Roots of Democracy	.5	9	43
NL Modern World History	1	10	43

*Levels 1 and 2 taught in heterogeneous groupings

SPECIAL EDUCATION

Course Title	Credit	Open to Grades	Page #
NL Mastery Lab	.25-.5	9-12	46

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TECHNOLOGY AND ENGINEERING

Course Title	Credit	Open to Grades	Page #
Advanced Engineering Design (CAD)	.5	10-12	47
Advanced Topics in Digital Photography	.5	11-12	48
Advanced Video Production	.5	9-12	48
Advanced Woodworking Technology	.5	11-12	48
Alternative Energy	.5	10-12	49
Architectural Design (CAD)	1	10-12	49
CNC Technology	.5	10-12	49
Digital Photography	.5	10-12	48
Electrical Energy	.5	10-12	50
Electric Vehicle Design	1	11-12	49
Engineering Design (CAD)	1	9-12	47
Introduction to Engineering Technology	1	9-12	47
Marine Transportation	.5	10-12	50
Robotics Technology	.5	10-12	50
Small Gas Engines	.5	10-12	50
Video Production	.5	9-12	48
Woodworking Technology	1	10-12	47

WORLD LANGUAGES

Course Title	Credit	Open to Grades	Page #
Level 2 Chinese Language and Culture I	1	see prerequisites	51
Level 2 Chinese Language and Culture II	1	see prerequisites	51
Level 1 Chinese III	1	see prerequisites	51
Level 1 Chinese IV	1	see prerequisites	51
Chinese AP or V (available as I.S.)	1	see prerequisites	52
Level 2 French I	1	see prerequisites	52
Level 2 French II	1	see prerequisites	52
Level 1 French III	1	see prerequisites	52
Level 1 French IV/ECE Grammar and Composition	1	see prerequisites	53
French AP or V	1	see prerequisites	53
Level 2 Latin I	1	see prerequisites	54
Level 2 Latin II	1	see prerequisites	54
Level 1 Latin III	1	see prerequisites	55
Level 1 Latin IV (available as I.S.)	1	see prerequisites	54
Level 2 Spanish II	1	see prerequisites	55
Level 1 Spanish III	1	see prerequisites	55
Level 1 Spanish IV	1	see prerequisites	55
ECE Spanish Conversation/Cultural Topics	1	see prerequisites	56
AP Spanish Language & Culture/ECE Composition	1	see prerequisites	56