THOMASTON HIGH SCHOOL
PROGRAM OF STUDIES

Educate, Challenge, Inspire

2026-2027

District Performance Standards

a. **Language:**
Reading- Students will respond to prompts about fictional and non-fictional text. The fictional pieces will be literature based and will meet the Common Core State Standards in literacy.

Writing- Students will respond to prompts about a non-fictional piece of literature that is information-based and will meet the Common Core State Standards in literacy. The essays will be focused, organized, detailed and edited according to standard English conventions.

b. **Mathematics:** Within the content of the course in which the student is enrolled, he/she will satisfactorily complete multi-step mathematical problems, which require demonstration of basic math operations including fractions or decimals. The student will be provided with any required formulas and may use a calculator in completing the task. The student shall also explain in writing either how he/she arrived at each answer or justify each answer in writing.

c. **Technology:** Each student must successfully complete a multi-media presentation that demonstrates computer competencies. The student must select the appropriate technology and software and use the technology independently. The graduation requirement is taught within an existing course or may be completed in another course with the teacher's approval in advance.

d. **Portfolio/Capstone Project:** All students must successfully complete a four-year portfolio which is finalized with a Capstone Project. Students work on this project each year through advisory, and a ½ credit course is required by seniors for Capstone Completion.

GENERAL INFORMATION

COURSE REQUIREMENTS

COURSE LOAD

Middle School students are required to take a full course load including both core and elective courses: ELA Literature (A), ELA Writing (B), Math (A), Math (B) Advanced Math or Algebra, Social Studies, and Science, along with PE each year. Students may then select from a list of electives to enrich their schedules.

In order to be promoted to the next grade, students must pass a minimum of four core courses. **Students who fail to achieve a passing grade in more than two courses will be required to attend summer school and pass two courses.** Students who fail to achieve a passing grade in **one course**, summer school, while not mandatory, is highly recommended to achieve skills required for the next grade level.

High School students must earn 25 credits to fulfill the graduation requirements outlined on page seven. Additionally, students must be enrolled in a minimum of 6 credit bearing courses to be considered a full-time student.

Per State Statute 10-221a, all Thomaston High School students must satisfactorily meet the following requirements prior to graduation and /or being granted a diploma:

a. All students must meet a minimum of 25 units of credit.
b. All students must earn units of credit as dictated by the following credit distribution requirement.

Course	***Credit***
English	4 credits
Social Studies *US History (1 credit) required* *Civics (.5) required*	3.5 credits
Fine Arts *Art or Music*	1 credit
Humanities *Art, Music, Psychology, Language Arts, Social Studies, World Language II, III, or IV*	1 credit
Mathematics *Algebra I, Geometry, and Adv. Algebra required*	4 credits
Science *9th and 10th --Physical Science, Biology, Chemistry* *11th—Biology, Chemistry and Physics*	3 credits
STEM *Pre-Calc., Calc., Science Electives, Digital Arts, Digital Media, CAD, Desktop Publishing, Accounting*	1 credit
Physical Education	1 credit
Health	1 credit
Computer Applications	.5
Personal Finance	.5
Career and Technical Education *Foods, Culinary Arts, Child Development, Post classes, CNA, EdAdvance classes, Exploring Technology, Construction, Industrial Arts, Small Engine Repair, Certified Nurse's Aide, Digital Arts, Media, and Desktop Publishing*	1 credit
World Language	1 credit
Portfolio/Capstone Project	1.5 credit
Electives	1 credit
Total	***25***

*A. School-to-Career credit may account for no more than **one** of the total credits required for graduation.*

B. Students entering Thomaston High School as a transfer student may have allowances made for specific required credits but must reach 25 total credits per graduation requirements.

C. Students attending Bristol Tech, PATHS, or are a full participant in our Science Cohort are exempt from Senior Capstone

SEQUENTIAL PROGRAMS OF STUDY

While all students must meet the requirements of our core program, it is necessary for each student to select their elective program carefully and in accordance with long-range educational and vocational goals. In addition to yearly course selection, students should develop a sequential four-year program of studies, which is designed to meet the requirements of their post high school plans.

The range of options at the high school level varies considerably, and covers a wide spectrum of study for the purpose of immediate college entrance and other post-secondary training programs. Because of the range of options available, students must begin planning early and select their program in a manner consistent with their post high school plans.

COLLEGE PREPARATION

Students planning to continue their education at the college or university level following high school should seriously consider the inclusion of the following courses in a four-year sequential program:

ENGLISH	Minimum	4 credits
MATH	Minimum	4 credits
SCIENCE	Minimum	3 credits
STEM	Minimum	1 credit
SOCIAL STUDIES	Minimum	3.5 credits
WORLD LANGUAGE	Minimum	1 credits

CURRICULUM COURSE LEVELS

Our curriculum challenges students at three levels. All students are strongly encouraged to work hard to meet the requirements to access at least one Level 2 course by their junior year.

College Level:	AP (Advanced Placement), UCONN, SCSU, Select Post University Courses, ECSU and Select EdAdvance courses.
Honors Level:	Honors/Advanced Speed and Depth
College Prep:	College Preparatory

Note: Early College Experience (ECE): Early College Experience (ECE) is an opportunity for students to take UConn or SCSU courses while still at Thomaston High School. Every UConn ECE or SCSU course is equivalent to the same course at the University of Connecticut or SCSU. Courses are taught at Thomaston High School by high school instructors who have been certified as adjunct faculty members by the University of Connecticut and SCSU. Our students benefit by taking college courses in a familiar setting with an instructor they know. UConn credits are accepted at 87% of colleges and universities across the country. UConn ECE is an accredited member of The National Alliance of Concurrent Enrollment Partnerships (NACEP).

Course Fees--ECE and AP: College Courses: Program fees vary from year to year and are the responsibility of the student. Fee reduction or fee elimination are options for students who qualify for free and reduced lunch or have other verified financial hardships. Parents and students are encouraged to communicate with their counselor if they foresee financial hardships.

- Honors courses offer a rigorous and challenging curriculum for students with high potential who are motivated to work in great depth and breadth. The honors courses are explicitly intended to lead to Level 1 courses as junior and/or seniors.

- This is a rigorous standard college preparatory curriculum for the college-bound student and for students pursuing post-secondary training in a vocational field.

COURSE SELECTION GUIDELINES

Students wishing to select an honors course (Level 2), regardless of department, must show strong potential by their previous year's grades and/or standardized test scores. If the total number of students in an honors level course exceeds maximum enrollment, students with lower grade point averages and test scores will be removed from the course first.

Students wishing to select a college course (Level 1), regardless of department, must secure a teacher recommendation. Teacher recommendations will be based upon each student's quality of work and consistency of effort. Consideration will also be given to the scores each student has achieved on standardized assessments (PSAT, SAT).

Students taking UCONN, Post, CNA, SCSU, ECSU, and Edgenuity classes must sign a contract understanding course expectations.

GRADING SYSTEM

90-100 Exemplary

80-89 Proficient

70-79 Developing

65-69 Basic (No Credit Earned)

50-64 Below Basic (No Credit Earned)

A minimum of a 70 is required as a passing grade to earn course credit or pass a middle school course. We implement a numerical grading system with 100 as the highest possible grade, 50 as the lowest possible grade, and 70 as the lowest passing grade.

CLASS RANK/GPA

Class Rank is based on students' cumulative grade point average (GPA). GPA is computed using a weighted formula that assigns point values to grades based upon course level difficulty. Colleges ask for GPA and class rank at the end of junior year. **Final and official class rank and GPA are determined after seven semesters (grade 12 mid-year report).**

Weighting Scale

College Prep courses are given a weight of 1.0, Honors courses are given a weight of 1.25, and college-level courses (Advanced Placement/UConn ECE, some POST, some CCA and Some Science Cohort) are given a weight of 1.50).

HONOR ROLL (Grades 7-12) (Measured Quarterly)

HIGHEST HONORS: Students achieving Highest Honors, along with their parents, will be invited to attend a ceremony to recognize their achievements.

Academic

- 93 average or higher (any quarter grades below 90 disqualifies candidate for the Highest Honor Roll).

Attendance

- No more than two absences (serious medical conditions will be considered by admin)
- One unexcused tardy

Behavioral Expectations

- No office referrals
- No suspensions/expulsions

Work Ethic
No appearances on the Academic Probation list

HIGH HONORS:
• 93 average or higher (any quarter grades below 90 disqualifies candidates for the High Honor Roll).

HONORS:
• 87 average or higher (any quarter grades below 80 in any class disqualifies candidate for the Honor Roll)

Please Note:
According to the Connecticut State Department of Education, chronic absenteeism is defined as missing 10% or greater of the total number of days enrolled during the school year for any reason. It includes more than one-half of the school day. For example, a student who has been enrolled for the first 30 school days at the beginning of the school year and has been absent three of those days is chronically absent (www.csde.org).Truancy is defined as missing four unexcused absences in one month or 10 unexcused absences in a schoolyear. These are the guidelines to which the attendance portion of the Honor Roll was established. Thomaston High School believes in the whole academic being; students who are well rounded and excel in
all areas, both academic and civic.

Honor Roll Appeal Process
If a student has not achieved Honor Roll according to the above stipulations and it is felt they deserve to be on the Honor Roll, please contact Administration in writing. We will be happy to look to consider each case individually.

Add/Drop Information

Should a student wish to add or drop a course, they must recognize and adhere to the following withdrawal guidelines:

1. Students have ten (10) school days at the beginning of semester one to add or withdraw from a full-year or first semester course. Students will have ten (10) school days at the beginning of semester two to add to or withdraw from a semester two course. Students who withdraw after this timeframe will have **Withdrawal/Fail or *Withdrawal/Pass*** marked on their official transcript. The school principal also has the discretion to a accept a withdrawal given extenuating circumstance.
2. Students who withdraw from a course at any point must complete the **Withdrawal Request Form** housed in the School Counseling Office or online at ths.thomastonschools.org. ***Courses will be marked W/F or W/P. No credit will be earned in any withdrawn course.***
3. ***Students withdrawing from an online Edgenuity course must reimburse the school for the original price of the course if it is past the seven-day reimbursement window.***
4. Students who move levels in a course, such as moving from honors to college prep, are not withdrawing and will keep their marking period grades from before the transfer. These grades will be averaged into the student's final year grade.

Transcripts

Student transcripts are an official cumulative record of all courses and credits earned during a student's high school tenure. Transcripts are updated yearly as courses become complete. Transcript information includes the following information:

1. Completed Courses
2. Current Courses
3. Credits Earned
4. Weighted GPA
5. Unweighted GPA
6. Class Rank

Transcripts and Transcript requests will be handled by the School Counseling Department. Students wishing to acquire **official** transcripts should contact the department secretary at least twenty-four hours in advance. **Unofficial** transcripts can be emailed, printed, or sent, as well, with appropriate prior notice.

Transcript Revisions

Transcript revisions are necessary at times, but are very limited in scope and nature. Revisions are only made for errors. These errors are limited to manually entered online courses or summer credit recovery courses, including final grade and credits earned. Revisions and corrections found by the counseling office staff will be brought to the attention of the building principal who will oversee the final correction process.

SCHEDULING PROCEDURE

The Course Selection Guide as presented is designed to give all students at Thomaston High School the greatest possible individual educational opportunity. However, the size of the school makes it necessary to acknowledge the following limitations in the scheduling process.

1. In the event of scheduling conflict or difficulty, preference will be given to the grade in which the particular course in question is normally offered.
2. Students will be asked to provide alternative choices in some areas; these alternatives will be scheduled if first choice courses cannot be satisfied.
3. Courses with low enrollment are subject to elimination.

SCHOOL COUNSELING SERVICES

All students will meet with their counselor to assist them in making decisions concerning their educational program. Students and parents are urged to make use of the college and school catalogues located in the School Counseling Office to assist them with the investigation of educational opportunities upon graduation from high school. Students are also urged to use the many books, pamphlets, and resource materials located in the occupational information library in the School Counseling Office to assist them in making wise vocational decisions. Naviance is also an incredible resource in searching for colleges.

The primary purpose of this department is to provide those services that may offer an improvement in a student's educational experience by assisting with educational, vocational, personal, and social decision making. School Counseling makes available services that help students to identify interests, understand their strengths and weaknesses, and make realistic educational plans.

Appointments with your School Counselor may be arranged by students before, during and after school. Email the School Counseling Office secretary to schedule your appointment.

SCHOOL-TO-CAREER PROGRAM

School-to-Career programs are designed to give Thomaston High School students the opportunity to relate their course of study to the world of work. School-to-Career programs link student, school and the workplace through school-based learning, work-based learning, service learning, and connecting activities. Some of these programs include: career exploration, job shadowing, workshops, field trips, career fairs, work programs and internships. However, these services are not offered as an entitlement. **No more than 1 credit in any School-to-Career program may be used to satisfy graduation requirements. However, students are encouraged to complete School-to-Career activities yearly to bolster their transcripts.**

HIGH SCHOOL PARTNERSHIP PROGRAMS

***Contracts must be signed by students prior to beginning these programs.**

NORTHWESTERN COMMUNITY COLLEGE

Eligible students may take one or two courses in the fall and/or spring semester and earn up to six (6) college credits per semester. At NCCC, all entry-level courses are available to high school students on a space available basis. Northwestern Connecticut Community College (NCCC) is fully accredited and credits earned may be transferred to other colleges and universities. **There is no tuition or fee charge** but participating students are responsible for books, supplies and transportation.

NAUGATUCK VALLEY COMMUNITY COLLEGE

The High School Partnership Program (HSP) with Naugatuck Valley Community College is available to juniors and seniors who meet the following criteria:

1. A minimum of 2.7 overall grade point average
2. A college-level score in math and/or English on the Accuplacer placement test
3. Recommendation from a guidance counselor and approval of the principal

Students may enroll on a space-available basis in a maximum of one college course for credit per semester. Each high school will have a cap of four (4) students. NVCC pays the cost of tuition for credit courses offered in the fall and spring semesters only. Students are responsible for the cost of books, supplies, and transportation.

UNIVERSITY OF CONNECTICUT

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 and other postsecondary opportunities. UConn ECE instructors are high school teachers certified as adjunct professors by the University. UConn ECE faculty foster independent learning, creativity and critical thinking - all important for success in college and careers. Thomaston High School offers UConn ECE courses in English, US History and Physics. To support rigorous learning, University of Connecticut academic resources, including library and online classroom access, are available to all UConn ECE students. ***Courses are approximately $200 each.***

POST UNIVERSITY

Take your first step toward an exciting paralegal career with a legal studies certificate through our concurrent and dual enrollment program between Thomaston High School and Post University. Our program provides you with a comprehensive understanding of various specialized areas of the law and prepares you to work under the direction of attorneys in a variety of law firms, corporate legal departments, the court system, government agencies, nonprofits, and private industries. Certificate holders may get right to work or go on to complete their associate's degree or even pursue their bachelor's and master's degrees to further advance in their careers. Some courses will be held at Thomaston High School, while others will be available online or at Post University. Students will need to provide their own transportation to Post University, and may be required to complete summer courses to fulfill the certificate requirements.

SOUTHERN CONNECTICUT STATE UNIVERSITY

Get a Jump Start on College! SCSU's Early College Program provides eligible high school students with the opportunity to explore courses in health care, business, education, science, or the arts and earn up to 30 college credits toward a degree by successfully completing dual enrollment courses at their high school. Because our school is a partner, tuition is waived: that's a savings of over $1,900 per course. Southern Connecticut State University courses taught at our high school are identical to the courses taught at the SCSU campus. High school teachers delivering SCSU courses at our high school do so as SCSU adjunct faculty and must meet the qualifications and requirements set for Southern Connecticut State University adjunct faculty members. Thomaston High School currently offers SCSU EC courses in English and Communications. To support rigorous learning, Southern Connecticut State University academic resources, including library and online classroom access, are available to all SCSU EC students. ***Courses are approximately $65 each.***

EASTERN CONNECTICUT STATE UNIVERSITY

Eastern Connecticut State University's Early College Experiences program offers opportunities for high school students to gain early exposure to higher education. Through our Dual Credit programs, students are able to earn college credits via concurrent course offerings run onsite at their high schools. Eastern courses taught at partnering schools are identical to the courses taught on their own campus. Courses must be either 100-level or 200-level to be considered for approval. High school teachers delivering these courses must meet the qualifications and requirements set for Eastern Connecticut State University adjunct faculty members. Thomaston High School currently offers three ECSU STEM research courses. To support rigorous learning, Eastern Connecticut State University academic resources, including the library are available to all ECSU students. **There is a nominal fee for tuition**.

CERTIFIED NURSE AIDE (3) **Course # 9999**

This course will prepare the successful participant for State of Connecticut Certification. Nurse Aides care for patients in their homes, long-term care facilities, hospitals, physicians' offices and clinics. The student will participate in classroom discussion and lectures, have a chance practice basic nursing skills in a simulated lab setting, and then gain experience in a long-term care clinical experience. Course content will include work safety, communication and documentation, medical/legal ethics, anatomy and physiology, medical terminology, and pathophysiology. In addition, students will receive American Heart Association Basic Life Support for Health Care Providers certification. Students who successfully complete the program will be eligible for State of Connecticut Certification testing which is provided at the conclusion of the course.

1 credit Prerequisite: Biology
Level 3 Grades: 11-12

INTERVENTION

LIFE SKILLS PROGRAM Course # 9505

This program consists of a coordinated set of learning activities that will prepare the student for life after high school. The student and parents or guardians will work with special education and regular education teachers, related service providers, guidance counselors, social workers, paraprofessionals, and post-secondary personnel to help the student move toward independent living.

The curriculum is taught at three levels based on the student's individual needs. Upon completion of the course, the student will possess a portfolio in which the student's strengths are highlighted. Both formal and informal situational and self-assessments of academic, vocational and life skills abilities will be performed to assist in a seamless transition to post-graduation services.

Program Components

- *Communication and social skills*
- *Self-advocacy*
- *Independent living skills*
- *Community-based learning and supported employment*
- *Assistance with preparation and planning for post-secondary education*
- *Recreational opportunities*
- *Agency Collaboration*

1 Credit	No Prerequisite
Level 3	Grade 9-12

ONLINE COURSE INFORMATION AND FEES

Thomaston High School utilizes Edgenuity as our learning partner for on-line courses. These courses are for students wishing to take courses outside the Thomaston High School Program of Studies. Also, students who partake in our partnership with Post University and/or the Eastern Connecticut State University may require select online courses to fulfill our graduation requirements, as may students requiring credit recovery coursework during the school year.

At times, students may wish to take an online course which is already part of the Program of Studies, but does not follow the reasons listed above. This may include students who wish to take a summer course to get ahead in credits.

Currently there are no fees associated with Edgenuity courses. Students are expected to complete 100% of the course material to earn credit.

COURSE DESCRIPTIONS

GRADE SEVEN AND EIGHT

Grades seven and eight are housed in a separate hallway at Thomaston High School. We make every effort to prevent interaction between high school and middle school students that is not deliberately planned. With that said, some common areas exist such as the Learning Commons and classrooms where elective courses take place.

All middle school students take ELA A and B, Science, Social Studies, and Math A and B (Advanced Math in grade 7 and Algebra in grade 8 are also available—see course descriptions). In addition to the core curricular courses, a variety of electives are offered to middle school students. Math and Reading intervention courses are available to our middle school students, as well. Teachers in each grade-level team meet to discuss and coordinate curriculum, student activities, and to monitor achievement.

ELA (7) (A) English and (B) Reading **Course # 7021/7022**

All seventh-grade students take ELA A (English) and B (Reading) in their own independent periods. The primary aim of the seventh grade ELA program is the development of process writing skills while also honing in on listening, speaking, and presentation skills. The study of grammar, vocabulary, and punctuation are critical elements embodied within the course as well. The main area of study includes four writing units: Narrative, Argumentative, Informational Writing with a research component, and Creative Writing.

The program also introduces the elements of literature and assists students in responding to literature. The novels and short stories focus on cultural diversity, prejudice, and finding one's place in society. There is a strong focus on responding to open ended questions, literary concepts, thematic concepts along with helping students to form a general understanding, develop an interpretation, make connections to the text, and to examine content and structure. Outside reading is a requirement in this course, which assists students in becoming lifelong readers and critical thinkers.

ELA (8) (A) English and (B) Reading **Course # 8021/8022**

All eighth-grade students take ELA A (English) and B (Reading) in their own individual periods. The eighth grade English program includes reading, listening, thinking and speaking with an emphasis on process writing. The study of mechanics, usage, grammar, and vocabulary development contributes to the ultimate goal of language proficiency. There will be an emphasis on narrative structure, informational and argumentative writing (with a coinciding research element), and the utilization of poetic forms.

The grade eight reading program assists students in becoming lifelong readers and critical thinkers. The focus of the literary lessons concentrates on author technique, thematic concepts, historical and cultural contexts, as well as helping students to critique and analyze novels, short stories and poetry. The program will include whole-class instruction coupled with student-centered literature circles.

MATH (7) (A and B) **Course # 7305**

In grade seven math, instructional time will focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

MATH (8) (A and B) **Course # 8305**

In Grade eight math, students solve real-world problems through the application of algebraic and geometric concepts. Students represent a wide variety of real world contexts through the use of real numbers and variables in mathematical expression, equations, and inequalities. Students construct arguments using verbal and written explanations accompanied by expressions, equations, inequalities, models, and graphs, tables and other data displays. Students model problem situations symbolically, graphically, tabularly, and contextually. Students consider available tools when solving a mathematical problem and decide when certain tools might be helpful. Students continue to refine their mathematical communication skills by using clear and precise language in their discussions with other and in their own reasoning. Students routinely seek patterns or structures to model and solve problems. Students use repeated reasoning to understand algorithms and make generalization about patterns.

ADVANCED MATH (7) **Course #7330**

Students who have excelled in math in previous grades will have the opportunity to take Advanced Math in grade seven, which will move at a faster pace and prepare students for Algebra in grade eight. In order to qualify for Advanced Math, students must achieve a score of "4" on their grade six math SBAC test, or a high-level "3" with teacher recommendation.

ALGEBRA (8) **Course # 8300**

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. Because it is built on the middle grades standards, this is a more ambitious version of Algebra I than has generally been offered. The concepts taught deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The Texas Instruments **TI 83/84 series calculator is recommended.** Grade eight students receive high school credit for this course.

1 Credit Prerequisite: Score of advanced on SBAC and/or teacher recommendation

STATISTICS (8) **Course #3405**

Probability and Statistics is an introductory course in the fundamentals of statistical principles and basic probabilities with their application to real data. Students will perform statistical analyses and summarize results of observational and experimental studies. Students will also examine ways to describe data graphically and numerically using measures of central tendency, variation, and position. Students will also learn to draw statistical inferences, and anticipate patterns using probability and simulations. Students will summarize and interpret distributions to analyze and make predictions from data from various fields, such as agriculture, biology, business, economics, education, psychology, engineering, medicine, sociology, and computer sciences. Students use graphing calculators and other technologies. The Texas Instruments TI 83/84 series calculator is recommended. Grade eight students receive high school credit for this course. **This course must be taken concurrently with 8th Grade Algebra I.**

1 Credit Prerequisite: Score of Advanced on SBAC and teacher recommendation.

SCIENCE (7) **Course # 7400**

The seventh grade science curriculum follows the Next Generation Science Standards. Content covered includes: different forms of energy and energy transformation, the geological history of the Earth and the processes that have changed the Earth's surface, and the organization of life from cells to the human organism as well as the structures, functions, and interactions of six of the organ systems. Emphasis is on student led investigation and discovery through phenomenon and project based strategies including engineering challenges, experimentation, and research.

SCIENCE (8) **Course # 8400**

The eighth grade program offers students a balanced background in life science, physical science and Earth science, in alignment with the Next Generation Science Standards. The life science study will include heredity and evolution. Earth and space science will focus our solar system and the Earth's movements in space. The physical science component will include the study of forces, motion, electricity and magnetism. Emphasis is placed upon hands-on activities that allow students to inquire, discover, and problem solve using science and engineering practices.

WORLD GEOGRAPHY (7) **Course # 7200**

The seventh grade course is the study of world geography. Map essentials and other geographic tools are learned and used by students to study the topography, history and culture of countries as well as the current issues of concern around the world. The Six Elements of Geography: The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment and Society, and Uses of Geography are applied to each country that is studied.

US HISTORY-THE 13 COLONIES THROUGH THE CIVIL WAR (8) **Course # 8200**

Eighth grade social studies curriculum presents the scope of U.S. History from exploration to pre-civil war, specifically focusing on geography, citizenship and research. In addition, students will work with maps, complete projects, write essays, learn vocabulary and discuss current events so as to build a foundation for future U.S History studies.

GRADE SEVEN AND EIGHT ELECTIVES

Middle school students take four elective courses including physical education each school year. Students taking Band and Chorus (full year electives) are not obligated to take PE if it does not fit their schedule. The elective courses are designed to let students explore various disciplines and get a sense of those areas they would like to pursue. Students may choose electives from the following courses, and cannot choose an elective more than once.

ART (7/8) **Course # 7500**

Middle school students may elect to take visual arts for one semester. The art room is a unique learning environment where students are inspired to realize their potential, as individuals, as students, as artists, and as members of our community. Each student will build upon their elementary art skills through a variety of methods and materials. This one-semester course is designed to meet the developmental needs of future artists and prepare them for the high school art program. ***(This may be taken in either 7th or 8th grade but NOT both).***

BAND (7/8) (Full Year) **Course # 8600**

An ensemble class for students in grades seven and eight devoted to further developing the requisite skills and knowledge essential to being a high functioning member of a performing ensemble. No prior experience is necessary, however, it is preferable, and students will be responsible for obtaining their own instrument if there are not any available from the school. Repertoire is drawn from a variety of styles in order to give students as varied a musical experience as their abilities allow. Students enrolled in the Middle School Band (and who are prepared to do so) will be expected to join with members of the High School Band for all public performances.

CHORUS (7/8) (Full Year) **Course # 8500**

Chorus is a continuation of the vocal program from Center School in which students learn vocal techniques and music appropriate for their age level. Chorus has a general focus on vocal music, including literature from the folk, popular, and Broadway genres, and there is an emphasis on singing in two, three, or four parts. This is a full year course and required performances include a winter and spring concert, as well as the Thomaston High School graduation. Other performances such as festivals, tours, exchange programs, and trips may also be included in the yearly program. New students to the program will be accepted and placed through an audition process to determine vocal level.

Note: Students taking both band and chorus in 7th or 8th grade are exempt from PE and Health. All students, however, must take

DIGITAL AGE EXPERIENCE **Course #8740**

Digital Age Experience is an introductory course to Digital Arts and Digital Media. Digital Age Experience students will learn the basic tools of a variety of programs and software applications. Students will learn and create Scratch projects, podcasts, stop motion animation, Garageband jingles, short videos, basic photography skills, among many others and create portfolios showcasing their exemplary projects. Digital Age Experience is a project-based class. **(*This course may be taken in 7th or 8th grade, but not both).***

FAMILY AND CONSUMER SCIENCE (7/8) **Course # 8530**

Students in grade seven and eight may elect to take Family and Consumer Science for one semester. This is an exploratory course that will focus on food and nutrition, design, and interpersonal development. Students will be introduced to a variety of equipment through numerous projects. Participation in this course will provide students with the opportunity to work in the kitchen/lab and develop life skills such as sewing, laundry care, and gain babysitter/home alone safety skills. ***(This may be taken in either 7th or 8th grade but NOT both).***

GUIDED STUDY (7/8) **Course #0090**

Guided Study offers middle school students a chance to work in a quiet setting while focusing on projects, homework, classwork, and test/quiz makeups. A middle school teacher will be present to help students complete assignments and answer questions. ***(Guided Study may be taken in both 7th and 8th grade).***

WELLNESS 7 **Course #7576**

The 7th grade health and physical education course focuses on promoting lifelong wellness through a combination of classroom-based health education and active physical fitness and activities. This comprehensive program is designed to help students develop the knowledge, skills and habits necessary to lead healthy and active lifestyles. In the health education component, students will explore topics such as but not limited to nutrition, mental and emotional health, substance abuse prevention, and the importance of making informed decisions. They will also learn strategies to build positive relationships, manage stress and foster self-esteem. The physical education component emphasizes skill development, teamwork and fitness through various sports, games and exercises. Students will participate in activities that enhance cardiovascular endurance, strength, flexibility and coordination while fostering sportsmanship and collaboration. ***(Wellness 7 must be taken by all 7th grade students.)***

WELLNESS 8 **Course #7578**

The 8th grade health and physical education course focuses on promoting lifelong wellness through a combination of classroom-based health education and active physical fitness and activities. This comprehensive program is designed to help students develop the knowledge, skills and habits necessary to lead healthy and active lifestyles. In the health education component, students will explore topics such as but not limited to nutrition, mental and emotional health, substance abuse prevention, and the importance of making informed decisions. They will also learn strategies to build positive relationships, manage stress and foster self-esteem. The physical education component emphasizes skill development, teamwork and fitness through various sports, games and exercises. Students will participate in activities that enhance cardiovascular endurance, strength, flexibility and coordination while fostering sportsmanship and collaboration. ***(Wellness 8 must be taken by all 8th grade students.)***

Note: All eighth grade students are required to participate in the Connecticut Physical Fitness Assessment.

STEM I **Course # 7515**

This first semester survey course of engineering exposes students to major concepts they will encounter in college engineering courses. Students employ engineering and scientific concepts in the solution of engineering design problems. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges **(*8th Grade Only).***

STEM II **Course # 8515**

STEM II is a second semester continued middle school-level course of engineering. The course exposes students to some of the major concepts that they will encounter in a postsecondary engineering course of study. POE gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based (APPB) learning. Used in combination with a team approach, APPB learning challenges students to continually hone their interpersonal skills, creative abilities, and problem solving skills based upon engineering concepts. Students will employ engineering and scientific concepts in the solution of engineering design problems. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. The course of study includes the following: Mechanisms, Energy Sources, Energy Applications, Statics, Material Properties, Material Testing, and Kinematics ***(8th Grade Only)***.

Note: Students taking Algebra are highly encouraged to take the STEM electives.

SPANISH EXPLORATION (7/8) **Course # 7711/8808**

The Middle School Spanish course provides an opportunity for students to be introduced to the Spanish language and cultures. Students will study basic vocabulary, learn about the different customs of Spanish speaking countries, and develop an understanding and appreciation of other world languages and cultures. **(This is required for either 7th or 8th grade unless students are taking band and chorus).**

INTRODUCTION TO INDUSTRIAL ARTS (7/8) **Course # 7510**

This entry-level course is designed to teach the basic concepts of Tech Ed through a woodworking format. Under the guidance of the Tech Ed instructor all students will plan, draw, and build products in accordance with the woodworking industry. Teamwork, Shop Safety, Mathematics and proper use of tools and equipment will be the focus of this program. Each student will work to the full potential of his or her capabilities. Craftsmanship is emphasized. All projects assigned will be at the level of difficulty appropriate to the student. Once completed, the projects will be the personal property of the student. All wood and hardware will be provided by the Tech Ed Department. ***(This may be taken in either 7th or 8th grade but NOT both).***

ART

ART I **Course # 6216**

A beginning level art course, Art I has students explore and develop skills based on the elements of art and principles of design. The academics of art are explored through a variety of practical experiences: basic drawing, painting, design, graphics and collage. The class incorporates creative expression in both 2-D and 3-D techniques. Students are also exposed to the process of critiquing art as well as art history as it relates to various projects. This semester course is a prerequisite for Art 2.

.5 Credit No Prerequisite
College Prep Grades: 9 - 12

ART II **Course # 6226**

In addition to the skills mastered in Art I, the Art II student will be encouraged to experiment and become more independent in order to develop a personal style. Students will be evaluated on works produced, individual progress, and work habits. The process of self-reflection will be greater developed to include peer critique.

.5 Credit Prerequisite: Art I
College Prep Grades: 9 - 12

ART III **Course #6230**

This course is designed to develop an understanding and study of artists and cultural styles through a broad range of art experiences and enriching personal encounters with a more in depth understanding of techniques. Essential skill development and practice in a variety of media along with experiences in criticism, history, and aesthetics, provide multiple avenues of learning**.**

.5 Credit Prerequisite: Art I & Art II
Honors Grades: 10 - 12

ART IV **Course # 6245**

This course is an advanced level art course for students who are interested in continuing to develop their art skills and self-expression in an effort to expand their portfolios. Students enrolled in this course will use gained knowledge to explore advanced concepts to develop expertise in techniques and materials through a structured developmental process. Students will be encouraged to submit portfolios, for review, with colleges of their choice.

.5 Credit Prerequisite: Art I, Art II, Art III
Honors Grades: 11-12

PAINTING I **Course #6270**

This introductory course in painting is designed to introduce the student to the materials and techniques of painting. Emphasis is on compositional elements, organization and arrangement within the painting. Materials will include pastels, water colors, tempera, acrylic, and oil on a variety of surfaces.

.5 Credit Prerequisite: Art I, II, III, IV
Honors Grades: 11-12

PAINTING II **Course #6275**

This advanced painting course has an emphasis on personal interpretation and development, designed to incorporate both representational and abstract modes of painting. Independent studio work will be utilized using a wide variety of materials.

.5 Credit Prerequisite: Painting I
Honors Grades: 11-12

CERAMICS **Course # 6260**

Ceramics, a semester course, is an introductory course designed to promote individual expression and ideas while gaining an understanding of the nature of clay and the ceramic process. Wheel-thrown work, a variety of hand-built methods, decorative techniques, and firing methods provide a basis for gaining insight into design principles, and historical and contemporary work.

.5 Credit Prerequisite: Art I, II, III, IV
Honors Grades: 11-12

SCULPTURE **Course # 6261**

Sculpture places an emphasis on the materials, techniques, tools, and processes of three-dimensional sculptural forms. A variety of materials will be used including paper, plaster, clay, and stone. Modeling, carving, and molding will also be explored and studies

.5 Credit Prerequisite: Art I, II, III, IV
Honors Grades: 11-12

BUSINESS/TECHNOLOGY

COMPUTER APPLICATIONS **Course # 6112**

This introductory course will give students the opportunity to learn how to use a professional office suite effectively. Students will be introduced to basic techniques in Google Sheets, Slides, Sites, as well as basic publication design through Canva. Proper communication skills will also be addressed in this course. They will also be introduced to a sampling of business courses offered. This course is required for graduation and is recommended to be taken freshman year.

.5 Credit
College Prep

No Prerequisite
Grades: 9-12

DIGITAL ARTS I **Course # 6188**

Students in Digital Arts will develop essential technology skills by utilizing a variety of computer applications and software. Students will explore digital photography, basic animation, blogs, creating Webpages and portfolio development. A variety of software, programs and applications such as Photoshop, IMovie, Garageband, Lightroom, Pencil, Gimp among others, will be utilized. Digital Arts I is a project-based course. A final portfolio of work will be required.

.5 Credit
College Prep

No Prerequisite
Grades: 9-12

DIGITAL ARTS II **Course # 6189**

Students in Digital Arts II will develop advanced technology skills illustrating their expertise with complex techniques in software applications such as Photoshop, Lightroom, Illustrator, along with a variety of advanced applications. Digital Arts II is a project-based class. A final portfolio of work will be required.

.5 Credit
College Prep

Prerequisite Digital Arts I
Grades: 9-12

DIGITAL MEDIA I & II **Course # 6191(I)/# 6192 (II)**

Digital Media examines video editing, digital recording, storyboards, lighting techniques, film genres, computer animation, design publishing and various software programs such as Final Cut Pro, Adobe Creative Suites, and IMovie. Digital Media is a project-based class and requires basic computer knowledge. Students will develop an understanding of the following technologies: video production, digital imaging, film and computer generated visual effects as well as an understanding of visual and digital media literacy. Additionally, students will be responsible for producing morning announcements.

.5 Credit
College Prep

Prerequisite: Digital Arts I & II
Grades: 10-12

DIGITAL MEDIA III **Course # 6194**

The Advanced Digital Media course is a challenging video production course with the prerequisite of Digital Media I, II and Digital Arts I, and II. Students will utilize advanced editing software such as ATEM broadcast software, Blackmagic Design, Final Cut Pro and a variety of sophisticated digital photography and animation software. Students will produce content for the WTHS studios and will have the opportunity for real world filming experience with hands on projects involving industry professionals in the fields of television, video and film production.

1 Credit — Prerequisite: Digital Arts I & II, Digital Media I & II
Honors — Grades: 11-12

ACCOUNTING I **Course # 6110**

This course is designed to introduce the accounting cycle for sole proprietorships, as well as partnerships and corporate business entities. Students will prepare and interpret accounting journals, ledgers, and basic financial statements. Various careers in accounting will also be discussed.

.5 Credit — No Prerequisite
College Prep — Grades: 10-12

ACCOUNTING II **Course # 6125**

Accounting II is designed for those students who are considering a career in accounting as well as those students planning on studying business administration in college. This is an advanced course that will focus on the application of generally accepted accounting principles used in business transactions. Accounting for merchandising firms, as well as the preparation, analysis and interpretation of financial statements are going to be covered. Computer applications (Excel and QuickBooks) will be utilized.

.5 Credit — Prerequisite: Accounting I
Honors — Grades: 11-12

ECONOMICS **Course# 6131**

This course will give the students a greater understanding of economics ranging from the viewpoint of the individual consumer or small business owner to the global economy. The course will study the law of supply and demand, forms of business, labor unions, government finances and influence on the economy, money and prices, inflation and deflation cycles. The course relates history and politics to the study of economics.

.5 Credit — Prerequisite: Computer Applications and Personal Finance
Honors/College Prep — Grades 11-12

PRINCIPALS OF MARKETING **Course #6132**

This course focuses on exploring marketing practices, math fundamentals, business applications, and helping students explore various career paths in marketing and business. Students will receive first-hand, on the job training, through running a school store. Different marketing techniques such as promotion, buying, selling, and basic management skills will be examined.

.5 Credit Prerequisite: Computer Applications
Honors/College Prep Grades 10, 11, 12

SPORTS AND ENTERTAINMENT MARKETING **Course #6133**

The field of sports and entertainment marketing is rapidly growing. Many colleges, universities, and high schools offer specialized majors and concentrations in these fields. In this course, students will explore the world of sports and entertainment from the perspective of marketing. The functions of marketing and management that are presented are intended to be a guide for students taking their first steps into the exciting world of sports and entertainment. How do these franchises grab hold of the consumer and incorporate themselves in our vernacular? How do Nike, UnderArmour, and Gatorade acquire consumers' loyalty? Or how do sports franchises such as the Boston Red Sox, Dallas Cowboys or Manchester United create and reach a worldwide fan base? This course will help explain.

.5 Credit Prerequisite: Comp. App. And Prin. Of Marketing
Honors/College Prep Grades 10, 11, 12

PERSONAL FINANCE **Course # 6155**

This course is designed to introduce students to the fundamentals of personal money management skills and the financial planning process. Students will learn how to keep and balance a checkbook, develop a simple personal financial plan, create a personal budget, investigate savings and investment options, and develop strategies for effective debt and credit management, and select insurance. In addition to financial skills, students will develop soft- skills (interviewing skills), an underlying focus throughout the course. **This course is a graduation requirement for all students.**

.5 Credit No Prerequisite
College Prep Grades: 10-12

DESKTOP PUBLISHING I **Course # 6170**

Using advanced word processing skills, emphasis in this course is placed on realistic tasks required in the business world. Desktop publishing skills are used in this course to create a variety of layouts, learning proper design techniques and graphic designs. Students are going to learn and use computer software including Adobe Design and PhotoShop to create and produce camera-ready copy for final publication. This course designs and creates the yearbook production, The Owl.

.5 Credit Prerequisite: Intro to Information Technology
College Prep Grades 11-12

DESKTOP PUBLISHING II **Course # 6175**

Desktop Publishing II is designed for those students who are considering a career in graphic arts as well as those students planning on studying business administration in college. This is an advanced course that will focus on the application of layouts, creating proper design techniques and graphic designs. Students will use computer software including Adobe Design and PhotoShop to create and produce camera-ready copy for final publication. This course designs and creates the yearbook production, The Owl.

.5 Credit Prerequisite: Desk Top Publishing I
College Prep Grades: 12

E N G L I S H

HONORS ENGLISH 9 **Course # 1100**

The major aim of this course is to improve the student's competency in the areas of grammar, reading, writing, speaking, and listening. A minimum of five important works from the list below will be studied in depth. Students will do individual projects and reports. Grammar, vocabulary and spelling skills will be strengthened.

Readings:

The Odyssey
Romeo and Juliet
Of Mice and Men
To Kill a Mockingbird
Animal Farm

Optional:

Fahrenheit 451

1 Credit No Prerequisite
Honors Grade: 9

ENGLISH 9 **Course # 1110**

The purpose of this course is to further develop the student's ability to write and to speak effectively and to broaden his/her appreciation of literature through the reading and discussion of novels, short stories, poetry and drama. At least four major works from the list below will be studied. Grammar, vocabulary and spelling skills will be strengthened.

Readings:

The Odyssey (abridged)
Romeo and Juliet
Whirligig
Animal Farm
To Kill a Mockingbird
Of Mice and Men

1 Credit No Prerequisite
College Prep Grade: 9

HONORS ENGLISH 10 **Course # 1200**

This course is designed to challenge and improve the student's skill in critical reading and writing skills. Select literary works from the list below will be read, discussed, and analyzed with an emphasis on author's style. Response essays will be analytic in nature. Individual projects and research will be required. Grammar, vocabulary, and spelling skills will be strengthened through the writing process.

Readings:

Oedipus Rex
Antigone
The Old Man and the Sea
The Catcher in the Rye
A Raisin in the Sun
Julius Caesar
A Midsummer Night's Dream
Lord of the Flies
A Separate Peace

1 Credit No Prerequisite
Honors Grade: 10

ENGLISH 10 **Course # 1210**

This course will develop and improve the student's ability to read critically and to communicate clearly in writing and speaking. Select literary works from the list below will be read, discussed, and analyzed. Response essays are required. Individual projects and research will be required. Grammar, vocabulary, and spelling skills will be taught and strengthened through lessons and the writing process.

Readings: *Oedipus Rex*
Antigone
Lord of the Flies
Catcher in the Rye
A Separate Peace
A Midsummer Night's Dream
Julius Caesar
A Raisin in the Sun
The Old Man and the Sea

1 Credit No Prerequisite
College Prep Grade: 10

HONORS ENGLISH 11 **Course # 1300**

This course is designed to offer students a solid background in American Literature. Works will be covered in appropriate context so students will leave the course with an understanding of the influences of literature on culture. Course readings will include novels, plays, short stories, and non-fiction works from the course anthology. Students will be expected to read independently as a supplement to works read in class. There will be an increased emphasis on written expression, with a particular focus on preparing students for the amount and variety of writing they will be required to do in college. As it is an honors level course, the rigor of the course will be evident in the work load as well as the depth of class discussion.

Works May Include:

The Crucible
The Scarlet Letter
The Adventures of Huckleberry Finn
Uncle Tom's Cabin
My Antonia
Ethan Frome
The Great Gatsby
The Jungle

Additional Author Studies May Include:

Anne Bradstreet
Benjamin Franklin
Edgar Allen Poe
Washington Irving
Henry David Thoreau
Ralph Waldo Emerson
Jack Kerouac
Jon Krakauer

1 Credit No Prerequisite
Honors Grade: 11

ENGLISH 11 **Course # 1310**

This course is designed to offer students a solid background in American Literature. Works will be covered in appropriate context so students will leave the course with an understanding of the influences of literature on culture. Course readings will include novels, plays, short stories, and non-fiction works from the course anthology. There will be an increased emphasis on written expression, with a particular focus on preparing students for the amount and variety of writing they will be required to do in college.

Works May Include:

The Crucible
The Adventures of Huckleberry Finn
My Antonia
Ethan Frome
The Great Gatsby
The Natural
The Jungle

Additional Author Studies May Include:

Anne Bradstreet
Benjamin Franklin
Edgar Allen Poe
Washington Irving
Henry David Thoreau
Ralph Waldo Emerson
Jon Krakauer

1 Credit No Prerequisite
College Prep Grade: 11

SCSU ENG217: INTRODUCTION TO LITERATURE **Course # 1505**

Introduction to Literature is designed to challenge students in the reading, interpretation, and analysis of major works of fiction, poetry, and drama. This is a college-level course that allows students the opportunity to earn college credit upon successful completion of the course. Consequently, the demands and expectations of this course exceed those of other high school English courses. Course readings may include the following:

Hamlet	The Picture of Dorian Gray
Wuthering Heights	Goblin Market
Jane Eyre	Wide Sargasso Sea
The Story of an Hour	The Awakening
The Yellow Wallpaper	Their Eyes Were Watching God
The Bell Jar	Girl, Interrupted

1 Credit Prerequisite: Teacher Recommendation
Level: College Grade: 12 Course Fee Required

UCONN ENG1007: SEMINAR AND STUDIO **Course #1007**

UConn Seminar and Studio in Writing and Multimodal Composition is a college composition course designed to challenge students in the reading, interpretation, and analysis of various materials through multiple forms of literacy, including rhetorical, digital, and information literacies necessary for twenty-first-century contexts. The focus of the course is the development of creatively intellectual inquiries through sustained engagement with texts, ideas, and problems. The emphasis of the course will be on the transfer of writing and rhetorical skills to academic and daily life. In the course, students design a digital portfolio that curates creations and skills-based micro-credentials they earn in coursework. This is an ECE (Early College Experience) course that allows students the opportunity to earn four (4) college credits upon successful completion. Consequently, the demands and expectations of this course exceed those of other high school English courses.

1 Credit Prerequisite: Teacher Recommendation
Level: College Grade: 11 or 12 Course Fee Required

HONORS ENGLISH 12 **Course # 1402**

This course is designed to offer students a strong background in British Literature. Works will be covered in appropriate context so students will leave the course with an understanding of the influences of literature on culture. There will be an increased emphasis on written expression, with a particular focus on preparing students for the amount and variety of writing they will be required to complete in college. As it is an honors level course, the rigor of the course will be evident in the workload as well as the depth of class discussion. In addition to the textbook, course readings may include:

Shakespeare: *Macbeth, Othello, or Hamlet*

Poetry:	Works May Include:
William Blake	*Wuthering Heights*
Emily Bronte	*Jane Eyre*
Alfred, Lord Tennyson	*Wide Sargasso Sea*
Robert Browning	*Picture of Dorian Gray*
Elizabeth Barrett Browning	*Heart of Darkness John*
Keats	*1984*
Robert Burns	

1 Credit No Prerequisite
Honors Grade: 12

ENGLISH 12 **Course # 1410**

This course is designed to offer students a solid background in British Literature. Works will be covered in appropriate context so students will leave the course with an understanding of the influences of literature on culture. There will be an increased emphasis on written expression, with a particular focus on preparing students for the amount and variety of writing they will be required to complete in college. In addition to the textbook, course readings may include:

Hamlet	*Poetry:*
Othello	*John Keats*
Wuthering Heights	*William Blake*
Jane Eyre	*Emily Bronte*
Wide Sargasso Sea	*Alfred, Lord Tennyson*
Picture of Dorian Gray	*Robert Browning*
Heart of Darkness	*Elizabeth Barrett Browning*

1 Credit No Prerequisite
College Prep Grade: 12

ENGLISH ELECTIVES

SCSU COM 101 PUBLIC SPEAKING **Course# 1419**

This course is designed to help students develop the necessary skills that will enable them to present effectively and with confidence in public. While many public speaking courses tend to focus on the process of writing, memorizing, and delivering scripted speeches, this course will instead teach you how to present your ideas to your audience in organized and engaging ways without scripts or notes. In other words, this course is designed to help become a more effective communicator so information can be presented effectively to others whether you have had months or mere moments to prepare.

.5 Credit No Prerequisite
Level: College Grades: 11-12 Course Fee Required

MARVEL: A STUDY OF MYTHOLOGY **Course # 1435**

Do you like Marvel movies? Are you fascinated by super heroes, gods, goddesses, and ancient civilizations? Do you ponder deep questions about life and existence? Wish to explore other worlds and dimensions? Did you ever wonder how Odin lost an eye? Or yearn for just a few more Loki/Thor adventures? Ancient myths and cultures still permeate the modern world and add meaning to it. In this course we will bridge the past and present by looking at how myth both lives on and is transformed through modern films, novels, and graphic novels. We will focus on studying Norse and Greek Mythology to obtain a collegiate knowledge of these important texts, and discuss them as they relate to modern characters like those brought to life within Marvel and DC comics. Students will emerge with a foundational knowledge of mythology's function and importance in both the ancient and modern worlds.

Texts/Films

Various Marvel films, based on content/student interests
The Norse Myths by Kevin Crossley
Mythology by Edith Hamilton
D'Aulaires' Book of Norse Myths by Ingri and Edgar D'Aulaire
D'Aulaires' Book of Greek Myths by Ingri and Edgar D'Aulaire

.5 Credit No Prerequisite
Honors Grades: 10-12

CREATIVE WRITING **Course # 1440**

This course is designed for students who want to explore their own writing talents and styles. Students will study works of both poetry and prose in order to model the technique and artistry of some of the great writers. Students will be responsible for creating and maintaining a writing portfolio comprised of their original work.

.5 Credit No Prerequisite
Honors Grades: 10-12

FAMILY AND CONSUMER SCIENCE

FOOD AND NUTRITION **Course # 6425**

In this course, students will learn how to make healthy and nutritious food decisions, plan meals and prepare food safely. Students will learn the various career paths associated within the food industry. The course will cover areas of kitchen and food safety, food production, preservation, nutrition, planning, marketing, and preparation. A classroom and laboratory half-year course is open to grades 9-12.

.5 Credit No Prerequisite
College Prep Grades: 9-12

CULINARY ARTS **Course # 6426**

This second level course provides a more in depth view of the food service industry. Areas to be covered include culinary safety, the food service industry, and quality food service practices, the professional kitchen and culinary applications. Culinary Arts is a classroom and laboratory full year course open to grades 10-12 who have taken Food and Nutrition. Students will be required to participate in a community service project at the end of the school year. This course is designed for the student interested in entering the culinary profession.

1.0 Credit Prerequisite: Food and Nutrition
College Prep Grades: 10-12

HUMAN GROWTH AND DEVELOPMENT: LIFESPAN **Course# 6429**

Students will study growth and development from conception through death from a lifespan view. This class will focus on the importance of parenting styles, financial hardships, and societal roles as one ages through their lifespan. Learning targets include developmental theories, biological foundations, and physical, perceptual, and motor development. The changes in socioemotional and consumer-related aspects of early childhood, middle childhood, emerging and established adulthood, later life, death, and bereavement will be examined.

1 Credit No Prerequisite
College Prep Grades: 10-12

CHILD DEVELOPMENT I and II **Courses # 6450 and 6455**

Students will study growth and development of the child from prenatal through their adolescence. The class will focus on the importance of the role of the caregiver and his/her effect on the development of the child. This is a hands-on course. In Child Development I, students will be required to have a real life experience with an infant. In Child Development II, Students will observe and work with children at each stage of development via classroom guests and a student/teacher program coordinated with the Pre-Kindergarten class at Black Rock Elementary School.
All students would benefit from these courses; however, we strongly recommend these courses for those who intend to enter the following fields: Education, Medical, and Mental Health.

.5 Credit Each	No Prerequisite for Child Development I Child Development I for Child Development II Preferred
College Prep	Grades: 9-12

INDUSTRIAL EDUCATION

Please note that these courses are subject to change pending the EDAdvance CCA curriculum.

CONSTRUCTION TECHNOLOGY **Course # 6511**

This course instructs students in the basic fundamentals of the construction industry. Students will learn the steps involved in constructing a residential house on-site through various hands on activities. The activities include but are not limited to the following: framing, plumbing, electrical, sheet rocking, and roofing. Students will also plan, design and construct individual and group projects utilizing the tools, equipment and machines needed to complete these projects. Safe handling of tools and equipment, proper planning techniques and teamwork will be emphasized in this class.

.5 Credit No Prerequisite
College Prep Grades: 9-12

INDUSTRIAL ARTS I
INDUSTRIAL ARTS II **Course # 6509**

These courses are designed to teach the fundamental concepts of Industrial Arts with respect to both design and implementation. For the design aspect, the teacher will facilitate the engineering design process towards projects in this class. This includes defining the need for the project, making space for divergent and critical thought, organization, implementation of the idea, and the redesign or modification of the tested project. For the implementation aspect of the class, teamwork, shop safety, mathematics, and proper use of advanced tools and equipment will be the focus. Woods, PLA, and metals will be the main materials worked. Each student will be challenged with respect to equity and differentiation. The Industrial Arts Department will provide all woods, hardware, and safety gear for mainstream projects. All completed work will become the personal property of the student.

.5 Credit Prerequisite: Construction Technology or Manufacturing
College Prep Grades: 10-12

EXPLORING TECHNOLOGY **Course #6510**

Exploring Technology is a course designed for experienced tech-ed students to continue exploring newer technologies that may not be offered in our regular programs. Ideally, these classes will have students work in teams to work with higher-level design software for students to learn and create more advanced projects which may include salability in our school store.

.5 Credit Prerequisite: Industrial Arts I
College Prep Grades 9-12

SMALL ENGINE REPAIR I **Course #6560 and #6561**

The Small Engine Repair will provide students with an introductory knowledge and entry level skills to gain employment in the field of small engine repair. Upon completion of the program, students will be able to understand the role of a small engine technician and the career opportunities in the outdoor power equipment field, describe the basic operation of small engines and identify the parts of a typical small engine, discuss the theory and operation of the cooling, lubrication, and fuel of a typical small engine, describe the theory and operation of the electrical systems of a small engine, including the operation of the ignition system, describe how to disassemble, rebuild, and reassemble a typical two-stroke and four-stroke engine, and identify the types of drive trains found in outdoor power equipment and summarize how to service lawn and riding mowers as well as garden tractors. In addition, students will be able to identify the typical troubleshooting and repair procedures for the most common types of outdoor power equipment, and describe the ownership and management of an outdoor power equipment repair business. Small Engine Repair II will also go further into automotive maintenance and will explore basic mechanic tasks such as but not limited to; oil changes, brake jobs, checking and filling fluids, rotating/changing tires, replacing engine components, other routine maintenance, etc.1 credit No Prerequisite Level 3 Grades: 9-12

.5 credit	No Prerequisite
College Prep	Grades: 9-12

PHYSICAL EDUCATION/HEALTH

PHYSICAL EDUCATION 9 **Course# 6715**

This course provides students with an engaging and dynamic physical education class through a variety of activities designed to promote teamwork, personal growth, and lifelong fitness. Students will participate in team sports such as soccer, volleyball, and flag football. Cooperative games will foster collaboration, problem-solving, and communication skills. In addition, this course offers adventure education activities to challenge students in leadership, trust-building, and self-confidence. Foundational fitness principles including the 5 health-related components of fitness will be emphasized to encourage healthy habits and personal wellness ***(Course required for Graduation).***

.5 Credit No Prerequisite

PHYSICAL EDUCATION 10 **Course# 6725**

This course emphasizes personal fitness and skill development through a focus on individual sports and resistance training. Students will explore fitness concepts such as goal setting, exercise planning, and tracking progress to build lifelong wellness habits. Activities include individual sports like tennis, badminton, track/field, which foster self-reliance and skill refinement. Resistance training introduces students to strength-building techniques including proper form, safety, and use of equipment for improving muscular fitness. Students will learn to design personalized fitness routines tailored to their goals. This course encourages students to take ownership of their health and fitness in a supportive and motivating environment ***(Course Required for Graduation).***

.5 Credit No Prerequisite

OUTDOOR ADVENTURE **Course# 6778**

This course is a half year course designed as an elective to offer students the opportunity to develop teamwork, leadership, and problem-solving skills through engaging outdoor and experiential activities. Students will participate in a variety of challenges, including low ropes course elements designed to build trust, communication, and collaboration. Hiking will provide opportunities to explore nature, build physical endurance, and practice environmental stewardship. Orienteering activities will teach navigation skills using maps and compasses, fostering critical thinking and spatial awareness.

.5 Credit No Prerequisite

PERSONAL FITNESS/EXERCISE SCIENCE **Course# 6779**

This course provides students with a comprehensive understanding of personal fitness and exercise science. Students will explore topics such as the components of physical fitness, anatomy and physiology, nutrition and the role of exercise in maintaining a healthy lifestyle. Students will develop personalized fitness plans, learn proper techniques for various types of physical activity and examine the science behind human movement. The course emphasizes goal setting, injury prevention, nutrition and the benefits of regular physical activity for long-term health and wellness. This course promotes lifelong habits of health and physical activity while fostering an understanding of the connection between the body, mind and overall well-being.

.5 Credit No Prerequisite

UNIFIED SPORTS **Course #6781**

This course is designed to promote inclusion and teamwork by bringing together students with and without intellectual disabilities to participate in sports and physical activities. Unified sports fosters an environment of respect, collaboration and friendship. Students will learn the fundamentals of various sports, develop leadership and communication skills, and engage in cooperative team-building exercises. The course highlights the value of sportsmanship, empathy and social interaction, creating a positive and supportive environment for all participants. This course is ideal for individuals interested in promoting inclusivity, developing teamwork skills and celebrating the unique abilities of all athletes. Students enrolled in this course are strongly encouraged to participate in CIAC Unified Sports activities outside of the regular school day, as an extension of the skills, teamwork, and inclusive values developed in class.

.5 Credit No Prerequisite

HEALTH I **Course # 6750**

This course enhances and empowers the physical, mental, and social well-being of our students' lives through demonstrating healthy behaviors and making informed decisions. Students learn various health skills and practice and apply the skills to content taught while reflecting on their own personal health and lifelong wellness. Skills will include accessing valid information, products, and services, decision-making, goal-setting, analyzing external and internal influences, using effective communication, and advocating a healthy position. Units include, but are not limited to, nutrition, personal fitness, diseases, sexually transmitted diseases, drug prevention, and relationships**. Health Education is a one-semester course required for graduation. Students are highly encouraged to take health during their freshman year.**

.5 Credit No Prerequisite
College Prep Grade: 9/10

HEALTH II **Course # 6760**

This course is a continuation of enhancing and empowering the physical, mental, and social well-being of our students' lives through demonstrating healthy behaviors and making informed decisions. Students review specific health skills and practice the application of these skills towards certain health-related topics. These topics include, but are not limited to, Nutrition, Drug Prevention, Sexual Education, Diseases and Disorders, Mental/Emotional Health, and Safety and Environmental Health. **Health II is a required course for graduation and is recommended to be taken during sophomore year.**

.5 Credit Prerequisite: Health I
College Prep Grades 9/10

PHYSICAL EDUCATION ELECTIVES

UCONN EXERCISE AND WELLNESS FOR EVERYONE **Course #6767**
Overview of the five pillars of health (exercise, nutrition, sleep, stress and relationships); role of exercise in health promotion and disease prevention across the lifespan; impacts of exercise in leisure time, culture, community, careers and the workplace. Book Fee: $35

.5 Credit Prerequisite: PE 9 and 10, Health I and II and Teacher Recommendation
Level: College Grades 11-12

M A T H E M A T I C S

ALGEBRA (3) **Course # 3110**

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. Because it is built on the middle grades standards, this is a more ambitious version of Algebra I than has generally been offered. The concepts taught deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. **Texas Instruments 83/84 series calculator is recommended.**

1 Credit	No Prerequisite
College Prep	Grade: 9

GEOMETRY (2) **Course # 3202**
GEOMETRY (3) **Course # 3210**

The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Geometry (2) moves at a more rapid pace and requires work with more difficult proofs and greater depths of understanding.

1 Credit	Grade 9-11
Honors	Prerequisite: Algebra
College Prep	Prerequisite: Algebra

ADVANCED ALGEBRA (2) **Course # 3300**
ADVANCED ALGEBRA (3) **Course # 3310**

The prerequisite course is geometry. Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Advanced Algebra (2) moves at a more rapid pace and requires greater understanding of the theory of mathematics. **Texas Instruments 83/84 series calculator is required.**

1 Credit
Honors Prerequisite: Geometry
College Prep Prerequisite: Geometry
Grades: 10-12

PRE-CALCULUS (2) AND (3) **Course # 3400/3410**

This course integrates the concepts of calculus with topics of discrete mathematics. It provides the opportunity for students to investigate topics such as extrema, graph theory, trigonometry, and mathematical applications. Students will find themes that unify their understanding of mathematics and prepare them for courses they will need in college. Pre-Calculus (2) moves at a more rapid pace, requires greater understanding of the theory of mathematics, and prepares students for AP Calculus. **Texas Instruments 83/84 series calculator is required.**

1 Credit
Honors Prerequisite: Advanced Algebra
College Prep Prerequisite: Advanced Algebra

STATISTICS **Course #3405**

Probability and Statistics is an introductory course in the fundamentals of statistical principles and basic probabilities with their application to real data. Students will perform statistical analyses and summarize results of observational and experimental studies. Students will also examine ways to describe data graphically and numerically using measures of central tendency, variation, and position. Students will also learn to draw statistical inferences, and anticipate patterns using probability and simulations. Students will summarize and interpret distributions to analyze and make predictions from data from various fields, such as agriculture, biology, business, economics, education, psychology, engineering, medicine, sociology, and computer sciences. Students use graphing calculators and other technologies. The Texas Instruments TI 83/84 series calculator is recommended.

1 Credit Grades 9-12
College Prep No Prerequisite

ADVANCED PLACEMENT PRECALCULUS **Course #3421**

AP Pre-Calculus is an advanced math course that will better prepare students for AP Calculus. In this course, students will analyze functions of different types (linear, quadratic, polynomial, rational, logarithmic trigonometric) for their limits, critical points and points of inflection, roots(zeros), transformations from parent functions, and applications with real world data. Students will also look at discontinuities of functions, piecewise functions and Matrix application for solving systems. Students will need to have an excellent standing in Advanced Algebra and complete a summer packet in preparation for this class. It is expected that students who take this AP course will seek college credit or placement, or both, from institutions of higher learning. **Graphing TI 83 or TI83 Plus, or TI 84 is required. Students may also use the programmable TI89**

1 Credit **Grades 11-12**
Level: College **Prerequisite: Teacher Recommendation**

ADVANCED PLACEMENT STATISTICS (1) **Course # 3425**

This is a full-year advanced placement course in statistics comparable to first year courses in colleges and universities. It is devoted to the study of probability and statistical concepts and techniques and the application of these concepts to real-world examples. It is expected that students who take this AP course will seek college credit or placement, or both, from institutions of higher learning. **A Texas Instruments 83/84 series graphing calculator is required.**

1 Credit Prerequisite: Teacher Recommendation
Level: Collage Grades: 11-12 Course Fee Required

ADVANCED PLACEMENT CALCULUS AB (1) **Course # 3500**

This is an advanced placement course in calculus and related topics comparable to first year courses in colleges and universities. Most of this full year course is devoted to the study of differential and integral calculus. It is expected that students who take this AP course will seek college credit or placement, or both, from institutions of higher learning. **Graphing TI 83 or TI83 Plus, or TI 84 is required. Students may also use the programmable TI89**. UConn ECE has been proposed to run concurrently with this class.

1 Credit Prerequisite: Teacher Recommendation
Level: College Grade: 12 Course Fee Required

M U S I C

CHORUS I, II, III, IV **Course # 6346, 6347, 6348, 6349**

An ensemble class dedicated to performance of choral literature. Repertoire is drawn from a variety of styles in order to give students as varied a musical experience as their abilities allow. There is an emphasis on developing singing skills, and the pure enjoyment of singing. This is a full-year course and required performances include a winter and spring concert, as well as Thomaston High School graduation. Students are encouraged to participate in music festivals including All-State, Berkshire League, ACDA Honors Choir, and university festivals. Any student with a desire to sing is encouraged to enroll. New students to the program will be accepted and placed through an audition process to determine vocal level.

1 Credit	No Prerequisite
College Prep	Chorus I and II
Honors	Chorus III and IV

BAND I, II, III, IV **Course # 6311, 6312, 6313, 6314**

An ensemble class dedicated to the performance of wind band literature. This class is open to students in students in grades 9-12; with preference to those students have prior experience. Repertoire is drawn from a variety of styles in order to give students as varied a musical experience as their abilities allow. Smaller sub-groupings may be formed with the intention of exploring and performing more modern genres, such as jazz, blues, and rock. Emphasis is placed on developing playing skills and enjoying music. Students must play in all public performances. Students are encouraged to participate in other music festivals including All-State and Berkshire League festivals. Bass players are also welcome.

1 Credit	No Prerequisite
College Prep	Band I and II
Honors	Band III and IV

PIANO I **Course # 6360**

This course is designed to teach the fundamentals of piano playing. Instruction will focus on proper playing technique and encompass a variety of musical styles: folk, rock, pop, blues, classical, and more. You will learn a vocabulary of chords, accompaniment patterns, and improvisational techniques. You will also learn how to play melodies in several positions and possibly participate in ensemble playing. While the class is designed as an introductory course, students will be encouraged to go as far in their learning as their effort allows.

1 Credit No Prerequisite
College Prep Grades: 9-12

PIANO II **Course # 6365**

This course is designed to expand upon students' skills and knowledge that they developed in piano I. Students will learn to perform music of multiple genres and styles, as well as to perform music in a small group setting (public performance optional, not required). In addition, this course will spend time focusing on sight reading, playing by ear, and also song-writing.

1 Credit Prerequisite: Piano I
College Prep Grades: 10-12

SCHOOL-TO-CAREER

Experiential Learning is a critical piece to the overall high school experience. This type of learning allows for real-world experiences working with genuine experts in their fields. The following courses are open to students in grades 9-12. Students must apply for each course with the School-to-Career Coordinator. Emphasis will be placed on academic and employability skills through teacher and employer evaluations. **No more than .5 credit in any School-To-Career program may be used to satisfy graduation requirements.**

WORK PROGRAM **Course # SCWV**

A half-year course open to students in grades 10-12. Students work 200 paid hours at a work site connected to a career interest. This course is designed to assist students with vocational and employability skills needed in the work place. Employers evaluate the student's performance according to the SCAN Skills and the student must complete a work-centered report.

.5 Credit Prerequisite: Working Papers
Grades: 10-12

COMMUNITY VOLUNTEER **Course # SCCV**

A half-year course open to students in grades 9-12. Students must volunteer 50 hours in a project, class or club with direct service to the community. Passing evaluation from the advisor or teacher and documented hours of service are required.

.5 Credit No Prerequisite
Grades: 9-12

WORK VOLUNTEER **Course # SCWV**

A half-year course designed to teach vocational and social skills at the work site. The work site must be related to the student career interest and 50 hours of unpaid work must be completed during a semester. Passing evaluations from employer for work performed, and completion of a work-centered report are required.

.5 Credit No Prerequisite
Grades: 9-12

INTERNSHIP **Course # SCIP**

A half-year course that is open to seniors. It is a program designed to provide a meaningful work-based learning experience for students in their career interest area, which reinforces and makes relevant the classroom learning experience. Students will intern for 60 hours per semester.

Requirements:

- Maintain a weekly journal
- Evaluated quarterly by employer based on work related competencies
- Complete a related project for presentation at end of internship
- Maintain good attendance at intern site (three absences allowed)

.5 Credit Prerequisite: Job shadow at Intern site prior to application.
Teacher or Guidance Counselor recommendation suggested.

Grade: 12

S C I E N C E

Note: All Science offerings include laboratory periods.

PHYSICAL SCIENCE **Course #4210 and #4211**

This required Physical Science course provides freshman students with a fundamental understanding of the natural world through the exploration of key scientific principles. Students will investigate forces and motion, learning how Newton's laws govern everything from falling objects to complex machinery. The course emphasizes practical measurement skills and data analysis as the foundation of scientific inquiry. Students will explore basic chemistry concepts, including atomic structure, the periodic table, and chemical reactions that shape our everyday experiences. Earth science topics will complement these studies, as students examine geological processes, weather patterns, and the structure of our planet. Through hands-on laboratory investigations, problem-solving activities, and real-world applications, students will develop critical thinking skills while building a strong foundation for future scientific study.

1 credit No Prerequisite
Honors/College Prep Grade 9

HONORS BIOLOGY **Course # 4220**

This course considers life on all levels of organization with an emphasis on how molecules are incorporated into cellular structures (at the atomic, cell, tissue, organ and organ system levels) and the role biotechnology serves in science and our current society. Individual biological processes are considered along with how these processes relate to ourselves, other living things, other ecosystems and our global community. Laboratory investigations and activities allow students to further develop skills such as critical thinking, making observations, and formulating ideas about biological phenomena. The laboratory activities are designed to allow for students to develop their own ideas and reflect on their work. Inquiry-based, extensive and well written scientific laboratory reports are an integral part of the THS Biology curriculum. This honor class will cover these topics in greater detail.

1 Credit No Prerequisite
Honors Grade: 10

BIOLOGY **Course # 4230**

The study of Biology considers life on all levels of organization with an emphasis on how molecules are incorporated into cellular structures (at the atomic, cell, tissue, organ and organ system levels) and the role biotechnology serves in science and our current society. Individual biological processes are considered along with how these processes relate to ourselves, other living things, other ecosystems and our global community. Laboratory investigations and activities allow students to further develop skills such as critical thinking, making observations, and formulating ideas about biological phenomena. The laboratory activities are designed to allow for students to develop their own ideas and reflect on their work. Inquiry-based, extensive and well written scientific laboratory reports are an integral part of the THS Biology curriculum.

1 Credit	No Prerequisite
College Prep	Grades: 10

CHEMISTRY **Course # 4310 and Course # 4330**

Chemistry is the science dealing with the composition of materials and changes that these materials may undergo. Students explore these fundamental principles through computer-based and traditional laboratory techniques that are used to obtain, organize and analyze data. Conclusions are developed using both qualitative and quantitative procedures. Topics include, but are not limited to: the nature of chemistry, atomic structure, periodic trends, properties of matter, molecular geometry, chemical reactions, thermodynamics, gas laws, stoichiometry, equilibrium, and nuclear chemistry. Chemistry (2) moves at a more rapid pace, requires greater understanding of concepts, and prepares students to engage in conversation about scientific research articles.

1 Credit	
Honors	No Prerequisite
College Prep	No Prerequisite
	Grade: 11

SCIENCE ELECTIVES

HONORS PHYSICS **Course #4420**

Physics deal with various types of energy, the transformation of energy and the behavior of matter in relation to energy. A strong emphasis is placed upon laboratory investigations and problem solving that stresses analysis and critical thinking skills. Topics include the study of classical mechanics (ie., the relationship between force, motion, work, energy and power, gravitation and planetary motion, wave motion and vibrations, fluid power and heat, electricity, and magnetism. Modern theoretical physics and its expansion on Newtonian Physics is also explored.

1 credit	Prerequisite: Advanced Algebra
Honors	Grade 11 and 12

PHYSICS **Course # 4410**

The course is designed to provide the student with basic introduction to the principles of physics and offers firsthand experience on learning in the laboratory. The basic concepts of Newtonian mechanics, fluids, heat, electricity and magnetism, light, sound, relativity and quantum mechanics are examined through lecture and laboratory investigations. An emphasis is placed on a conceptual understanding of physics though a good understating of math is important.

1 credit Prerequisite: Advanced Algebra (may be taken concurrently)
College Prep Grade: 11 and 12

UCONN PHYSICS **Course # 4423**

The goal of UCONN Physics is to provide students with the identical course offered by the University of Connecticut and is the equivalent of one semester of college physics. This course emphasizes quantitative and qualitative explanations of physical phenomena and requires strong algebra, geometry and trigonometry skills. Topics studied include Newtonian Mechanics, wave phenomena, energy and thermodynamics. This will be conducted primarily through inquiry based laboratory experiments and problem solving activities, reinforced with class discussion. Students should be prepared to devote a significant amount of time to working on problem sets, writing lab reports, and working on projects outside of class. UCONN Physics is an accelerated course in college level, non-calculus based physics.

1 Credit Prerequisite: Advanced Algebra and Teacher Recommendation
Level: College Grades: 11-12 Course Fee Required

SCIENCE AND ENGINEERING COHORT **Course #4800, #4815, and #4825**

This research course is a three-year elective in which students choose a topic and carry out an original research project on that topic. The student does ALL of what professional researchers do, from journal readings to finding a mentor, planning a project, and carrying it out to an appropriate research conclusion. As the work progresses, the student writes research papers, creates posters, and presents research findings at available competitions and symposia as determined by the instructor. During the student's junior and senior years, he or she may elect to take the course for college credit for potentially twelve credits at the State University of New York. Also during the junior and senior years, each student is required to enter available venues for competitions as determined by the instructor. All students are welcome to apply regardless of past academic history. The only prerequisite is that the candidate be self-motivated, a hard worker, and show a genuine interest in science, engineering, and math.

Prerequisite: To be selected for the Science and Engineering Cohort, students must show a strong interest in science and math and be in the top 25% of their science and math classes. Students must obtain letters of recommendation, and the top ten students who apply are accepted into the program. Students will also need to sign a contract to show commitment to this program.

Year 1 (Grade 10)—1 Credit (Honors)
Year 2 (Grade 11)—1 Credit (Level: College)
Year 3 (Grade 12)—1 Credit (Level: College)

HONORS ASTRONOMY **Course# 4315**

This full year class is a survey course covering a broad range of topics within the discipline of Astronomy. It is geared towards the curious student who is looking to apply their skills in physical science and mathematics while exploring the cosmos. It includes our place in the stars, history of observational Astronomy, orbits and gravity, objects in our solar system, sun-earth-moon mechanics, space exploration, life cycle of a star, black holes, and galaxies.

1 Credit Prerequisite: Advanced Algebra and Chemistry
Honors Grades: 11-12

ENVIRONMENTAL SCIENCE **Course #4319 and #4320**

Environmental Science will begin with an introduction to ecology, during which time students will explore the diversity and complexity of interactions in various biomes ecosystems. The second half of the course will focus on how humans impact the environment, leading to enhanced awareness and understanding of some of the major environmental problems facing us today. Students involved in S.A.G.E. are strongly encouraged to enroll in this course.

1 Credit Prerequisite: Biology
Honors/College Prep Grades: 11-12

HONORS ANATOMY AND PHYSIOLOGY **Course # 4360**

This human anatomy and physiology course is designed for students who are considering a career in the sciences, particularly life sciences, medical sciences, or sports medicine. It covers basic life chemistry, organization of the human body, cells, tissues, and body systems. Further material addresses health issues and common disorders. **Animal dissection is included**. **It is recommended that this course be taken prior to or along with UCONN Biology.**

1 Credit Prerequisite: Biology and Chemistry
Honors Grades: 11-12

UCONN ENVIRONMENTAL SCIENCE **Course #4603**

An introduction to basic concepts and areas of environmental concern and how these problems can be effectively addressed. Topics include human population, ecological principles, conservation of biological resources, biodiversity, croplands, rangelands, forestlands, soil and water conservation, pollution and water management, and wildlife and fisheries conservation.

1 Credit Honors Biology and Science Teacher Recommendation
Level: College Grades 11-12 Course Fee Required

UCONN BIOLOGY **Course #4601**

UCONN Biology is an advanced biology course that will provide a foundation for more advanced courses in Biology and related sciences and for those considering careers in medical related fields. Topics covered include molecular and cell biology, macromolecules, membrane biology, osmosis, animal anatomy and physiology, anatomical systems and systemic regulation of nutrients. Laboratory exercises in BIOL 1107 include dissection of preserved animals and student-centered laboratory experiments performed following the scientific method.

1 Credit Prerequisite: Honors Biology, Recommended Anatomy, and Teacher Recommendation

Level: College Grades 11-12 Course Fee Required

ADVANCED PLACEMENT CHEMISTRY **Course # 4525**

AP Chemistry is a second year chemistry course that serves as an introductory college level chemistry course. The curriculum is based on the national AP Chemistry syllabus and provides investigations into topics of general inorganic chemistry with special emphasis on the quantitative aspects of such topics as bonding, acid/base reactions, kinetic theory, gas laws, thermo-chemistry, and thermodynamics. Students will be required to complete a summer reading assignment prior to entering this course in the fall. Students may earn college credits for their achievement in this course. The credit may be awarded by some colleges for achievement on the **AP Examination.** A registration fee is associated with the A.P. Examination. It is expected that students participate in the AP Exam for this class.

1 Credit Prerequisite: Advanced Algebra, Chemistry, and Teacher Recommendation
Level: College Grades: 11-12

ROBOTICS I **Course # 4431**

This robotics course provides more in-depth topics of robot mechanisms, dynamics, and intelligent controls. Topics include planar and spatial kinematics, and motion planning; mechanism design for manipulators and mobile robots, multi-rigid-body dynamics, control design, actuators, and sensors; wireless networking, task modeling, human-machine interface, and embedded software. Projects provide experience with servo drives, real-time control, and embedded software. Students will design and fabricate working robotic systems in a group-based team project.

.5 credit Prerequisite: None
College Prep Grades: 10-12

ROBOTICS II **Course #4432**

This course will teach fundamental topics in robotics. Students will apply the scientific method and build on physics and mathematics concepts by investigative research that requires inquiry, data collection, and analysis. Students will study the basics of PLC (Programmable Logic Controller) and how PLC's influence the industrial environment. Students will be able to write computer programs that can be used to control the processes. Students will be able to write and debug software. Students will study and gain practice in aspects of mechanical engineering (gear ratios, level laws, torque), computer programming (Robot C language), and electronics (Ohm's law, use of a multi-meter, radio signal transmission). Using the engineering design team concept as a model, students will work in small groups to research, design, program, and construct robotic devices. Students must be computer proficient and enjoy creating mechanical processes from abstract ideas.

.5 Credit Prerequisite: Robotics I
College Prep Grade: 11-12

ROBOTICS III **Course #4433**

This level-3 robotics course will use the engineering design process as a model for creating mechanical processes from abstract ideas; students will work in small groups to research, design, program, and construct robotic devices. Students must be computer proficient.

1 credit Prerequisite: Robotics I and II
Honors Grades 10-12

INTRO TO FORENSIC SCIENCE **Course #4434**

Forensic Science is the application of science to those criminal and civil laws that are enforced by police agencies in a criminal justice system. This class incorporates Biology, Chemistry, Physics, Entomology, Earth Science, Human Anatomy and Molecular Biology. Major topics include processing a crime scene, collecting and preserving evidence, identifying types of physical evidence, organic and inorganic analysis of evidence, hair, fibers, and paint, toxicology, serology, DNA, fingerprints, ballistics, and forensic pathology. The main focus of this course will be to emphasize the evidential value of crime scene and related evidence and the services of what has become known as the crime laboratory.

1 credit Prerequisite: Biology and Chemistry
Honors Grades: 11-12

S O C I A L S T U D I E S

HONORS GLOBAL STUDIES **Course # 2125**

Intended to serve as a first year course in world history, this course explores the foundations of civilization while exploring connections to current events in specific regions of the world. Emphasis is on the political, economic, and social structures of societies, including Western ideas and institutions which influence contemporary civilization. This course emphasizes critical reading and thinking as well as document analysis. The ability to write a cohesive five-paragraph essay is expected. Independent research skills will also be emphasized.

1 Credit No Prerequisite
Honors Grades 9-12

GLOBAL STUDIES **Course # 2135**

Intended to serve as a first year course in world history, this course explores the foundations of civilization while exploring connections to current events in specific regions of the world. Emphasis is on the political, economic, and social structures of societies, particularly those which have influenced contemporary civilization. This course will develop critical reading and thinking and enable students to strengthen writing skills. The development of basic research skills will be emphasized. Development of essay writing skills will be addressed.

1 Credit No Prerequisite
College Prep Grades 9-12

HONORS WORLD BACKGROUNDS **Course # 2201**

Honor's level Modern World deals with the social, political and economic development of the nations of the world from 1500 to the 20th century. Major themes of modern history will be explored including absolutism, revolution, industrialization, liberalism, socialism, nationalism, imperialism, conflict and conflict resolution. This course requires very strong critical reading and analytical writing skills. These skills will be developed by extensive use of primary sources and frequent essay writing. Students are expected to demonstrate independent research skills in oral presentations and research papers.

1 Credit No Prerequisite
Honors Grades: 10-12

WORLD BACKGROUNDS **Course # 2202**

The Modern World offers students the chance to explore those movements and eras that effectively brought mankind out of the Middle Ages and that have shaped the world we know and inhabit today. Students will closely study social progress and development as it has occurred through critical modernizing eras in human history, including the Age of Exploration, the Enlightenment, the Renaissance, and the Industrial Revolution. Students will consider the causes and consequences of post-industrial modernization and consider how important ideologies such as imperialism, nationalism, democracy, and communism have shaped and continue to affect the world we live in today. Finally, students will explore and analyze current issues such as terrorism, global poverty, and intolerance, and attempt to connect these modern realities to past histories. Throughout the course, students will continue to develop important research, argumentation, communication, and presentation skills important within and beyond the field of history.

1 Credit No Prerequisite
College Prep Grades: 10-12

UNITED STATES HISTORY **Course # 2310**

United States History explores the truly fascinating story of our country's history. This required program offers students a comprehensive survey of the main themes and concepts of United States history. Within the framework of this survey, vivid details about American life provide for concrete learning experiences.

United States History presents broad social, political and economic developments of each period in our history with particular emphasis on the lives of the people. Content will focus on the 20th century with the first quarter used as a review of the country's founding documents, expansion and the Civil War. This development of our country's history has been placed in a framework of world events. Students develop skills in analyzing and evaluating major issues and in interpreting historical material.

1 Credit No Prerequisite
Honors/College Prep Grade: 11

UCONN UNITED STATES HISTORY **Course # 2510**

UConn U.S. History is designed to challenge students in processing information in order to understand continuity and change in American History. Using a variety of preliminary and secondary sources, emphasis will be placed on careful reading, exact writing, perceptive evaluation and divergent thinking as the history of the United States unfolds. This is an ECE (Early College Experience) course that allows students the opportunity to earn six (6) college credits upon successful completion of the course. Demands and expectations exceed those of traditional high school courses. Course studies will focus on the following:

- Document Analysis
- Essay Development
- Lesson Application

1 Credit Prerequisite: Teacher Recommendation
Level: College Grade: 11 Course Fee Required

AMERICAN GOVERNMENT **Course #2227**

This course is required for THS seniors and is mandated by State of Connecticut for graduation. The class provides an in-depth overview of how the American system of government functions and why it matters in everyday life. Students will begin by examining the purpose of government and exploring differing viewpoints on the appropriate role government should play in society. The course then focuses on the structure, principles, and interpretation of the U.S. Constitution, including how it has been applied and debated over time. Finally, students will participate in hands-on simulations of the three branches of government and the role of political parties. Throughout the course, students will practice the skills and responsibilities necessary to be informed, engaged, and effective citizens in a modern democracy.

.5 Credit No Prerequisite
College Prep Grade 12

SOCIAL STUDIES ELECTIVES

CRIMINAL LAW **Course # 2450**

This is a one-semester course that covers criminal law and its processes. In this course, you study the Model Penal Code as well as state and federal statutes. You will be introduced to the rules and principles that govern our society's efforts to apportion blame and responsibility in accordance with moral norms and practical restraints. Through case study, you will discuss with your classmates the guilt or innocence of defendants as well as whether or not the law was applied correctly.

.5 Credit Prerequisite: None
College Prep Grade: 11-12

PSYCHOLOGY **Course # 2460**

Psychology introduces students to the field with an emphasis on social psychology, the study of individuals in interaction with others, including individuals as well as groups. The course will examine the methods used by social psychologists to understand human behavior and some of the most important social concepts and theories. The course will provide students a framework for application of the social psychological perspective to their own lives and their interactions with other people and groups.

1 credit No Prerequisite
College Prep Grades: 11-12

AP PSYCHOLOGY **Course # 2470**

The Advanced Placement course in Psychology is designed to challenge our students in the basic areas of study that correspond to introductory college level psychology courses. Students will be introduced to the systematic and scientific study of the behavior and mental processes of human beings and animals. They will be exposed to psychological facts, principles, and phenomena associated with each of the major subfields within psychology. This course also examines the ethics and methods psychologists use in their science and practice. An emphasis will be placed on preparing students for the Advanced Placement Examination. It is recommended that students participate in the AP Exam.

1 Credit Prerequisite: Teacher Recommendation
Level: College Grades: 11-12 Course Fee Required

AFRICAN AMERICAN AND PUERTO RICAN/LATINO STUDIES **Course #2505**

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

1 Credit Prerequisite: Global Studies and World Backgrounds
College Prep Grades 11-12

WORLD L A N G U A G E

SPANISH I **Course # 5210**

Spanish I introduce students to the basics of listening, speaking, reading and writing Spanish. Learning focuses on everyday life in the Spanish-speaking countries of the world. Students will be able to engage in basic conversations, read authentic materials and write about themselves and others. Students will learn about the different customs of Spanish speaking countries, and develop an understanding and appreciation of other world languages and cultures. Students may have the opportunity to visit Spanish-speaking countries.

1 Credit No Prerequisite
College Prep Grades: 9-12

SPANISH II **Course # 5220**

This course continues to develop the communication skills learned in Spanish I. Students are expected to communicate in Spanish as much as possible. They will further develop their abilities to listen, speak, read and write Spanish. There is a continued exploration of the Spanish speaking world and its cultures. Students may have the opportunity to visit Spanish-speaking countries.

1 Credit Prerequisite: Spanish I
College Prep Grades: 10-12

SPANISH III **Course # 5230**

Spanish III continues to build on the prior knowledge and skills developed in Spanish I and II. Students will refine their communication skills through acquisition of new vocabulary and grammar and a variety of reading, listening, writing and speaking activities. They will apply their skills and knowledge when reading novelettes and expressing their opinions on various topics through writing. Daily conversation in Spanish is expected. Students' use of the language reflects a deeper understanding of the culture of Spanish-speaking countries. Students may have the opportunity to visit Spanish -speaking countries

1 Credit Prerequisite: Spanish II
Honors Grades: 11-12

SPANISH IV **Course # 5240** In this class students will work independently to gain knowledge about the target language and the Hispanic culture. The idea is for students to gain this knowledge through meaningful experiences.

Students will develop their listening, reading, speaking, and writing skills by completing different projects of their choice. In each project, students will engage in research and complete a reflection paper at its conclusion. Along with the reflection paper, students will have to demonstrate their knowledge by creating tangible and authentic products, like newspaper articles, books, lesson plans, videos, songs, etc.

There will be a list of twelve projects, all of them based on the ACTFL goal areas: Communication, Cultures, Connections, Comparisons, and Community. A full year class will require the completion of 8 projects. Meanwhile, a half year class will require the completion of 4 projects.

1 Credit Prerequisite: Spanish III and Teacher Recommendation
Honors Grade 12

EDGENUITY ONLINE LANGUAGES

Students interested in an alternative to Spanish may take courses with our online partner, Edgenuity. These language classes will enable students to learn about everyday life in different parts of the world. Students will be able to engage in basic conversations, read authentic materials and write about themselves and others. Students will learn about the different customs of countries, and develop an understanding and appreciation of other world languages and cultures. **These very challenging computer-based courses are completely independent, and require students to have a strong work ethic and solid organizational skills. Students must complete 100% of the coursework given to earn credit, and must complete the course by the established due date.**

Available Languages: French, Latin, Modern Chinese, and German

1 Credit Prerequisites: None
Level 2 Grades 9-12

PORTFOLIO

The portfolio is designed for all students to demonstrate the achievement of the goals articulated in the Thomaston High School Mission Statement. Students will submit required evidence chosen from graded assignments (in any class) and/or documented activities that include an advisor's approval. Students will provide evidence from the following areas of the THS Mission Statement accompanied by a completed Summary Report Form. The evidence should reflect work that the student is proud to present.

Communicate Effectively through Speaking and Writing

- Students will show evidence of an oral presentation with a rubric and a grade of 80 or above or alternative evidence as approved by the advisor (i.e. Rotary speeches, election speeches, etc.).
- Students will provide one piece of writing from each of the following types of essays with a rubric and a grade of 80 or above: Persuasive, Literary Analysis, and Creative Writing.

Use a Variety of Technological and Informational Resources to Gather, Synthesize, and Present Data

- Students will provide two pieces of evidence (i.e. slideshows, projects using graphing calculator/computer, video projects, technology projects, etc.) with a rubric and a grade of 80 or above or with documented approval from an adult advisor (i.e. extra-curricular oral history projects, Digital Media and Movie Making, projects completed through Education Connection, etc.).

Apply Critical Thinking Skills to Interpret and Evaluate Information and Solve Problems through Rigorous and Creative Intellectual Activities

- Students will provide evidence from one activity from any discipline that demonstrates critical thinking and problem solving skills with a rubric and a grade of 80 or above (i.e. math projects, science lab reports, Eagle Scout project, etc.).

Work Collaboratively to Complete a Particular Educational Task

- Students will provide evidence from one activity from any discipline that demonstrates collaborative working skills with a rubric and a grade of 80 or above (i.e. group projects).

Set Challenging Goals, Perform Reflective Self-Assessment, and Utilize Positive, Appropriate Outlets for Self-Expression

- Students will perform fifty hours of volunteer community service by the end of senior year (9th=5, 10th=10, 11th=15, 12th=20).
- Students will engage in at least two THS extracurricular activities each year (i.e. sports, clubs, scouts, religious activities, community activities, etc.)
- Students will provide evidence from one class or an activity that would include a goal setting and a reflective self-assessment rubric, signed by a supervising adult (i.e. teacher, coach, advisor, etc.).

**Portfolio is not required for PATHS and Bristol Tech Students*

SENIOR CAPSTONE PROJECT

The Senior Capstone Project is designed to challenge learners by providing a true culminating activity to graduating Thomaston High School students. To this end, students will be challenged to work deeply within our school's Academic Expectations and Student Competencies, and students are required to fulfill their obligations to earn required credit for the project by successfully completing the following prospectus:

Proposal: Student identifies a thesis, topic, issue, or problem to be addressed; determines essential questions to be answered; designs methods of investigation or research; and describes the final form of the project.
Problem Solving: Student clarifies the problem, issue, or thesis; brainstorms and creates divergent approaches; gathers information through field studies, lab work, or research; analyzes results of the information gathered; and decides on the best approach.
Preparation for Public Presentation: Student organizes findings; determines effective modes of communicating results; produces video, spreadsheets, photographs, artwork, choreography, and/or synopsis pamphlets; and practices for the presentation.
Public Presentation: Student communicates project findings or results to the committee through two modes of communication and answers questions from the committee/audience.

Areas of Evaluation: • Curricular Knowledge and Skills • Research • Effective Communication • Use of Technology • Organization and Technicalities • Interpersonal Skills • Constructing Understanding from Old and New Knowledge • Commitment • Breaking Down Problems into Discrete Parts • Developing Defensible Conclusions and Judgments • Engaging in the Creative Process • Answering a Call to Citizenship in a Global Society

.5 Credit No Prerequisite: **Required for Graduation**
Level 3

PARALEGAL STUDIES PROGRAM

You love courtroom and crime dramas. You've always wondered what it would be like to work in the legal field. Take your first step toward an exciting paralegal career with a legal studies certificate through our concurrent and dual enrollment program between Thomaston High School and Post University. Our program provides you with a comprehensive understanding of various specialized areas of the law and prepares you to work under the direction of attorneys in a variety of law firms, corporate legal departments, the court system, government agencies, nonprofits, and private industries. Certificate holders may get right to work or go on to complete their associate's degree or even pursue their bachelor's and master's degrees to further advance in their careers. **Some courses will be held at Thomaston High School, while others will be available online or at Post University**. **Students will need to provide their own transportation to Post University, and may be required to complete summer courses to fulfill the certificate requirements.** Students will also need to sign a contract to show commitment to this program

CERTIFICATE IN PARALEGAL STUDIES
TOTAL COLLEGE CREDITS 30-33 college credits

CIS112 Introduction to Computing	3 crs.
LAW101 Introduction to Law	3 crs.
LAW105 Estate Administration and Probate Practice	3 crs.
LAW201 Real Estate Law and Practice	3 crs.
LAW203 Civil Litigation	3 crs.
LAW205 Legal Research	3 crs.
LAW204 Business Law I	3 crs.
LAW206 Business Law II	3 crs.
LAW209 Family Law	3 crs.
LAW298 Legal Studies Internship	3 crs.
OR	
LAW405Environmental Law	3 crs.

CIS112 Introduction to Computing
This course strives to meet the high level of computer literacy required of all students to succeed in the twenty-first century. Special emphasis is placed on the ethical use of computer technology for information analysis and communications. Students are introduced to the history of the internet, MS Windows, word processing, spreadsheets and presentation software.

LAW101 Introduction to Law
This Course is an introduction to the American Federal and State legal systems. Students will learn about the Constitution and the 3 Branches of Government it creates: Legislative, Executive, and Judicial. Topics include: jurisdiction, statutes, case law, and specific areas of the law.

LAW105 Estate Administration and Probate Practice
Students learn the role that wills, trusts and powers of attorney play in the management of personal assets. Further, students become thoroughly familiar with the procedures employed to open, manage, and close Decedents' Estates, Conservatorship, Guardianships, Small Estates, and Refusal of Letters.

LAW201 Real Estate Law and Practice
Students learn how to handle a real estate transaction from the drafting of the sales contract to the closing. Subjects covered include Notes, Mortgages and Deeds of Trust, Titles and Title Insurance, Recording Liens, Encumbrances, Foreclosures, and Easements.

LAW203 Civil Litigation
Students are introduced to all aspects of a civil lawsuit, including Jurisdiction, Rules of Procedure, Pleadings, Motions, Discovery, Trial Procedures, and the Appellate Process.

LAW204 Business Law I
This course covers Constitutional Law and the rights and duties that apply to business entities, as well as to individuals. Also covered are Tort Law, body and property injury, as well as harm to reputation in the business context; Criminal Law, specifically those areas pertinent to business, such as bribery and embezzlement; Intellectual Property Law, including copyright, patent and trademark laws; Contract Law, which encompasses sales contracts and the application of the Uniform Commercial Code, as well as common law contracts, such as employment contracts.

LAW206 Business Law II
This course continues the study of contracts and the Uniform Commercial Code and proceeds to Agency Law, which governs employer-employee fiduciary and contractual relationships. The Workers Compensation Act, including advantages and disadvantages to both employer and employee, is examined. Also covered are Sole Proprietorship, Partnership Law, both common and statutory provisions, Corporate Law and Bankruptcy.

LAW209 Family Law
This course focuses on issues involving family relationships and the legal rights and obligations of family members. Representative topics include marriage and divorce, the treatment of children, and related economic matters. This course also explores the importance of ethics in a family law practice.

LAW298 Legal Studies Internship
Students learn how to apply knowledge gained from Associate's in Legal Studies/Certificate in Paralegal Studies course work to the practical work of a legal practice setting. Students are required to meet 15 hours per semester in seminar meetings and to work in a legal practice setting, which could include law firms, corporate legal departments, or government agencies, for 120 hours.

LAW303 Constitutional Law
This course is an in-depth study of the history, development, and application of U.S. Constitutional Law. Upon successful completion of this course, students will be able to: assess the main legal concepts and principles of Constitutional Law; evaluate the applicable legal concepts for each of the main Amendments that will be identified during the course First, Second, Fourth, Fifth, and Fourteenth Amendments; identify the legal processes and mechanisms that the Supreme Court utilizes when rendering case holdings; and explain the major powers granted to the various branches of government under the Constitution.

LAW405 Environmental Law
This course covers relevant federal environmental laws and their application to current environmental issues. Specific areas of study include climate change, the Environmental Protection Agency, Clean Air Act, Clean Water Act, National Environmental Policy Act, and Endangered Species Act.

BRISTOL TECHNICAL EDUCATION CENTER

Purpose:

The programs at the Bristol Technical Education Center (BTEC) prepare students for entry-level employment or for higher education through theoretical and hands on experiences to serve the needs of business and industry.

Bristol Tech does not offer core courses required for graduation. Therefore, the following courses must be taken at Thomaston High School:

- English 11 and English 12
- US History and Civics (.5)

Courses will be completed from 7:25 a.m. until 8:45 a.m. at Thomaston High School prior to bus pick up. Should students be behind in credits, they will be required to recover any credits needed for graduation.

Program:

BTEC offers a ten-month intensive program in each technical area, which is open to junior or senior high school students. Upon successful completion of the program, students receive a Technical Certificate. In addition to the technical training, students enrolled in the BTEC program will need to complete their core subject classes at Thomaston High School through an on-line computer program.

Tuition:

There is no tuition for high school students. All students must obtain the basic tools needed in their technical area and are expected to purchase clothing and equipment necessary to meet certification and safety requirements.

Transportation:

Students must provide their own transportation to and from Bristol Tech.

Admission Procedures:

Any individual who wishes to be considered for admission to the Bristol Technical Education Center must file a Bristol Technical Education Center application form, which is available through the Guidance Department in the high school. Students must also complete a day shadowing at BTEC, which is arranged through the guidance department.

Students must carefully schedule their courses in conjunction with their counselor beginning with the sophomore year in order to meet the necessary scheduling requirements.

Selection of applicants is determined by a cooperative effort between sending school counselors and the Bristol Technical Education Center Guidance Department on the basis of the following criteria: completion of the necessary state and high school requirements, academic achievement, attendance, interview, and availability of openings in the desired trade area.

Programs at Bristol Tech:

- *Automotive Technology*
- *Culinary Arts*
- *Health Technology*
- *Heating, Ventilation, Air Conditioning (HVAC)*
- *Mechatronics, Robotics, and Automation Technology*
- *Precision Machine Technology*
- *Welding/Metal Fabrication*

Technology Course Descriptions:

Automotive Technology – The automotive area offers instruction in the diagnosis and service techniques for motor vehicles. The first semester consists of a laboratory program where theory instruction is combined with practical application on operational jobs and projects. The second semester consists of theory programs with actual service and repair of late model customer- owned vehicles. The student works in a service atmosphere under the supervision of an instructor.

Culinary Arts **–** Students train to enter the culinary arts field as apprentice cooks, chefs or bakers in the hotel and restaurant industry. The course provides instruction in planning and preparing menus. Instruction emphasizes recipes, proper food preparation, baking, ordering, inventory control, dining room management and banquet and catering service. The total program is planned to raise the level of student proficiency through both production and individual dining experience. A modern cafeteria kitchen serves as the training area for the program.

Electronics **–** Students receive instruction in AC/DC theory, motors and motor controls, with emphasis on solid-state devices, digital electronics theory, and practical troubleshooting and servicing of electronic equipment. Electricity and house wiring is also covered. Students apply the above to the repair, troubleshooting and servicing of electronic equipment, office machines and computers. Students receive credit toward an apprenticeship in the electrical field.

Heating, Ventilation, Air Conditioning and Refrigeration **(HVACR) –** Students receive instruction in a broad range of environmental control areas, including heating, cooling and refrigeration systems. This includes basic electricity, circuitry, troubleshooting and the methods used for the installation of types of heating, cooling and refrigeration systems. Instruction is given on commercial and residential central air conditioning, ventilation, boilers and burners. Students receive credit toward apprenticeship in air conditioning, heating, cooling, oil burners or plumbing. EPA Certification is also offered.

Manufacturing Technology **–** The Manufacturing Technology Program provides instruction on metal millers, grinders, lathes, and computer numerical machinery (CNC). The machines contain computer controllers that direct the machine's operation. Theory is taught every day and is directed to all phases of information needed to use the various machines and machine accessories, as well as, set up and operational procedures. The remainder of the day is project oriented, and the students make the tools necessary, such as V-blocks, 1-2-3 blocks and drill gauges.

Welding **–** The welding profession is a very important part of the manufacturing and construction field. Students receive training in all phases of welding including: Oxyacetylene Cutting and Brazing, Shielding Metal-Arc, M.I.G., T.I.G., and Plasma Cutting and Welding. Students receive instruction in shop math, blueprint reading, welding theory and safety. The students are exposed to fabrication and repair through production work and projects using various types of metals. Certification is available for students who successfully complete the course.

EdAdvance Career and College Accelerator

Dual & Concurrent Enrollment

26-27 Course Offerings

All course descriptions can be found either at cca.edadvance.org or on CT State's website.

📐 1. Engineering Pathway

🧑‍🎓 Year One

- Fall Semester
  - EGR 1120 – Introduction to Engineering (Instructor: Lynn)
  - CAD 1330 – Technical Drawing/CAD (Instructor: Jenkins)
- Spring Semester
  - CAD 2200 – Intermediate CAD (Instructor: Jenkins)
  - MFG 1004 – Introduction to Manufacturing (Instructor: Jenkins)

🧑‍🎓 Year Two

- Fall Semester
  - SOC 1001 – Intro to Sociology (offered at NVCC)
  - MFG 1477 – Manufacturing Processes II (Instructor: Jenkins)
- Spring Semester
  - THR 1101 – Introduction to Theater (Instructor: Fiore)
  - MFG 1415 – CNC Manufacturing (Instructor: Lynn)

🧑‍🎓 Year Three

- Year-Long Courses
  - HIST 1015 – U.S. History (at THS) - All in UCONN
  - MATH 1600 – Precalculus (location TBD)
  - CHEM 1110 – Introductory Chemistry or CHEM 1210 - General Chemistry
- Fall Semester
  - MFG 1411 – Manufacturing Materials & Processes I (asynchronous or at NVCC)
  - PSY 1011 – Introduction to Psychology (at NVCC)
- Spring Semester
  - MFG 1478 – Advanced Manufacturing Capstone
  - MFG 1479 – Robotics & Automation in Manufacturing

📚 2. Education Pathway

🧒🎓 Year One

- Fall Semester
  - ENG 1010 – College Composition (Instructor: Fiore)
  - ECED 1001 – Intro to Early Childhood Ed or
  - PSY 1011 – Introduction to Psychology (Asynchronous or NVCC, as needed)

    ⚠ Note: ECED/PSY courses may only be taken in conjunction with ENG 1010. They may not be taken without it.
- Spring Semester
  - TBD based on CT Community College offerings

🧒🎓 Year Two

- Fall Semester
  - ENG 1020 – Writing Through Literature (Instructor: Fiore)
  - ECED 1001 or PSY 1011 (Continued)
- Spring Semester
  - TBD based on CT Community College offerings

🧒🎓 Year Three

- Fall Semester
  - ENG 1020 – Writing Through Literature (Instructor: Fiore)
  - SOC 1001 – Sociology (offered at NVCC)
- Spring Semester
  - TBD based on CT Community College offerings

💉 3. Medical Assisting Pathway

🧒🎓 Year One (Juniors or Seniors only)

- Fall Semester (All Online)
  - MDAS 1025 – Medical Terminology
  - MDAS 1011 – Administrative Medical Assisting
- Spring Semester (On Campus)
  - MDAS 1033 – Clinical Medical Assisting
  - MDAS 2042 – Clinical Procedures & Practices

🧒🎓 Year Two (Current Students)

- Fall Semester (Online)
  - MDAS 1012 – Medical Office Management
  - ENG 1010 – College Composition (Instructor: Fiore if didn't take in June/July)
- Spring Semester (Online)
  - MDAS 2016 – Medical Assisting Clinical Review

🚓 4. Intro to Public Safety Pathway (Earns credits towards BA in Criminal Justice)

🧒🎓 Year One (Juniors/Seniors only)

- Fall Semester
  - ENG 1010 – College Composition (Instructor: Fiore)

    - CJS 1010 - Introduction to Criminal Justice (Online)
- Spring Semester
    - CJS 1020 - Introduction to Corrections (Online)
    - THR 1101 - Introduction to Theatre (Instructor: Fiore)

🤘 5. American Sign Language - Deaf Studies Certificate

🧒 🎓 Year One (Juniors and seniors only)

- Fall Semester
    - ASL 1001 - American Sign Language I (Live Remote Online Instruction)
    - DSC 1001 - Visual Gestural Communication (Live Remote Online Instruction)
- Spring Semester

    - ASL 1002 - American Sign Language II (Live Remote Online Instruction)

Certified Nurse's Aide Contract

Thomaston High School is proud to offer a Certified Nurse's Aide program. This course will prepare the successful participant for State of Connecticut Certification. Nurse Aides care for patients in their homes, long-term care facilities, hospitals, physicians' offices and clinics. The student will participate in classroom discussion and lectures, have a chance practice basic nursing skills in a simulated lab setting, and then gain experience in a long-term care clinical experience. Course content will include work safety, communication and documentation, medical/legal ethics, anatomy and physiology, medical terminology, and pathophysiology. In addition, students will receive American Heart Association Basic Life Support for Health Care Providers certification. Students who successfully complete the program will be eligible for State of Connecticut Certification testing which is provided at the conclusion of the course.

The course is free for students and all equipment and books are included in the program. Interested students will be required to buy and wear scrubs for clinical days off campus. Students, if able, can drive themselves on clinical days, or Cook Willow, our partner, will provide a van for transportation. Students in this course will also follow all school rules as it pertains to the following to any Thomaston High School class.

By signing below, _____acknowledges and understands student
(Print Name)
expectations and will also provide a transportation choice.

_____ _____
Student Signature Date

_____ _____
Parent Signature Date

_____ _____
Counselor Signature Date

- ☐ My child will provide their own transportation to Cook Willow for clinical days.
- ☐ My child will use transportation provided by Cook Willow for clinical days.

Edgenuity Student Contract

Edgenuity is an online educational program that allows Thomaston High School students to take fully accredited courses for various reasons, including, but not limited to, the following:

- World Languages other than Spanish
- Courses that do not fit into our schedule due to constraints
- Transfer students who require make up courses

Students who take Edgenuity courses, either full or half year, agree to the following stipulations:

1. Students will attend the class regularly and follow rules of any THS class.
2. Students will complete 100% of the course material to earn credit
3. Students who fall more than 10% behind the course's pacing guide will be placed on academic probation and follow the same rules AP rules as all THS courses.

I, _____, agree to the terms and conditions of this contract.

_____ _____
Student Signature Date

_____ _____
Parent Signature Date

_____ _____
Counselor Signature Date

Post Paralegal Certification Contract

Thomaston High School is proud to offer a dual enrollment program with Post University. This program will prepare the successful participant for State of Connecticut Certification as a Paralegal. The student will participate in classroom discussion and lectures, and have opportunities for internships and job shadowing experiences. Course content will include Intro to Law, Business Law, Real Estate Law, Estate Law, Family Law, Legal Research, Civil Law, and Environmental Law. Students who successfully complete the program will be eligible to obtain their Paralegal Certification.

The ten courses within the Certification Pathway are free for students and all equipment and books are included in the program. Students in this pathway will also follow all school rules as it pertains to the following as with any Thomaston High School class. *Any additional courses outside of the ten courses within the certification track will be at the cost of students and families. Each additional course will cost $150 per course. If your student would like to proceed with additional courses, your student must provide written documentation of such and provide payment prior to starting additional courses. Checks can made out to Thomaston High School.*

By signing below, I understand that if I am selected to be in the Post Paralegal Cohort that I am expected to remain in the program for all four years during 9th, 10th, 11th, and 12th grades.

_____ _____

Student Signature Date

I understand that if my son/daughter is selected to be the Post Paralegal Cohort that they are expected to remain in the program for all four years during 9th, 10th, 11th, and 12th grades..

_____ _____

Parent Signature Date

We understand that if the student decides to withdraw from the program, a team meeting is required to discuss next steps.

_____ _____

Counselor Signature Date