



VALLEY REGIONAL HIGH SCHOOL PROGRAM OF STUDIES 2019-2020

VRHS Bell Schedule

Monday		Tuesday		Wednesday		Thursday		Friday	
A	7:40-8:25 (45)	A	7:40-8:45 (65)	B	7:40-8:45 (65)	A	7:40-8:45 (65)	A	7:40-8:25 (45)
B	8:30-9:15 (45)	B	8:50-9:55 (65)	C	8:50-9:55 (65)	C	8:50-9:55 (65)	B	8:30-9:15 (45)
C	9:20-10:05 (45)			CORE ACT	10:00-10:30 (30)	D	10:00-11:05 (65)	C	9:20-10:05 (45)
D	10:10-10:55 (45)	D	10:00-11:05 (65)		D			10:10-10:55 (45)	
Flex/Lunch									
11:00-11:26 (26)		11:10-11:37 (27)						11:00-11:26 (26)	
11:27-11:53 (26)		11:37-12:03 (26)						11:27-11:53 (26)	
E	11:58-12:43 (45)	F	12:08-1:13 (65)	E	12:08-1:13 (65)	E	12:08-1:13 (65)	E	11:58-12:43 (45)
F	12:48-1:33 (45)			F	1:18-2:23 (65)	G	1:18-2:23 (65)	F	12:48-1:33 (45)
G	1:38-2:23 (45)	G	1:18-2:23 (65)					G	1:38-2:23 (45)

VRHS Early Dismissal Bell Schedule

Monday		Tuesday		Wednesday		Thursday		Friday	
A	7:40-8:16 (36)	A	7:40-8:32 (52)	B	7:40-8:46 (66)	A	7:40-8:32 (52)	A	7:40-8:16 (36)
B	8:21-8:57 (36)	B	8:37-9:29 (52)	C	8:51-9:57 (66)	C	8:37-9:29 (52)	B	8:21-8:57 (36)
C	9:02-9:38 (36)					D	9:34-10:26 (52)	C	9:02-9:38 (36)
D	9:43-10:18 (35)	D	9:34-10:26 (52)	E	10:02-11:08 (66)	D	9:34-10:26 (52)	D	9:43-10:18 (35)
E	10:23-10:59 (36)	F	10:31-11:23 (52)			E	10:31-11:23 (52)	E	10:23-10:59 (36)
F	11:04-11:39 (35)			G	11:28-12:20 (52)	F	11:13-12:20 (67)	G	11:28-12:20 (52)
G	11:44-12:20 (36)	G	11:44-12:20 (36)					G	11:44-12:20 (36)

VRHS Delay Bell Schedule

Monday		Tuesday		Wednesday		Thursday		Friday	
A	9:40-10:08 (28)	A	9:40-10:20 (40)	B	9:40-10:32 (52)	A	9:40-10:20 (40)	A	9:40-10:08 (28)
B	10:13-10:41 (28)	B	10:25-11:05 (40)			C	10:25-11:05 (40)	B	10:13-10:41 (28)
C	10:46-11:14 (28)			C	10:37-11:29 (52)	D	11:10-11:50 (40)	C	10:46-11:14 (28)
D	11:19-11:47 (28)	D	11:19-11:47 (28)						
Flex/Lunch									
11:52-12:18 (26)		11:55-12:24 (29)		11:34-12:01 (27)		11:55-12:24 (29)		11:52-12:18 (26)	
12:18-12:44 (26)		12:24-12:53 (29)		12:02-12:29 (27)		12:24-12:53 (29)		12:18-12:44 (26)	
E	12:49-1:17 (28)	F	12:58-1:38 (40)	E	12:34-1:26 (52)	E	12:58-1:38 (40)	E	12:49-1:17 (28)
F	1:22-1:50 (28)			F	1:31-2:23 (52)	G	1:43-2:23 (40)	F	1:22-1:50 (28)
G	1:55-2:23 (28)	G	1:55-2:23 (28)						

**Valley Regional High School
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Deep River, CT 06417**

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SCHOOL PROFILE

Valley Regional High School is a comprehensive high school serving students in grades nine through twelve from the towns of Chester, Deep River, and Essex.

Valley enjoys a favorable student/teacher ratio with adequate support staff including three school counselors, one and one-half social workers and a part-time school psychologist. Administrative leadership is provided by a principal and an associate principal.

Since opening in 1952, Valley has continued a rich tradition of meeting the needs of each of its students through both traditional and elective courses that challenge students to pursue their individual interests.

Students are encouraged to participate in a wide range of extracurricular offerings, including student government; service groups; applied, fine, and performing arts; and athletics.

Valley combines high academic expectations and an appreciation for the arts with an emphasis on attention to each student.

Valley's high academic expectations are reflected in a wide selection of advanced electives and encourages in-depth discussions and authentic learning opportunities.

VALLEY REGIONAL HIGH SCHOOL FACULTY AND STAFF

Mr. Michael Barile..... Principal
Dr. Carolyn Gbunblee..... Associate Principal

Fine Art Department

Laura Hilton, Coordinator
Maryann Donagher
Val Kropiwnicki, Kevin Lam

English Department

Jessica Dwyer, Coordinator
Carolyn Crehan, Erin Dayton
Jill Esernia, Elizabeth Nischan, Maureen Virgulto
Denise Dalton

Mathematics Department

Kimberly White, Coordinator
Christopher Allegretti, Augusta Ferretti, Renee Fragola
Jeffrey Swan, Kathryn Ryan

Physical Education Department

Virginia King, Coordinator
Timothy King
Brian Purdy, Kathy Scott

Science Department

Margaret Kimmett, Coordinator
Jonathan Corbett, Eric Latronica
Amanda Mezick, Deborah Montenegro
Donna Peano Dickerman

School Counseling Department

Lorraine Duffy, Coordinator
Sarah McKinney
Kori Milardo

Special Education Department

Cynthia Maiolo, Coordinator
Teresa Cobb, Jessie Herman
Judith Redhead, Kevin Woods

Office Staff

Sheila Robida
Josephine Costanzo, Cynthia Downie
Valerie Owen, Alison King, Tina Stoddard

Social Studies Department

Donald Perreault, Coordinator
Russell Arrigoni, Jeffrey Bernardi
Jean Bish, Allison Liftig, Sasha Weiss-Sanford

Career & Technology Education Department

Maria Ehrhardt, Coordinator
Jaimie Bickelhaupt, John Kopcha, Christopher LeQuire,
Robert Sanchez, Jennifer Taliercio, Phil Unghire

World Languages Department

Rachael Cassella, Coordinator
Cheryl Albaine, Elizabeth Sawyer
Kathleen Wheaton

Library Media Specialist

Kristine Schmidt

Network Technician

Danielle Etes

School-to-Career

Mary Hambor

School Nurse

Sally Riggio

School Psychologist

Violet McNerney

School Social Workers

Brad Pitman
Jennifer Marino

Speech & Language Pathologist

Chelsea Bristol

Talented and Gifted

Kyle Fitch

Table of Contents

VRHS CORE VALUES AND BELIEFS & 21ST CENTURY LEARNING EXPECTATIONS	4
VRHS EVALUATION OF ACADEMIC EXPECTATIONS	6
VRHS EVALUATION OF CIVIC & SOCIAL EXPECTATIONS	7
SCHOOL COUNSELING DEPARTMENT	9
SELECTING COURSES	9
RANK IN CLASS	12
COLLEGE AND POSTSECONDARY PLANNING	14
MILITARY SERVICE	15
TESTING	15
COURSE OFFERINGS RECOMMENDED BY GRADE LEVEL	16
CAREER AND TECHNICAL EDUCATION DEPARTMENT	19
BUSINESS EDUCATION DEPARTMENT COURSE LISTING	19
FAMILY AND CONSUMER SCIENCE DEPARTMENT COURSE LISTINGS	22
TECHNOLOGY EDUCATION DEPARTMENT COURSE LISTINGS	23
ENGLISH DEPARTMENT	26
FINE ARTS DEPARTMENT	29
ART DEPARTMENT COURSE LISTING	29
MUSIC DEPARTMENT COURSE LISTING	31
MATHEMATICS DEPARTMENT	33
PHYSICAL EDUCATION & HEALTH DEPARTMENT	36
SCIENCE DEPARTMENT	38
SOCIAL STUDIES DEPARTMENT	42
SPECIAL EDUCATION DEPARTMENT	47
SPECIAL EDUCATION DEPARTMENT COURSE OFFERINGS	47
WORLD LANGUAGES DEPARTMENT	49
INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME (IBDP)	52
INDEPENDENT STUDY	52
ADVANCED PLACEMENT PROGRAM	52
UNIVERSITY OF CONNECTICUT'S EARLY COLLEGE EXPERIENCE PROGRAM	53
MIDDLESEX COMMUNITY COLLEGE EARLY COLLEGE ACADEMY	54
MIDDLESEX COMMUNITY COLLEGE PARTNERSHIP PROGRAM	54
CAPSTONE	55
SCHOOL-TO-CAREER PROGRAM	55
VOLUNTEER SERVICE PROGRAM	55
VIRTUAL HIGH SCHOOL PROGRAM	56
SUMMER READING	56

VRHS CORE Values and Beliefs & 21st Century Learning Expectations

VRHS CORE Values and Beliefs:

We are committed to developing our students to be systems thinkers who use active learning strategies both independently and collaboratively to meet the challenges that face them at personal, community, career and global levels.

We believe that all students should be provided the opportunity to:

- Engage in relevant and rigorous curriculum
- Have their individual learning styles and needs met
- Embrace and contribute to a changing world
- Work in a fair, diverse, respectful, and safe community
- Become independent, active learners who are willing to take academic risks
- Access learning tools, technologies and resources necessary to participate in a 21st century learning environment

Valley Regional High School has identified the following learning expectations for all students:

Academic Competencies

Students will demonstrate critical and creative thinking by:

- Solving problems
- Interpreting text in various forms
- Communicating effectively
- Accessing, evaluating and using information effectively
- Designing products to effectively showcase learning outcomes in a 21st century learning environment

Civic Competencies

Students will contribute to their local and global communities by:

- Exercising the rights and responsibilities of citizenship
- Interacting and engaging effectively in a global world
- Understanding local and global implications of civic decisions

Social Competencies

Students will become productive members of society by:

- Collaborating effectively in diverse teams while respecting and valuing cultural differences
- Acting with respect and integrity as members of a community while understanding societal norms and values
- Learning how to adapt to change and be flexible while managing goals and time
- Applying a fundamental understanding of ethical issues when using digital technologies for communication and networking
- Demonstrating personal and academic responsibility and accountability

VRHS Evaluation of Academic Expectations

	ADVANCED 4	GOAL 3	PROFICIENT 2	DEVELOPING 1
Solving Problems	<ul style="list-style-type: none"> The student demonstrates an advanced ability to independently solve complex problems that require knowledge from various subject areas. 	<ul style="list-style-type: none"> The student competently solves complex problems that require knowledge from various subject areas either independently or with a group. 	<ul style="list-style-type: none"> The student adequately demonstrates ability to solve a complex problem that requires knowledge from various subject areas with academic support. 	<ul style="list-style-type: none"> Student requires direct teacher support to solve a complex problem.
Interpreting Text in Various Forms	<ul style="list-style-type: none"> The student demonstrates an advanced ability to read, listen to, or view any text and recognize the author's main points and biases in advanced level text. 	<ul style="list-style-type: none"> The student competently reads, listens to or views any text and recognizes the author's main points and biases in grade level text. 	<ul style="list-style-type: none"> The student adequately demonstrates the ability to recognize an author's main point and biases in grade level text. 	<ul style="list-style-type: none"> The student requires direct teacher support to recognize an author's main points and biases in grade level text.
Communicating Effectively	<ul style="list-style-type: none"> The student communicates using all five methods: text, visuals, discussion, public speaking and digital media. 	<ul style="list-style-type: none"> The student communicates using three of the five methods. 	<ul style="list-style-type: none"> The student communicates using two of the five methods. 	<ul style="list-style-type: none"> The student communicates using one method for every task.
Accessing, Evaluating and Using Information	<ul style="list-style-type: none"> The student demonstrates an advanced ability to evaluate the effectiveness of information and can easily choose the most effective tool to complete a task. 	<ul style="list-style-type: none"> The student competently evaluates the effectiveness of information and generally chooses the most effective tool to complete a task. 	<ul style="list-style-type: none"> The student adequately evaluates the effectiveness of information and chooses the most effective tool to complete a task. 	<ul style="list-style-type: none"> The student requires direct teacher support to evaluate information and choose an effective tool to complete a task.
Designing Products to Showcase Learning Outcomes	<ul style="list-style-type: none"> The student demonstrates an advanced ability to showcase his/her learning through multiple methods including: digital media, written text, oral reports, creative arts, and kinesthetic expression. 	<ul style="list-style-type: none"> The student competently showcases his/her learning through multiple methods including: digital media, written text, oral reports, creative arts, and kinesthetic expression. 	<ul style="list-style-type: none"> The student adequately showcases learning using multiple methods, but usually relies on two or three, such as written text, oral reports and digital media such as Powerpoint or Prezi. 	<ul style="list-style-type: none"> The student generally uses the same methods to showcase his/her learning, such as written text or oral reports.

VRHS Evaluation of Civic & Social Expectations

	ADVANCED 4	GOAL 3	PROFICIENT 2	DEVELOPING 1
Exercising Rights & Responsibilities of Citizenship	<ul style="list-style-type: none"> The student demonstrates an advanced understanding of the rights and responsibilities of citizenship by voluntarily doing the following on a regular basis: contributing to the community via service/volunteering, being eco-friendly, and being aware of local, national and global issues. 	<ul style="list-style-type: none"> The student understands and sometimes exercises the rights and responsibilities of citizenship by doing some of the following: contributing to the community via service/volunteering, being eco-friendly, and being aware of local, national and global issues. 	<ul style="list-style-type: none"> The student is aware of his/her rights and responsibilities. The student occasionally contributes to the community voluntarily. 	<ul style="list-style-type: none"> The student exercises the rights and responsibilities of citizenship when he/she is asked to or when it's required for class.
Interacting & Engaging Effectively in a Global Society	<ul style="list-style-type: none"> The student demonstrates an advanced understanding of the complexity of social change and acts to bring about change. The student is fully aware of the issues and benefits of global interconnectedness regarding the world's ecosystem, economy, and human network. 	<ul style="list-style-type: none"> The student understands the complexity of social change and sometimes contributes to bringing about change. The student is aware of some issues and benefits of global interconnectedness regarding the world's ecosystem, economy, and human network. 	<ul style="list-style-type: none"> The student somewhat understands the complexity of social change and is somewhat familiar with issues and benefits of global interconnectedness. 	<ul style="list-style-type: none"> The student seems unfamiliar with the complexity of social change and unclear about issues and benefits of global interconnectedness.
Understanding Local & Global Implications of Civic Decisions	<ul style="list-style-type: none"> The student demonstrates an advanced understanding of both the local and global effects of a civic decision such as voting, volunteering, or community participation. 	<ul style="list-style-type: none"> The student generally understands the local and global effects of a civic decision such as voting, volunteering, or community participation. 	<ul style="list-style-type: none"> The student somewhat understands the effects of a civic decision such as voting, volunteering, or community participation. 	<ul style="list-style-type: none"> The student doesn't seem to understand the local and global effects of civic decisions.

VRHS Evaluation of Civic & Social Expectations Cont.

	ADVANCED 4	GOAL 3	PROFICIENT 2	DEVELOPING 1
Collaborating Effectively in Diverse teams While Respecting & Valuing Cultural Differences	<ul style="list-style-type: none"> The student is always able to work effectively in group or complete team activities with a diverse group of people. 	<ul style="list-style-type: none"> The student is usually able to work effectively in group or complete team activities with a diverse group of people. 	<ul style="list-style-type: none"> The student is sometimes able to work effectively in a diverse group but prefers to work with the same people every time. 	<ul style="list-style-type: none"> The student has trouble working effectively in a team with a diverse group of people.
Acting with Respect & Integrity as Members of a Community While Understanding Societal Norms & Values	<ul style="list-style-type: none"> The student's attitude and actions fully reflect the values of his/her school, community and family. The student is confident that he/she can act respectfully and appropriately in a variety of situations. 	<ul style="list-style-type: none"> The student's attitude and actions usually reflect the values of his/her school, community and family. He/she can act respectfully and appropriately in most situations. 	<ul style="list-style-type: none"> The student's attitude and actions sometimes reflect the values of his/her school, community and family. The student can act respectfully and appropriately in some situations 	<ul style="list-style-type: none"> The student often struggles with keeping attitudes and actions in line with the expectations of his/her school, community, and family.
Learning how to Adapt to Change and be Flexible While Managing Goals and Time	<ul style="list-style-type: none"> The student easily adapts to change and has no trouble working toward goals. The student is confident that he/she can effectively manage time in order to achieve goals. 	<ul style="list-style-type: none"> The student can adapt to change and work toward goals. He/she can effectively manage time in order to achieve goals. 	<ul style="list-style-type: none"> The student can usually adapt to change and usually work toward goals. He/she sometimes has trouble effectively managing time in order to achieve my goals. 	<ul style="list-style-type: none"> The student has trouble adapting to change and working toward goals. He/she needs to work on time management skills.
Applying a Fundamental Understanding of Ethical Issues When Using Digital Technologies for Communication & Networking	<ul style="list-style-type: none"> The student fully understands and always follows the VRHS Acceptable Use Policy when using digital technology. The student understands and always follows rules and guidelines pertaining to plagiarism and appropriate digital communication. 	<ul style="list-style-type: none"> The student understands and usually follows the VRHS Acceptable Use Policy when using digital technology. He/she understands and usually follows rules and guidelines pertaining to plagiarism and appropriate digital communication. 	<ul style="list-style-type: none"> The student somewhat understands and sometimes follows the VRHS Acceptable Use Policy when using digital technology. He/she follows rules and guidelines pertaining to plagiarism and appropriate digital communication when required to do so. 	<ul style="list-style-type: none"> The student uses digital technology at school with no regard to the VRHS Acceptable Use Policy. The student seems unfamiliar with rules and guidelines pertaining to plagiarism and appropriate digital communication.
Demonstrating Personal & Academic Responsibility & Accountability	<ul style="list-style-type: none"> The student always completes his/her work to the best of his/her ability, works collaboratively with peers, and takes full responsibility for all actions. 	<ul style="list-style-type: none"> The student usually completes work to the best of his/her ability, works collaboratively with peers, and takes responsibility for all actions. 	<ul style="list-style-type: none"> The student sometimes completes work to the best of his/her ability, works collaboratively with peers, and takes responsibility for all actions. 	<ul style="list-style-type: none"> The student does not routinely accept responsibility for his/her actions.

SCHOOL COUNSELING DEPARTMENT

The school counselors are here to assist students in the areas of academic, career and personal/social development. In addition to providing individual services, counseling is offered in a variety of settings including classrooms, or small groups. The school counselors consult and collaborate with classroom teachers, CORE teachers, the social worker, school psychologist, school to career coordinator, and parents in understanding and meeting the needs of all students in the school environment.

Self-awareness is an important part of this process. There are many ways the counseling staff can help students gain a better understanding of themselves. Interest profile assessments, investigating values, career exploration/awareness, and review of standardized test scores are just some of the areas that can give the student valuable information in the decision-making process throughout high school. The counselors are here to advise and assist all students and support them in their future educational and career planning, and to help them with any personal/social issues they may encounter. Students may visit the counseling office during the day to request a pass to meet with their counselor and/or to use the counseling resource center.

SELECTING COURSES

This Program of Studies is designed to aid students and their parents in making informed decisions concerning course selection. All courses are described in detail by department. Levels offered in a particular course can be found below each course title. Each course number is followed by the level. Particular attention should be paid to the requirements, prerequisites, and academic level of each course. Further questions relating to courses may be directed to the school counseling department or the specific academic department.

In addition, teachers, department coordinators, and a student's CORE teacher all play an important role in advising students in this selection process. Teachers are responsible for recommending the appropriate academic level for each student in required courses. They also serve as an excellent resource in suggesting courses within their department which can broaden or deepen the school experience for each student. If a student is recommended for a level that the student would like to change, a parent override form must be filled out and turned in when the course selection sheet is due.

The selection of courses is a process which involves the student, the parents, teachers, counselors, department coordinators and school administrators. It is an important procedure that can have a lasting impact on each student's future. Credit requirements for each grade are listed on the following pages. In addition to credits, please make note of the following requirements:

- A. In grades 9, 10 and 11, a total of seven credits must be taken per year as a minimum. Seniors are permitted to take six credits, inclusive of Capstone, if they have sufficient credits to graduate.
- B. Generally, students must pass a minimum of 4.5 credits to be placed in 10th grade, 11.5 credits to be placed in 11th grade and 18.5 credits to be placed in 12th grade.

In addition to successful completion of the credits required, a graduate of Valley Regional High School will demonstrate proficiency in the following four areas:

- A. Reading: Objective: Students will demonstrate the ability to decode and comprehend written language, both fictional and nonfictional. Students must demonstrate successful completion of 4 credits of English.
- B. Writing: Objective: Student will demonstrate a proficient ability to write, showing both the interpretation of a text and a critical stance in reaction to text.
- C. Critical Thinking: Objective: Students will demonstrate the ability to access, analyze, and draw conclusions from information.
- D. Speaking/Communication: Objective: Students will demonstrate the ability to speak before a group. Students must pass four years of oral presentations of summer reading. Directions for summer reading projects are provided in the summer reading booklet posted on www.vrhs.reg4.k12.ct.us during the 4th quarter of school.

Class of 2020: Credit Distribution and Requirements for Graduation

25.5 Total Credits Required to Graduate

English: 4 credits

- ☐ 9th 1 credit
- ☐ 10th 1 credit
- ☐ 11th 1 credit
(American Studies or AP English)
- ☐ 12th 1 credit

Social Studies: 3 credits

- ☐ Global Studies 2 1 credit
- ☐ The Constitution and Civic Responsibility .5 credit
- ☐ US History 1 credit
(American Studies or AP US History)
- ☐ Contemporary Issues .5 credit
(Can take Western Civilization in place of CI)

Mathematics: 3 credits

- ☐ 1 credit _____
- ☐ 1 credit _____
- ☐ 1 credit _____

Note: The following Business Education courses may be counted toward the mathematics graduation requirement: Accounting 1, Accounting 2, and Personal Finance.

Science: 3 credits

- ☐ PSS 1 credit
- ☐ Biology 1 credit
- ☐ Chemistry or Int. Science 1 1 credit

Physical Education: 1 credit

- ☐ .5 credit
- ☐ .5 credit

Health: .5 credit

- ☐ .5 credit

Fine Arts, Vocational Education, or Technology Education: 1 credit

- ☐ 1 credit _____

Summer Reading: .5 credit

- ☐ 9th .125 credit
- ☐ 10th .125 credit
- ☐ 11th .125 credit
- ☐ 12th .125 credit

Capstone Internship Experience

- ☐ 12th 1 credit

Electives: 8.5 credits

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

Class of 2021 - 2023:

Credit Distribution and Requirements for Graduation

25.5 Total Credits Required to Graduate

English: 4 credits

- ☐ 9th 1 credit
- ☐ 10th 1 credit
- ☐ 11th 1 credit
(American Studies or AP English)
- ☐ 12th 1 credit

Social Studies: 3 credits

- ☐ Global Studies 2 1 credit
- ☐ The Constitution and Civic Responsibility
.5 credit
- ☐ US History 1 credit
(American Studies or AP US History)
- ☐ Contemporary Issues .5 credit
(Can take Western Civilization in place of CI)

Mathematics: 3 credits

- ☐ 1 credit _____
- ☐ 1 credit _____
- ☐ 1 credit _____

Note: The following Business Education courses may be counted toward the mathematics graduation requirement: Accounting 1, Accounting 2, and Personal Finance.

Science: 3 credits

- ☐ Biology 1 credit
- ☐ Chemistry or Int. Science 1 1 credit
- ☐ Physics or Int. Science 2 1 credit

Physical Education: 1 credit

- ☐ .5 credit
- ☐ .5 credit

Health: .5 credit

- ☐ .5 credit

Fine Arts, Vocational Education, or Technology Education: 1 credit

- ☐ 1 credit _____

Summer Reading: .5 credit

- ☐ 9th .125 credit
- ☐ 10th .125 credit
- ☐ 11th .125 credit
- ☐ 12th .125 credit

Capstone Internship Experience

- ☐ 12th 1 credit

Electives: 8.5 credits

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

ADDITIONAL PROCEDURES

- A. The School Counseling Department and/or administration will notify in writing the parents of seniors who have not met the standards for graduation in any area, and provide the requisite steps for completion of graduation requirements.
- B. At the beginning of the school year, each senior shall be notified by his/her school counselor of his/her status relative to meeting the standards for graduation.

SCHEDULE CHANGE POLICY

- A. Before the start of any course, a student can modify his or her schedule in consultation with the School Counseling Department.
- B. **Once the scheduling process is completed, the schedule is set, and the semester begun, schedule changes are only permitted within the first three days of a new semester.** The administration may waive the deadline for changes ONLY for the following reasons:
 - 1. Exception by a physician
 - 2. Determination by a teacher, department coordinator, school counselor and parent that the student is incapable of meeting the academic challenge of the course content
 - 3. To accommodate changes in academic plans/goals as determined appropriate by counselor, teacher, administration, and parents/guardians
 - 4. As a result of the creation of a prescriptive program by the Planning & Placement Team

RANK IN CLASS

Rank in class is based upon the “Guidelines for Working with Grade Point Average and Rank-in-Class” published in the National Association of Secondary School Principals’ Bulletin. The following stipulations are modifications to the guidelines as they apply to Valley Regional High School.

- A. Class rank is computed for all Valley Regional High School students. Class rank is weighted based on the leveling guidelines below.
- B. Rank in Class is cumulative. Ongoing/cumulative ranks are reported to the colleges at the time of application. A final rank is included on the final transcript upon graduation.
- C. Marks in all courses, except physical education and those designated as level 0, are used in determining class rank.
- D. In determining class rank, all failing as well as passing marks for any courses are included. Courses receiving a P are not included in ranked courses.
- E. In determining class rank, all students at a given grade level are included.

RANK IN CLASS FOR GRADUATION PURPOSES

In order to determine the top graduate of the senior class, the following guidelines will be used:

- A. The final class ranking for the top graduates (valedictorian, salutatorian, honor essayist and top ten percent of the senior class) will be determined at the close of the third quarter.
- B. In order to be eligible for consideration as a top graduate, a student must have attended four consecutive semesters at VRHS, starting with second semester sophomore year.
- C. In the case of transfer students, the sending school, whenever possible, will supply numerical grades. When not possible, the following scale will be used to translate letter grades:

A+	=	98
A	=	94
A-	=	90
B+	=	88
B	=	84
B-	=	80
C+	=	78
C	=	74
C-	=	70
D+	=	68
D	=	64
D-	=	60
F	=	below 60

LEVELING GUIDELINES

The following weighted model will be utilized for purposes of determining class rank.

Grade in courses will be multiplied by the following weight factors:

AP/IB/UCONN	=	1.2
Level I	=	1.1
Level II	=	1.0
Level 0	=	no weight

A basic unweighted GPA on a 4.0 scale is provided on the transcript.

In order to enhance our efforts to teach students, we at Valley Regional High School have developed guidelines to accurately determine student level placement. The process to be followed (in determining a student's appropriate level placement in a specific subject matter) will incorporate consideration of the student's past *academic performance*, and when necessary, available standardized test scores.

Experience has shown that the most accurate predictor of appropriate level placement is the observations and evaluations of the classroom teacher. When the student has mastered prerequisite material based on departmental criteria, he or she will be considered for recommendation to the appropriate level for each subject.

COLLEGE AND POSTSECONDARY PLANNING

CAMPUS VISITS

Plan to visit the colleges that you are seriously interested in. The best time to visit is when the colleges are in full session. Seniors are allowed two (2) excused absences for college visitations, and must fill out a visitation form, located in the school counseling office, prior to the visit. Most colleges have open houses on Saturdays or Sundays.

COLLEGE ADMISSIONS TESTING

Admission to college depends on many factors including the results of the SAT I (Scholastic Achievement Test) and/or SAT II administered through the College Board. Most four-year colleges and a few two-year colleges require SAT I scores. Some also require SAT II subject tests. The SAT II tests measure subject mastery in specific academic areas. Each individual student must request to have their scores sent to the colleges they are applying to directly from College Board.

All colleges also accept the ACT (American College Testing Program Assessment). This battery includes tests in Reading, Math, Science, and an optional writing section. Information about these tests is available in the School Counseling Department Resource Center (or at the direct link from our website) or www.collegeboard.org (for the SAT) or www.actstudent.org (for the ACT).

COURSE REQUIREMENTS FOR COLLEGE ADMISSION

These differ from institution to institution. As a result, students should consult their school counselor and plan an academic program that meets specific college requirements and potential career objectives.

Generally minimum preparation for a four-year college should include:

- 4 credits of English
- 3 credits of a laboratory science
- 3-4 credits of college preparatory math
- 3-4 credits of social studies
- 2-3 credits of a world language

By following the college preparatory program as outlined, a student should have little difficulty in meeting high school course requirements which will be considered along with other admission requirements.

Minimum requirements for admission to two-year colleges vary depending upon the program of interest.

EARLY DECISION

Schools with an early decision plan will accept applications from students who are able to say, "This is the school I wish to attend and, if accepted, I will attend." Early decision is binding. Students must withdraw other applications if accepted. Applications are usually due in early November. All necessary papers, including Standardized Test Scores must be on file at the college before action can be taken. Under this plan, colleges will inform the student of their decisions around the middle of December.

EARLY ACTION

Schools with an early action plan will accept students early also. But unlike early decision, it is not binding. Students may apply to other colleges and do not have to commit until May 1. Acceptance is usually known before winter break.

FINANCING A COLLEGE EDUCATION

A college education is an expensive endeavor and costs continue to rise. Students are encouraged to apply for scholarships for which they meet the criteria. Colleges and the state and national governments recognize the financial dilemma. Financial aid is based upon ability to pay as determined by an analysis of a family's assets and liabilities. To determine eligibility for aid do the following:

1. Complete and mail the FAFSA (Free Application to Federal Student Aid) as soon as possible (beginning October 1st, of your senior year. Please be aware of all deadlines. This information is available on our website, from the School Counseling Department Resource Center or at www.fafsa.ed.gov. Check with colleges to determine if other forms are also needed. The CSS profile is available on-line in the fall and can be required earlier than January. Check your specific college catalogue for deadlines. There is also a direct link to this on the counseling website.
2. Complete and mail individual colleges financial aid forms if required. The College Scholarship Service will notify you about your expected family contribution (EFC). Each college will also send you information about aid in the form of a Financial Aid package. (This package might include grants, loans and work-study).
3. A Financial Aid Workshop is offered annually each fall. Please check the yearly calendar for this year's date.

MILITARY SERVICE

ARMED FORCES

The personal benefits offered by the Armed Services from the standpoint of an education and a variety of adult experiences are boundless. All the services conduct a network of schools to train the individual in a number of civilian job-related skills including technology, mechanics, food services, health services, administration, clerical tasks, arts, etc. Some graduates, who have found it difficult to achieve in high school, begin to formulate plans in the service. Their objectives and place in future life begin to take on new importance.

All services require that the applicant has completed the minimum of a high school education. The senior who will earn a high school diploma in June can enlist by going through the enlistment procedure while still in school and have the privilege of choosing the month he will actually be inducted.

Guaranteed training is offered to the student who enlists. The occupational field and level of training are determined by the score on a battery of tests that are taken before enlistment. All levels of training offer a wide selection of occupational and job skill programs.

The Connecticut National Guard has an enlistment policy that is most beneficial to college bound students who plan to attend college in state. See your school counselor for details.

SERVICE ACADEMIES

Students who are interested in a career as a military officer and feel they can meet the rigorous physical, mental, and personal requirements and be nominated by a U.S. congressman or senator should consider one of the service academies. The application procedures are practically the same for all academies with the exception of the Coast Guard Academy that does not require nomination by a congressman or senator. The application process for service academies begins early in the junior year.

SELECTIVE SERVICES

All males, 18 years of age, must register for a selective service. You may register during the 30 days prior to your birthday. Failure to register makes you ineligible for financial aid. To be eligible for federal financial aid, you must register.

TESTING

All students in grade 11 will be participating in the PSAT and the SAT over the course of the year. PSAT'S taken in 11th grade are the qualifying tests used annually by the National Merit Scholarship Corporation to determine scholarship winners. In addition, students in 9th and 10th grade will also take their level of the PSAT during the school day in the fall.

Those students who wish to take additional SAT or ACT assessments should contact their counselor. Information is available in the School Counseling Resource Room and students can register at www.collegeboard.org or www.actstudent.org. All college entrance assessment questions should be directed to the student's counselor. Any student for which a testing fee might be a financial hardship should speak to their school counselor about applying for a fee waiver.

SAT/ACT PREPARATION

The School Counseling Department has information on programs that may be used to prepare for the SAT testing program. There are many web-based programs available online. (www.khanacademy.org/sat is one example). See your counselor for details. Information is also posted on the counseling link on the Valley website along with information about local SAT prep classes.

SENIOR YEAR

Seniors who choose to take or retake SATs/ACTs should do so early in their senior year so that these scores are available to the college of their choice.

The SATs are offered in August, October, November, December, March, May and June. (www.collegeboard.org)

The ACTs are offered in September, October, December, February, April and June. Students should check the websites for registration deadlines. (www.actstudent.org)

Course Offerings Recommended by Grade Level

Fine Arts Offerings

Course Name	Credit	Level	9	10	11	12
Art Foundations	.5	II/0	X	X	X	X
Ceramics	.5	II/0	X	X	X	X
Drawing	.5	II/0	X	X	X	X
Painting	.5	II/0	X	X	X	X
Sculpture	.5	II/0	X	X	X	X
Design	.5	II/0	X	X	X	X
Functional Ceramics	.5	II/0	X	X	X	X
Jewelry Design and Fabrication	.5	II/0	X	X	X	X
Advanced Studio Art	1	I		X	X	X
AP Art History	1	AP/IB			X	X
AP Studio Art	1	AP/IB			X	X
IB Visual Arts	2*	AP/IB			X	
Concert Band	1	II/0	X	X	X	X
Concert Chorus	1	II/0	X	X	X	X
Concert Band/Concert Chorus Alternating	1	II/0	X	X	X	X
Music Appreciation	.5	II/0	X	X	X	X
Music Theater	.5	II/0	X	X	X	X
Vocal Class	.5	II/0	X	X	X	X
Piano Class	.5	II/0	X	X	X	X
Music Theory (UConn ECE Course)	.5	AP/IB	X	X	X	X
AP Music Theory (UConn ECE Course)	1	AP/IB			X	X
IB Music	2*	AP/IB			X	

Career and Technical Education Offerings

Course Name	Credit	Level	9	10	11	12
Accounting 1	1	II/0		X	X	X
Accounting 2 (Middlesex ECA Course)	1	I			X	X
Computer Applications 1	.5	II/0	X	X	X	X
Computer Applications 2	.5	II/0		X	X	X
Computer Programming	.5	II/0	X	X	X	X
Entrepreneurship	.5	II/0		X	X	X
Mobile Application Development	.5	II/0		X	X	X
Personal Finance	1	II/0			X	X
Web Page Development using HTML5 and CSS	.5	II/0	X	X	X	X
IB Business and Management	2*	AP/IB			X	
Business Law (school years beginning with even calendar year)	1	II/0		X	X	X
Global Business (school years beginning with even calendar year)	.5	II/0		X	X	X
Marketing (school years beginning with odd calendar year)	1	II/0		X	X	X
Nutrition and Food Production 1	.5	II/0	X	X	X	X
Nutrition and Food Production 2	.5	II/0		X	X	X
Textiles and Design 1	.5	II/0	X	X	X	X
Textiles and Design 2	.5	II/0		X	X	X
Intro to Early Childhood Education	.5	II/0	X	X	X	X
Architectural Design	.5	II/0	X	X	X	X
Building and Construction	.5	II/0	X	X	X	X
Engineering Design	.5	II/0	X	X	X	X
Graphic Arts (Middlesex ECA Course)	1	II/0		X	X	X
Manufacturing	.5	II/0	X	X	X	X
Materials Processing	.5	II/0	X	X	X	X
Photography	.5	II/0	X	X	X	X

Technical Drafting	.5	II/0	X	X	X	X
Advanced Architectural Design	1	II/0		X	X	X
Advanced Engineering Design	1	II/0		X	X	X
Advanced Graphic Arts (Middlesex ECA Course)	1	II/0		X	X	X
Advanced Manufacturing	.5	II/0		X	X	X
Advanced Materials Processing	.5	II/0	X	X	X	X
Advanced Photography (Middlesex ECA Course)	.5	II/0		X	X	X

English Offerings

Course Name	Credit	Level	9	10	11	12
English 9	1	I/II	X			
English 10	1	I/II		X		
English 11	1	I/II			X	
AP English Language and Composition	1	AP/IB			X	X
IB Literature	2*	AP/IB			X	
AP English Literature and Composition	1	AP/IB			X	X
English 12 (World Literature)	1	I/II				X
IB Core	1.5*	AP/IB			X	
Creative Writing	.5	II	X	X	X	X
Public and Professional Communications	.5	II		X	X	X
The Media & You	.5	II			X	X

Mathematics Offerings

Course Name	Credit	Level	9	10	11	12
Pre-Algebra	1	II	X			
Algebra 1	1	I/II	X	X		
Geometry	1	I/II	X	X	X	
Algebra 2	1	I/II	X	X	X	X
Pre-Calculus	1	I/II		X	X	X
AP Calculus AB	1	AP/IB			X	X
AP Calculus BC	1	AP/IB			X	X
Statistics	.5	I/II		X	X	X
AP Statistics	1	AP/IB		X	X	X
IB Mathematics Applications and Interpretations	2*	AP/IB			X	
IB Mathematics Analysis and Approaches	2*	AP/IB			X	

Physical Education and Health Offerings

Course Name	Credit	Level	9	10	11	12
Physical Education	.5	0	X	X	X	X
PE Fit	.5	0		X	X	X
Health 1	.5	II	X			
Health 2	.5	II/0		X	X	X

Science Offerings

Course Name	Credit	Level	9	10	11	12
Biology	1	I/II	X	X		
Chemistry	1	I/II		X	X	X
Introductory Chemistry	1	II		X	X	X
Integrated Science	1	II			X	X
Physics	1	I		X	X	X
Anatomy & Physiology (Middlesex ECA Course)	1	I/II			X	X
Forensics	.5	II			X	X
Marine Biology	.5	II			X	X
AP Biology (UConn ECE Course)	1	AP/IB			X	X
AP Chemistry (UConn ECE Course)	1	AP/IB				X
IB Biology	2*	AP/IB			X	
IB Chemistry	2*	AP/IB			X	
IB Physics	2*	AP/IB			X	

Social Studies Offerings

Course Name	Credit	Level	9	10	11	12
Global Studies 2	1	II	X			
The Constitution and Civic Responsibility	.5	I/II		X		
U.S. History	1	I/II			X	
AP US History	1	AP/IB			X	
IB History	2*	AP/IB			X	
Contemporary Issues	.5	I/II				X
Western Civilization 1 (UConn ECE Course)	.5	AP/IB				X
Western Civilization 2 (UConn ECE Course)	.5	AP/IB				X
20th Century History Through Sports (school years beginning with even calendar year)	.5	II		X	X	X
Global Conflict & Human Rights (school years beginning with even calendar year)	.5	II		X	X	X
Local History (school years beginning with even calendar year)	.5	II		X	X	X
Psychology (school years beginning with even calendar year)	.5	II		X	X	X
20th Century Warfare (school years beginning with odd calendar year)	.5	II		X	X	X
Economics (school years beginning with odd calendar year)	.5	II		X	X	X
History of American Women (school years beginning with odd calendar year)	.5	II		X	X	X
Sociology (school years beginning with odd calendar year)	.5	II		X	X	X

Special Education Offerings

Course Name	Credit	Level	9	10	11	12
Academic Assistance 9	.5	0	X			
Academic Assistance 10-11	.5	0		X	X	
Academic Assistance 12	.5	0				X
Functional Academics	1	0	X	X	X	X
Skill Center: Social Studies	1	0	X	X	X	X
Skill Center: Science	1	0	X	X	X	X
Career and Transition Readiness	1	0	X	X	X	X

World Language Offerings

Course Name	Credit	Level	9	10	11	12
French 1	1	II	X	X	X	X
French 2	1	II	X	X	X	X
French 3	1	I		X	X	X
French 4 (UConn ECE Course)	1	AP/IB			X	X
AP French	1	AP/IB				X
IB French	2*	AP/IB			X	
Spanish 1	1	II	X	X	X	X
Spanish 2	1	II	X	X	X	X
Spanish 3	1	I		X	X	X
Spanish 4	1	I			X	X
AP Spanish	1	AP/IB				X
IB Spanish	2*	AP/IB			X	

*One credit will be awarded at the end of junior year. The remaining credit will be awarded at the completion of the course during senior year.

CAREER AND TECHNICAL EDUCATION DEPARTMENT

PHILOSOPHY

Technology is the application of theory and knowledge to solve problems and meet human needs. This department includes a comprehensive, hands-on educational program that applies academic knowledge and technical skills utilizing a variety of activities and projects that result in a concrete product and prepares our students for their roles as productive and responsible citizens, whether it is as future business owners, employees, or consumers.. It provides students with an opportunity to explore communication, construction, production techniques and technologies. We encourage lifelong learning by challenging our students to apply the knowledge and skills they learn in real world situations. Students gain cognitive and problem solving skills using methods of design, production, research, and analysis. The students are taught to effectively and safely use the tools, resources, processes and concepts of technology to provide them with a comprehensive education. The courses offered are an integral part of the total academic structure that provides students with the competencies to be competitive in a business and technology oriented society.

BUSINESS EDUCATION DEPARTMENT COURSE LISTING

Accounting 1

#BUS1010 – Level II with a Level 0 option Prerequisite: None

Open to 10-12 graders only

Credit: 1

At the end of this class, students will understand the day-to-day financial operations of a business. Working independently and collaboratively, students will access, analyze, and draw conclusions from basic financial activities, such as sales and purchases, using a variety of working papers and practice sets. By applying Generally Accepted Accounting Principles (GAAP), students will post transactions from a journal into the correct ledger accounts, maintaining accurate account balances. They will then create a trial balance, determine appropriate period-ending adjustments, and prepare financial statements needed to show a business's financial condition. Personal financial management skills, such as reconciling a bank statement and reviewing payroll information will also be covered. This class is strongly recommended to all students choosing to pursue a career in business, including business ownership. *This course may be counted towards the mathematics graduation requirement.*

Accounting 2

#BUS1021 – Level I Prerequisite: Accounting 1

Credit: 1

Working at an advanced level, students will further investigate the meaning and application of Generally Accepted Accounting Principles (GAAP). Working independently and collaboratively, students will access, analyze, and draw financial conclusions related to sole proprietorships, partnerships, and corporations, using both traditional and computerized systems. Also included will be advanced topics, such as corporate organization, cost and management accounting, and interpreting and analyzing financial statements. This class is strongly recommended to all students who are considering a career in Accounting, as well as those who will be taking accounting and business courses after high school. Successful completion of both Accounting 1 and Accounting 2 earns the student a college credit in Basic Accounting from Middlesex Community College, which may be transferable to many colleges and universities. *This course may be counted towards the mathematics graduation requirement. Students may apply for Middlesex Community College credit.*

Computer Applications 1

#BUS5050 – Level II with a Level 0 option Prerequisite: None

Credit: .5

Students use basic application skills from Microsoft Office, including the Word (word processing), Excel (spreadsheet), and PowerPoint (presentation) applications. Word processing skills are taught on a business-oriented and personal-use basis, including memo and letter writing, resumes and cover letters, report formatting, text and font formatting, and other skills. Spreadsheet skills include basic formulas and formatting techniques. PowerPoint presentations include skills required for basic classroom presentations. Proper keyboarding techniques are reviewed, stressing correct fundamental methodology which, when used on a life-long basis, promote a healthy practice of skills.

Computer Applications 2

#BUS5060 – Level II with a Level 0 option Prerequisite: Computer Applications 1

Open to 10-12 graders only

Credit: .5

Computer Applications 2 is a continuation of Computer Applications 1 and introduces the students to the more in-depth features of the Microsoft Word application (tables and mail merge documents), and Excel applications (functions, charts, and graphs). The Access database application is used for creating and manipulating data in tables and forms. PowerPoint skills include adding advance multimedia elements, such as sound and video. Publisher production includes cards, brochures, and other printed materials. Students work to comprehend written instructions, access, analyze and draw conclusions from spreadsheet and database information, create appropriate and meaningful publications and presentations.

Computer Programming

#BUS6000 – Level II with a Level 0 option Prerequisite: None

Credit: .5

This course will teach students how to program using visual programming language. It will introduce students the basic principles of computer programming: computational thinking, collaboration, computing practice and programming, computer and communication devices, as well as community, global, and ethical impacts with a focus on the application of computer programming in a business environment. Students will integrate problem solving, 21st century learning skills, mathematical concepts, STEM topics, and critical thinking in project-based applications.

Entrepreneurship

#BUS3020 – Level II with a Level 0 option Prerequisite: None

Open to 10-12 graders only

Credit: .5

This course will provide students with skills necessary to own a small business; including developing a business plan, financing the business, understanding various legal requirements, and implementing appropriate management concepts and practices. Students will learn how to develop a successful, ethical, and socially responsible business. Working independently and collaboratively, students will access, analyze, and draw conclusions regarding how to best organize and run a business in the global business environment. In creating a business plan, students will write proficiently, and speak effectively while presenting the plan to the class.

Mobile Application Development

#BUS6010 – Level II with a Level 0 option Prerequisite: None

Open to 10-12 graders only

Credit: .5

Students will learn to create functional and socially useful mobile applications that can be used for a variety of purposes, including business applications. In addition to learning to program and how to become better problem solvers, students will also explore the exciting world of computer science from the perspective of mobile computing and its increasingly important effect on business and society. Students will integrate problem solving, 21st century learning skills, mathematical concepts, STEM topics, and critical thinking in project-based applications.

Personal Finance

#BUS2000 – Level: II with a Level 0 option Prerequisite: None

Open to 11-12 graders only

Credit: 1

The focus of this class is to develop and maintain personal money records, employment records, budgets, savings and investment plans, and everyday skills needed to be a wise and responsible consumer. Students will also be introduced to credit and the consequences of mismanagement of credit. Students will apply mathematical skills to solve a variety of personal finance applications and use spreadsheet software to develop and maintain personal finance records. To further enhance learning, students will develop a personal budget plan and use Virtual Business personal finance software simulation. *This course may be counted towards the mathematics graduation requirement.*

Web Page Development using HTML5 and CSS

#BUS5010 – Level II with a Level 0 option Prerequisite: None

Credit: .5

Students will create complex web pages using HTML5 and CSS coding. Emphasis is on basic design skills, as well as planning, implementation, and testing. Students create a final website for a business/commercial organization. Understanding the legal issues of using the Internet are also covered, especially in relation to web page development. Keyboarding techniques are reviewed, stressing correct fundamental methodology which, when used on a life-long basis, promote a healthy practice of the skills. Students will work collaboratively to design and critique websites. Students will also work independently to comprehend written instructions, create a variety of websites using their unique and individual talents, and solve problems in HTML coding. This course may be taken more than once for credit at an advanced level.

IB Business and Management

SL: #BUS7000

HL: #BUS7001

2 Credits (1 credit grade 11, 1 credit grade 12) Prerequisite: None

The business management course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. The course is organized into five areas of study which include: business organization and environment, human resource management, finance and accounts, marketing, and operations management.

Courses offered in school years beginning with even calendar year

Business Law

#BUS3000 – Level II with a Level 0 option Prerequisite: None

Open to 10-12 graders only

Credit: 1

Students will gain an understanding of business law as it relates to them as a global citizen, a consumer, and an employee or employer. The course entails extensive analysis of law as it applies to personal and business use. The workings of the US justice system are explored in relation to both criminal and civil law. There will be an emphasis on discussing current legal issues and court cases. Students will be expected to read detailed cases and make legal interpretations on a regular basis. Landmark cases as well as videos of actual trials will be used throughout this course. This course is recommended for students who are considering careers in law or business as well as those who seek a better understanding of the application of law to their personal lives.

Global Business

#BUS3040 – Level II with a Level 0 option Prerequisite: any business course or Economics *Open to 10-12 graders only*

Credit: .5

Students will develop the appreciation, knowledge, skills and abilities needed to live, work, and compete in a 21st century global marketplace. An overview of international business activities and the economic, cultural, and political environment of global businesses will be covered. Students will work extensively with acquiring, analyzing, and interpreting data as related to international business. Students will also recognize the global impact of business transactions. This course is recommended for students pursuing a career in business management, marketing, economics or international business.

Course offered in school years beginning with odd calendar year

Marketing

#BUS3030 – Level II with a Level 0 option Prerequisite: None

Open to 10-12 graders only

Credit: 0.5

This course will provide students with skills and knowledge of how a product/service is conceived, priced, promoted and distributed. Extensive focus will be placed on the primary marketing concepts of product, price, promotion and distribution within the sports and entertainment industries. Lessons will focus on both global and domestic current marketing issues and strategies. Students will develop products and appropriate promotional pieces based on defined target markets. Themes of study may include areas such as retail, sports, entertainment, or hospitality marketing. Case studies will present students the opportunity to analyze and write responses regarding current marketing trends.

FAMILY AND CONSUMER SCIENCE DEPARTMENT COURSE LISTINGS

Nutrition and Food Production 1

#FCS1010 – Level II with a Level 0 option

Prerequisite: None

Credit: .5

Nutrition and Food Production 1 provides information and skills that students may use in everyday life to aid in making healthy choices when preparing and consuming food. This class introduces students to cooking basics and healthy eating while providing them essential skills for use in home or professional kitchens. Students will learn how to prepare food through a variety of cooperative and independent learning activities. These laboratory experiences strengthen comprehension of concepts and standards outlined in STEM education. There will be an emphasis on safety and sanitation related to personal health and food service, proper use of kitchen utensils and equipment, culinary vocabulary and calculations and the ability to identify, cook and serve a variety of foods. Experiences will also be aligned with the study of nutrition and how it relates to overall wellness.

Nutrition and Food Production 2

#FCS1020 – Level II with a Level 0 option

Prerequisite: Nutrition and Food Production I

Open to 10-12 graders only

Credit: .5

Nutrition and Food Production 2 provides an advanced experience of the skills and knowledge established in Nutrition and Food Production 1. The goal of this course is to continue work in developing strong food preparation skills with a greater focus on the professional field of culinary arts. Students will learn how to prepare food through a variety of cooperative and independent learning activities while exploring their own food aesthetic. These laboratory experiences strengthen comprehension of STEM concepts and standards. Students will further study working in a safe and sanitary kitchen, appropriate use of kitchen utensils and equipment and proper culinary vocabulary and calculations. Students will demonstrate various cooking and presentation techniques aligning their work with those in the restaurant industry. An introduction to dietetics and the many job opportunities related to work in the hospitality and health field will also be explored.

Textiles and Design 1

#FCS2010 – Level II with a Level 0 option

Prerequisite: None

Credit: .5

Textiles and Design is a project oriented learning course offered to students with an interest in textiles. It is designed for someone who has never sewn before or someone with very little sewing experience. Students will learn the elements and principles of design, textile qualities and care, hand and machine sewing, an introduction to clothing construction and about apparel related career options in fashion and art industry. Within each unit of study students will be able to choose from a variety of projects including creative sneaker designs, fiber forms, felt flowers, loom knitted hats, pouches, pillow cases, lazy pants and other creations. Along with a concrete set of sewing skills, students will also work on the ability to envision and critique their work while learning about ways they can use these skills to make a difference socially and globally by donating their work and upcycling textiles.

Textiles and Design 2

#FCS2050 – Level II with a Level 0 option

Prerequisite: Textiles and Design 1

Credit: .5

This course is designed for students who have continued interests in the fields of design, apparel, textiles, and clothing construction. Successful completion of Textiles and Design I is required. This is a hands-on course where individual projects using design fundamentals will be completed to further develop students' artistic skills. Experiences will include creating a textile art piece, styling with proper purchasing techniques, fittings and alterations, advance pattern, clothing construction and equipment use, and exploration of careers in the fashion and textile industry. Students will present a runway show or gallery exhibit of their work and are responsible for specialty materials with in class access to basic supplies.

Intro to Early Childhood Education

#FCS_____ – Level II with a Level 0 option

Prerequisite: None

Pending Board Approval

Credit: .5

This is an introductory course to the field of early childhood education. Emphasis on historical perspectives and theories, understanding important milestones, health and safety issues as well as curriculum development and practice. Students will have a hands-on experience observing and working with young children and their families. Focus on birth to kindergarten following NAEYC standards and practices.

TECHNOLOGY EDUCATION DEPARTMENT COURSE LISTINGS

Architectural Design

#TEC3010 – Level II with a Level 0 option

Prerequisite: Technical Drafting

Credit: .5

This is an exploratory course designed to acquaint the student with entry-level skills in the field of architectural design and drawing. Emphasis is on basic home construction, terms and vocabulary, and drawing skills. Students will develop a complete design package of a basic residential home using 2-D and 3-D Architectural CAD techniques.

Building and Construction

#TEC4050 – Level II with a Level 0 option

Prerequisite: Introduction to Materials Processing

Credit: .5

This course introduces students to the technology of the building trades. Besides serving an exploratory, pre-vocational purpose, it also provides future homeowners with a basic knowledge of carpentry, masonry and other phases of construction. The course is designed to develop the student's home improvement skills and increase his/her expertise as a consumer of home improvement products.

Engineering Design

#TEC2010 – Level II with a Level 0 option

Prerequisite: Technical Drafting

Credit: .5

**Students may apply for Middlesex Community College Credit. See page: 54*

This project based course is designed to acquaint the student with entry-level skills in the field of Mechanical and Engineering Drawing. All design work will be created using up to date CAD software and techniques. Students will design, develop and build a given engineering project. Use of Computer Aided Manufacturing software and related equipment, along with other tools, will be used to manufacture components to the students' design. Topics include working drawings, machine design, screw threads, and tolerancing. A design project will serve as the catalyst for the application of Physics and the development of problem solving skills using the Design Process.

Graphic Arts

#TEC5010 – Level II with a Level 0 option

Prerequisite: Photography

Credit: 1

**Students may apply for Middlesex Community College Credit. See page: 56*

The course is designed to provide a comprehensive sampling of the basic skills used in the graphic arts field. Areas covered are design and layout, advertising, marketing presentation skills and other methods of graphic communication. Students are expected to participate independently and collaboratively on homework, class discussions and projects/assignments in relation to the graphic arts world. In this course students will be participating, examining and working with local companies/businesses in designing and creating advertising material and be able to present these projects and concepts in a business type environment. A textbook and other print and non-print materials are provided.

Manufacturing

#TEC1020 – Level II with a Level 0 option

Prerequisite: None

Credit: .5

This course introduces students to the technology of manufacturing. The students will be exposed to the basics of what manufacturing encompasses at an established manufacturing company. Besides serving an exploratory, pre-vocational purpose, it also provides students with career possibilities that surround and support manufacturing. The course is designed to develop the student's skills and expand his/her career choices and potential.

Materials Processing

#TEC4000 – Level II with a Level 0 option

Prerequisite: None

Credit: .5

This course is designed to teach students the safe and proper use of materials machines and tools while processing rough *lumber and other unprocessed materials* from a raw material into a finished project/product. Students will learn about project design, procedural processing, and basic joinery and finishing processes. This laboratory class will be taught with a hands-on approach with special attention being paid to problem-solving skills, and 21st century skills while emphasizing shop safety, at all times.

Photography (Chemical and Digital)

#TEC6000 – Level II with a Level 0 option

Prerequisite: None

Credit: .5

Introduction to Photography will explore and analyze the evolution, principles, supplies, equipment, processing, enhancement, digital manipulation, digital advertisements and presentation of professional images to use in their own photo assignments. This course exposes students to the skills used by a certified trained photographer, students should expect to study and read. Creative assignments and most photographic assignments will be expedited to be completed outside of class. For the course objectives to be met, the student should expect to spend 98% of the period hands on. Necessary supplies to complete all projects are provided; any additional supplies must be purchased. Graded homework will be expected.

Technical Drafting

#TEC1050 – Level II with a Level 0 option

Prerequisite: None

Credit: .5

**Students may apply for Middlesex Community College Credit. See page: 54*

A basic course in the fundamentals of Mechanical Drawing in which topics include technical lettering, three-view visualization and drawing, dimensioning, pictorials and an in-depth introduction to computer aided drafting. Also included is an overview of careers and opportunities in drafting.

Advanced Architectural Design

#TEC3040 – Level II with a Level 0 option

Prerequisite: Architectural Design

Credit: 1

Students will build on the skills learned in the previous course to create Architectural presentations of their own advanced designs. Topics include section views, interior elevations, interior and exterior lighting presentations, landscape design, and site integration. Research and application of energy efficiency will also be explored. (May be taken for credit a second time, with approval of instructor)

Advanced Engineering Design

#TEC2040 – Level II with a Level 0 option

Prerequisite: Engineering Design

Credit: 1

Students will build on the information and skills learned in the previous course to create an advanced engineering project. Topics include advanced CNC manufacturing, lofting, sheet metal design and manufacturing, and basic mold design and manufacturing. A group design project in the area of machine design and/or robotics will culminate the engineering experience. (May be taken for credit a second time, with approval of instructor)

Advanced Graphic Arts

#TEC5020 – Level II with a Level 0 option

Prerequisite: Graphic Art 1

Credit: 1

**Students may apply for Middlesex Community College Credit. See page: 56*

This course is designed for a more in-depth study and concentration in the graphic communication field. Textbook and other print and non-print materials are provided. Graded homework should be expected.

Advanced Manufacturing

#TEC1025– Level II with a Level 0 option

Prerequisite: Manufacturing and consent of instructor

Credit: .5

This course builds on the experience gained in Introduction to Manufacturing. Students select three areas of interest where they would like to concentrate while experiencing working in a manufacturing facility. This experience will enhance career potential in manufacturing.

Advanced Materials Processing

#TEC4010 – Level II with a Level 0 option

Prerequisite: Introduction to Materials Processing

Credit: .5

This course is designed to further the student's abilities and develop more advanced techniques for using wood or other materials as industrial mediums. Major emphasis will be placed on design and material layout, proper use of tools and machinery as well as shop safety. In depth exploration of joinery techniques and finishing techniques will be one of the highlights of this class, along with the planning needed to create several individual projects. With each year of advanced materials processing, the students will be given the opportunity to further develop their skills on an individual basis. Students will be taught from a laboratory style, hands-on approach with the freedom to create custom projects. Students will be expected to demonstrate logical thinking and problem-solving skills while showcasing 21st century skills.

Advanced Photography (Chemical and Digital)

#TEC6100 – Level II with a Level 0 option

Prerequisite: Introduction to Photography

Open to 10-12 graders only

Credit: .5

**Students may apply for Middlesex Community College Credit. See page: 54*

This course is designed for a more in-depth study and concentration in the photography world. This advanced photography course provides a real world, serious approach to professional photographic education, where specialized training is completed within nine weeks. The mission of the Advanced Photography course is to provide students who have an expanded interest in photography with a means of developing their artistic approach and technique. Students will build an understanding of the skills needed in the commercial photography, advertising, and marketing professions. Students will practice studio photography and focus in the industry standard software Adobe Photoshop. The Advanced Photography course is an extension of the Introduction to Photography course, and is recommended for students with a distinct passion and respect for photography.

ENGLISH DEPARTMENT

PHILOSOPHY

The English department uses a literary-based approach to instruction. The department believes that in order to be a productive and responsible citizen, a student's ability to read, write, and speak effectively is crucial. Through reading, writing, and discussion of both fiction and nonfiction text, the department will provide students with the knowledge and skills necessary for effective communication in the world. Our students will write proficiently for a variety of audiences and deconstruct, analyze, and evaluate materials or ideas. To develop an understanding of both self and others, students will work independently and collaboratively. It is our hope that the social, intellectual, and creative opportunities within the department will cultivate each student's unique talents and encourage lifelong reading habits.

ENGLISH DEPARTMENT COURSES

Required Courses:

In accordance with the Common Core State standards, the word "text" refers to fiction and nonfiction, print and non-print, including but not limited to: novels, drama, short stories, poems, textbooks, essays, speeches, letters, short videos and film excerpts, cartoons, charts, tables, diagrams, graphs, multimedia presentations, websites, blogs, images, and more.

English 9

#ENG2101 – Level I; #ENG2102 – Level II

Prerequisite: None

Credit: 1

This required freshman survey course combines reading, writing, grammar, the study of vocabulary, and the examination of literary elements from many genres: novel, poetry, short story, drama, and nonfiction.

Requirements: Several exams, compositions (including the introduction of research and critical analysis), journal writing, projects, oral presentations, and quizzes.

English 10

#ENG2201 – Level I; #ENG2202 – Level II

Prerequisite: English 9

Credit: 1

This required sophomore survey course takes the study of literary elements further. Critical reading strategies, including investigation of syntax, structure, mechanics and style, are emphasized. Writing and Socratic discussion are used as vehicles for communicating analytical thought. PSAT study included.

Requirements: Several tests, compositions, journal writing, projects, oral presentations, vocabulary quizzes and common formative assessments.

English 11: American Literature

#ENG2301 – Level I

Prerequisite: English 10

Credit: 1

Student understanding and appreciation of the American experience is enhanced through critical analysis of texts from 1800s to the present day. Cultural influences on American literature are explored as readings incorporate more comparative critical commentary and writings become increasingly centered on citing evidence from the text.

Requirements: Several exams, compositions, journal writing, projects, oral presentations, vocabulary quizzes, and SAT study

English 11: American Literature

#ENG2302 – Level II

Prerequisite: English 10

Credit: 1

Student understanding and appreciation of the American experience is enhanced through critical analysis of texts from 1800s to the present day. Cultural influences on American literature are explored as readings incorporate more comparative critical commentary and writings become increasingly centered on citing evidence from the text.

Requirements: Several exams, compositions, journal writing, projects, oral presentations, vocabulary quizzes, and SAT study

AP English Language and Composition

#ENG3010 – Level AP

Prerequisite: English 11 Level 1 or English 10 Level 1; teacher recommendation

Credit: 1

This course is part of the UCONN ECE Program. In order to receive UCONN credit, students must register with UCONN. For further information, please consult the ECE coordinator in the counseling department.

This course is designed for avid readers and writers intending to attend a competitive four-year college or university and is the equivalent of college introductory courses in composition. Recognizing and analyzing rhetorical elements through independent critical analysis are at the center of this course. Students examine and interpret expository, narrative, and persuasive prose from interdisciplinary *nonfiction* readings of many time periods. Students will identify and explain rhetorical strategies and techniques, apply these techniques to their own writing, and synthesize sources to create and sustain arguments. There is a heavy emphasis on Socratic seminar skills (student-led discussion) and peer conferencing. Participation and regular attendance are significant parts of this course. Students are expected to give at least one speech to the class. Students should expect to revise papers many times and spend more time on extensive reading and writing.

Requirements: Possible assigned reading and writing (in *addition* to the school wide Summer Reading Program) and/or film viewings the summer prior to enrollment and submission of work to school writing contests. Students are required to take the AP exam in English Language and Composition.

IB Literature

SL: #ENG7500

HL: #ENG7501

Prerequisite: English 10 and teacher recommendation; Only available to IB Diploma Program students

2 Credits (1 credit grade 11, 1 credit grade 12)

The language A course introduces students to the analysis of literary texts with respect to their “mother-tongue” entitlement.

The course is organized into four areas of study which include: works in translation, detailed study of specific texts, literary genres and additional options (in which works are freely chosen by the teacher).

AP English Literature and Composition

#ENG3110 – Level AP

Prerequisite: English 11 Level 1 or AP Language and Composition; teacher recommendation

Credit: 1

AP Literature and Composition continues instruction in critical reading and expository writing at an advanced level. The course requires study of prose, poetry, and drama with texts ranging from classics to modern works. Throughout their study, students will focus on composition of the written word and the meaning of the work, examining how an author uses language, structure and style to achieve a purpose. Classes are conducted as seminars: students are expected to develop, to recognize, and to refine their critical thinking skills through papers, debates, study of literary criticism, and tests. As this is a college level course, students are expected to demonstrate the ability to perform independently at the college level. Students will also spend time directly preparing for the AP test.

Requirements: Assigned reading and writing (in *addition* to the school wide Summer Reading Program) and/or film viewings the summer prior to enrollment. Students are required to take the AP exam in English Literature.

IB Core

#ENG7505

1.5 Credits (1 credit grade 11, 0.5 credit[S1] grade 12)

This course is only available to IB Diploma Program students to complete the required core diploma components which include: Theory of Knowledge, Extended Essay, and Creativity, Activity, and Service (CAS).

English 12: (World Literature)

#ENG2401 – Level I; #ENG2402 – Level II

Prerequisite: English 11 or AP Language and Composition

Credit: 1

Recognizing and analyzing sophisticated literary elements through independent critical analysis including argumentation are at the center of this course. Students may study texts from Africa, the Middle East, Asia, Latin America and the Anglo tradition. An important goal of the class is to promote an understanding of such works in their cultural/historical contexts as well as examine the elements that unite different literary traditions. The resume and college essay will also be covered.

Requirements: Several exams, compositions, journal writing, projects, and oral presentations.

Academic Skills Lab – Reading/Writing

#ENG8000 – Level 0

Credit: .5

Elective Credit; Must be recommended by student's counselor

Prerequisite: Students are assigned to this class based on standardized test scores, academic performance in English and social studies classes, and/or teacher recommendations with the approval of the instructor, counselor, and the administration.

This course will assist students in organizational, study and test-taking strategies, and in reading/writing skills such as note taking, summarizing, and making inferences.

Electives courses offered:

Creative Writing

#ENG4502– Level II

Prerequisite: None

Credit: .5

In this writing-intensive course, students will develop more sophisticated writing skills by imitating the styles and techniques of authors of successful fiction, nonfiction, poetry, and drama.

Requirements: Daily writing and the creation of original short stories, drama, micro-fiction, poetry, memoir, reviews and other creative nonfiction pieces, a final portfolio. Students must be prepared to share their writing in peer conferences or by reading aloud their work to the class.

Public and Professional Communications

#ENG5505 – Level II

Prerequisite: English 9

Credit: .5

Students will develop and refine communication proficiency with a strong emphasis on public speaking, writing, and listening. Students will practice clear, courteous, concise and correct communication skills on both personal and professional levels. The development of visual tools to accompany communications as well as identifying purpose and audience will also be addressed. Students will actively research and analyze information on various topics to incorporate into weekly speeches delivered to the class.

The Media and You

#ENG5302– Level II

Prerequisite: English 9 and 10

Credit: .5

Students will develop media literacy: the ability to question, to understand, to interpret, to analyze, and to evaluate the content, intent, and effects of the mass media. The major units in this course may include advertising, newspapers, television, the Internet, music, movies, and visual culture with emphasis on exposure to the unfamiliar.

Requirements: Students analyze and articulate critical judgments about the media through a variety of writing assignments, oral presentations, and group work. Every viewing is accompanied by written work and class discussion. Students will also be expected to complete one special project related to their choice of media. In addition, there will be quizzes, projects, and weekly writing. Students and parents should know that mature media and R-rated material will be part of this class.

FINE ARTS DEPARTMENT

PHILOSOPHY

Valley Regional High School's academic expectations are supported and reinforced in all fine arts classes. The school's social and civic expectations are aligned with departmental expectations. The content of all art classes aligns with state and national art and music standards.

In visual arts, the work of our students evolves in classes where ideas, critical thinking, and processes of visual language are explored. There is a strong emphasis on the elements and principles of design and on observation. Through assignments that include art history, art criticism, aesthetics and production, we challenge our students to be expressive, to solve problems creatively and to use class time productively.

The goal of the music courses is to challenge and nurture through the music experience the intellectual, creative, psychomotor, aesthetic, social, and emotional development of all students, according to their levels of ability and interest in a supportive, structured, and secure environment. The scope of music education is three-fold: to aid in the well-balanced social, aesthetic, and artistic development of students, to provide the proper environment for students who wish to pursue higher education in music, and to produce musically literate adults.

ART DEPARTMENT COURSE LISTING

Art Foundations

#ART1000 – Level II with a Level 0 option

Prerequisite: None

Credit: .5

Art Foundations focuses primarily on the elements of art and principles of design. Both two-dimensional and three-dimensional mediums will be explored in this course as students study compositional design. Students will be given an overview of 19th and 20th Century Art history.

Ceramics

#ART5000 – Level II with a Level 0 option

Prerequisite: Art Foundations

Credit: .5

Clay techniques and processes including wheel throwing, pinch, coil, slab building, extruder, sculpting, and surface treatment will be covered. Students will apply these processes and techniques to creative problem solving assignments. Students develop ideas beyond the scope of entry level Ceramics. Students will study Ceramic Art History through the formal criticism process.

Drawing

#ART2000 – Level II with a Level 0 option

Prerequisite: Art Foundations

Credit: .5

Drawing from life and the elements/principles of design are emphasized. Subjects include figure, still life, architecture and landscape drawing in a variety of media such as pen and pencil, charcoal and pastels. Some outside drawing is required.

Painting

#ART3000 – Level II with a Level 0 option

Prerequisite: Art Foundations

Credit: .5

This is a course in beginning techniques in painting using acrylic, tempera or watercolor. These techniques will be prefaced and supported by a background in drawing. Subjects include figure, still life and/or landscape in a variety of media. Emphasis is on observation and the elements and principles of design.

Sculpture

#ART4000 – Level II with a Level 0 option

Prerequisite: Art Foundations

Credit: .5

Student will explore the three-dimensional design continuum and develop a personal sculptural aesthetic through the use of various materials.. Students in this class will also have the opportunity to collaborate on a large-scale group sculpture project.

Design

#ART1100 – Level II with a Level 0 option

Prerequisite: Art Foundations

Credit: .5

This studio course is offered for the student who wishes to obtain a greater understanding of creative problem solving. Areas of concentration may include clothing and jewelry design, furniture design, ergonomics, architecture, and industrial design. Students will also study production methods and costs in an effort to understand what it takes to turn design concepts into consumer products.

Functional Ceramics

#ART4950 – Level II with a Level 0 option

Prerequisite: None

Credit: .5

This studio course is offered for the art student who wishes to obtain a greater understanding of functional ceramic production methods creating objects that can be used in everyday life; cups, plates, bowls, etc. using a variety of methods including: wheel throwing, handbuilding, slab and the extruder. Surface treatments and design will be an integral component of the curriculum.

Jewelry Design and Fabrication

#ART7070 – Level II with a Level 0 option

Prerequisite: None

Credit: .5

Silver, aluminum, bronze and copper along with other materials and findings will be used to fabricate student designed wearable sculpture. The history of jewelry and jewelry making techniques across various times and cultures will also be explored. (May be taken more than once for credit, with approval of instructor)

Advanced Studio Art

#ART8010 – Level I

Prerequisite: Art Foundations and at least one of the following - Drawing, Painting, Ceramics or Sculpture or approval from the instructor

Credit: 1

This course is designed to allow students to further their artistic study in drawing, sculpture, painting, printmaking, jewelry making, or design and aid in the development of a fine art portfolio suitable for college admission. Experimentation, observation, and the elements of art/principles of design are the themes explored in this course.

AP Art History

#ART8500 – Level AP

Prerequisite: None

Open to 11-12 graders

Credit: 1

The AP Art History course will engage students at the same level as an introductory college art history survey course. It is intended for the serious student and provides the opportunity to explore, in depth, art from the Paleolithic period through postmodernism, including both European, and non-European cultures. The course will teach students to understand works of art through historical, contextual and visual analysis. Through readings, research, slides, videos, and museum visits, students will view significant artworks from around the world. Many colleges and universities offer advanced placement and/or credit to students who perform successfully on the AP Art History exam. Students are required to take the AP exam for AP Art History.

AP Studio Art

#ART8040 – Level AP

Prerequisite: Art Foundations and at least one of the following - Drawing, Painting, Ceramics or Sculpture

Credit: 1

This course is intended for motivated students who are seriously interested in advanced study in art. Through the creation of works that exhibit quality, concentration and a broad exploration of artistic concepts and media use, the student prepares a portfolio that is presented for the AP exam. Students may focus on a 2-dimensional or 3-dimensional portfolio. Students are required to submit an AP Studio Portfolio.

IB Visual Arts

SL: #ART7500

HL: #ART7501

2 Credits (1 credit grade 11, 1 credit grade 12) Prerequisite: None

The visual arts course is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is organized into three areas of study including: theoretical practice, art-making practice, and curatorial practice.

MUSIC DEPARTMENT COURSE LISTING**Concert Band**

#MUS1050 – Level II, with a Level 0 option

#MUS1000 – Level II, alternate (use this course number if joining chorus as well as band) with a Level 0 option

Prerequisite: Minimum playing and reading skills

Credit: 1

Emphasis is placed on development of technical facility and musicianship through large and small ensemble experience. Various styles of band and chamber literature will be studied and performed. Participation carries with it the responsibility of attendance at rehearsals, pep band performances, concerts outside the school day, as well as individual practice. Performances include concerts, parades, home football games, adjudication festivals, performances throughout the district, and graduation. Band members are eligible for participation in Southern District, New England, All-State Festivals, and may audition for Jazz Band.

Concert Chorus

#MUS2050 – Level II, with a Level 0 option

#MUS2000 – Level II, alternate (use this course number if joining band as well as chorus) with a Level 0 option

Prerequisite: None

Credit: 1

The chorus is open to students in grades 9-12. The emphasis will be on vocalization techniques, music reading, and rehearsal skills of a wide range of choral literature. The chorus performs for Winterfest, the Spring Concert, and often workshops or festivals. Participation carries with it responsibility of attendance at rehearsals and concerts outside the school day. In addition to the concert chorus, students may be selected for advanced ensembles through audition. Advanced students may audition for All-State Chorus, Southern Region District Chorus, the All-New England Chorus, and the Valley Madrigal Consort, and Women's Choir.

Music Appreciation

#MUS4500 – Level II with a Level 0 option

Prerequisite: None

Credit: .5

This course is open to all students who are interested in the origin and evolution of music. Students will study the development of western music from antiquity through the 21st century. Other areas of focus include pitch and rhythm identification, aural and visual instrument identification, and music performance. The best way to truly appreciate music is to perform. Students will learn to play an instrument, no previous experience necessary. Students may use an instrument that they bring from home or a school owned instrument (limited availability).

Music Theater

#MUS5000 – Level II with a Level 0 option

Prerequisite: None

Credit: .5

This course is open to any student in grades 9-12. Theater is the study of many forms of theatre that incorporate music as a means of enhancing the theatrical experience as well as a means of communicating ideas and feelings. Students will have the opportunity to explore the basics of acting including improvisation, group scenes, and monologues. Students will also perform excerpts from several musicals. (May be taken more than once for credit, with approval of instructor)

Vocal Class

#MUS2500 – Level II with a Level 0 option

Prerequisite: None

Credit: .5

This course is open to all students in grades 9-12 who desire to improve their vocal technique and music reading skills. Concentration will be placed on individual vocal technique through vocal exercises, breath management, and vocal literature of various periods, as well as developing music reading abilities through the Kodaly method. Basic piano skills will also be introduced. (May be taken more than once for credit, with approval of instructor)

Piano Class

#MUS1125 - Level II with a Level 0 option

Pending Board Approval

Prerequisite: None

Credit: .5

Piano Class is for beginner, intermediate or advanced students. Students will work at their own pace with personalized instruction and weekly performance checks. Students will perform music from various etude books, music by composers ranging in eras from classical to 20th century, and popular music.

Music Theory

#MUS4000 – Level AP

Prerequisite: 1 semester of band and/or choir or permission of the instructor

Credit: .5

This course is part of the UCONN ECE Program. In order to receive UCONN credit, students must register with UCONN. For further information, please consult the ECE coordinator in the counseling department.

Open to all students interested in learning the fundamentals of music theory. Topics include treble/bass/alto clef pitch reading, rhythm grouping and notation, rhythm error detection and correction, simple and compound time signatures, circle of fifths progression, interval analysis, triad identification and construction, and roman numeral analysis. No previous music background is necessary. Basic keyboarding and singing will also be covered in this course.

AP Music Theory

#MUS4100 – Level AP

Prerequisite: Music Theory with teacher recommendation and/or permission of the instructor

Credit: 1

This course is part of the UCONN ECE Program. In order to receive UCONN credit, students must register with UCONN. For further information, please consult the ECE coordinator in the counseling department. Students must have taken MUS1011 (Music Theory) in order to be eligible to register for MUS1012.

The Advanced Placement Program (AP) course and examination in Music Theory are intended for students who wish to complete studies in secondary school that are equivalent to a first-year collegiate level music theory course focusing on fundamental terminology, notation skills, composition, score analysis, and aural skills. The course prepares students for further study in college by requiring higher level thinking skills as well as independence of thought. Aural skills such as melodic dictation, sight-singing, and listening/evaluating are integral to the course. Students are required to take the AP exam.

IB Music

SL: #MUS7500

HL: #MUS7501

2 Credits (1 credit grade 11, 1 credit grade 12)

Prerequisite: Music Theory with teacher recommendation and/or permission of the instructor

Involving aspects of the composition, performance and critical analysis of music, the course exposes students to forms, styles and functions of music from a wide range of historical and socio-cultural contexts. Students create, participate in, and reflect upon music from their own background and those of others. The course is organized into four areas of study which includes: musical perception, creating, solo performing, and group performing.

MATHEMATICS DEPARTMENT

PHILOSOPHY

The Mathematics Department endeavors to broaden the background and ability of every student. Students at all levels will have opportunities to develop both written and oral mathematical communication skills, problem solving skills and use technology as a part of their mathematical experience which is based on a balance of the conceptual and procedural aspects of the subject. In alignment with the school's Mission Statement, the Mathematics Department encourages and expects students to understand written language, write proficiently, and speak effectively using the English language and mathematical language. Students will develop their critical and creative problem solving skills by identifying essential information needed to solve a problem, potential methods that can be used to find a solution, choosing the most effective method to solve a problem, and reflecting on both the problem solving process and the learning experience. This critical and creative component of mathematics is evident in all classes in the department. Students are also encouraged to work independently and collaboratively to help prepare them to participate in a global community and to act respectfully and responsibly in these learning environments. The department strives to build productive and responsible citizens who understand and acknowledge the consequences of their actions and are prepared to become lifelong learners of mathematics.

MATHEMATICS DEPARTMENT COURSE LISTING

Pre-Algebra

#MTH2003 – Level II

Level based on Grade 8 teacher recommendation

Credit: 1

Topics of study in this course include basic math operations, working with signed numbers, order of operations, working with real numbers, ratio, proportion, and percent, solving equations and writing equations from words, working with formulas, the coordinate plane, and linear equations. The class is designed to prepare students for Algebra 1. Technology used in the study of pre-algebra includes the graphing calculator.

Algebra 1

#MTH2021 – Level I; #MTH2022 – Level II

Level based on Grade 8 teacher recommendation

Credit: 1

This is a course in algebra emphasizing both the understanding of concepts and the acquisition of basic skills. Topics covered include: patterns, solving linear equations and inequalities, functions, linear function, scatter plots, systems of linear equations, and quadratic and exponential functions. Technology used in the study of algebra includes graphing calculators and calculator based labs.

Geometry

#MTH3021 – Level I; #MTH3022 – Level II

Prerequisite: Algebra 1 and teacher recommendation

Credit: 1

Topics of study in this course include inductive reasoning, constructions, properties of lines and angles, triangles and other polygons, the circle, area and volume, the right triangle, similarity; deductive reasoning, area and volume of solids, right triangle trigonometry, and proof. Geometric concepts are first introduced visually; then analytically, then inductively, and finally, deductively. The content will be explored and enhanced with the use of programs such as GeoGebra.

Algebra 2

#MTH4021 – Level I

Prerequisite: Geometry and teacher recommendation

Credit: 1

This course includes the study of topics needed for Pre-Calculus and Calculus. Topics include analyzing equations and inequalities, systems of linear inequalities, polynomial and radical expressions, solutions to quadratic and higher degree equations and inequalities, rational expressions, equations, and functions, and discrete math topics. This course continues the implementation of technology through the use of the graphing calculator and calculator based labs. ***Please note: This course must be taken at the Level 1 offering if the student intends to enroll in Pre-Calculus Level I.***

Algebra 2

#MTH4022 – Level II

Prerequisite: Geometry and teacher recommendation

Credit: 1

This course requires the development of a reasonably high level of mathematical skill and technique. Topics include analyzing equations and inequalities, graphing linear relations and functions, systems of linear equations and inequalities, polynomials and radical expressions, solutions of quadratic and higher-degree equations and inequalities, and rational expressions, equations, and functions, as well as discrete math topics. This course continues the implementation of technology through the use of the graphing calculator and calculator based labs.

Pre-Calculus

#MTH5021 – Level I

Prerequisite: Algebra 2 Level I with a grade of 85 or above and teacher recommendation

Credit: 1

The purpose of this course is to prepare students for college level calculus through the study of polynomial, rational, piecewise and circular functions. Matrices and conic sections are studied, as well as exponential and logarithmic functions. In addition, characteristics such as domain, range, inverse, transformation, and continuity and end behavior are used to analyze and describe both algebraic and trigonometric graphs. The relationship between circular functions and trigonometric functions is made explicit and these functions, together with their identities, are explored. ***Please note: This course must be taken at the Level 1 offering if the student intends to enroll in AP Calculus AB or AP Calculus BC.***

Pre-Calculus

#MTH6000 – Level II

Prerequisite: Algebra 2 and teacher recommendation

Credit: 1

Students will gain a greater understanding of topics covered in Algebra II with the addition of concepts connected to polynomial, rational, piecewise, and circular functions. Matrices, vectors, and conic sections will also be introduced, as well as exponential and logarithmic functions. In addition, characteristics such as domain, range, inverse, transformation, and continuity and end behavior are used to analyze and describe graphs. The relationship between circular functions and trigonometric functions is made explicit and these functions, together with their identities, are explored.

AP Calculus AB

#MTH5510 – AP Level

Prerequisite: Pre-Calculus Level I and teacher recommendation.

Credit: 1

Calculus is the study of change and motion. Limits, derivative and integration techniques as well as their applications are studied in detail. Students will determine the rate at which the area of a circular oil slick increases, approximate the surface area of a pond, and find the instantaneous velocity of an object in flight. Students in this course will be prepared and are required to take the AP Calculus AB exam.

AP Calculus BC

#MTH5520 – AP Level

Prerequisite: Pre-Calculus Level I and teacher recommendation

Credit: 1

Calculus BC encompasses all topics of Calculus AB with additional topics including applications of integration, an introduction to differential equations, transcendental functions, techniques of integration and infinite series. Students in this course will be prepared for and are required to take the AP Calculus BC exam.

Statistics

#MTH6001 – Level I; #MTH6000 – Level II

Prerequisite: Algebra 2 and teacher recommendation

Credit: .5

Statistics is an elective that emphasizes working with data and uses statistical analysis ideas to analyze real problems. Applications will be drawn from a broad range of interests, including but not limited to business, nursing, and law-enforcement. The curriculum includes data collection and graphing, data analysis, data production and design of experiments. Problems will require students to make judgments based on their analysis of the data. Use of a graphing calculator with statistical capabilities is mandatory for students in this course.

AP Statistics

#MTH6006 – AP Level

Prerequisite: Algebra 2 and teacher recommendation

Credit: 1

The AP Statistics course emphasizes collecting, analyzing and drawing conclusions from data as the main concepts discussed. Students are exposed to four broad conceptual themes: 1. Exploring Data: Describing patterns and departures from patterns 2. Sampling and Experimentation: Planning and conducting a study 3. Anticipating Patterns: Exploring random phenomena using probability and simulation 4. Statistical Inference: Estimating population parameters and testing hypotheses. Use of a graphing calculator with statistical capabilities is mandatory for students in this course. Students in this course will be prepared for and are required to take the AP Statistics exam.

IB Mathematics Applications and Interpretations

SL: #MTH7000

HL: #MTH7001

Prerequisite: Geometry and teacher recommendation

2 Credits (1 credit grade 11, 1 credit grade 12)

This mathematics courses will enable students to develop mathematical knowledge, concepts, and principles, develop logical, critical and creative thinking, employ and refine their powers of abstraction and generalization with an emphasis on statistics, modeling, and problem-solving with technology.

IB Mathematics Analysis and Approaches

SL: #MTH7004

HL: #MTH7005

Prerequisite: Algebra 2 and teacher recommendation

2 Credits (1 credit grade 11, 1 credit grade 12)

This mathematics courses will enable students to develop mathematical knowledge, concepts, and principles, develop logical, critical and creative thinking, employ and refine their powers of abstraction and generalization with an emphasis on emphasis is on calculus, and real and abstract applications, sometimes with technology.

PHYSICAL EDUCATION & HEALTH DEPARTMENT

PHILOSOPHY

Physical activity and a healthy lifestyle are of value to all humans throughout their entire lives. The Physical Education and Health program at Valley Regional is presented in such a manner as to offer all the students the opportunity to gain the necessary knowledge and to help acquire the appropriate physical and social skills that are essential in developing an active lifestyle that can last forever. The program offers the opportunity for all students to develop and maintain a level of physical fitness necessary for maximum growth and development. One of the major goals of our program is to prepare students for participation in the global community of lifelong fitness.

DEPARTMENTAL REQUIREMENTS

One credit of Physical Education is required for graduation. All Physical Education courses are semester courses worth one-half credit. All requests for temporary or permanent exemption from Physical Education should be brought directly to the school counselor and the Physical Education Department Coordinator. One-half credit in Health Education is a requirement for graduation. To meet this requirement, all 9th grade students must enroll in the semester long Health 1 course.

PHYSICAL EDUCATION & HEALTH DEPARTMENT COURSE LISTING

Physical Education

#PEH1000 – Level 0

Prerequisite: None

Credit: .5

In Physical Education, students engage in various kinds of fitness and game activities in classes. Physical fitness/resistance training will be stressed during at least 2 class periods a week throughout the semester. While in the weight room, students will keep a log of their workout sessions from which they can access, analyze and draw conclusions about their individualized workout plans. During this time, students will be responsible for working independently or collaborating with workout partners to modify and adjust individual workout sessions in order to achieve personal improvement goals. Various outdoor fitness and game/sport activities include: disc golf, flag/tag football, golf, group games, soccer, softball, recreation and leisure studies unit, speedball, tennis, track events, ultimate frisbee, walking. Indoor sport and recreation activities can include: badminton, basketball activities, broomball, high intensity interval training workouts, indoor soccer, indoor ultimate frisbee, partner or line dancing, pickleball, speedball, team handball, ultimate frisbee, volleyball, weight training, POUND Fitness, SHOCKWAVE, Zumba and 7 Minute Cardio.

PE – FIT

#PEH3000 – Level 0

Credit: .5

Prerequisite: Open to all sophomores, juniors, and seniors; Runs first semester only. **It can only fulfill the required PE credit during the junior and/or senior year.** Otherwise, a student will receive an elective credit in PE for this course. Students in this particular PE FIT class will be participating in fitness sessions during the activity portion of PE Class. Activities of study during this portion of PE FIT Class can include, but are not limited to: Barre Fitness, Bellydance/Bhangra Dance, Body Beast, Boot Camp, Cardio Kickbox, CIZE, High Intensity Interval Training, Hip-Hop Aerobics, Insanity, Jazzercise, Kettlebell, Meditation, Partner and Line Dance, Personal Training Programs, Pilates, Plyo, POUND Fitness, Resistance Band Training, Rowing in the Circuit, Sculpting, SHOCKWAVE, Spin, T25, Tae-Bo, Tae-Chi, The Tracy Anderson Method, Turbo Jam, Weight Room Training, Yoga, and Aqua Zumba, Zumba, Zumba Step, Zumba Toning.

Health 1

#PEH5000 – Level II

Prerequisite: None

Credit: .5

The goal of this required ninth grade course is for students to understand the characteristics of a healthy lifestyle. To this end, students will study issues related to health and how these issues impact their daily lives. The development of decision making skills emphasizing the consequences of one's choices is woven into each unit. Students will work cooperatively in small and large groups to research, create information pamphlets, produce and organize presentations, perform skits, and brainstorm the topics presented in class. The following topics will be introduced and discussed throughout the course: strategies to live a healthy and active lifestyle; strategies to live a lifestyle free of tobacco, alcohol and other non prescribed drugs; explore ways to avoid risk-taking activities that cause intentional and unintentional bodily injuries or diseases; discuss and analyze the physical, mental, emotional and sexual changes that occur throughout a lifetime.

Health 2

#PEH6000 – Level II with a Level 0 option

Prerequisite: Student must be at least a sophomore having passed Health 1

Credit: .5

This elective course is provided to those upperclassmen interested in pursuing a career in a health related field. As research is a focus in this course, students will be expected to access, analyze, and draw conclusions about current health issues. Students in Health 2 will study topics such as stress and stress reduction strategies, alcohol and drug related issues and problems, infectious and lifestyle diseases as well as healthy personal relationships as they strive to understand and emulate the characteristics of a healthy lifestyle.

SCIENCE DEPARTMENT

PHILOSOPHY

Our philosophy is that students should engage in the process of science, discovering for themselves its meaning, opportunities, frustrations and limitations. While theories and facts form the skeleton of each course, our goal is to help students develop a working knowledge of the scientific method, using their critical thinking and reasoning skills. Most science courses are laboratory and activity based experiences. Technology, the use of computers and other tools to model and enhance the learning experience, is an integral part of the science program. The science program at Valley Regional will provide students with the skills to analyze and make informed decisions about problems and issues they will encounter in life. Students who participate in science courses at Valley Regional High School are provided with the opportunity to develop the five major academic competencies identified in the VRHS 21st Century Learning Expectations document.

SCIENCE DEPARTMENT COURSE LISTING

Biology

#SCI2001 – Level I; #SCI2002 – Level II

Level recommendation from the middle school

Credit: 1

All the courses engage students in higher order thinking skills. Students are challenged to use critical reasoning and use the investigative process of science. Students at this level may be required to complete chapters on their own and present a project to the class. The laboratory, hands-on approach of instruction is divided into various selected themes including plant vs. animal studies, structure and function of cells, genetics, cellular processes (such as mitosis and meiosis and many more). This course fully supports the CT science frameworks. Students in Level 1 will also engage in independent study.

Units such as the Animal Kingdom will be included in addition to required dissections. Level II is considered a College-Prep Lab Science, with the reduction of some of the more advanced topics.

Chemistry

#SCI3301 – Level I

Prerequisites: Biology, Algebra 1, and teacher recommendation

Credit: 1

Chemistry is presented as an experimental science. All of the principles and theories that are used to solve problems are derived from laboratory work. Therefore, emphasis is placed on precise laboratory technique and careful analysis of the data collected. In Chem Study the student develops a model for matter and studies how substances interact. Problem solving skills are an integral part of the course. An understanding of theories and concepts is essential for problem solving.

Chemistry

#SCI3002 – Level II

Prerequisites: Biology, Algebra 1, and teacher recommendation

Credit: 1

This course provides an introduction to chemical concepts and applications illustrating the principles of chemistry. Students use a variety of techniques to analyze data and draw conclusions about major concepts in chemistry. Topics of study include atomic and molecular structure, chemical bonds, conservation of matter and stoichiometry, chemical reactions, and organic chemistry. Problem-solving skills and mathematical manipulation are an integral part of the course. Emphasis is placed on conceptual understanding, problem solving and technical writing. Students are required to write several formal lab reports.

Introductory Chemistry

#SCI3012 – Level II

Prerequisites: Biology

Credit: 1

This course is a survey course in general chemistry. It is a course that first presents the fundamental principles in chemistry and then applies those principles in the latter part of the semester to the study of acid/base equilibria and bioorganic chemistry. The lectures, textbook, homework assignments and laboratory work will help guide you through the material so that you will be able to think critically about scientific issues and apply what you have learned to events in your everyday life. The units of study in Introductory Chemistry cover the topics: Matter, Gases, Atomic Structure, Periodicity, Heat, Bonding, Lewis Structures and Polarity, Reactions, Organic and Biochemistry.

Integrated Science

#SCI5202 – Level II

Prerequisites: Biology

Credit: 1

In this course, the study of concepts concerning the physical world is integrated with the study of relationships between the natural sciences. Content areas explored include: Waves and the Universe, Gravity and Motion, The Ongoing Formation of Earth, Energy and Electricity, and Waves and Communication. The course emphasizes the importance of science practices with the application of modeling and simulations, laboratory experiments, and research projects.

Physics

#SCI4001 – Level I

Prerequisites: Biology, completion of Geometry Level I

Credit: 1

This course is an approach to contemporary physics, stressing the relationships of theory and experimentation, conceptual understanding and problem solving. Each topic is developed sequentially starting with the simpler ideas and moving on to the more complex ideas. The laboratory portion of the course offers a wide variety of challenging experiments in solving problems by observation and measurement. Each aspect of the course serves to strengthen the students' understanding of physical phenomena.

Electives:

Anatomy and Physiology

#SCI5601 – Level I; #SCI560 – Level II

Prerequisite: Biology

Credit: 1

This course is designed to provide a wide variety of experiences to help the student learn about the structure and function of the human body. The course is divided into a study of various systems and themes with the human animal as the center of study. Topics include the study of the bodily systems, nutrition and disease; and how each organ and systems interact to make the complete human organism. Dissection of various samples is integrated into the instruction of the course.

Forensics

#SCI5302 – Level II

Prerequisites: Biology

Credit: .5

Forensics is an introductory general science elective. This class is a project-based laboratory course with an emphasis on scientific techniques and analytical strategies. Students will utilize web-based tutorials, case-studies, and other independent projects to explore various applications of scientific principles to matters of law. Topics include analysis of fingerprints, hair and fibers, blood and bodily fluids, and anthropology. Students will also explore careers in forensics and aspects of law and criminal justice.

Marine Biology

#SCI5102 – Level II

Prerequisites: Biology

Credit: .5

This course explores such subject matter as seawater and its composition, the ocean floor and its sediments, ocean tides, waves and shorelines, as well as the plants and animals, which inhabit the ocean. Course is a discussion/lab. Students are expected to complete an oral presentation project as part of their final grade.

AP Biology #SCI2300 – Level AP

Prerequisites: Chemistry and teacher recommendation

Credit: 1

This course is part of the UCONN ECE Program. In order to receive UCONN credit, students must register with UCONN. For further information, please consult the ECE coordinator in the counseling department.

This course provides students with the opportunity to pursue two semesters of college level biology at the high school level. The areas to be covered by the course will be the principles and process of molecular and cellular life, utilization of energy, maintenance and regulation of the internal environment of organisms, gene activities, ecology, and the origin of life and diversity of forms of life. As this is a college level course, students are expected to demonstrate the ability to perform independently at the college level. Students will also spend time directly preparing for the AP test.

Requirements: Assigned reading and writing (in *addition* to the school wide Summer Reading Program) and/or projects over the summer prior to classes beginning in the fall. Students are required to take the AP exam in AP Biology. *Note: It is recommended that students take Anatomy and Physiology prior to taking AP Biology.*

AP Chemistry #SCI3600 – Level AP (offered in school years beginning with even calendar year)

Prerequisites: Chemistry and teacher recommendation

Credit: 1

This course is part of the UCONN ECE Program. In order to receive UCONN credit, students must register with UCONN. For further information, please consult the ECE coordinator in the counseling department.

This course is designed to provide a foundation for more advanced students in Chemistry. The topics covered include: the atomic theory, the laws and theories concerning the physical and chemical behavior of gases, liquids, solids, and solutions. The properties of some of the more familiar elements and their components are discussed. The laboratory work involves quantitative measurement for the laws of chemical combination, as well as qualitative measurement for equilibrium systems.

Requirement: Students are required to take the AP exam in AP Chemistry.

IB Biology

SL: #SCI7500

HL: #SCI7501

Prerequisite: Biology and teacher recommendation

2 Credits (1 credit grade 11, 1 credit grade 12)

The biology course is an investigation of the living world. Studies progress from the structure and function of cells to the interactions within whole ecosystems. Core topics covered in biology include: cell biology, molecular biology, genetics, ecology, evolution and biodiversity, and human physiology. HL topics include: nucleic acids, metabolism, cell respiration and photosynthesis, plant biology, genetics and evolution, and animal physiology. Human physiology will be studied as an optional topic. Students will also participate in practical activities, individual investigations, and a group project.

IB Chemistry

SL: #SCI7504

HL: #SCI7505

Prerequisite: Biology, Algebra 1, and teacher recommendation

2 Credits (1 credit grade 11, 1 credit grade 12)

The chemistry course is a study of matter and energy and their interactions. There is an emphasis both the physical environment in which we live and biological systems. Core topics covered in chemistry include stoichiometric relationships, atomic structure, periodicity, chemical bonding and structure, energetics/thermochemistry, chemical kinetics, equilibrium, acids and bases, redox processes, organic chemistry, measurement and data processing. HL topics include atomic structure, the periodic table—the transition metals, chemical bonding and structure, energetics/thermochemistry, chemical kinetics, equilibrium, acids and bases, redox processes, organic chemistry, measurement and analysis. Medicinal chemistry will be studied as an optional topic. Students will also participate in practical activities, individual investigations, and a group project.

IB Physics

SL: #SCI7508

HL: #SCI7509

Prerequisite: Biology, Geometry, and teacher recommendation

2 Credits (1 credit grade 11, 1 credit grade 12)

The physics course studies the phenomena of the universe from the smallest particles to the vast galaxies. Through observations, data collection and analysis, conclusions about the physical world can be derived. Core topics covered in physics include measurements and uncertainties, mechanics, thermal physics, waves, electricity and magnetism, circular motion and gravitation, atomic, nuclear and particle physics, energy production. HL topics include wave phenomena, fields, electromagnetic induction, and quantum and nuclear physics. Imaging will be studied as an optional topic. Students will also participate in practical activities, individual investigations, and a group project.

SOCIAL STUDIES DEPARTMENT

PHILOSOPHY

It is the philosophy of the Social Studies Department at Valley Regional High School to provide students with the enduring knowledge and skills necessary to become lifelong learners and productive citizens in a global society. By understanding their connections to the past, students will recognize the commonality as well as respect the diversity of people across time, and appreciate the delicate balance of rights and responsibilities in an open society. Understanding the enduring struggle to find the proper balance between protecting the rights of the individual and promoting the common good is essential to our citizenship.

As citizens they should be active contributors to a society that is increasingly interdependent with other nations of the world as they develop an understanding of America within the global community. With this students will develop a sense of empathy and the habits of thoughtful analysis and reflective thinking.

SOCIAL STUDIES DEPARTMENT COURSE LISTING

Global Studies 2

#SOC1102 – Level II

Prerequisite: None

Credit: 1

Global Studies 2 is a continuation of Global Studies I offered in 8th Grade. The focus of this heterogeneously grouped course is the 20th Century through the present including the historical worldwide events and regional geography, culture, and history. Designed in thematic units, this course will focus on two areas of study, *The 20th Century Crisis, 1914-1945* and *Toward A Global Civilization, 1945 – Present*. Analytical skills will be introduced and practiced systematically throughout the course to develop students into critical and historical thinkers. These skills include: research; access, analyze, and drawing conclusions from information; writing; and working independently and collaboratively. With the focus being the 20th Century, students will understand their place within modern history and become prepared to participate in the growing global community.

The Constitution and Civic Responsibility

#SOC2101 – Level I; #SOC2102 – Level II

Prerequisite: Global Studies 2

Credit: .5

Students will be introduced to the framework of the United States Constitution and the functions of federal, state, and local government. Within this framework, students will become familiar with the historical and philosophical foundation of our system of government and the process by which the United States Constitution was established and continues to be the basis for our constitutional democracy. Students will also investigate the rights and responsibilities of citizenship. One of the main goals of this course is to encourage active civic participation. Students will confront such questions as: What is civic participation and how can I be involved? How has the meaning of citizenship evolved? What is the balance between the rights and responsibilities of citizenship? What is the role of the citizen in the community and the nation? How can I make a positive difference? The Constitution and Civic Responsibility course addresses these questions through a variety of exercises including: mock trial, debate, Congressional hearing, and town meeting. Students will practice critical thinking skills through non-fiction reading, information analysis, and persuasive writing. The Constitution and Civic Responsibility is a state mandated curriculum offering.

U.S. History

#SOC5251 - Level I; #SOC5252 - Level II

Prerequisite: Constitution and Civic Responsibility

Credit: 1

This course provides an overall view of the United States from colonial times to the present. The colonial period, the independence movement, the Constitution, and the development of nationalism and sectionalism leading to the Civil War will be examined. Topics also covered will include the rise of Industrial America, the Progressive Era, the Great Depression, and the World Wars and their aftermaths.

AP US History

#SOC3300 – Level AP

Prerequisites: The Constitution and Civic Responsibility and teacher recommendation.

Credit: 1

The Advanced Placement Program (AP) course and examination in United States History are intended for qualified students who wish to complete studies in secondary school equivalent to college introductory courses in U.S. History. The course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full year introductory college courses. Students will learn to assess historical materials – their relevance to a given interpretive problem, their reliability and their importance – and to weigh the evidence and interpretations presented in historical scholarship. Students are required to take the AP exam in AP US History.

IB History

SL: #SOC7500

HL: #SOC7501

Prerequisite: The Constitution and Civic Responsibility and teacher recommendation

2 Credits (1 credit grade 11, 1 credit grade 12)

The history course is a world history course based on a comparative, multi-perspective approach to history and focused around key historical concepts such as change, causation, and significance. It involves the study of a variety of types of history, including political, economic, social and cultural, encouraging students to think historically and to develop historical skills. The course is organized into four areas of study which include: the move to global war, authoritarian states (20th century), the cold war: superpower tensions and rivalries (20th Century), and history of the Americas.

Contemporary Issues

#SOC4051 – Level I; #SOC4052 – Level II

Prerequisite: U.S. History or AP United States History

Credit: .5

Contemporary Issues is a required course for seniors, grade 12, and is needed to complete the student criterion for graduation unless the student takes Western Civilization. We will be investigating the complexity of current issues through critical thinking involving research, analysis and synthesis, open and civil discussion, and the use of varied disciplines to further our understanding of today's world. A major portion of the course is an independently produced senior portfolio project. In addition, this course is designed to do the following:

- expand student horizons concerning domestic and international issues in preparation for participation in a global community;
- utilize critical thinking skills in support of student opinions and the evaluation of varied viewpoints;
- fine tune the skills needed to accomplish useful and academically sound independent research involving extensive reading, writing, and speaking;
- optimize student participation in discussion of pertinent topics and issues related to current and the future concerns;
- prepare you to be productive and responsible citizens who continue to search for solutions to the issues and problems of the day;
- capitalize on senior maturity and responsibility to gain confidence in working independently and collaboratively.

Western Civilization 1

#SOC5010 – Level AP

Prerequisite: U.S. History or AP United States History and teacher recommendation

Credit: .5

This course is part of the UCONN ECE Program. In order to receive UCONN credit, students must register with UCONN. For further information, please consult the ECE coordinator in the counseling department.

This course is an overview of the major developments of Western Civilization from Antiquity to the Protestant Reformation (Ancient, Medieval and Renaissance History). It assesses our indebtedness to the achievements of those who laid the foundation of modern Western Society. These include: the development of political institutions, legal systems, economic growth and cultural expression. As a college course in history, our study is centered on the practice, and not just the study, of history. Students are expected to be disciplined and self motivated. A desire to learn coupled with an innate intellectual curiosity is underpinnings of being successful in this course. History is as much or more about asking questions, and determining which questions to ask, as it is about answering them. This idea is central to this course.

Western Civilization 2

#SOC5020 – Level AP

Prerequisite: U.S. History or AP United States History and teacher recommendation

Credit: .5

This course is part of the UCONN ECE Program. In order to receive UCONN credit, students must register with UCONN. For further information, please consult the ECE coordinator in the counseling department.

Similar in its approach to Western Civilization I, this course is an overview of the developments in Modern Western Civilization. Our study begins with the Enlightenment and its impact upon the Age of Revolution, The Foundations of Modern Nations in the Nineteenth Century, the impact of industrialization upon nations and society, and an assessment of the Twentieth Century as an era of competing ideologies. Primary emphasis will be placed upon the intellectual history and how ideas have shaped our history. As mentioned, above, our study is centered on the practice, and not just the study, of history. Therefore, students are asked to delve into history with insightfulness and self discipline expected of a college student. This course may be taken independently of Western Civilization I.

Elective courses offered in school years beginning with even calendar year

Global Conflict and Human Rights

#SOC1200 – Level II

Prerequisite: Global Studies 2

Credit: .5

Eleanor Roosevelt, the woman behind the Universal Declaration of Human Rights, once wrote, “Where, after all, do universal human rights begin? In small places, close to home...unless these rights have meaning there, they have little meaning anywhere.” This course will examine human rights close to home and throughout the world. It is a human right to learn about human rights. Students will understand the importance of human rights as well as how human rights were and are still violated today, including in acts of genocide. Topics covered will include the Armenian Genocide, the Holocaust, the Khmer Rouge and the Killing Fields, the Rwandan Genocide, Bosnia and Srebrenica, Crisis in Darfur, and Syria, as well as topics based on student interest. This class will encourage students to take active roles in protecting human rights through projects and discussions.

20th Century History Through Sports

#SOC7150 – Level II

Prerequisite: Global Studies 2

Credit: .5

The 20th century witnessed monumental events that forever shaped history. Sports and athletic achievements have consistently aided in the shaping of that history. Sports have always been a means to express both political and social awareness on various topics. This elective will examine how various sporting events have impacted the course of 20th century world history by analyzing the effect that the sport has had on creating social awareness and, ultimately, social and political change throughout the world. Topics will include: 1920s and the birth of the sports hero, Hitler’s 1936 Munich Olympics, Breaking the Color Barrier - Jackie Robinson, the Superbowl and the Marketing of Football, 1980 Miracle on Ice during the Cold War, the fall of Apartheid in South Africa and the Rugby World Championship, and the fall of the Soviet Union and its impact on the 1992 Summer Olympics. This course is for the student who wishes to view 20th century history through an alternate lense.

Local History

#SOC6402 – Level II

Prerequisite: Global Studies 2

Credit: .5

Local History focuses on the rich and varied history of Chester, Deep River and Essex. Thematically focused with topics that include: Native Americans, the settling of the Saybrook Colony, Witchcraft in Saybrook, African-American slavery, Chester, Deep River and Essex's emergence as communities, shipbuilding, the Industrial Revolution, the evolution of the steamboat and railroad in the Connecticut River Valley, our participation in World Wars I & II, the transformation of the local economies in the past decades, and a wide variety of local topics of interest. This course is research and project oriented aiming to meet the needs of all students. Those enrolling in this course need to be prepared to work independently and collaboratively.

Psychology

#SOC6202 – Level II

Prerequisite: Global Studies 2

Credit: .5

This Social Studies elective is centered on the introduction of psychology as a distinct subject area. The course will emphasize learning and cognitive processes, workings of the body and mind, transition through the lifespan, personality and individuality, adjustment and breakdown and human relations. It should be emphasized that this course will treat psychology as a subject matter with distinct body of knowledge including vocabulary, subject analysis, rational justifications, in-depth essays, problem solving and significant reading and research.

Elective courses offered in school years beginning with odd calendar year**20th Century Warfare**

#SOC7202 – Level II

Prerequisite: Global Studies 2

Credit: .5

This course will be a survey of the causes, execution, and effects of armed conflict over the last century. The course will focus on the various types of warfare including, but not limited to, total war, armed manifestations of the Cold War, wars of liberation, as well as guerilla war, terrorism, and the planning and preparation of nuclear war. It is hoped that during the course, students will develop an understanding of the following: the causes of war, diplomacy and its role in the prevention of war, the relationship between geography and war, the military tactics, weaponry, and strategy of the various types of war, ideologies that give cause to war and the effect that war has on society as it is fought as well as the aftermath.

Students will examine a number of essential questions including:

1. Why do nations have war?
2. What effect does war have on nations and the people within them?
3. Is war inevitable?
4. Is war ever justified?

Economics

#SOC6002 – Level II

Prerequisite: Global Studies 2

Credit: .5

Economics is the study of ways in which societies use the limited resources available to them to meet the unlimited wants of their citizens. To that end, this course will be an introduction to the study of economics as a social science and its main concepts and methodologies. It will also provide an overview of the free enterprise system of the United States. Topics of study will include: scarcity, opportunity costs, business organizations, supply and demand, price, competition and markets, unemployment, government spending and taxation, money, financial markets, GDP, inflation, poverty, the Federal Reserve, monetary policy, international trade, and global economic challenges. Students will evaluate the role of the government in the United States economy. Students will also read 'real world' articles about economic issues. In addition, many economic concepts will be demonstrated via classroom simulations.

Sociology

#SOC6102 – Level II

Prerequisite: Global Studies 2

Credit: .5

Sociology is the study of groups, or social structures, and the impact these organizations have over the thoughts, feelings, and actions of individuals. Its major focus is on how people interact with one another in society. In addition to social structures, students will examine how social control, deviance, and social inequalities (race, gender, and age) all impact society. How society reacts to these are studied through understanding the beliefs, traditions, and norms play in culture. The roles people play in society will also be examined. Students will engage in sociological observation and inquiry by conducting several individual and group ‘experiments’.

History of American Women

#SOC7102 – Level II

Prerequisite: Global Studies 2

Credit: .5

This course will examine famous women from the colonial era to the present but the focus will be on ordinary women from varying backgrounds; their role in shaping our world has traditionally been unrecognized in the history books. How does our perception of U.S. and world history change when women are placed at the center rather than on its margins? In addition to gaining a historical perspective, students will critically analyze the successes and struggles of women around the world today.

SPECIAL EDUCATION DEPARTMENT

PHILOSOPHY

The Special Education Department offers classes to meet the individual needs of students identified with disabilities according to Federal and State guidelines.

It is the goal of the Special Education Department to ensure that each student with a disability has the opportunity to acquire the knowledge, skills and competencies consistent with his/her potential. The Special Education Department provides a continuum of services to support the instructional needs of students with disabilities.

An IEP team (consisting of the student, parents, teachers, administrators, counselors, and specialists) meets annually to develop an Individualized Education Plan. The IEP team works collaboratively to develop an appropriate program (including goals, objectives, transition and related services) for the individual student. When available and appropriate, students may be placed in co-taught classes in core academic areas. A student's program may also include the following courses:

SPECIAL EDUCATION DEPARTMENT COURSE OFFERINGS

Academic Assistance 9

#LRS1010

Credit: .5

The purpose of Academic Assistance is to reinforce classroom concepts as well as address specific IEP goals. Study, time management, and self-advocacy skills will also be taught throughout the course. Assistance with classroom assignments will be provided to support student learning. Students will be encouraged to manage and complete all assignments successfully. The expectation is for students to assume responsibility for completing portions of assignments on their own time. Special education teachers will collaborate with subject area teachers to ensure individual student success.

Academic Assistance 10-11

#LRS1011

Credit: .5

The purpose of Academic Assistance is to reinforce classroom concepts as well as address specific IEP goals. Increased independence is encouraged for study, time management, and self-advocacy skills. Continued assistance with classroom assignments will be provided to support student learning. Students will be encouraged to manage and complete all assignments successfully. The expectation is for students to assume responsibility for completing portions of assignments on their own time. Special education teachers will collaborate with subject area teachers to ensure individual student success.

Academic Assistance 12

#LRS1020

Credit: .5

Students in grades 12 will focus on 21st Century employability skills, post secondary school education and career exploration. Students will assess their strengths, weaknesses and interests in order to evaluate their potential career choice. Students will develop and maintain a transition portfolio which will contain interest inventories, formal and informal assessments, job and college applications, career goals, cover letter, resume and factual research regarding careers. Additionally, students will take field trips to local colleges, technical schools and businesses. Job shadowing and career internships will be offered where appropriate. All transition related experiences will be documented in the transition portfolio.

Functional Academics

#LRS1200

Credit: 1

Within this course, students work towards mastery of set goals and objectives in Language Arts and Mathematics, as well as reinforcement of previously mastered skills. Individualized reading, group reading, math, and writing lessons are presented in a variety of ways to suit the needs of each student. Students are challenged to comprehend written language and communicate effectively, as well as access, analyze, and draw conclusions from a variety of sources. Applying learned skills in real-life scenarios is a focus of this course.

Skill Center: Social Studies

#LRS3300 – Level 0

Credit: 1

This course strives to promote student independence in the identification and use of history and civic related skills. The course is individualized, based on student need. Subjects explored vary and may include specific topics of U.S. History, government, current events, geography, and relationship structure. Activities such as community participation, civics in action (taxes and voting), identification and creation of timelines and map reading will be included. Selected items from the history curriculum are integrated to reflect the general education program. Throughout this course, students are expected to comprehend written language and communicate effectively, as well as work independently and collaboratively.

Skill Center: Science

#LRS3400 – Level 0

Credit: 1

This course strives to promote student independence in the identification and application of science skills. The course is individualized, based on student need. Subjects explored vary and may include, but are not limited to: nutrition, the life cycle, weather, mapping, and the environment. Emphasis is placed on the process of science: discovery, meaning, opportunity, frustrations and limitations. Hands on activities and basic and/or modified lab procedures are taught throughout the course. Selected items from the science curriculum are integrated to reflect the general education program. In this course, students are expected to access, analyze and draw conclusions from information as well as work independently and collaboratively.

Career and Transition Readiness

#LRS3900

Credit: 1

This course strives to promote and transition students to independent life after high school. Topics may include self-awareness, punctuality & attendance, personal hygiene, communication skills, relationships with supervisors and co-workers, leisure skills, budgeting, job seeking skills, interviewing techniques, business correspondence, household management, internet safety, money management and access to community services. In this course, students will be expected to actively participate in planning for their future while learning skills to successfully integrate into life after high school. Students are challenged to comprehend written language and communicate effectively, as well as work independently and collaboratively throughout the course. Students will engage in community-based field trips to practice skills in real-life situations.

WORLD LANGUAGES DEPARTMENT

PHILOSOPHY

The mission of the World Language Department is to inspire students to foster a lifelong interest and curiosity in languages, cultures, and global communication while increasing proficiency and confidence in all language modalities. Our department abides by state, national, and ACTFL standards. Our department offers yearly travel experiences to use their language in the real world in Spain and France. Our 21st century learning expectations are for students to be able to communicate effectively and be able to interact and engage effectively in the global society.

WORLD LANGUAGE DEPARTMENT OFFERINGS

FRENCH OFFERINGS

French 1

#WLA2010 – Level II

Prerequisites: None

Credit: 1

This course introduces students to French culture and language structures. We are aiming for students to become proficient in speaking, reading, writing, and listening at the Intermediate Low level by the end of the year. Our focus is on practical speech in real world settings. We focus on basic grammar, syntax, vocabulary, and cultural understandings for students to move forward in their linguistic proficiency.

French 2

#WLA2020 – Level II

Prerequisites: Middle School French OR High School French 1 AND Teacher Recommendation

Credit: 1

Aimed at expanding upon students' speaking, reading, writing, and listening proficiencies on a variety of themes and topics, they will be able to describe and act in various scenarios with more complex verb tenses, syntax, and vocabulary that facilitate communication in a variety of tenses. Students will be able to use a greater variety of words, phrases, complex statements, and be more easily understood by others speakers and language learners.

French 3

#WLA2030 – Level I

Prerequisites: French 2 AND Teacher Recommendation (or Placement Test)

Credit: 1

French 3 focuses on moving students towards the intermediate mid ACTFL proficiency level of speaking, reading, writing, and listening. Students will be able to express themselves on a wider range of topics, in greater length and description, be easily understood, and have infrequent syntax, grammar, and vocabulary errors. Students will be able to speak with great fluidity and spontaneity.

French 4

#WLA2040 – Level AP

Prerequisites: French 3 AND Teacher Recommendation (or Placement Test)

Credit: 1

This course is part of the UCONN ECE Program. In order to receive UCONN credit, students must register with UCONN. For further information, please consult the ECE coordinator in the counseling department.

French 4 focuses on honing and advancing all speaking, reading, writing, listening, and cultural skills. Students will be able to speak in paragraph length on variety of complex themes in the Intermediate High ACTFL proficiency level. They should be able to use and understand a wide range of topics and narrations and be able to use expanded vocabulary and be prepared to take AP course. They should be able to sustain conversations on a variety of AP themes.

AP French: Language and Culture

#WLA2060 – Level AP

Prerequisites: French Conversation: Cultural Topics AND Teacher Recommendation

Credit: 1

This AP French course is parallel to a third-year college level course in French Language and Culture. This course builds upon prior skills and knowledge of concepts, culture, and language. Students will be able to understand and express themselves more accurately, coherently, and fluently.

(Students must complete a summer review packet prior to taking AP French)

IB Language - French

SL: #WLA7004

HL: #WLA7005

Prerequisite: French 2 and teacher recommendation

2 Credits (1 credit grade 11, 1 credit grade 12)

The goal of language B courses is the acquisition and use of language in a range of contexts and for different purposes while, at the same time, promoting an understanding of another culture through the study of its language. The courses are organized into five areas of study which include: identities, experiences, human ingenuity, social organization, and sharing the planet.

SPANISH OFFERINGS

Spanish 1

#WLA3010 – Level II

Prerequisites: None

Credit: 1

This course introduces students to Spanish culture and language structures. We are aiming for students to become proficient in speaking, reading, writing, and listening at the Intermediate Low level by the end of the year. Our focus is on practical speech in real world settings. We focus on basic grammar, syntax, vocabulary, and cultural understandings for students to move forward in their linguistic proficiency.

Spanish 2

#WLA3020 – Level II

Prerequisites: Middle School Spanish OR High School Spanish 1 AND Teacher Recommendation

Credit: 1

Aimed at expanding upon students' speaking, reading, writing, and listening proficiencies on a variety of themes and topics, they will be able to describe and act in various scenarios with more complex verb tenses, syntax, and vocabulary that facilitate communication in a variety of tenses. Students will be able to use a greater variety of words, phrases, complex statements, and be more easily understood by others speakers and language learners.

Spanish 3

#WLA3030 – Level I

Prerequisites: Spanish 2 AND Teacher Recommendation (or Placement Test)

Spanish 3 focuses on moving students towards the intermediate mid ACTFL proficiency level of speaking, reading, writing, and listening. Students will be able to express themselves on a wider range of topics, in greater length and description, be easily understood, and have infrequent syntax, grammar, and vocabulary errors. Students will be able to speak with great fluidity and spontaneity.

Spanish 4

#WLA3040 Level I

Prerequisites: Spanish 3 AND Teacher Recommendation (or Placement Test)

Credit: 1

This course is part of the UCONN ECE Program. In order to receive UCONN credit, students must register with UCONN. For further information, please consult the ECE coordinator in the counseling department.

Spanish 4 focuses on honing and advancing all speaking, reading, writing, listening, and cultural skills. Students will be able to speak in paragraph length on variety of complex themes in the Intermediate High ACTFL proficiency level. They should be able to use and understand a wide range of topics and narrations and be able to use expanded vocabulary and be prepared to take AP course. They should be able to sustain conversations on a variety of AP themes.

AP Spanish: Language and Culture

#WLA3060 Level AP

Prerequisites: Spanish Conversation: Cultural Topics AND Teacher Recommendation

Credit: 1

This AP Spanish course is parallel to a third-year college level course in Spanish Language and Culture. This course builds upon prior skills and knowledge of concepts, culture, and language. Students will be able to understand and express themselves more accurately, coherently, and fluently.

(Students must complete a summer review packet prior to taking AP Spanish.)

IB Language - Spanish

SL: #WLA7000

HL: #WLA7001

Prerequisite: Spanish 2 and teacher recommendation

2 Credits (1 credit grade 11, 1 credit grade 12)

The goal of language B courses is the acquisition and use of language in a range of contexts and for different purposes while, at the same time, promoting an understanding of another culture through the study of its language. The courses are organized into five areas of study which include: identities, experiences, human ingenuity, social organization, and sharing the planet.

ADDITIONAL SECONDARY OPPORTUNITIES

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME (IBDP)

The International Baccalaureate Diploma Programme (IBDP) is a two-year, holistic educational program for juniors and seniors anchored in the IB learner profile and approaches to teaching and learning. The program provides an internationally accepted qualification for entry into higher education and is recognized by many universities worldwide. Upon successful completion of the program, students have an opportunity to earn college credit and preferred admission status as some post-secondary institutions.

Through the program, students will:

- be encouraged to think independently and drive their own learning
- take part in programmes of education that can lead them to some of the highest ranking universities around the world
- become more culturally aware, through the development of a second language
- be able to engage with people in an increasingly globalized, rapidly changing world.

The IB learner profile aims to develop learners who are: Inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective. Approaches to teaching and learning (ATL) are deliberate strategies, skills, and attitudes that permeate the IB teaching and learning environment. The approaches to learning focus on thinking, communicating, social, self-management, and research skills. Approaches to teaching are based on inquiry, focused on conceptual understanding, developed in local and global contexts, focused on effective teamwork and collaboration, differentiated to meet the needs of all learners, and informed by formative and summative assessment.

Students interested in learning more about the program can refer to the IBDP program of studies or contact the program coordinator.

INDEPENDENT STUDY

The purpose of an independent study at Valley Regional High School is to allow students the opportunity to explore curricular areas. Interested juniors or seniors should consult a counselor to make arrangements. All Independent Studies are designated Level 0.

ADVANCED PLACEMENT PROGRAM

VRHS Course Name	VRHS Credit
AP Art History	1
AP Biology	1
AP Calculus AB	1
AP Calculus BC	1
AP Chemistry	1
AP English Language & Comp.	1
AP English Literature & Comp.	1
AP French: Language and Culture	1
AP Music Theory	1
AP Spanish: Language and Culture	1
AP Statistics	1
AP Studio Art	1
AP U.S. History	1

It is the philosophy of Valley Regional High School that participation in an Advanced Placement course is reserved for those students who are interested in challenging themselves beyond the regular curriculum. Students who choose to participate in these courses have the opportunity to send a powerful message to colleges and universities, receive college credit, and support their admission to more selective schools. With that in mind, the following regulations will apply to all Advanced Placement courses offered at Valley Regional High School.

Students who enroll in an Advanced Placement course will be required to take the Advanced Placement exam in that course. Failure to do so may result in a letter grade demotion of the student's final grade.

Students who enroll in an Advanced Placement course will be required to submit payment for the Advanced Placement exam in the fall of the current school year. Students who fail to participate in the Advanced Placement exam will not receive a refund of their payment. Financial assistance for said payment is available. Please see the associate principal for more information.

Those students who enroll in an Advanced Placement course and fail to participate in the Advanced Placement exam will have their transcripts corrected to remove the term "Advanced Placement" from the course title. Additionally, all colleges and universities that these students have applied to will be notified of this change.

The policies governing granting of Advanced Placement credits vary from college to college. Students should consult the specific college catalog for further information. The Advanced Placement Testing program is not connected with the University of Connecticut Early College Experience Program. These are two distinct programs, but, in some cases, students taking UCONN courses may choose to take the AP exam in that area as well.

UNIVERSITY OF CONNECTICUT'S EARLY COLLEGE EXPERIENCE PROGRAM

The UCONN Early College Experience Program is designed to allow high school students an opportunity to pursue college-level courses for which they will receive full college credit at UCONN.

A Valley Regional student entering the University of Connecticut could have already completed several of their freshman requirements. If the student chooses to enter another university, UCONN, upon request, will provide an official transcript of all the courses taken and credits earned through the University program.

Procedures for Admission

During the regular scheduling process at the high school, any student wishing to select a UCONN credit eligible course should do so at that time. All Early College Experience Program courses are clearly marked in this course catalog. To receive UCONN credit a student must also complete a UCONN ECE application. Students wishing to earn UCONN credit should pick up a UCONN ECE application from the school counseling office before the start of class. If you sign up for a class, which is eligible for UCONN credit, you will be mailed application instructions that allow you to apply to receive this credit.

Credit

If the University has accepted the student into the program, completion of all course work requirements with a grade of a "C" will earn the student full college credit at UCONN. The student will also receive the usual high school credit. Grades lower than a C will be given an audit status.

Withdrawal

UCONN has clearly delineated timelines for withdrawing from a course. Typically a student may not withdraw from a course after the add/drop period has expired. If a student is taking a UCONN course without earning UCONN credit, the VRHS schedule change policy is in effect.

Transfer of Credit

All credits under the UCONN Early College Experience Program are accepted at UCONN, and transfer of UCONN credits to other institutions is a strong possibility for the student. It is recommended that the student always contact his/her college or university prior to making arrangements for transfer of credits from UCONN. Transfer of credits from UCONN is not automatic and acceptability of such credits rests with the receiving school.

COURSES AVAILABLE

The following courses are part of the UCONN Early College Experience Program:

<u>VRHS</u>	<u>UCONN</u>	<u>Credit</u>	<u>VRHS Credit</u>
AP Biology	BIOL 1107	4	1
AP Chemistry	CHEM 1127Q	4	1
Music Theory	MUSI 1011	3	.5
AP Music Theory	MUSI 1012	3	1
AP English Lang. & Composition	ENG 10104	3	1
French IV	FREN 3250	3	1
AP French	FREN 3268	3	1
Western Civilization I	HIST 13003	3	.5
Western Civilization II	HIST 14003	3	.5

NOTE: Classes will not meet unless a minimum enrollment is attained. Such minimum enrollment is established by the Board of Education.

Inquiries concerning UCONN's Early College Experience Program at Valley Regional High School should be directed to the ECE Coordinator in the counseling department.

For more information, visit www.ece.uconn.edu

MIDDLESEX COMMUNITY COLLEGE EARLY COLLEGE ACADEMY

Valley Regional High School, in partnership with Middlesex Community College (MxCC), provides opportunities for students to earn college credit while in high school. Credits earned are free of charge and can be applied to an Associate's Degree or transferred to colleges accepting credits from Middlesex Community College. (At this time, all Connecticut State University system schools accept these credits.)

For 2019-20, the following courses will be offered for Middlesex Community College credit:

<u>VRHS course:</u>	<u>Teacher:</u>	<u>Middlesex course:</u>
Accounting 2	Ms. Bickelhaupt	ACC 100
Advanced Graphic Arts	Mr. LeQuire	DGA 125
Advanced Photography	Mr. LeQuire	DGA 120
Anatomy & Physiology*	Dr. Peano or Mrs. Montenegro	BIO 110
Graphic Arts	Mr. LeQuire	DGA 110

*Anatomy & Physiology (BIO 110) requires a placement test in English and/or math in order to be eligible for college credit. Students should see the School-to-Career Coordinator for more information about participating in the Early College Academy program.

MIDDLESEX COMMUNITY COLLEGE PARTNERSHIP PROGRAM

High school juniors and seniors may enroll in selected college courses at Middlesex Community College free of charge. Interested students can pick up applications from the School Counseling Office. Students who have a "B" average, are ranked in the top 20% of their class, and are recommended by a counselor may enroll in a maximum of one (1) college credit course each semester on a space available basis.

CAPSTONE

The Capstone Experience is an independent project or internship which helps students develop important 21st century skills in critical thinking, problem-solving, communication and collaboration. The Capstone Experience is designed to be the culmination of each student's academic experience at Valley Regional High School and allows students to demonstrate the school's academic, civic and social competencies. It is a unique opportunity for students to merge their various interests, passions and curiosities with their academic lives. The Capstone Experience is a requirement for graduation.

SCHOOL-TO-CAREER PROGRAM

Philosophy

The School-to-Career program offers all VRHS students opportunities to explore and define their career interests and develop college and career readiness skills that will prepare them for higher education, employment and career success. The School-to-Career program affords students authentic opportunities to apply what they learn in the classroom to the world of work.

The School-to-Career Coordinator serves as a liaison between the school and the community and coordinates the following community-based activities.

- **Career Internship**

This is an opportunity for students to work with professionals in a career field that they are interested in pursuing after graduation. Career internships may be paid or unpaid. Credit will be determined by number of contact hours and other requirements identified in the Career Internship Guidelines and determined by consultation with the School-to-Career Coordinator. A grade of pass (P) or fail (F) will be given. Students interested in participating in the internship program should see the School-to-Career Coordinator. Completion of an internship through the School-to-Career Program will fulfill the senior Capstone requirement.

- **Job Shadowing**

This is an opportunity for students in grades 9-12 to spend a day or part of a day observing/working with an individual in his/her place of employment to learn more about a career of interest. No credit is given for job shadowing. Students interested in job shadowing should see the School-to-Career Coordinator.

- **Work – Based Learning**

Work-Based Learning is an opportunity for students to gain school credit for work experience either as a part of the school day or outside of the school day. The work-based learning experience should relate to a career field that the student is thinking about pursuing after graduation; however, this is not a requirement to participate in the program. The amount of credit awarded will be determined by the number of hours worked and other requirements identified in the Work-Based Learning Guidelines. (200 hours = .5 credit; 400 hours = 1 credit). Students may earn up to two full credits in this program during their four years of VRHS. This program is open to selected sophomores, juniors and seniors. Students will obtain applications and return all paperwork (i.e. time logs/pay stubs and evaluations) to the School-to-Career Coordinator. A grade of pass (P) or fail (F) will be given. Students interested in participating in Work-Based Learning should see the School-to-Career Coordinator.

VOLUNTEER SERVICE PROGRAM

Grades: 9, 10, 11, 12

Credit: 1/4 to 2

All students at Valley Regional High School are eligible to earn academic credit for certain volunteer service if specific requirements are met. These include approval of the work site by the Volunteer Service Coordinator, attainment of certain goals and objectives, and the number of hours spent in volunteer work. The Volunteer Service Coordinator maintains a list of placements (i.e., day care centers, convalescent homes, elementary schools, Tri-Town Youth Service Bureau), monitors progress, and evaluates performance. Credit is awarded based on the total number of hours volunteered. (100 hours = .5 credit, and 200 hours = 1 credit) A student can earn up to two full credits in this program during the four years at VRHS. It should be noted that this service can be spread over one semester, one year, or longer, pending the approval of the Volunteer Service Coordinator and the administration.

VIRTUAL HIGH SCHOOL PROGRAM

Valley Regional High School's membership in Virtual High School allows students to take courses online. Virtual High School offers courses each semester. Although anyone may participate, students who are good independent learners may benefit the most from this opportunity. High school credit will be determined after successful completion of the course.

The following guidelines apply:

1. The VHS program shall be viewed as an enrichment opportunity for students, not as a replacement for VRHS class offerings.
 2. Seat availability is limited; therefore, registration preference will be given based on seniority.
 3. Interested students should discuss options with their school counselor and the VHS coordinator.
 4. Enrollment in VHS must be approved by a student's counselor and the administration.
 5. Students must agree to all VHS policies posted at <http://thevhscollaborative.org/> and the Distance Learning Policies of Regional School District 4.
 6. Parent/guardian must give permission for the student to take the course and authorize the Regional School District 4 to obtain and forward records or information to appropriate VHS personnel.
 7. The student's school counselor must recommend the student for participation in the VHS course.
 8. The last day to drop a VHS course is five calendar days after the course begins.
-
1. Students may apply to register for ONE VHS course and courses are approved on a first-come, first-serve basis according to their seniority and the time-stamp of the VHS registration request form.
 2. There is no guarantee that the course(s) applied for will be available. Available seats are assigned in the following order: Rising seniors, juniors, then sophomores. The Virtual High School (VHS) Site Coordinator will register students online as soon as the completed application is received and the enrollment period begins. If the student is enrolled, they will be notified about course title, login and password information through their Region 4 Gmail.
 3. The full VHS catalog is available online at <https://vhslearning.org/catalog>. The VHS catalog indicates prerequisites, VHS Levels, Grade Level, Semester and VHS policies. Students are responsible for reading and understanding the policies of VHS.
 4. Students are responsible for maintaining email and/or verbal communication with the Site Coordinator, Mrs. Ehrhardt, and your VHS teacher throughout the course regarding your progress, media material, etc.
 5. Students taking an AP course are required to take the AP exam and have scores reported to both VHS and VRHS. AP courses usually have required summer assignments.
 6. The final date to drop a VHS course is five CALENDAR days, including weekends and holidays, after the course start date. After that time, students are required to remain in the course and grades will be based on the work completed through the remainder of the class.
 7. Grades are updated in Power School approximately every three weeks. The most current grade is always the grade posted in your course. Weekly emails regarding your login history and grades will be sent via email to both students and parents.

SUMMER READING

The intent of the Valley Regional High School summer reading program is to challenge students to become lifelong readers and learners by encouraging them to read during non-instructional time. Through this reading program, the school promotes intellectual stimulation social awareness, diversity of viewpoints, and independent thinking. Summer reading written (via chromebook) and oral presentation assessments are typically delivered the first week of school in a student's C.O.R.E. group. One book from a specific list is required as well as the viewing of a TED talk also from a specific list. For yearly program details, visit the Summer Reading booklet at http://www.vrhs.reg4.k12.ct.us/student_resource/summer_reading

Students must pass all four years of Summer Reading as a graduation requirement.

School Openings & Closings
 High School 7:40 AM - 2:23 PM
 Middle School 7:45 AM - 2:17 PM
 Elementary Schools 8:25 AM - 3:00 PM

Regional School District No. 4
Chester, Deep River, & Essex Elementary
Academic Calendar
August 2019-July 2020

Approved 08/27/18

Early Dismissal Time
 High School 12:20 PM
 Middle School 12:12 PM
 Elementary Schools 1:00 PM

August 2019 (2) (2)

S	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2019 (19) (21)

S	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2019 (21) (42)

S	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2019 (18) (60)

S	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2019 (15) (75)

S	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January 2020 (21) (96)

S	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 26-28 Professional Development Day (Staff Only-No Students)

August 29 Students' First Day of School

September 2 Labor Day

September 30 Rosh Hashanah (School Closed if weekday) (Holiday begins sundown the 29th)

October 9 Yom Kippur (School Closed if weekday) (Holiday begins sundown the 8th)

October 14 Professional Development Day (Staff Only - No Students)

October 17-18 Early Dismissal Elem ONLY (gr. K-6) for Parent Conf.

November 5 End of Quarter Grades 7-12

November 11 Veterans Day Observed (School in Session)

November 26 End of Trimester Grades 1-6

November 27-29 Thanksgiving Break (School Closed)

December 20 Early Dismissal for ALL Schools (Prof. Development for Staff)

December 23-31 Holiday Break (School Closed)

December 25 Christmas (School Closed if weekday)

January 1 New Year's Day (School Closed)

January 17 Early Dismissal for ALL Schools (Prof. Development for Staff)

January 20 Martin Luther King's Birthday (School Closed)

January 23 End of Quarter Grades 7-12

February 14 Early Dismissal for ALL Schools (Prof. Development for Staff)

February 17 Presidents Day (School Closed)

February 18 February Break

March 6 Professional Development Day (Staff Only - No Students)

March 12 End of Trimester Grades 1-6

March 19-20 Early Dismissal Elem ONLY (gr. K-6) for Parent Conf.

April 2 End of Quarter Grades 7-12

April 3 Early Dismissal for ALL Schools (Prof. Development for Staff)

April 6-9 Spring Recess (School Closed)

April 10 Good Friday (School Closed)

April 9-15 Passover (Holiday begins sundown the 8th)

May 22 Early Dismissal for ALL Schools (Prof. Development for Staff)

May 25 Memorial Day (School Closed)

June 17 Last Day of School (Early Dismissal ALL Schools)
 End of Trimester Grades 1-6 / End of Quarter Grades 7-12

June 17 GRADUATION Fixed Date- will not change
 (early dismissal for VRHS ONLY, if last day of school moves beyond June 17)

(180) Total Student Days



Students' First/Last Day of School



School Holidays



Early Dismissal Elem. ONLY (gr.K-6)
 for Parent Conferences



Professional Development Day
 No School for Students



School Breaks



Early Dismissal ALL Schools

Date in BOLD - End of Quarter Grades for 7-12

Date in *italized* BOLD - End of Trimester Grades for 1-6

Spring Recess Subject to Change: If on March 1, 2020 we have exceeded our Make-up Days for Emergency Closings, each additional day will be deducted from the end of Spring Recess, starting with April 9 and working back to April 6



High School Graduation is a fixed date of June 17th.

*** Make-up Days for Emergency Closings in this order: Feb 20, 19 April 14, 13, May 26, June 18, 19, 22, 23, 24 (April 9, 8, 7, 6)**

Approved August 27, 2018 by the Regional Supervision District Committee

School Events, BOE Meeting schedules, agendas and minutes are available through the district website at www.reg4.k12.ct.us

February 2020 (16) (112)

S	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March 2020 (21) (133)

S	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2020 (15) (148)

S	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

May 2020 (19) (167)

S	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2020 (13) (180)

S	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

July 2020 (0) (0)

S	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					



District Mission

We, the communities of Chester, Deep River, Essex and Region 4, engage all students in a rigorous and collaborative educational program. We prepare our learners to be respectful citizens who are empowered to contribute in a globalized society.