

# **WATERBURY PUBLIC SCHOOL DISTRICT GOALS**

- 1. Attain high academic achievement for all students in literacy**
  - 2. Attain high academic achievement for all students in numeracy.**
  - 3. Provide a safe and secure teaching and learning environment.**
  - 4. Ensure that parents are actively engaged in the educational process.**
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## **Wilby High School**

### **Wilby High School's Core Values and Beliefs**

The students, faculty, staff, and administration of Wilby High School will work cooperatively with families, members of the community, and the Board of Education to create a safe, welcoming, and academic environment which embraces, challenges, and nurtures the diverse talents, interests, and learning styles of all its students. All students will leave Wilby High School with the self-respect, respect for others, knowledge, and 21<sup>st</sup> century skills necessary to become independent, intellectually curious, and self-fulfilled members of society.

### **Wilby High School's 21<sup>st</sup> Century Expectations for Student Learning**

#### **Academic Expectations**

Effective Reader  
Effective Writer  
Effective Problem Solver  
Self Directed Learner

#### **Civic Expectation**

Community Contributor

#### **Social Expectations**

Respectful Person  
Collaborative and Cooperative Worker

*Each of the academic expectations is assessed to varying degrees in all courses.  
Rubrics used to assess the academic expectations are in the Appendix of this booklet.*

## **GRADUATION REQUIREMENTS**

The following requirements have been set up by the Waterbury Board of Education for graduation from a Waterbury public high school. In order to graduate a student must have successfully completed a minimum of 22 Carnegie Units and follow a core curriculum as outlined below. Students must meet three performance standards: literacy (reading/writing), numeracy and technology. Students may demonstrate literacy and numeracy skills through successful completion of the CAPT or some other alternate criteria. Technology skills may be demonstrated through a computer-based course.

Students must receive:

1. Four credits in English
2. Three credits in social studies, including one credit in United States History and ½ credit in a civics course
3. Three credits in math
4. Two credits in science
5. One credit in physical education (including one marking period of health)
6. One credit in an arts or vocational education course
7. One credit in a computer-based course
8. Seventeen sessions annually of substance abuse education

### **High School Grading/OPR**

#### **CURRICULUM:**

District wide curriculum offering at the high schools will consist of core academics and electives.

**WEIGHTING:** These levels and weighting system apply only to the graduating classes of 2012 and 2013.

#### **FIVE LEVELS OF ACADEMICS:**

Level 5	AP
Level 4	ATOMS, UCONN Courses
Level 3	Honors
Level 2	Academic (Core, Elective, Phys. Ed.)
Level 1	Remedial, Special Ed.

**QUALITY POINT RATIO (Q.P.R.)** - To establish a valid base for rank in class, a Quality Point System has been adopted. It is determined by the degree of subject difficulty and value of work.

Rank for each school year is determined by the quality points assigned to those grades. Valedictorian and salutatorian shall be determined on the basis of class rank by cumulative point ratio.

The designation of High Honors is granted to those attaining 10.0 and above. First Honors requires a ratio of 9.0 - 9.9. Second Honors requires a minimum of 8.0.

Each subject of one or more points is considered as one subject for the purpose of calculating the quality points. Each subject of one-half point is considered as half a subject for the purpose of calculating the quality points.

Subjects in the high school curriculum are classified as either Honors Courses or as General Academic Courses excluding Physical Education only. All half-year subjects are considered General Academic courses.

Since courses classified as Honors require more extensive work, four (4) extra quality points are added to each grade classification.

### NUMBER OF QUALITY POINTS

<u>1</u>	<u>Grade Range</u>	<u>Level 5</u>	<u>Level 4</u>	<u>Level 3</u>	<u>Level 2</u>	<u>Level 1</u>
	94.5-100	12	11.5	11	10	7
	89.5-94.4	11	10.5	10	9	6
	84.5-89.4	10	9.5	9	8	5
	79.5-84.4	9	8.5	8	7	4
	74.5-79.4	8	7.5	7	6	3
	69.5-74.4	7	6.5	6	5	2
	59.5-69.4	6	5.5	5	4	1

To determine the rank in class, the following formula is to be used to calculate Q.P.R.:

$$\frac{\text{Total Quality Points}}{\text{Total Number of Subjects Taken}} = \text{Quality Point Ratio}$$

**WEIGHTING: The following scale applies to the class of 2014 and all graduating classes thereafter.**

**1. Three Levels of Academics:**

**LEVEL 3 (Advanced)**--Advanced Placement (AP) courses approved by the College Board and courses through the University of Connecticut Early College Experience (ECE) Program

**LEVEL 2 (Accelerated)**--Honors courses and courses in the ACE, ATOMS, and SOAR Programs at Crosby, Wilby, and Kennedy High Schools respectively

**LEVEL 1 (Academic Core)**--All other courses in the core subject and elective areas

2. **Quality Points:**

**NUMBER OF QUALITY POINTS**

<b>Grade Range</b>	<b>Advanced</b>	<b>Accelerated</b>	<b>Academic Core</b>
97-100	5	4.67	4.33
93-96	4.67	4.33	4
90-92	4.33	4	3.67
87-89	4	3.67	3.33
83-86	3.67	3.33	3
80-82	3.33	3	2.67
77-79	3	2.67	2.33
73-76	2.67	2.33	2
70-72	2.33	2	1.67
67-69	2	1.67	1.33
65-66	1.67	1.33	1
Below 65	0	0	0

To determine the rank in class, the following formula is to be used to calculate Q.P.R.:

$$\text{Total Quality Points} \div \text{Total Number of Courses Taken} = \text{Quality Point Ratio (QPR)}$$

<b>3. Carnegie Units</b>	<b>Meeting Times</b>	<b>C.U.'s Earned</b>
Extended courses	15 periods/per week	3.0 c.u.
Extended courses	10 periods/per week	2.0 c.u.
Lab Sciences courses	6 periods/per week	1.2 c.u.
Regular courses	5 periods/per week	1.0 c.u.
Elective courses	4 periods/per week	.8 c.u.
½ year courses	5 periods/per week	.5 c.u.
½ year courses	4 periods/per week	.4 c.u.

4. **Class Ranking:**

A student must be in attendance in the Waterbury School System for at least 3 continuous semesters (1½ years) to be considered for all academic recognition related to class rank.

5. **Honor Roll:**

The designation of High Honors, First Honors, and Second Honors will be determined by the student's

Q.P.R. each marking period.

Highest Honors	4.0 – 5.0 Q.P.R.
First Honors	3.5 – 3.99 Q.P.R.
Second Honors	3.0 – 3.49 Q.P.R.

6. **Promotion and Graduation Requirements:**

A student must earn five (5) Carnegie units to be promoted the 10<sup>th</sup> grade. A student must earn ten (10) Carnegie units and have completed the 10<sup>th</sup> grade to be promoted to the 11<sup>th</sup> grade.

A student must earn fifteen (15) Carnegie units and have completed three (3) years of high school to be promoted to the 12<sup>th</sup> grade.

Twenty-two (22) Carnegie Units and completion of four (4) years of high school are required for graduation. All students must follow the core curriculum as outlined by the Board of Education. Further, if a student has credits withheld due to unexcused absences, in accordance with the Board of Education attendance policy, those credits are declared unearned credits.

**FORMULA:**

The Formula to be used for grading students' performance in the area of knowledge acquisition will be 100% as defined below:

- |     |                                  |  |
|-----|----------------------------------|--|
| 10% | <i>Class work/Participation:</i> | <ol style="list-style-type: none"><li>1) Actively engaged in class.</li><li>2) Communicates learning in class.</li><li>3) Participates in groups.</li><li>4) Graded notebook.</li></ol>  |
| 5%  | <i>Homework/Projects:</i>        | <ol style="list-style-type: none"><li>1) Completes all assigned homework with accuracy.</li></ol>  |
| 85% | <i>Content Knowledge:</i>        | <ol style="list-style-type: none"><li>1) Meets expectations of curriculum through standards based assessments: DCMT, quarterly Math assessment, quarterly writing prompts, reports, projects, experiments.</li><li>2) Meets expectations of curriculum through summative assessments: teacher made tests, quizzes; text driven assessment; and application of spelling.</li><li>3) Meets expectations of curriculum through standardized tests: core tests (Trophies, Signatures, Saxon, etc.) and Navigators.</li></ol> |

## **STUDENT SUPPORT SERVICES**

### **Guidance Department-(203) 574-8092**

The guidance staff consists of five full time counselors and one guidance administrative assistant. All guidance staff are professionally certified. Counselors arrange individual counseling meetings with all 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> graders to discuss the schedule for the upcoming year, review graduation requirements, and examine career interests. All seniors meet with counselors to discuss college planning and/or career plans. The senior meetings often result in several follow-up meetings as the counselors' track the student through each stage of the college application process.

The high school counselors across the district meet quarterly to develop and review guidance lessons. The Developmental Guidance Curriculum is currently being researched and constructed with input from school counselors across the district. School counselors deliver development lessons to the student body throughout the year to their schools based on the needs of the student population. In the fall of a student's senior year, several financial planning and Federal Student Aid (FASFA) informational meetings are held. Students are informed through daily announcements and information packets handed out during homeroom. Parents are notified through their children and the Wilby website. The guidance department offers academic, personal, college, and career counseling. Students, staff, or parents may initiate individual counseling sessions. The formal college planning process begins with individual sessions the junior year and continues during senior year. The guidance department notifies students and families of additional support services offered outside the guidance department through face-to-face meetings and phone calls.

Group counseling occurs for many different groups. Examples include pregnancy, anger management, life skills, Advisory, life skills, transition goals, and drug and alcohol prevention. Individual counseling is also encouraged. Counselors run groups for freshman transition after arrival at Wilby.

### **School Social Worker- (203) 573-5046**

Wilby High School has one full-time certified school social worker. The social worker works with students and families in one-on-one and group formats regarding a wide variety of issues. The social worker works in conjunction with over twenty outside agencies to provide support to students and their families.

### **School Psychologist- (203) 574-8286**

Wilby High School employs one full-time school psychologist. The school psychologist schedules and conducts student testing, participates in PPT meetings, and helps to develop and implement student Individualized Education Plans.

### **Student Health Office- (203) 574-8122**

Wilby's health office is fully staffed with both certified and licensed personnel consisting of a public health aide and two public health nurses. The school nurse maintains an Emergency Care Plan for all medically fragile students. On-going preventative and intervention health services are provided throughout the school day and include a wide variety of services. Any teacher, staff member, or administrator can refer a student to the school nurse for medical evaluation. In this case, if the nurse found a medical issue that required additional services, she would refer that student for appropriate treatment.

### **Career Center-(203) 203-8113**

The Career Center provides students with books, videos, and computer programs related to different careers. 9<sup>th</sup> grade students complete career inventory surveys which help them to identify possible areas of career interests. The center is staffed by two paraprofessionals to assist students through the career search process.

### **Attendance Counselor- (203) 573-5047**

Wilby High School has one full-time attendance counselor. This staff member monitors student attendance, works closely with parents, teachers, and administrators regarding truancy issues, and is present at all attendance appeals.

### **School Resource Officer- (203) 573-5043**

Wilby High School has one full-time school resource officer assigned to the building. In addition to providing safety and security to the members of the school community, the SRO works with students through process mediation and conflict resolution strategies. The SRO also presents lectures on raising student awareness to pertinent legal topics which teenagers should be aware of, such as driving laws, safe internet use, and being a positive member of the community as a whole.

### **Library Media Learning Center- (203) 574-6894**

The library provides a wide range of materials, technologies, and other information services in support of the school's curriculum. Wilby High School employs one school library media specialist and one library assistant. The LMLC is the main source of the print materials that Wilby High students may need. There are enough computers to accommodate up to three classes. In addition to signing up for time slots, the teacher fills out an "Assignment Sheet," or personally meets with the library media specialist to prepare for the upcoming academic work to be done in the LMLC.

The Wilby library media specialist fulfills three essential roles: instruction, collaboration with teachers, and library/media center administration. Administration includes facilities and personnel management, as well as management and acquisition of instructional materials and professional and parent resources.

One of the most important ways that the LMLC services are integrated into the school's curriculum and instructional practices is through the Wilby LMLC webpage. The Bibliomation online catalog is the students' portal into the all resources not only of Wilby High's library collection, but also of the collections of nearly 70 public and school libraries. Through their Silas Bronson (Waterbury) public library card, they may participate in interlibrary loan opportunities. The library media specialist teaches introductory library/media classes to all ninth grade English classes. She also provides reinforcing instruction in research as the need arises upon the request of the teacher or on an individual basis.

Brochures of LMLC services are provided which the student may bring home. The advanced level of Library/Media instruction in research skills for all grade levels is an ongoing process and focuses on the Wilby LMLC webpage: general resources including the iCONN (Connecticut State Library databases) curricular web resources, and the research skills website. To promote effective communication and production, the library media specialist emphasizes the use of the MLA format for works cited and provides students with citation guides.

Students' interests and needs are strongly considered when deciding what materials to be added to the collection. Students suggest book titles and other materials based on their personal interests and scholastic needs.

The Wilby High LMLC is open during contracted teacher hours, from 7 am to 2:10 PM, and, on occasion, by appointment upon student request. During the 2011-2012 school year, an administrator will be present to extend LMLC hours on Monday and Wednesday until 3:30 PM.

### **PROGRAM OF STUDIES**

This guide has been written to assist you in selecting your subjects for the next school year a list of courses to be offered along with course descriptions has been included. Please give this information your serious attention. You should make every effort to select a program that is in keeping with your abilities, educational background, interest, and future educational and vocational plans. The decisions you make now can have a strong bearing on the opportunities that will be available to you in the future.

The program of studies adopted by the Board of Education, March 3, 1978 must be followed for course selection. Students are required to take all courses listed in their selected program. In order to meet program and graduation requirements, students are strongly advised to carry a minimum of six courses each year.

Every student should pursue a program that will challenge his or her abilities. The guidance counselor will assist each student and parent to develop an individual Educational Program. The courses of study offered are the A.T.O.M.S.s Program, Liberal Arts Academy, Business and Finance Academy, Technology Education Academy, and Health and Human Services Academy.

### **A.T.O.M.S. PROGRAM**

(Advanced Technology of Math and Science)

This program is an interdisciplinary approach to teach mathematics, science, technology, English and social studies at an advanced level. Students will be exposed to real-life application, internships, and college-level courses which will prepare them for post-secondary education in professional fields such as engineering, technology, and science.

### **CAREER ACADEMIES**

Beginning with the 2007-2008 school year the high schools in Waterbury began instituting career academies for 10<sup>th</sup> 11<sup>th</sup> and 12<sup>th</sup> graders. The goal of each academy is to prepare all students for post-secondary education, training, or employment in their chosen career paths. Students will choose an academy each year based upon their interests, skills, and future goals. Four academies are available\*:

**Liberal Arts Academy**  
**Business and Finance Academy**  
**Technology Education Academy**  
**Health and Human Services Academy**



### **LIBERAL ARTS ACADEMY**

Students in this academy are exposed to a variety of subjects to assist them in preparing for a range of career opportunities in the arts, math, science, English, social studies, and world language fields. Among the careers students in this academy may choose to pursue: artist, actor, musician, writer, journalist, teacher, doctor, lawyer, nurse, psychologist, social worker, dentist, scientist, pharmacist, physical therapist, veterinarian, and interpreter.

### **BUSINESS & FINANCE ACADEMY**

Students in this academy develop the skills, knowledge, and attitudes necessary for successful participation in the business world—both personally and professionally. Concentrations are offered in accounting/finance, information technology, and marketing/business management. Among the careers students in this academy may choose to pursue: accountant, computer programmer, administrative assistant, financial analyst, insurance agent, marketing manager, network and computer systems administrator, salesperson, travel agent, and data processor.

### **TECHNOLOGY EDUCATION ACADEMY**

Students in this academy are exposed to courses that prepare them to use technology to problem solve in their personal and professional lives. Concentrations are offered in pre-engineering, communications (graphics or video production) technology, construction technology, information technology, and automotive/transportation technology. Among the careers students in this academy may choose to pursue: computer hardware or software engineer, network and computer systems analyst, graphics designer, video producer, carpenter, electrician, architect, computer programmer, and automotive technician.

### **HEALTH & HUMAN SERVICES ACADEMY**

Students in this academy are provided with hands-on experience in various subject areas to help them in preparation for further education, the workforce, and life in general. Concentrations are available in the family and consumer science field (parenting, clothing, foods/culinary arts), allied health, and JROTC. Among the careers students in this academy may choose to pursue: certified nurse assistant, chef or cook, food preparation worker, food service manager, waiter/waitress, fashion designer, and military careers.

\*While students will take most of their electives in their academy, they are not limited to only courses in that academy. Students are in that academy for at least one year, and may choose another academy during the following year's course selection process. Please note that all students receiving special education or ESL/bilingual support will be serviced regardless of their academy.

## Academic Course Descriptions by Department

### VISUAL ARTS

**900F FOUNDATIONS OF ART 1                    GRADES: 9-12                    CREDIT: .50**

This course introduces students to the language of art, and introduces students to the fundamentals of the elements and principles of design and composition. The art lessons presented in this course are in alignment with the National and State Standards as well as the Wilby High School Student Expectations. This course provides a variety of introductory experiences in the two- and three-dimensional realm. Projects include drawing, painting, collage, sculpture, and mixed media, with emphasis on critical thinking, craftsmanship, and presentation of artwork.

**908F FOUNDATIONS OF ART 2                    GRADES: 9-12                    CREDIT: .50**

This course provides added experiences in depth in two- and three-dimensional art. The art lessons presented in this course are in alignment with the National and State Standards as well as the Wilby High School Student Expectations. This course continues to build upon fundamental concepts covered in Foundations of Art I, but explores deeper into those concepts encouraging critical and creative thinking, making the student a more accomplished artist.

**901    PRINTMAKING 1                            GRADES: 10-12                    CREDIT: .50**

Printmaking is a course in which students will explore diverse techniques and approaches to art through paints, monoprints, collographs, linoleum block prints, and many other print transfer methods. The development of technical skills and strong design skills are emphasized as students explore printmaking. The art lessons presented in this course are in alignment with the National and State Standards as well as the Wilby High School Student Expectations.

**915    PRINTMAKING 2                            GRADES: 10-12                    CREDIT: .50**

This advanced course is a continuation of the printmaking experience from Printmaking 1. Students will continue to develop their technical skill and use a variety of printmaking methods to work toward expanding their personal and creative abilities and imagination. The art lessons presented in this course are in alignment with the National and State Standards as well as the Wilby High School Student Expectations.

**902/909 DRAWING 1 & 2                        GRADES: 10-12                    CREDIT: .50 Each**

*Prerequisite: Foundations of Art 1*

The Drawing 1 & 2 classes provide each student with a variety of drawing strategies and techniques. The course will predominately apply dry media to a variety of papers with different weights and texture. Throughout the exploration of various media, the students have the opportunity to create both original works of art as well as classical, traditional reproductions from past masters. Works will be graded according to the classroom rubric and may be chosen for the end of the year exhibit. Students who possess high motivation and artistic skill are asked to participate in future art classes in preparation for Advanced Placement Art Studio class.

**903/910 PAINTING 1 & 2****GRADES: 10-12****CREDIT: .50 Each***Prerequisite: Foundations of Art I*

The Painting 1 & 2 classes provide each student with knowledge of a variety of painting media and techniques. The course will predominately apply paint to a variety of painting surfaces with different weights and texture. Throughout the exploration of various paint media, the students have the opportunity to create both original works of art as well as classical, traditional reproductions from past masters. Works will be graded according to the classroom rubric and may be chosen for the end of the year exhibit. Students who possess high motivation and artistic skill are asked to participate in future art classes in preparation for the Advanced Placement Art Studio class.

**906 CERAMICS****GRADES: 10-12****CREDIT: .50**

Ceramics is a course in which students will explore basic hand building techniques in clay such as slab, coil, and pinch techniques. Students will learn to approach ceramic artwork as both functional and decorative sculptural objects. The art lessons presented in this course are in alignment with the National and State Standards as well as the Wilby High School Student Expectations.

**908 PAPER ARTS 1****GRADES: 10-12****CREDIT: .50**

Paper Arts is a course in which students will explore diverse techniques and approaches to art through paper. Students will work in both two-dimensional and three-dimensional design. Projects include; paper mache, collage and bookmaking. The art lessons presented in this course are in alignment with the National and State Standards as well as the Wilby High School Student Expectations.

**909I ART INDEPENDENT STUDY****GRADES: 10-12****CREDIT: 1.00**

The purpose of the Independent Study is to continue in the visual arts program at a higher level giving students the opportunity to explore and build upon their strengths in an effort to establish a collection of quality work. The independent study assignments may allow the student to explore their choice of either the subject or media. By year's end, the completed work may be considered to be submitted either into a portfolio or toward an AP studio exam. Should the student opt to take the AP exam, the following school year, this completed collection of work may be considered to be used as part of the breadth portion of the portfolio.

**909A AP STUDIO ART****GRADES: 10-12****CREDIT: 1.00**

The AP studio art course is designed for students in the eleventh, or twelfth grade. The student must have already taken a Studio Art Course, must have a beginning portfolio of his/her work, and must be recommended by the instructor. The main goal of this course is to prepare the students for the AP Studio Art Exam by developing a highly organized portfolio of work under the required procedures and guidelines of the College Board's AP drawing rubrics.

## **BUSINESS EDUCATION**

It is the mission of the Wilby Business Department to teach and guide all students in developing the skills, knowledge, understanding and attitudes necessary for successful participation in post-secondary education and/or employment and in their daily personal business and financial endeavors as responsible and contributing citizens of local, national, and global economies.

Wilby High School offers students the opportunity to select the Business and Finance Academy as one of the four career academy choices. The Business and Finance Academy offers three strands in which a student can receive a certificate upon graduation.

The three strands are:

- Accounting/Finance
- Computer Applications
- Marketing/Entrepreneurship

Business courses can open up career opportunities in many occupations. If you complete the Accounting/Finance strand it could open the door to the following career opportunities: accountant, banker, financial planner, and stockbroker. Imagine graduating with a certificate in Computer Applications and you will have the beginning tools to pursue such careers as: administrative assistant, database administrator, web designer, and computer applications specialist. Have you ever dreamed of owning your own business? Careers in the Marketing/Entrepreneurship strand include: business owner, advertising/sales executive, retailer, and sports/entertainment promoter.

In order to receive a certificate in the Business and Finance Academy a student must fulfill the following criteria:

- Take four or more business courses required for that strand
  - Accounting/Finance Strand
    - Word Processing 1
    - Personal Finance
    - Accounting 1
    - Accounting 2
    - Computers 1
  - Computer Applications Strand
    - Word Processing 1
    - Personal Finance
    - Computers 1
    - Computers 2
    - Word Processing 2
  - Marketing/Entrepreneurship Strand
    - Word Processing 1
    - Personal Finance
    - Entrepreneurship
    - Marketing 1
    - Marketing 2

- Take two courses in the correct sequential succession in a specific strand, i.e.: Accounting/Finance, Computer Information Technology and Marketing/Entrepreneurship.
- Successfully pass all business classes
- Take the Perkins Test (given by NOCTI/State of Connecticut) in a concentrator course

Business courses offer experience in:

- Project-Based Learning
- On-the Job Training
- Employability Skills
- Real-life Experiences
- Wide Variety of Career Opportunities
- Field Trips
- Guest Speakers
- Academy Clubs
- Academy Awards/Scholarships
- Academy Certificate
- Portfolio Development

### **606 ACCOUNTING 1**

**GRADES: 10-12 CREDIT: 1.00**

Provides complete coverage of service and merchandising businesses with two different types of ownership structures-proprietorships and partnerships. Each type of business is presented in a complete accounting cycle covering the analyzing of transactions into debit and credit accounts, journalizing, posting, cash control systems, financial statements and adjusting and closing entries. Accounting concepts are introduced using a modern business with owners that students can relate to in each cycle.

### **607 ACCOUNTING 2**

**GRADES: 11-12 CREDIT: 1.00**

*Prerequisite: Accounting I*

Begins with a business simulation in which students perform all of the tasks covered in Accounting 1. The remainder of the course is dedicated to the study of accounting tasks that must be performed by or for a corporation. The advantages and disadvantages of this type of ownership are discussed as well as a brief overview of the stock market. In Accounting 2 students perform all of the accounting tasks and activities in the accounting cycle for a corporation. During the final marking period in this course students will be introduced to an automated accounting system in which they will use their knowledge of the accounting process to record, journalize and post transactions as well as generate financial reports in a fast and effective manner. Solving problems, making decisions and reasoning effectively are used throughout this course. *\*Perkins Concentrator for Business/Finance Technology*

### **618 BUSINESS COMMUNICATIONS**

**GRADES: 10-12 CREDIT: 1.00**

Teaches advanced grammar, punctuation and composition skills. Students will prepare business correspondence, deliver oral presentations, and use electronic writing tools. Students will develop sensitivity in communicating with a diverse work force. International communications will also be addressed.

**630 BUSINESS LAW****GRADES: 11-12 CREDIT: 1.00**

Students will study not only the principles and rules of law, in relation to the business environment, but also the purpose and logic of the law. They are introduced to the history of the American legal system, civil law and rights and responsibilities of young adults in the business world. Students will learn how to evaluate different situations from moral and ethical positions and compare those to how the same situations are viewed through the eyes of the law.

**656 WORD PROCESSING 1****GRADES: 9-12 CREDIT: 1.00**

This course is designed to provide each student with an essential skill for survival in today's technologically competitive job market. The students will learn the basic QWERTY keyboarding technique as well as the formatting and creation of essential business documents such as resumes, business letters and reports. The class provides students with the foundations to be competitive in a technologically savvy world. *\*Satisfies Waterbury Public Schools technology component for graduation*

**657 WORD PROCESSING 2****GRADES: 10-12 CREDIT: 1.00**

*Prerequisite: Word Processing 1*

This course is designed for the more technologically savvy student who is interested in learning the advanced features of the Microsoft Word and Microsoft Publisher software. The course will also give students practical experience in creating web pages, tables and graphs, newspaper and flyer layouts as well as other business documents. These essential skills and formatting guidelines will serve our students well within any field or industry that they choose to enter.

**664 COMPUTERS 1****GRADES: 10-12 CREDIT: 1.00**

*Prerequisite: Word Processing 1*

This course focuses on the Microsoft Excel and Microsoft PowerPoint programs, which teach the fundamentals of spreadsheets and electronic presentations. In Excel, students will learn how to manipulate data accurately, quickly, and easily using the spreadsheet application. They will also learn how to produce charts and graphs in order to display numeric data. In PowerPoint, students will learn how to make effective presentations and learn the skills required for effective communications.

**665 COMPUTERS 2****GRADES: 10-12 CREDIT: 1.00**

*Prerequisite: Word Processing 1*

This hands-on course is designed to provide students with database, internet research and web page development skills. Students will use Microsoft Access to organize, maintain, and manipulate data efficiently using a computerized database. They will also learn how the internet works, and how it can be used as an effective tool concerning research. Microsoft FrontPage, which is web-page editing software, will be utilized for creating, editing and maintaining both personal and business web-sites. *\*Perkins Concentrator for Informational Technology*

**667 BUSINESS INTERNSHIP****GRADES: 11-12 CREDIT: 1.00**

*Prerequisite: Department Head Permission*

Business Internship will provide a hands-on opportunity for students to work in an office environment in the local business community. The student will secure employment and demonstrate skills required for successful performance in an administrative support position.

**668 BUSINESS INTERNSHIP/COOPERATIVE EDUCATION GRADES: 11-12**

*Prerequisite: Department Head Permission*

This is a student-centered apprenticeship that provides for school-to-work transition. It is a cooperative effort among the school, the student, and employers in the immediate and surrounding communities, and includes instruction in the classroom and on the job. Students prepare in the areas of career education, decision-making, goal-setting, and work preparation. Students can take the classroom portion alone and receive one credit, but are encouraged to become involved in the actual work experience as well. The community serves as a laboratory where carefully planned practical experiences can be applied concurrently with classroom learning. Students enrolled in this portion must be in a paid working occupation. The work experience credit earned will be based upon the actual number of successful hours worked and work evaluations. They can earn  $\frac{1}{4}$  credit per marking period and up to one credit per year for their work experience. The average number of working hours encouraged is 10-20 hours per week.

**670 ENTREPRENEURSHIP GRADES: 10-12 CREDIT: 1.00**

This course helps student's gain an understanding of the business/marketing principles necessary to start and operate a business. Students will explore the traits and characteristics of successful entrepreneurs. Students will learn how to identify and evaluate business opportunities, develop a business concept and marketing plan, assess and obtain the required resources, and manage the growth of new ventures. Students will develop a written business plan for a business of their choice.

**671 MARKETING 1 GRADES: 10-12 CREDIT: 1.00**

This course is designed to enable students to understand and apply marketing, management, and entrepreneurial principles. Students will learn the importance of making rational economic decisions. Students will also learn how to exhibit social responsibility in a global economy. The marketing program is designed to be one of the primary preparation resources for the DECA Club, and school store. It is devoted to preparing students for DECA competitions and retail management.

**672 MARKETING 2 GRADES: 11-12 CREDIT: 1.00**

*Prerequisite: Marketing 1*

This course is designed to provide students, who already have the marketing fundamentals, a chance to actually market a product, and acquire employment as an internship/cooperative work experience. Classroom time and on-the-job training time are both utilized. Classroom time is spent on learning how to market their own product, along with learning how to maintain and manage their work experience. On-the-job training enables them to gain valuable work experience in a marketing/related field before entering the work force upon graduation. \*Perkins Concentrator for Marketing Education

**677 PERSONAL FINANCE GRADES: 10-12 CREDIT: 1.00**

Students will be introduced to personal money management topics encountered in their daily lives, now and in the future. The material will focus on choosing a career, job interviewing, opening and maintaining a checking account, preparing income taxes, purchasing and

maintaining a vehicle; buying life, health and homeowners insurance, starting a credit history, and saving for the future. The student will develop skills to make them competent decision-makers, productive members of the work force, and effective consumers through discussions, authentic task projects and internet use.

**678 INTERNATIONAL BUSINESS GRADES: 10-12 CREDIT: 1.00**

International Business emphasizes an awareness of the global economy and how business is conducted. Areas of study will include the cultural, geographic, political, and legal ramifications affecting business markets and world trade; and the international aspects of finance, management, marketing, communication, and technology. Instructional strategies include use of Internet access to communicate/research with international businesses and individual schools, guest speakers, simulations, interviews, and business projects.

**ENGLISH**

The English Department is dedicated to producing literate students with the ability to read, think, plan, and write. Using *The Connecticut Framework: K-12 Curricular Goals and Standards* as a guide, our teachers utilize proven reading and writing strategies, technology, and differentiated instruction to give *all* students the tools necessary to read with purpose and comprehension, think critically about what they read and view, and write these thoughts effectively using proper English language conventions.

The core English curriculum is a classics-based, college preparatory program, with electives that accentuate aspects of fine arts, technology, mass communication, and allied health. The department is an integral part of the Liberal Arts Academy at Wilby, with courses that cross into and augment the other career academies.

The brief course descriptions that follow singularly reflect the skills a student will acquire with attentive, active participation in the classroom. Collectively, they reflect the department's belief that no course of study better prepares young adults to successfully negotiate the world.

**010 ENGLISH 9 HONORS GRADE : 9 CREDIT: 1:00**

**011 ENGLISH 9 GRADE: 9 CREDIT: 1.00**

This course develops a knowledge and understanding of characteristics of literature, active reading skills, techniques for organizing thoughts into words, and effective writing using proper conventions. The skills acquired here, while emphasizing liberal arts, are of value to any of the career academies, as teachers work in teams within the Freshman Academy.

**020 ENGLISH 10 HONORS GRADE: 10 CREDIT: 1.00**

**021 ENGLISH 10 GRADE: 10 CREDIT: 1.00**

This course deepens the knowledge and understanding of literature by urging students to interact with the text to find meaning. Writing becomes more complex, concentrating on the CAPT skill-sets for Response to Literature. Specific strategies for developing interpretations are introduced and practiced.



**030 ENGLISH 11 HONORS GRADE: 11 CREDIT: 1.00**  
**031 ENGLISH 11**

This course develops an appreciation and understanding of American literature from the colonial period to the present. Writing assignments accentuate comparison, persuasion, and critical analysis. MLA format for research papers is standard.

**030A AP ENGLISH LANGUAGE GRADE: 11 CREDIT: 1.00**

This course engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading will make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.

**040 ENGLISH 12 HONORS GRADE: 12 CREDIT: 1.00**  
**041 ENGLISH 12 GRADE: 12 CREDIT: 1.00**

**ENGLISH 12 PART I: INTRODUCTION TO BRITISH LITERATURE**

This course is offered as one half of the English 12 requirement. Readings begin with the Anglo-Saxon period and continue to the close of the English Renaissance. Introduction to British Literature further develops the five aspects of English/Language Arts: reading, writing, speaking, listening, and viewing. The reading component emphasizes an appreciation of early Anglo-Saxon literature in its various forms, as well as the writings of Chaucer and Shakespeare. Here the development of the English language, in both literary and historical contexts, is traced from its beginnings to the English Renaissance. The writing component includes a portfolio and stresses the use of composition as a personal response to literature using textual references for both poetry and prose.

**ENGLISH 12 PART II**

This component of English 12 enables the senior student to specialize in a particular genre, the works of one author, or an interdisciplinary approach to literature. The course represents one half of the English 12 requirement. Courses in the English 12 Part II program include: **Modern Cultural Patterns: Literature, Art, and Music, Modern Literature Seminar, The Mystery: "Who Done It?", The Plays of William Shakespeare, Poetry Seminar, Short Story Seminar, and "We, Too, Sing America": Minority Literature.**

**040A AP ENGLISH LITERATURE AND COMPOSITION GRADE: 12 CREDIT: 1.00**

This course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit.

**105/109 UCONN ENGLISH 12 GRADE 12 CREDIT: 1.00**

*Prerequisite: Teacher recommendation, class rank in the top 15%, SAT score 1100 or better, and approval by UCONN*

For superior college-bound senior students, a select course in English 12 is simultaneously acceptable for credit at the University of Connecticut. The two courses are intended to develop and enhance critical reading, writing, and thinking skills. English 105 focuses on writing skills; four types of writing are covered in depth, descriptive, narrative, expository, and persuasive Advanced Composition Models for Writing. A UCONN text is the basis for writing and grammar exercises. English 109 presents major works on world literature for analysis. Adventures in World Literature and Introduction to British Literature are useful texts. Reader-response writing exercises are included.

**010M/020M ATOMS ENGLISH 9/10 CREDIT: 1.00**

For high achieving students in each grade level who are in ATOMS, the ATOMS English program accelerates the process of developing the skills necessary to read, think, organize and write effectively. The rigorous program encourages students to go beyond the Standard English curriculum to compare literary works, create innovative and interactive projects across disciplines, and demonstrate leadership skills.

**031H HUMANITIES GRADE: 11 CREDIT: 1.00**

This course continues to connect American history and literature. Focus is on deep, active reading to develop a personal appreciation for the national literature while forming opinions on how societal and governmental forces affect life in America.

**035 ALLIED HEALTH ENGLISH 11 GRADE: 11 CREDIT: 1.00**

**045 ALLIED HEALTH ENGLISH 12 GRADE: 12 CREDIT: 1.00**

These are English classes designed to stimulate interest in the allied health field. Students read and interpret literature from the core curriculum, exploring themes that connect to the world of allied health. The course meets daily for two consecutive periods over the course of three weeks, followed by three weeks of full-time job training at a local hospital before returning to class for another three weeks.

**048 ENGLISH LANGUAGE LAB GRADE: 9 CREDIT: 1.00**

*Prerequisite: CMT Scores/Counselor recommendation*

A program designed for students in 9th grade with demonstrated academic difficulty due to a deficiency in reading skills. Various techniques and multi-sensory approaches are used to differentiate instruction.

## ELECTIVE ENGLISH COURSES

**057 JOURNALISM**

**GRADES: 10-12 CREDIT: 1.00**

Journalism introduces students to the field of news writing. Emphasis is given to the language particular to journalistic conventions of writing and to editing. Learning is by doing, students are provided with practical opportunities to explore various styles of journalistic communication, to produce articles and copy in these styles, and to experience diverse roles in the publishing process.

**058 JOURNALISM 2**

**GRADES: 11-12 CREDIT: .50**

This course extends the foundation of news writing skills developed in Journalism I through additional emphasis on practical newspaper production and copy editing techniques. Students will continue honing their critical thinking skills through various hands-on exercises in reading, writing, interviewing, and editing skills.

**059N PUBLIC SPEAKING**

**GRADE: 11-12 CREDIT: .50**

This is a dual-enrollment course offered in conjunction with Naugatuck Valley Community College. The course follows the college-level curriculum for public speaking. Students who complete the course successfully can be awarded NVCC credits.

**063 THE LITERATURE OF FILM**

**GRADES: 10-12 CREDIT: .50**

The Literature of Film provides students with a sound background in the study and use of film as a means of communication. Film will be examined as a complement to the study of literature and as an art form separate from literature. The language of film, the purpose of film and its interactive role with society, and the role of the director as auteur will be emphasized. Students develop comprehension of various film genre and styles and increase proficiency in writing thorough analyses of films and the creation of film scripts, screen plays, and adaptations.

**067 CREATIVE WRITING**

**GRADES: 10-12 CREDIT: 1.00**

This is a course designed to give students an opportunity for creative self-expression in writing. It teaches the process of developing creative thought, and the different writing styles which express it.

**071 MEDIA/COMMUNICATIONS**

**GRADES: 11-12 CREDIT: 1.00**

This course offers an opportunity for students to work in a team environment modeled after a real television news studio. This class connects writing for electronic media and editorial decision-making with hands on technical training on state-of-the art television studio equipment and on-line editing equipment.

**073 SAT PREP—ENGLISH**

**GRADE: 11 CREDIT: .50**

For college-bound students, a half-year course of intensive study in SAT vocabulary, reading comprehension, and the SAT Essay. *Taken with 373 SAT Prep—Math*

**075 OTHER VOICES: MINORITY LITERATURE GRADES: 10-12 CREDIT: 1.00**

Other Voices: Minority Literature is offered to those students who wish to become better acquainted with the literature, history, and creative and dramatic arts of the many cultural groups which contribute to the diversity of American society. Fiction and nonfiction works by representative authors from a variety of perspectives are included: African-American, Hispanic-American, Aboriginal-American, Asian-American, Eastern European; significant pieces by women authors, religious writers, and others expressing alternative points of view enrich the offerings.

**085 DRAMATIC EXPRESSION 1 GRADES: 10-12 CREDIT: 1.00**

Dramatic Expression I develops the five aspects of language — reading, writing, speaking, listening, and viewing — as they pertain to the dramatic arts. Reading concentrates on the characteristics of well-written scenes and plays. Writing involves the creation of original character sketches and scenes with emphasis on organization and development. Student performance is strengthened through a wide variety of stage experiences including improvisations, pantomime, and actors' exercises. Performance as a requirement of this elective encourages increased confidence and self-esteem.

**086 DRAMATIC EXPRESSION 2 GRADES: 11-12 CREDIT: 1.00**

Dramatic Expression 2 recognizes the foundation provided by Dramatic Expression 1 in reading, writing, speaking, listening, and viewing and extends student development in the dramatic arts. Reading and writing concentrates on more sophisticated styles of theater and on the history of drama. Clear articulation, elocution, and projection as in theater pieces leads pupils to a deeper understanding of human nature. The performance requirement of this elective encourages students to audition for school and local productions. Increased proficiency in problem solving, risk taking, and conflict resolution enhance critical viewing opportunities.

## **FAMILY AND CONSUMER SCIENCES**

The emphasis of the Family and Consumer Sciences Department is on teaching students life skills so that they may become capable and productive adults living in our present and future. It is a vital, encompassing group of people-centered subject areas, which help students to live in our world today, and build competencies for tomorrow. These subject areas are:

- Child Development
- Working With Children
- Clothing and Textiles
- Consumer and Career Education
- Food and Nutrition

The foundation of the Family and Consumer Sciences Department addresses the very basic needs of life--those of food, clothing, shelter and personal and family relationships. Clearly the traditional family structure has dramatically changed as evidenced by increasing numbers of teenage parents, growth of single parent families, a rising divorce rate and women working outside of the home. Those in the Family and Consumer Sciences Department have taken on a

greater responsibility for preparing male and female students to function successfully by adapting to those changes at home, at school, and in the community.

The Family and Consumer Sciences Department curriculum is written in alignment with the National and Connecticut Standards and Competencies for Family and Consumer Sciences and Connecticut's Common Cores of Learning and Teaching. In the Family and Consumer Sciences Department the implementation of these standards is achieved through a close working relationship between student and teacher that allows for the self-assessment process to develop.

The curriculum content and design provides for diversity of background, as well as the interest and ability of students. It is difficult to predict what knowledge and which competencies will be needed in the future. Therefore, students are taught skills necessary for today's world but are trained in decision-making and employability skills which will help them successfully balance the responsibilities of work and family.

### **Skills Objectives**

The focus of the Family and Consumer Sciences Department curriculum is on helping students become capable, productive adults in our ever-changing society. Our emphasis is on the three interrelated processes of decision-making, problem solving and management skills necessary for daily living. These principles are taught in the context of relevant life situations.

The skill objectives of the Family and Consumer Sciences Department programs are:

Students will be able to:

1. Improve their academic performance through the integration of math, reading, Language arts, science and technology in family and consumer sciences lessons and through the application of those concepts.
2. Enrich their knowledge of life skills necessary for living with their present families as well as in future family situations.
3. Increase their sense of self-esteem and enhanced independence through acquired skills and competencies.
4. Develop a respect for work, for skill in performance, and for carrying a task Through to completion.
5. Develop and prepare for leadership roles and community involvement.
6. Enhance their skills for planning, methods to prepare, processes to create and Vehicles to participate in the wise consumption of goods and services, (including food, clothing and child development).
7. Increase their awareness of and preparation for gainful employment Opportunities available in the fields related to family and consumer sciences.
8. Prepare for basic entry-level jobs related to family and consumer sciences.

***Family and Consumer Sciences are important for many careers...***

Child Development and Foods & Nutrition courses pertain to the following careers:

- Nurse
- Doctor
- Teacher
- Dietician
- Social worker
- Child care worker
- Counselor
- Physician's assistant

All Foods & Nutrition courses pertain to the following careers:

- Food scientist
- Nutritionist
- Dietician
- Chef
- Caterer
- Hotel/restaurant manager
- Marketing
- Teacher
- Food service worker

All Clothing and Fashion Design courses pertain to the following careers:

- Interior designer
- Fashion designer
- Fashion illustrator
- Fashion consultant
- Fashion photographer
- Retail merchandiser
- Sales representative
- Costume designer
- Upholsterer
- Tailor/seamstress
- Marketing specialist

**804 EXPLORATORY LIFE MANAGEMENT GRADES: 9-12 CREDIT: 1.00**

A survey course designed to introduce Family and Consumer Science on the high school level. Divided into segments, the course includes various areas of life skills such as home and family living, child care, fire safety, foods and nutrition, meal management, preparation and storage of foods, clothing selection, construction, care and consumer buying. Reading and writing skills are used as well as an introduction to careers related to the various Family and Consumer Sciences.

**805 CLOTHING 1 GRADES: 9-12 CREDIT: 1.00**

This course is a basic study of clothing and clothing construction. Students will learn a variety of topics relating to clothing and learn how to operate the sewing machine and serger. Several sewing projects will be completed throughout the year with an emphasis on quality workmanship. Students will be expected to furnish supplies.

**806 ADVANCED CLOTHING GRADES: 10-12 CREDIT: 1.00**

*Prerequisite: Clothing 1*

Students will develop advanced sewing skills in this class. As a part of this course, students will complete at least 3 sewing projects. Students will investigate pattern design and alteration, fashion and textile-related occupations, and the importance of recycling clothing. Students will also develop new sewing skills such as inserting a zipper, making multiple buttonholes, putting a collar on a garment and using interfacing in the construction of a garment.

**807 FASHION DESIGN GRADES: 11-12 CREDIT: 1.00**

*Prerequisite: Advanced Clothing*

The purpose of this course is to provide students with the tools necessary to execute a design. In this course, the student's intuition and imagination are challenged to create. The designs will express an idea requiring the selection and arrangement of materials with the aim of achieving a particular goal, including function, and beauty. During the art of creation, students will learn and use principles and elements of design that are common to all visual arts. Discussion of these principles and elements of design followed by traditional, as well as high tech practice will provide tremendous potential for the creation of a design.

**810 FOODS & NUTRITION 1 GRADES: 9-12 CREDIT: 1.00**

Foods 1 is a full year course designed to help students develop knowledge, skills and attitudes necessary to have a keen understanding of how food and nutrition play an important role in overall health and wellness. The course will also focus on the proper use of safety and sanitation in the foods lab. Students will have the opportunity to work cooperatively in the labs, practicing principles of measuring, reading and following a recipe, and meal preparation. Table setting and proper etiquette will also be covered within the course.

**811 ADVANCED & NUTRITION FOODS 1 GRADES: 10-12 CREDIT: 1.00**

*Prerequisite: Foods 1*

The course offers advanced instruction in food preparation, meal planning and service. Students will build on the skills they acquired in Foods 1. Emphasis is placed on making sound nutritional and consumer choices, regional and cultural foods, and international cuisines. Careers related to foods and nutrition is explored.

**815 ADVANCED & NUTRITION FOODS 2 GRADES: 11-12 CREDIT: 1.00**

*Prerequisite: Advanced Foods 1*

The course is for the student who wishes to expand upon knowledge and experience in food preparation and service. Emphasis is placed on more difficult meal preparation, foods for entertaining and preparing nutritious family meals.

**819C CAT'S DEN GRADES: 9-12 CREDIT: 1.00**

Exploratory FACS/ Cat's Den is an exploratory course at the high school level that is designed to introduce students to all areas of Family and Consumer Sciences. In this course students gain knowledge and practical experience in a job setting. Students will learn about careers related to

Family and Consumer Science and participate in the setting up and operation of the Cat's Den Café, which is a student run restaurant for faculty and staff.

**821 CHILD DEVELOPMENT 1 GRADES: 10-12 CREDIT: 1.00**

Child Development is a full year course. Students learn about childhood, families, parenthood rewards and challenges. The course also focuses on positive guidance techniques and teen parenthood. Students will study the principles of human growth and development of infants. Students will have the opportunity to practice authentic learning with "Baby Think It Over."

**825 CHILD DEVELOPMENT 2 GRADES: 11-12 CREDIT: 1.00**

*Prerequisite: Child Development 1/Teacher Recommendation*

Child Development 2 is a full year course. Students analyze how environment affects a child's growth and development. The course focuses upon the physical, social, emotional, and intellectual development of children from infants to age 12. Students will have the opportunity to practice authentic learning with "Baby Think It Over."

### **VOCATIONAL FOOD SERVICES: CULINARY ARTS**

This two-year program offered in the junior and senior years is designed to prepare students for food service careers or for further education and training in the field by offering two strong courses taught by a certified chef instructor.

**696 CULINARY ARTS 1 GRADE: 11 CREDIT: 1.00**

*Prerequisite: Teacher Recommendation/Foods 1 recommended*

This course focuses on practical principles including safety, sanitation, the proper use of utensils and equipment as well as the fundamentals of commercial cooking and baking.

**697 CULINARY ARTS 2 GRADE: 12 CREDIT: 1.00**

*Prerequisite: Culinary Arts 1 and Teacher Recommendation*

This course emphasizes career exploration and more actual experience in the commercial aspects of food preparation and service. Job placement and work experience in the field enable eligible students to receive Cooperative Work Experience credit. Students also have the opportunity to compete on the state level with other culinary students.

### **HEALTH AND PHYSICAL EDUCATION**

**840 HEALTH & CONDITIONING GRADES: 9-12 CREDIT: .50**

This is a dual-purpose course in which students acquire the knowledge and skills necessary to design, execute and track the progress of their own personalized fitness program while exploring contemporary issues surrounding nutrition, personal and mental health, safety, substance abuse, human growth and development and family life education. Students will understand, compare and contrast, and then apply principles of health and wellness to develop decision-making skills, habits and attitudes that positively impact them physically, intellectually and socially/emotionally. Interdisciplinary instruction focusing on developmentally appropriate



literacy and numeracy skills embedded within values and character education themes are integral instructional delivery systems for this course of study. *\*Required for graduation*

**841 SPECIALIZED SPORTS SKILLS GRADES: 9-12 CREDIT: .50**

This course is designed to offer a flexible menu of sports skill development activities as chosen by students, and commensurate to their motivational and skill abilities, ranging from interscholastic competition to recreational in nature. Interdisciplinary instruction focusing on developmentally appropriate literacy and numeracy skills embedded within values and character education themes are integral instructional delivery systems for this course of study. *\*Required for graduation*

**859F PHYSICAL EDUC. ELECTIVE (FALL) GRADES: 10-12 CREDIT: .50**

**859S PHYSICAL EDUC. ELECTIVE (SPRING) GRADES: 10-12 CREDIT: .50**

*Prerequisites: Health & Conditioning and Specialized Sports Skills*

This course is designed to offer students a wide range of sports skill development activities in order to promote lifelong participation in athletic and fitness-related pursuits. Students will acquire knowledge and skills for a variety of sports and games, including rules, strategies and recreational opportunities both within school, and throughout the wider community. Interdisciplinary instruction focusing on developmentally appropriate literacy and numeracy skills embedded within values and character education themes are integral instructional delivery systems for this course of study.

## MATHEMATICS

The goal of the Mathematics Department is to provide students with the necessary tools to be able to analyze and solve problems using basic logic and mathematical concepts which will prepare them for advanced studies in mathematics and for careers in engineering, business and the sciences. Success in mathematics depends on the ability to problem-solve real world applications by seeing patterns, using deductive reasoning, as well as acquiring, organizing and communicating meaningful data all with an emphasis on strengthening one's imagination in the process.

Honors and AP levels in the program, which covers content material more in depth and at a faster pace, will prepare students for admission requirements of colleges and universities. Students are required to take three years of mathematics and are strongly encouraged to take a fourth year.

Students are encouraged to purchase their own TI84 graphing calculator to be used in mathematics and science courses, as well as to prepare for the CAPT and SAT. The graphing calculator is an integral part of all mathematics courses.

**300 HONORS ALGEBRA 1 GRADE: 9 CREDIT: 1.00**

This intense and accelerated course provides the tools and ways of thinking needed to solve real world problems. The course covers all types of linear equations in one variable, quadratic functions with integral coefficients and roots as well as absolute value, exponential functions and inequalities. Coordinate geometry will be integrated into the investigation of these functions.

Systems of equations and their alternative solution methods will also be studied. Measurement within a problem solving context includes calculating rates using appropriate units and converting within measurement systems. Data analysis including measures of central tendency and visual representations of data are studied. An understanding of correlation and causation will be developed and reasonable lines of best fit will be used to make predictions. Elementary probability theory is used to determine the probability of events. Students use a graphing calculator in order to stay current with modern technological trends. Preparation for the CAPT is an important part of Honors Algebra 1.

**301 ALGEBRA 1**

**GRADE: 9**

**CREDIT: 1.00**

This course provides the tools and ways of thinking needed to solve real world problems. It covers all types of linear equations in one variable, quadratic functions with integral coefficients and roots as well as absolute value and exponential functions. Coordinate geometry will be integrated into the investigation of these functions. An introduction to systems of equations and their alternative solution methods will also be studied. Measurement within a problem solving context includes calculating rates using appropriate units and converting within measurement systems. An introduction to data analysis including measures of central tendency and visual representations of data are studied. Elementary probability theory is used to determine the probability of events. Students learn how to use a graphing calculator in order to stay current with modern technological trends. Preparation for the CAPT is an important part of Algebra 1.

**302 ALGEBRA 1 (DOUBLE PERIOD)**

**GRADE: 9**

**CREDITS: 2.00**

This freshmen level course covers the same key skills and concepts that are covered in 301 Algebra, but is offered in a double period format. The block scheduling allows for teachers to integrate a greater level of differentiated instruction and remediation for students.

**320 HONORS ALGEBRA 2**

**GRADES: 10-11**

**CREDIT: 1.00**

**320M ATOMS ALGEBRA 2**

**GRADES: 10-11**

**CREDIT: 1.00**

*Prerequisite: Grade of B or better in Honors Geometry/ATOMS Geometry*

This course covers the same concepts as Algebra 2, only in greater depth. The additional topics studied in this class include exponential and logarithmic functions, basic trigonometry including Law of Sines and Law of Cosines, solving a system of equations with and without a calculator, linear programming, and conic sections. Advance features of the graphing calculator are incorporated into the course work, as well as real life problem-solving and applications of Algebra 2 in various fields, such as engineering and other sciences. Preparation for the SAT is an important part of Honors Algebra 2 and ATOMS Algebra 2.

**321 ALGEBRA 2**

**GRADES: 10-11**

**CREDIT: 1.00**

*Prerequisite: Successful completion of Algebra 1 and Geometry*

Algebra 2 reviews and expands on the concepts studied in Algebra 1 and Geometry and introduces rational expressions, complex numbers, solving a quadratic equation by completing the square and graphing using the vertex form of an equation, finding roots by long division and synthetic division, sequences and series, and solving a system of equations with a calculator using matrices. Advance features of the graphing calculator are incorporated into the course work, as well as real life problem-solving and applications of Algebra 2 in various fields, such as engineering and other sciences. Preparation for the SAT is an important part of Algebra 2.

**350 HONORS GEOMETRY GRADE: 10 CREDIT: 1.00**  
**350M ATOMS GEOMETRY GRADE: 10 CREDIT: 1.00**

*Prerequisite: Grade of B or better in Honors Algebra 1/ACE Algebra 1*

This course offers an accelerated and more in depth approach to plane, solid and coordinate geometry. An intensive investigation of basic properties, angles, triangles, polygons, parallelograms, circles, area, volume, congruency and similarity are covered. Through the study of inductive/deductive reasoning and indirect proofs students will develop their logical reasoning skills. Real life problem solving using technology will be applied throughout the course. In addition students are exposed to solving geometry problems which require higher level thinking skills. The curriculum is also supplemented by challenging problems that require a solid background in Algebra 1. Preparation for the CAPT is an important part of Honors Geometry and ATOMS Geometry.

**351 MODERN GEOMETRY GRADE: 10 CREDIT: 1.00**

*Prerequisite: Successful completion of Algebra 1*

Students discover, explore and make conjectures about geometric concepts and relationships including parallelism, congruence, similarity, area, volume, trigonometry and coordinate geometry. Emphasis is placed on discovery of patterns, real life problem solving using technology, mathematical connections to other disciplines, critical thinking, reasoning, and communicating mathematics. Algebra skills are reviewed and strengthened throughout the course through the application of geometric concepts. Preparation for the CAPT is an important part of Geometry.

**325 LINEAR/QUADRATIC FUNCTIONS GRADES: 11-12 CREDIT: 1.00**

*Prerequisite: Successful completion of Algebra 1 and Geometry*

This is a rigorous course for those students working toward completing a three-year math sequence that will aid them in successfully meeting entrance standards for mathematics at the community college level.

**326 FUNCTIONS BEYOND THE QUADRATIC GRADE: 12 CREDIT: 1.00**

*Prerequisite: Successful completion of Algebra 1, Geometry, and Linear/Quadratic Functions*

This is a rigorous course for those students working toward completing a four-year math sequence that will aid them in successfully meeting entrance standards for math at the college level.

**345 PRE-COLLEGE ALGEBRA GRADE: 12 CREDIT: 1.00**

*Prerequisite: Successful completion of Algebra 1, Geometry and Algebra 2 or Linear/ Quadratic Functions*

This course will be an extension of Algebraic topics not traditionally studied in Algebra 1 and Algebra 2. It is designed to help seniors prepare for the transition from high school to college level mathematics.

**370 PRE-CALCULUS HONORS GRADES: 11-12 CREDIT: 1.00**

*Prerequisite: Grade of B or better in Honors Algebra 2/ATOMS Algebra 2*

This course provides algebraic and graphical explorations of polynomial, rational, exponential, and logarithmic and inverse functions, with real life applications. In addition, trigonometric functions are studied as circular functions with applications to triangle problems. Topics include trigonometric identities, inverse trigonometric functions and oblique triangle trigonometry. Limits and sequences and series will be introduced if time permits. Extensive use of the graphing calculator will assist the student in a balanced approach to solving problems.

**371 PRE-CALCULUS GRADES: 11-12 CREDIT: 1.00**

*Prerequisite: Successful completion of Algebra 2*

This course is designed to provide a strong foundation of pre-calculus concepts, techniques, and applications to prepare students for more advanced work. It places appropriate emphasis on discrete mathematics and data analysis as the mathematical framework for many important contemporary applications. Units covered include polynomial, rational, exponential, and logarithmic and inverse functions, graphs, and applications, trigonometry, and discrete mathematics. Extensive use of the graphing calculator will assist the student in a balanced approach to solving problems. This is known as the Rule of Four: representing problems algebraically, numerically, graphically, and verbally.

*Prerequisite: Successful completion of Algebra 1, Geometry and Algebra 2*

**380A AP CALCULUS AB GRADES: 11-12 CREDIT: 1.00**

*Prerequisite: Successful completion of Pre-calculus or Calculus teacher recommendation*

This course includes the in depth study of functions, analysis of graphs, limits, continuity; derivatives at a point and of functions, second derivatives and applications and computation of derivatives; interpretations and properties of definite integrals, applications of integrals, including volumes of solids of revolution, disks, and washer; the approximations to definite integrals. All topics are covered algebraically, geometrically, and analytically. Students are required to take the Advanced Placement examination in May and may receive college credit for one semester of calculus.

**385A AP CALCULUS BC GRADE: 12 CREDIT: 1.00**

*Prerequisite: Successful completion of AP Calculus AB or Pre-calculus Honors (minimum grade of 90) and recommendation from Calculus teacher*

This course includes the study of topics in AP Calculus AB plus studies of parametric, polar and vector functions; applications of integrals; polynomial approximations and series including the concepts of series, divergence vs. convergence and types of series, series of constants, and Taylor/Maclaurin series. Students are required to take the Advanced Placement examination in May and may receive college credit for up to two semesters of Calculus.

**392A AP STATISTICS GRADE: 12 CREDIT: 1.00**

*Prerequisite: Successful completion of Algebra 2 Honors or ATOMS*

This is a rigorous course for high achieving students and it follows the College Board's curriculum for the course. Students are required to take the Advanced Placement examination in May and may receive college credit based on their score.

**373 SAT PREP—MATH****GRADE: 11****CREDIT: .50**

This is a half-year course that reviews test-taking strategies and problem solving techniques, and encourages both long-term and short-term preparation for the SAT and other standardized assessments. Tips on improving computational and reasoning skills are included. Practice sessions guide students to a better understanding of the problems that commonly appear on the SAT and related tests. The graphing calculator is used throughout the course. *Taken with 073 SAT Prep—English*

**399 DISCRETE MATHEMATICS****GRADES: 9-10****CREDIT: 1.00**

*Prerequisite: CMT Scores/Department Recommendation*

This course was developed for the student who needs an extra math course to improve on the necessary math skills needed to meet proficiency on the CAPT. This course covers the basic study of fractions, decimals and percents, as well as measurement and conversion of both standard and metric units of measurement, algebra, geometry, statistics, elementary probability, and discrete math. Graphing and real world problem-solving using a graphing calculator and the computer lab will be integrated throughout the course. Preparation for the CAPT is an important part of this course.

**MUSIC****916 CONCERT BAND****GRADES: 9-12****CREDIT: 1.00**

Students play and perform standard music of good quality. Students develop advanced instrumental skills and technical ability.

**917 BAND LESSONS****GRADES: 9-12****CREDIT: 1.00**

Group lessons in band instruments are offered in this program. Emphasis is on woodwind, brass and percussion instruments for beginning students.

**918 GUITAR/STRINGS LESSONS GRADES: 9-12****CREDIT: 1.00**

These courses are designed for both beginning and advanced students. Lessons in guitar and orchestral strings (violin, viola, cello, and bass) are offered.

**921 MUSIC TECHNOLOGY 1****GRADES: 9-12****CREDIT: 1.00**

This course offers students the opportunity to make music and express themselves through playing the piano or the keyboard. The course is open to students who have no prior experience as well as to students who have some or many years of piano training. Theory and composing are included. Each student is taught at his level of learning and his particular musical interests. Membership in the Tri M National Music Honor Society is available to students in Piano Laboratory.

**922 MUSIC TECHNOLOGY 2****GRADES: 10-12****CREDIT: 1.00**

This course builds on the fundamental skills acquired in Music Technology 1.

**926 VOCAL MUSIC 1 GRADES: 9-12 CREDIT: 1.00**

The Vocal Music courses allow the student to learn how to use the voice, hold harmony parts and perform for an audience. Basic vocal skills, theory and harmony are taught in relation to the singing material. Qualified students can become Junior Singers, a group that features student-selected music.

**927 VOCAL MUSIC 2 GRADES: 10-12 CREDIT: 1.00**

This course builds on the fundamental skills acquired in Vocal Music 2.

**928 VOCAL ENSEMBLE GRADES: 11-12 CREDIT: 1.00**

*Prerequisite: Vocal Music 2 and Teacher Recommendation*

This is an advanced choral group. Emphasis is placed on four-part singing, solo work and dramatic delivery. The Wilby Singers is a special group within the Ensemble, which selects and performs the music of today in the style of today. There are ample opportunities for performance. Membership in the Tri M National Music Honor Society is available to students in Vocal Ensemble.

## **SCIENCE**

The goal of the Wilby High School Science Department is to develop scientifically literate students with a curiosity and interest in science that extends well beyond high school. In science classrooms, students strengthen their skills in experimental design, observation, computation, problem-solving, and scientific writing. Hands-on and inquiry-based activities are employed to the maximum extent possible.

In addition to the core courses (physical science, biology, chemistry, and physics), we offer electives such as science and society and human biology. Advanced Placement courses in biology, chemistry, environmental science and physics provide the opportunity for earning college credit.

**430/431 PHYSICAL SCIENCE GRADE: 9 CREDIT: 1.00**

This course provides a broad overview of earth science, chemistry, and physics. Analytical skills including the scientific method, measurement, and data analysis are developed. This course is intended to serve college-bound students.

**400 BIOLOGY HONORS GRADE: 10 CREDIT: 1.20**

*Prerequisite: Teacher Recommendation*

Honors Biology is oriented toward laboratory investigation, the use of technology, and the development of higher level thinking skills. Fundamental biological concepts are developed through inquiry and problem solving. The curriculum emphasizes the cellular level of life forms, as well as heredity and evolution. The course includes a weekly two-period laboratory.

**400M ATOMS BIOLOGY GRADE: 9 CREDIT: 1.20**

This course explores biological science through extensive use of laboratory exercises designed to promote laboratory skills such as use of the scientific method, data collection and analysis, and formulation of conclusions based on available data. Computers are used in class for data



**421 CHEMISTRY****GRADE: 11****CREDIT: 1.20***Prerequisite: Algebra I*

Chemistry explores the structure of elements, compounds, and mixtures, and the chemical reactions they undergo. Emphasis is placed on chemical theories that are substantiated by experimentation in the laboratory. Hands-on activities and demonstrations are used to show applications of chemistry to everyday life. A two-period laboratory is included.

**440 ENVIRONMENTAL SCIENCE HONORS GRADES: 11-12 CREDIT: 1.00****445 ENVIRONMENTAL SCIENCE GRADES: 11-12 CREDIT: 1.00**

This full-year course is an exploration of scientific principles underlying today's environmental issues. The Earth's geologic history, oceans, atmosphere, soils, biomes including rainforests, and human population will be among the factors studied. The course will also examine the science behind pollution, climate change, and energy consumption. Outdoor and hands-on activities will be emphasized. This course does not include a double lab period.

**445A AP ENVIRONMENTAL SCIENCE GRADES: 11-12 CREDIT: 1.20***Prerequisite: Teacher Recommendation*

AP Environmental Science is designed for highly interested students who otherwise might not take an AP course. The students must intend on taking the AP test, and may receive up to one semester of college credit in environmental science. Topics include water quality, air pollution, population growth, and recycling. Emphasis is on controversial environmental issues. A two-period lab is included. Availability of this and other advanced placement courses in a given year depends on student enrollment.

**446 INTRODUCTION TO FORENSICS GRADE: 12 CREDIT: .50**

This is an introductory one semester course offered in the fall. The course offers a hands-on, problem-solving approach to crime scene investigation. The course provides a broad survey of techniques used to distinguish and categorize the physical and chemical evidence found at a crime scene. Activities include crime scene sketching and analysis of fingerprints, handwriting, impressions and DNA. This course does not include a double lab period.

**450 PHYSICS HONORS GRADE: 12 CREDIT: 1.20***Prerequisite: Teacher Recommendation*

This course is for students capable of moving at a fast pace and of exploring concepts in-depth. The student should possess well-developed analytic and quantitative skills. Topics studied include motion, thermal energy, electricity, sound, and magnetism. A two-period laboratory is included.

**450M ATOMS PHYSICS GRADE: 12 CREDIT: 1.20**

ATOMS Physics provides a challenging and in-depth examination of mechanics, thermodynamics, sound waves, light waves, electricity, sound, and magnetism. In each area, quantitative problem-solving is emphasized. The course is designed for highly motivated students with strong science and math backgrounds. A two-period laboratory is included.



**450A AP PHYSICS****GRADES: 11-12****CREDIT 1.20**

This course provides a thorough and advanced study of principles and concepts of Physics at the college freshman level. Students must be highly motivated, and competent in scientific experimentation and research. College credit may be awarded to students who successfully pass the Advanced Placement Physics Examination given in May by the College Board.

**451 PHYSICS****GRADE: 12****CREDIT: 1.20**

Physics presents a quantitative treatment of energy, mechanics, light, sound, electricity, and magnetism. While a prerequisite for college and most technical careers, it is also geared to meet the needs of the general students. A two-period laboratory is included.

**499 SCIENCE INTERNSHIP****CREDIT: .50**

Students are matched with a mentor in the community where they have the opportunity to shadow or work in a chemical or biological laboratory, industry, the medical/health field, pharmaceutical company or other science oriented jobs. The purpose of this program is to give students to necessary and relevant workplace skills. (The course is open to junior and senior honor and college level students with recommendation from a science teacher). Students are required to complete a portfolio or research paper at the end of the program.

**415 ALLIED HEALTH ANATOMY****GRADES: 11-12****CREDIT: 1.00**

Taken only by students in the Allied Health Program, this course focuses on the structure and function of the human organism. Classroom instruction is closely related to the students' clinical experience. The class meets for two periods each day for three weeks. The next three week cycle is spent at the hospital, where students are given the opportunity to apply their knowledge in the allied health services. *Offered alternate years.*

**425 ALLIED HEALTH CHEMISTRY****GRADES: 11-12****CREDIT: 1.00**

Taken only by students in the Allied Health Program, this course covers the principles of chemistry using a conceptual and qualitative approach. This is a course specifically for students interested in preparing for careers in the field of allied health. The students meet for two periods a day over a three week period, and then spend the following three weeks gaining clinical experience. *Offered alternate years.*

**SOCIAL STUDIES**

The Social Studies Department is dedicated to producing students who use their critical thinking skills to their potential. The CAPT Interdisciplinary Writing section tests students' skills in this area. These skills will prepare students to succeed in life as well as in institutions of higher learning. We also prepare students to lead constructive, contributing and rewarding lives as citizens in a diverse democratic society. This interdisciplinary preparation involves a study of the past and the present in order to better prepare for the future.

**570/571 WORLD HISTORY****GRADE: 9****CREDIT: 1.00**

The purpose of this course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical

skills. The course highlights important change and events in politics, economic and belief systems, and social/gender structures. Students will also be given the opportunity to examine the development of other important historical themes (science and technology, exchange and encounter, cultural and intellectual development, modernization and conflict/conflict resolution). This course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. Periodization, explicitly discussed, forms the organizing principle for dealing with change and continuity from that point to the present. Specific themes provide further organization to the course, along with consistent attention to contacts among societies that form the core of world history as a field of study.

**530M ATOMS CIVICS**

**GRADE: 9**

**CREDIT: .50**

This course prepares students to demonstrate knowledge of the rights and responsibilities of citizens and to participate and contribute to our democratic way of life. It follows the national and state standards for civics and government and will focus on the birth and development of American democracy up to around 1800. *Taken with 560M ATOMS Ancient History*

**560M ATOMS ANCIENT HISTORY**

**GRADE: 9**

**CREDIT: .50**

Through the study of the political, geographical, cultural and social aspects of government, this course creates a survey of the development of governments from the earliest of civilizations through the Renaissance. *Taken with 530M ATOMS Civics*

**570A AP WORLD HISTORY**

**GRADE: 10**

**CREDIT: 1.00**

*Prerequisite: Teacher Recommendation*

Advanced Placement World History takes a thematic approach to history. Emphasis is placed on similarities and differences between civilizations in world history. An important theme is “change over time” as students investigate how civilizations change over time. Activities which utilize primary sources are an integral part of the course. Upon successful completion of the AP exam students may earn college credit.

**530 ROOTS OF AM. CITIZENSHIP HONORS**

**GRADE: 10**

**CREDIT: .50**

**531 ROOTS OF AMERICAN CITIZENSHIP**

**GRADE: 10**

**CREDIT: .50**

This course prepares students to demonstrate knowledge of the rights and responsibilities of citizens and to participate and contribute to our democratic way of life. It follows the national and state standards for civics and government and will focus on the birth and development of American democracy up to around 1800.

**540 UNITED STATES HISTORY 1 HONORS**

**GRADE: 10**

**CREDIT: .50**

**541 UNITED STATES HISTORY 1**

**GRADE: 10**

**CREDIT: .50**

This course covers Exploration to 1877. The political, social, economic and cultural development of the United States will be studied.

**550A AP UNITED STATES HISTORY**

**GRADE: 11**

**CREDIT: 1.00**

*Prerequisite: Teacher Recommendation*

This in-depth treatment of American history features readings drawn from several sources, including a basic text and documentary and interpretive materials. The course is chronological,

and covers the major currents of political, social, intellectual, economic, and diplomatic history. A major goal is to develop analytical and interpretive skills, with an emphasis on critical reading and writing. Evaluation is based upon quizzes, announced tests, short papers, specialized writing assignments and projects, and a major research paper. This course prepares students for the Advanced Placement Examination in United States History.

**530A AP US GOVERNMENT & POLITICS            GRADES: 11-12 CREDIT: 1.00**

This course will give students an analytical perspective on government and politics in the United States. The course includes both the study of general concepts used to interpret United States politics and analysis of specific examples. It also requires familiarity with various institutions, groups, beliefs, and ideas that constitute United States politics. The students will become acquainted with the variety of theoretical perspectives and explanations for various political behaviors and outcomes.

**550    UNITED STATES HISTORY 2 HONORS    GRADE: 11    CREDIT: 1.00**

**551    UNITED STATES HISTORY 2            GRADE: 11    CREDIT: 1.00**

This course deals with the history of the United States, with in-depth study of the concepts of political, economic, social and cultural America from 1877 to the present. Emphasis is on research with reports, discussions, seminars, projects and reading as student contributions.

**551H AMERICAN STUDIES                    GRADE: 11            CREDIT: 1.00**

This is a full year course which is one half of the Humanities Program. Themes addressed include “Pursuing the American Dream,” “The Depression—A National Crisis,” “The Global Village—Technology and the U.S.,” “The 60’s—Rebellion and Conflict,” “The 70’s—Bellbottoms to Watergate,” “The 80’s—the ‘Me’ Decade,” and “The America to Come.” The course covers 1877 to the present.

**500    UCONN MODERN WESTERN WORLD GRADE: 12    CREDIT: 1.00**

*Prerequisite: Average of 85 or better in U.S. History/Teacher Recommendation*

This course covers the origins of the economy, society, politics, and culture of contemporary Western civilization with emphasis on aspects of European history that have helped shape the modern world from the Renaissance to the present. Students may earn college credit for this class.

**504    COMPARATIVE GOVERNMENT            GRADE: 12            CREDIT: .50**

Emphasis is placed on the structure of local, state and national governments; the goals of democratic society; and the prime role of good citizenship in an era of challenge. To appreciate the government of the United States, comparisons are made with selected major political systems throughout the world. *Taken with 505 Geography*

**505    GEOGRAPHY                                GRADE: 12            CREDIT: .50**

Geography introduces students to the environmental factors that have so greatly influenced man. Studies are made on a regional basis and include a systematic approach to the physical, economic and cultural changes that help man satisfy his needs. *Taken with 504 Comparative Government*

**521 CONTEMPORARY ISSUES**                      **GRADE: 12**                      **CREDIT: .50**  
Through discussion, this course focuses on the long-range problems of society as well as controversial issues of the day. Opportunity for understanding current affairs is also provided. Students will be encouraged to pursue individual topics of interest. *Taken with 525 Law and Society*

**525 LAW AND SOCIETY**                      **GRADE: 12**                      **CREDIT: .50**  
This course is designed to impart an understanding and appreciation of the importance of law in our society to better enable the student to function as a citizen. An overview of the Anglo-American legal system, the development and growth of the U. S. Constitution, and the salient features of American criminal and civil laws are presented. *Taken with 521 Contemporary Issues*

**545 SOCIOLOGY**                      **GRADE: 12**                      **CREDIT: .50**  
This course provides insights into human relations by incorporating characteristics that are common to groups, races, and cultures. Emphasis is on the problems approach and attempts are made to reduce narrow-mindedness and prejudice by promoting better understanding of inter-group relations. *Taken with 546 Psychology*

**546 PSYCHOLOGY**                      **GRADE: 12**                      **CREDIT: .50**  
This course is designed to develop student interest in human behavioral patterns by learning fundamentals of psychological study. Further development of concentrated study will include the understanding of personality traits, the role of heredity and environment and their consequences on the intelligent world community. *Taken with 545 Sociology*

**585 AFRICAN-AMERICAN HISTORY**                      **GRADE: 12**                      **CREDIT: 1.00**  
This course focuses on the study of sub-Saharan African countries. Of particular attention will be given to the emergence of these states as independent from colonialism, and the impact of their alignment on the world balance of power as well on U.S. and world society events.

**515 CONSUMER ECONOMICS**                      **GRADE: 12**                      **CREDIT: .50**  
The effects of governmental laws, policies, business and market structures and development on the consumer as an informed citizen in an ever-changing society are analyzed. *Taken with 520 Problems of Democracy*

**520 PROBLEMS OF DEMOCRACY**                      **GRADE: 12**                      **CREDIT: .50**  
Provides learning activities that will enable the student to understand and discuss important contemporary issues with insight and skill. The major emphases of the course include fact-finding skills, learning both sides of an issue, forming rational opinions, distinguishing fact from opinion, and accepting diversity of opinion as an outcome of the democratic process. *Taken with 515 Consumer Economics*

## **TECHNOLOGY EDUCATION**

The Technology Education Academy provides activity-based courses that prepare students for open-ended problems found in the CAPT through the integration of multiple disciplines in a natural setting. The courses endeavor to provide activities structured around real-life problems, enabling students to use technological resources in the solutions.

It is our goal to prepare individuals to comprehend and contribute to our technologically based society, to develop the students' comfort and competence in choosing and using technology in daily tasks, and to enable technology education offerings to be part of every student's secondary school experience.

In order to receive a certificate in the Technology Education Academy, you must fulfill all of the following criteria:

- Take four or more technology education courses.
- Take two courses in the correct sequential succession of a specific strand:  
Pre-Engineering, Communications Technology, Construction Technology,  
Information Technology and Automotive Technology.
- Successfully pass all technology education courses.
- Take the Perkins Test (given by NOCTI/State of Connecticut) if you are in a concentrator area.
- The State of Connecticut requires one technology credit.

### **Career Paths:**

- Auto Mechanic
- Graphic Designer
- Web Page Designer
- Press Operator
- Video/TV
- Builder
- Architect
- Draftsman (CAD)
- Computer Repair
- Networking
- Engineering:
  - Mechanical
  - Civil
  - Architectural
  - Manufacturing

**701 ENGINEERING DESIGN GRADES: 9-12 CREDIT: 1.00**

The Engineering Design class is intended to expose the students to the engineering process. Engineers are creators of technology and problem solvers. A program perfectly suited to this process in the Electrathon Connecticut Competition.

**704 MECHANICAL CAD 1 GRADES: 10-12 CREDIT: 1.00**

Mechanical Drafting is a precision method of communicating technical information. Students will begin this class by learning how to interpret simple 2D and 3D drawings. After the students have demonstrated reasonable ability to interpret drawings, the focus of the class will shift to the proper use of drafting tools. The remainder of the year will be spent creating progressively more difficult drawings.

**706 ARCHITECTURAL CAD 1 GRADES: 10-12 CREDIT: 1.00**

Everything designed and created today, from a pencil to a fighter jet, in some way uses CAD. EVERYTHING. Wilby is fortunate to have the premier CAD programs used in the business world today. These programs are professional programs and not limited educational demo software. CAD learned in the classroom at Wilby can be directly applied to careers in the real world.

**711 TECHNOLOGY OF COMPUTERS 1 GRADES: 10-12 CREDIT: 1.00**

This course teaches the essentials of Information Technology (IT) including computer assembly, preventive maintenance, troubleshooting, and use of printers, scanners, laptops and portable devices. Computer networking and security will also be discussed.

**712 TECHNOLOGY OF COMPUTERS 2 GRADES: 11-12 CREDIT: 1.00**

*Prerequisite: Technology of Computers 1*

This course builds upon the knowledge and skills introduced in Technology of Computers 1.

**716 CISCO NETWORKING 1 GRADES: 9-12 CREDIT: 1.00**

This computer based course teaches the basics of networking for home and small businesses. Students will develop the skills necessary to implement small networks across a range of applications.

**717 CISCO NETWORKING 2 GRADES: 10-12 CREDIT: 1.00**

*Prerequisite CISCO Networking 1*

This course builds upon the knowledge and skills introduced in CISCO Networking 1. Students will learn the skills needed to become a Network Technician, Computer Technician, Cable Installer and Help Desk Technician.

**722 YEARBOOK PRODUCTION GRADES: 9-12 CREDIT: 1.00**

In this course students will develop the skills in basic journalistic technique, photography and layout. The ethics of journalism, the responsibilities and demands of creating and funding a publication and customer service will be topics of discussion. Students help produce the annual Wilby yearbook.

**727 VIDEO PRODUCTION 1 GRADES: 10-12 CREDIT: 1.00**

Video Production 1 is a one year course designed to introduce students to the implications and use of video production technology. This course will focus on the use of cameras and related equipment to produce live and scripted video and to solve technical problems associated with the production process. Through the use of our studio and equipment, we will develop skills involved in the various roles associated with a video production studio. The course will acquaint you with technical and aesthetic concepts involved in successful studio and field production. You will develop skills through a series of in-class exercises and critical evaluations of past and present production styles.

**728 VIDEO PRODUCTION 2 GRADES: 11-12 CREDIT: 1.00**

*Prerequisite: Video Production 1*

In Video Production 2, students continue the technical and script writing skills learned in Video Production 1. Students develop skills required to be successful in the video production field.

**740 AUTOMOTIVE TECHNOLOGY 1 GRADES: 10-12 CREDIT: 1.00**

For many people, the second largest single purchase a person makes in his lifetime is an automobile. The world's economy seems to depend on the automobile as many countries directly produce or make parts for automobiles. The need for highly skilled automotive technicians and informed consumers has never been greater. This course will introduce students to the systems approach of understanding automotive technology.

**745 ADV AUTOMOTIVE TECHNOLOGY GRADE: 12 CREDITS: 2.00**

*Prerequisite: Automotive Technology 1 and 2, Teacher Recommendation*

Advanced Automotive Technology will expand upon the depth of the content in understanding built in Automotive 1 as well as introduce more complex contents as noted in the topic listing.

**750 PRODUCTION WOODWORKING 1 GRADES: 10-12 CREDIT: 1.00**

This course in construction is planned to give students an opportunity to master measurement, fraction computation, sketching and to obtain basic knowledge of wood. Master the basic skills in the use of woodworking hand tools and become familiar with power tools including but not limited to cutting tools.

**755 PRODUCTION WOODWORKING 2 GRADE: 12 CREDITS: 2.00**

*Prerequisite: Production Woodworking 1, Teacher Recommendation*

This course objective is to give students and opportunity to expand on Production Woodworking 1 using more involved machinery and techniques. Students will master the table saw, inverted router and produce raised panel doors. Students will read and produce working drawings.

**770 INTRO ENGINEERING DESIGN /PROJECT LEAD THE WAY**

**GRADES: 9-10 CREDIT: 1.00**

*Prerequisite: Teacher Recommendation*

This honors course teaches problem-solving skills using a design development process. Students will create and analyze engineering products. This is a foundation course for Project Lead the Way.

**771 DIGITAL ELECTRONICS/PROJECT LEAD THE WAY**

**GRADES: 9-12 CREDIT: 1.00**

This honors course requires a basic understanding of Algebra. Students will develop an understanding of digital electronic circuitry and learn how to design, implement, troubleshoot and solve real world problems. Extensive use of the computer is required. This course is included in Project Lead the Way.

**772 PRINCIPLES OF ENGINEERING/PROJECT LEAD THE WAY**

**GRADES: 10-11 CREDIT: 1.00**

This honors course helps students understand the field of engineering/engineering technology. Exploring various technology systems and manufacturing processes help students learn how engineers and technicians use math, science and technology in an engineering problem solving process to benefit people. The course also includes concerns about social and political consequences of technological change.

**790 COMMUNICATIONS**

**GRADES: 9-12 CREDIT: .50**

Communications is a major industry in our world. More than half of the American population is involved with the generation, manipulation, storage, transmission, or marketing of information. The purpose of this course is to introduce students to classification, terminology, technical systems, and processes used by the industry and to provide sample activities that support those understandings. The course explores the major technical areas of graphic design, printing, electronic, audio, and video communications. Within each area, emphasis is placed upon the local, domestic and global impact of how people live. The content and activities are inclusive of the Connecticut Career Clusters of Arts and Media and Technologies: Manufacturing, Communications, and Repair. *Taken with 793 Technical Drafting*

**793 TECHNICAL DRAFTING**

**GRADES: 9-12 CREDIT: .50**

With the literal explosion in innovation seen in technology, an understanding of the process of moving from idea to product is essential. This course will introduce and develop the concepts of sketching, mechanical drawing, design and planning, and career entrance as they relate to all four technologies: manufacturing, communication, transportation and construction. Within each segment, the student will be guided through instruction, demonstration, hands-on activities and problem-solving techniques. Technology will be experienced, not just seen. *Taken with 790 Communications*

**794 CONSTRUCTION**

**GRADES: 9-12 CREDIT: .50**

This class will be taught from a design perspective. The focus will be home design. Students will discuss how style, material, construction techniques, estimating, design requirements, living style, value and utilities.

**795 TRANSPORTATION**

**GRADES: 9-12 CREDIT: .50**

This course is a conceptualized study of transportation systems dealing generally with the methods by which we move people and goods through various environments. The environments studies will include terrestrial, marine, atmospheric, space and materials transportation with selected content from each in a past, contemporary and futuristic perspective. The student will



understand transportation systems, the environments currently used to move goods and people, and the sub systems common to each.

**796 PRINCIPLES OF TECHNOLOGY GRADES: 9-12 CREDIT: 1.00**

The Principles of Technology will provide student with opportunities to develop an understanding and application of technology. This course explores the nature of technology, technology systems, and the history, evolution and characteristics of technology as well as its effects on our society, culture, economy, politics and the environment. The focus of this course will cover construction, communications, manufacturing, energy and power, transportation and bio-technology. Career exploration through demonstrations, written activities and technology mentors will increase awareness of opportunities in the future technological fields. This course takes advantage of STEM (science, technology, engineering, and mathematics) practices and principles.

**799 MFG/TECH/NVCC GRADES: 11-12 CREDIT: 1.00**

This is a dual enrollment course offered in conjunction with Naugatuck Valley Community College. Students will earn up to 25 credits at Naugatuck Valley Community College while earning high school credits at Wilby. Students can earn a CNC Machining Certificate after completing a 2 year program and will be prepared to enter the workforce.

## **WORLD LANGUAGES**

Italian and Spanish are taught according to the citywide curriculum guide for modern world languages. Students have an opportunity to study a world language commencing in Grade 9 and continuing through a four-year sequence. The primary emphasis is the development of the basic skills of listening, speaking, reading and writing. With the exception of the first year, each year has as its prerequisite the completion of the previous year.

The four-year program has two phases and four levels of competency. The first two years of study represent the initial phase with an audio-lingual emphasis. The last two years represent the intermediate phase with a reading and writing emphasis. The number of levels completed depends on the interest and competency of the student.

All courses are planned to develop the students' ability to use the language of their choice as a means of oral and written communication and to increase their understanding of the people whose language they are studying. All courses follow an appropriate sequence to develop the language skills.

**211 ITALIAN 1 GRADES: 9-12 CREDIT: 1.00**

This course offers the basic elements of grammar, pronunciation, and simple conversation with some reading and writing; practice in easy conversation with emphasis on oral repetition; drill in pronunciation and development of a basic vocabulary; introduction to essential construction and patterns.

**221 ITALIAN 2** **GRADES: 10-12** **CREDIT: 1.00**

*Prerequisite: Italian 1*

Students concentrate on the study of grammar, pronunciation, basic speech patterns, reading and writing. Attention is given to the four fundamental language skills: listening, speaking, reading, and writing Italian; introduction to Italian geography, history, literature, culture and civilization.

**235 ITALIAN 3** **GRADES: 11-12** **CREDIT: 1.00**

*Prerequisite: Italian 2*

The third year student continues to develop the four fundamental skills approach integrated with a thorough review of the essential grammar; intensive practice in aural comprehension and speech patterns; more reading and some composition. Continued interest in culture and civilization is stressed.

**245 ITALIAN 4** **GRADE: 12** **CREDIT: 1.00**

*Prerequisite: Italian 3*

With stress on comprehension, the student is now involved with more advanced reading and more practice in writing. Knowledge of Italian writers, artists, musicians, scientists and historical personages is encouraged through research projects.

**251 SPANISH 1** **GRADES: 9-12** **CREDIT: 1.00**

The object of this course is to give the student a working command of basic speech patterns, vocabulary, and comprehension through the learning of everyday idioms. The emphasis is on listening and speaking with some reading and writing. Interest is stimulated through independent projects and an introduction to Spanish history and civilization.

**261 SPANISH 2** **GRADES: 10-12** **CREDIT: 1.00**

*Prerequisite: Spanish 1*

This course concentrates on structure and sound, with special emphasis on grammar. It is designed to achieve proficiency in reading and writing. It also includes discussion of culture and the geographical areas where Spanish is spoken.

**275 SPANISH 3** **GRADES: 11-12** **CREDIT: 1.00**

*Prerequisite: Spanish 2*

This course consists mainly of review of grammar, graded compositions with emphasis on oral and on comprehension, extensive reading; individual projects directed toward reading proficiency and vocabulary growth.

**285 SPANISH 4** **GRADE: 12** **CREDIT: 1.00**

*Prerequisite: Spanish 3*

Extensive reading in class, outside assignments of selected classics and advanced composition using stylistic analysis of texts of note. Spanish authors are emphasized.

**287A AP SPANISH LANGUAGE                      GRADE: 12                      CREDIT: 1.00**

An Advanced Placement course for those who wish to develop their proficiency in the Spanish language. Students should have a basic knowledge of the language and culture of Spanish-speaking peoples, as well as a reasonable knowledge of all four language skills: listening comprehension, speaking, reading, and writing. Students may earn college credit by receiving a qualifying score on the AP Spanish Language exam which is given in May.

**265 SPANISH FOR NATIVE SPEAKERS 1 GRADES: 10-12      CREDIT: 1.00**

This course concentrates on structure and sound, with special emphasis on grammar. It is designed to achieve proficiency in reading and writing. It also includes discussion of culture and the geographical areas where Spanish is spoken.

**266 SPANISH FOR NATIVE SPEAKERS 2 GRADES: 11-12      CREDIT: 1.00**

This course consists mainly of review of grammar, graded compositions with emphasis on oral and on comprehension, extensive reading; individual projects directed toward reading proficiency and vocabulary growth.

### **SPECIAL EDUCATION**

Wilby High School provides a full continuum of special education services designed to meet the needs of students with identified disabilities. Students are eligible for special education when specific testing documents that the student's disability adversely affects academic performance and cannot be corrected without special education and/or related services. Through an Individualized Education Plan (IEP), students have the opportunities to reach their full potential in the least restrictive environment (LRE) possible.

Service delivery models include, but are not limited to:

- ***Co-Teaching:*** An approach that facilitates the inclusion of students who have disabilities in the general education classroom. The two teachers involved, usually a general education teacher and a special education teacher, work together to develop a differentiated curriculum that meets the needs of a diverse population of students.
- ***Supported Instruction:*** An approach delivered in the classroom when a paraprofessional assists students in the general education classroom. Paraprofessionals are utilized in a variety of situations to support student learning.
- ***IWE (Independent Work Experience):*** junior and senior special education students gain independent, hands-on work experience while developing employment skills necessary to be successful in an entry-level position.
- ***CBT (Community Based Training):*** Students, along with a certified teacher and paraprofessional, rotate work sites highlighted each marking period. Students perform tasks in small clusters emphasizing appropriate work attitudes, social skills and problem-solving skills.

Additionally, speech and language services are available for students who may experience communication impairments. These services involve student observations and evaluations,

consultations with staff and parents, and student therapy. Communication impairments may be divided into the following five categories: language impairment, articulation impairment, fluency impairment, voice impairment, and hearing impairment. Under the Individuals with Disabilities Act (IDEA), when a communication impairment adversely affects educational performance it is considered a communication disability. The student then qualifies for special education speech and language services.

## **BILINGUAL EDUCATION**

Bilingual students are serviced through all sheltered content classes and English as a Second Language (ESL) classes in which English is the primary language of instruction. Students are limited to 30 months in a Bilingual program by Connecticut state law. This program follows the school district's curriculum in the target and native language. Research-validated practices and strategies are used which capitalize on the students' prior knowledge, learning styles, and linguistic and cultural assets as the basis for second language acquisition. As students become more proficient in English, they are increasingly mainstreamed for their subject area courses. Students who have completed the 30 months in the Bilingual Program must exit, but may receive ESL and/or some sheltered content classes based on their needs.

### **ESL /BILINGUAL/SHELTERED COURSES**

**016 BEGINNING ESL GRADES: 9-12 CREDITS: 2.00**  
Students are placed in Beginning ESL per score on the LAS (Language Assessment Scale). In this double period class students learn the rudiments of the English language to develop their skills in the speaking, listening, reading and writing of English. Students are gradually introduced to literature through the SIOP (Sheltered Instruction Observation Protocol) method to make it more accessible to them.

**026 INTERMEDIATE ESL GRADES: 9-12 CREDIT: 1.00**  
Students are placed in Intermediate ESL per score on the LAS (Language Assessment Scale) test and teacher recommendation. Students continue to develop their skills in the speaking, listening, reading and writing of English. More emphasis is placed on writing skills, grammar, and reading. Longer selections are introduced, including the reading of abridged books that are part of the English/Language Arts curriculum.

**036 ADVANCED ESL GRADES: 9-12 CREDIT: 1.00**  
Students are placed in Advanced ESL per score on the LAS (Language Assessment Scale) test and teacher recommendation. Advanced ESL focuses on the development of reading and writing skills in English. The English/Language Arts curriculum is followed as closely as possible, but material is presented through the SIOP (Sheltered Instruction Observation Protocol) method and at a slower pace.

**046 ADVANCED 2 ESL GRADES: 9-12 CREDIT: 1.00**  
Students are placed in Advanced 2 ESL per score on the LAS (Language Assessment Scale) test and teacher recommendation. Advanced ESL focuses on the development of reading and writing skills at a more advanced level. The English/Language Arts curriculum is followed as closely as

possible, but material is presented through the SIOP (Sheltered Instruction Observation Protocol) method and at a slower pace. Students are prepared for placement into a mainstream English class for the following school year.

*\*The following ESL courses all follow the district curriculum in respective content areas, but material is presented through the SIOP (Sheltered Instruction Observation Protocol) method.*

<b>303</b>	<b>ALGEBRA 1 SHELTERED</b>	<b>GRADES: 9-12</b>	<b>CREDIT: 1.00</b>
<b>323</b>	<b>ALGEBRA 2 SHELTERED</b>	<b>GRADES: 9-12</b>	<b>CREDIT: 1.00</b>
<b>353</b>	<b>GEOMETRY SHELTERED</b>	<b>GRADES: 9-12</b>	<b>CREDIT: 1.00</b>
<b>403</b>	<b>BIOLOGY SHELTERED</b>	<b>GRADES: 9-12</b>	<b>CREDIT: 1.20</b>
<b>433</b>	<b>PHYSICAL SCIENCE SHELTERED</b>	<b>GRADES: 9-12</b>	<b>CREDIT: 1.00</b>
<b>533</b>	<b>ROOTS OF AMER. CITZ. SHELTERED</b>	<b>GRADES: 9-12</b>	<b>CREDIT: .50</b>
<b>543</b>	<b>US HISTORY 1 SHELTERED</b>	<b>GRADES: 9-12</b>	<b>CREIDT: .50</b>
<b>553</b>	<b>US HISTORY 2 SHELTERED</b>	<b>GRADES: 9-12</b>	<b>CREDIT: 1.00</b>
<b>573</b>	<b>WORLD HISTORY SHELTERED</b>	<b>GRADES: 9-12</b>	<b>CREDIT: 1.00</b>

### **ALLIED HEALTH**

Allied Health is a two-year school-to-career program based upon the developmental model that encourages sequential learning. The program is offered at each of the three public high schools in Waterbury and is intended to attract interested students into allied health-related careers. Active recruitment and interviewing of prospective students is done by the teacher/coordinator. This is done to ensure that the student is fully aware of the program's requirements, regulations, and opportunities. The teacher/coordinator also works closely with the high school administration, faculty, and guidance counselors throughout this process. The teacher/coordinator also plans and works cooperatively with local hospitals and healthcare facilities to develop and maintain interpersonal relationships to effectively implement the program to ensure quality student outcomes.

The focus is on preparing students for allied health-related careers and stimulating an interest in furthering their education. The teacher/coordinator achieves this by assisting students in making informed and meaningful occupational and educational choices.

The program is based upon a block schedule designed to fulfill the academic requirements for graduation as well as to complete the allied health components, which include hands-on clinical training and completion of the State of Connecticut mandated skills for certified nursing



- Understand the importance of high school graduation for a successful future, and learn about college and other advanced educations and employment opportunities
- Develop mental management abilities
- Become familiar with military history as it relates to America's culture, and understand the history, purpose, and structure of the military services
- Develop the skills necessary to work effectively as a member of a team

### **Program of Instruction**

This Program of Instruction (POI) focuses on the development of better citizens through the instruction of skills in **leadership, citizenship, life success, geography, and wellness**, in a structured interactive environment.

The JROTC program is a cooperative effort on the part of the Marines and the host institution to provide secondary school students with opportunities for total development. The flexibility of the program allows it to bear the scrutiny of professional educators and to meet the needs of the community. Satisfactory completion of the program can lead to advanced placement credit in the Senior ROTC program or advanced rank in the Armed Forces. Some of the course has been reviewed and college credit is awarded to cadets upon completion of the specified requirements.

The JROTC program is one of the Marines contributions to assisting America's youth to become better citizens. The program produces successful students and productive adults, while fostering in each school a more constructive and disciplined learning environment. This program makes substantial contributions to many communities and ultimately to the nation's future. It is the centerpiece of the Department of Defense's commitment to America's Promise for Youth through its emphasis on community service and teen anti-drug efforts. The course length is normally four years at a traditional high school (grades 9-12). JROTC Summer Camps are an additional component and supplement the JROTC curriculum for selected upper class cadets. Focus is placed on developing cadets' character and leadership skills, abilities, and potential; foundations for success; leadership; wellness; geography; and teaching math and science skills.

### **Criteria to Achieve JROTC Certificate**

JROTC prefers that cadets take all four years to achieve the JROTC certificate upon graduation from Wilby High School. JROTC will accept cadets who are not able to take JROTC their freshman year. By combining freshmen (Leadership and Education Level One, LET I) and sophomore year (Leadership and Education Level II, LET II) JROTC, the cadet will be given credit for LET Level I and LET Level II. The cadet will then complete LET Level III and LET Level IV. The cadet must take JROTC for a minimum of three years and pass in order to achieve the awarding of a certificate upon graduation.

Cadets will be accepted from Wilby High School's Marine JROTC and assigned the appropriate LET Level after a review of the cadet's record by both Senior JROTC instructors from Crosby and Wilby High Schools. Wilby High School will follow the same procedure.

**991 ROTC 1 (LET Level I) GRADES: 9-12 CREDIT: 1.00**  
Units include “Citizenship in Action,” “Leadership Theory and Application,” “Foundations for Success,” “Mandatory Core Service Learning”.

**992 ROTC 2 (LET Level II) GRADES: 10-12 CREDIT: 1.00**  
Units include “Wellness, Fitness and First Aid,” “Geography and Earth Science,” “Citizenship in American History and Government,” “Mandatory Core Service Learning”.

**993 ROTC 3 (LET Level III) GRADES: 11-12 CREDIT: 1.00**  
Units include “Citizenship in Action,” “Leadership Theory and Application,” “Foundations for Success,” “Citizenship in American History and Government,” “Mandatory Core Service and Learning”.

**994 ROTC 4 (LET Level IV) GRADE: 12 CREDIT: 1.00**  
Units include “Citizenship in Action,” “Leadership Theory and Application,” “Foundations for Success,” “Mandatory Core Service Learning”.



## **ONLINE LEARNIG OPPORTUNITIES**

Beginning in the 2011-12 school year, Wilby High School will be offering online learning opportunities to its student body. The online courses will primarily be used to offer the student a chance to retrieve lost credit in core academic courses or to provide supplemental support to a student who is struggling in an academic course, before credit for that course is lost. Wilby High School will utilize ODYSSEYWARE online software. All courses will be monitored by instructors and an online learning coordinator. ODYSSEYWARE offers a broad range of core academic courses, electives, and GED preparation courses.

## **CO-CURRICLUAR OFFERINGS**

**Naugatuck Valley Community College Manufacturing Program-** This is a dual enrollment course offered in conjunction with Naugatuck Valley Community College. Students will earn up to 25 credits at Naugatuck Valley Community College while earning high school credits at Wilby. Students can earn a CNC Machining Certificate after completing a 2 year program and will be prepared to enter the workforce.

**Naugatuck Valley Community College Public Speaking-** This is a dual-enrollment course offered in conjunction with Naugatuck Valley Community College. The course follows the college-level curriculum for public speaking. Students who complete the course successfully can be awarded NVCC credits.

### **UConn English 12**

For superior college-bound senior students, a select course in English 12 is simultaneously acceptable for credit at the University of Connecticut. The two courses are intended to develop and enhance critical reading, writing, and thinking skills. English 105 focuses on writing skills; four types of writing are covered in depth, descriptive, narrative, expository, and persuasive Advanced Composition Models for Writing. A UCONN text is the basis for writing and grammar exercises. English 109 presents major works on world literature for analysis. Adventures in World Literature and Introduction to British Literature are useful texts. Reader-response writing exercises are included.

### **UConn Modern World History**

This course covers the origins of the economy, society, politics, and culture of contemporary Western civilization with emphasis on aspects of European history that have helped shape the modern world from the Renaissance to the present. Students may earn college credit for this class.

## **COMMUNITY/BUSINESS PARTNERSHIP PROGRAMS**

**Project Opening Doors-** This program is sponsored by the Connecticut Business and Industry Association (C.B.I.A.) and the National Math and Science Initiative (N.M.S.I.) The Advanced Placement Training and Incentive Program (APTIP) is a comprehensive approach that increases teacher effectiveness and student achievement in rigorous math and science courses through training, teacher and student support, vertical teaming, open enrollment, and incentives. The program increases dramatically the number of students taking and passing AP math, science, and English exams, and expands access to traditionally under-represented students.

**Allied Health Program-** Students complete course work at Wilby High School and participate in supervised hospital internships at St. Mary's Hospital in Waterbury. This program prepares students for entry-level healthcare positions in a two-year sequential program.

**Special Education Work Study Programs-** Community Based Training programs and Individual Work Experience programs that are educationally based vocational training opportunities which provides exposure to careers and job development in the community, focusing on procedural, social, and problem-solving skills. Students range in age from sixteen to twenty-one. These students work on all 7 competencies. These are developed through experiences and exposure to various types of jobs working alongside typical peers in the community worksites. The efforts of the Special Education Transition Coordinator and the School's Planning and Placement Team establish worksite placement at different businesses and organizations in the community. Businesses and organizations include the CT Food Bank, St. Vincent Soup Kitchen, KEB Enterprise, Children's Community School, Abbott Terrace Health Center, Courtyard by Marriot, Seven Angels Theater, Reagan Elementary School, Sprague Elementary School, and Bucks Hill Elementary School, American School of Hair Design, CW Resources, and Naugatuck Valley Community College. The Special Education Department also implements a broad based program to serve selected students with special needs between the ages of 18-21 in an age-appropriate post secondary setting with non disabled peers. The Post-secondary transition program at Naugatuck Valley Community College is designed to support a diverse population of students with disabilities into an integrated college setting. The college hosts the program and works cooperatively and collaboratively with the Special Education Coordinator/Teacher and students.

### **Marine Corp JROTC**

The United States Marine's Junior Reserve Officers' Training Corps, or JROTC, is designed to teach high school students the value of citizenship, leadership, service to the community, personal responsibility, and a sense of accomplishment, while instilling in them self-esteem, teamwork, and self-discipline. Its focus is reflected in its mission statement, "To motivate young

people to be better citizens." It prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. The program is a stimulus for promoting graduation from high school, and it provides instruction and rewarding opportunities that will benefit the student, community, and nation. JROTC is not a recruitment program, or do students have any obligation to enter the military. It simply utilizes the military structure as a vehicle to develop and improve students' self-discipline, confidence and pride in ways schools generally don't offer.

### **Objectives**

- Appreciate the ethical values and principles that underlie good citizenship
- Develop leadership potential, while living and working cooperatively with others
- Be able to think logically and to communicate effectively with others, both orally and in writing
- Appreciate the importance of physical fitness in maintaining good health
- Understand the importance of high school graduation for a successful future, and learn about college and other advanced educations and employment opportunities
- Develop mental management abilities
- Become familiar with military history as it relates to America's culture, and understand the history, purpose, and structure of the military services
- Develop the skills necessary to work effectively as a member of a team

### **Program of Instruction**

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**Parents' Night-** Parent's Night is held on the first Tuesday of every month. Parents and their children are invited to come to the school to meet with the principal and other administrators or faculty. Topics discussed at parents' night include course offerings, financial aid, and the college selection process.

**Enlightening the Mind Book Club-** Sponsored by Connecticut Light and Power, this book club is open to students and their parents. Students and parents are given copies of a book and meet one evening a month to have refreshments and discuss the book of the month.

**Culinary Arts Program-** Members of the Culinary Arts program work with Wilby's chef/instructor to prepare catered meals and provide food service for many events that occur at the school or within the community.

**Dare to Dream After School Program-** This after school program, which is hosted at Wilby High School, gives students in all grades an opportunity to explore the visual and performing arts. The program contains an instructional support module, in addition to opportunities to work with many prominent members of Greater Waterbury's artistic community.

**Cyber Challenge Program-** In this innovative program, students are given real-world problems posed by industry partners. Students research and provide solutions to these problems, using technology to collaborate with students from other schools. Students prepare a video outlining their findings which is presented to the industry partners each May.

### Wilby High School Club Offerings

In an effort to support the curriculum and enrich each child’s educational experience at Wilby High School, students may elect to join one or more of the following clubs. A Supervised Study period is held one Friday per month to give students and advisors and opportunity to meet during school hours. Clubs and advisors may meet after school at their discretion. Following is a list of clubs currently offered at WHS:

<b>CLUB</b>	<b>ADVISOR</b>
The Art Club	Mrs. Pulit and Mrs. Merrill
Library Media Learning Center Student Staff	Mrs. Richard
CL&P Enlightening the Mind Book Club	Mrs. Richard
College Prep Club	Mrs. Watkins
DECA	Mr. D’Agostino
Drama Club	Mr. Mosley
Environthon Team	Mr. Cellotto
Epicurean Club	Mr. Mango
Family Career Community Leaders of America	Mrs. Edmonds and Mrs. Tichon
Future Business Leaders of America	Ms. Docherty
Health Club	Mrs. Farrell
National Honor Society	Mr. Magda and Mr. Walton
Math Club	Mr. Spring
School Newspaper, The Emerald	Ms. Gronda
Peer Helpers	Mrs. Wilda and Mrs. Zuraitis
Physics Club	Mr. Swift
Spanish Club	Mrs. DeStefano and Mrs. Collado
Student Council	Mrs. Nunes and Ms. Franks
Technology Student Association	Mr. Ferreira and Mr. Castagna
Yearbook	Mrs. DePietro

If students are interested in participating in a particular club which is not currently offered at WHS, the students may present a written proposal for the club to the building principal. All efforts will be made to accommodate the learning interests of the students.

## Wilby High School Athletics

Athletic Director- Mr. Steve Baldwin, (203)-574-8093

Wilby High School offers many opportunities for students to participate as athletes in a variety of sports. Wilby participates as a member of Naugatuck Valley League (NVL) and offers varsity, junior varsity, and freshmen level athletics in variety of sports. Please refer to the student handbook for a full listing of Connecticut Interscholastic Athletic Conference (CIAC) and City of Waterbury athletic policies regarding eligibility requirements.

### Fall Season

#### Sport

Football (Varsity, Junior Varsity and freshman)  
Soccer (Varsity and Junior Varsity)  
Volleyball (Varsity and Junior Varsity)  
Girl's Cross Country (Varsity)  
Boy's Cross Country (Varsity)  
Cheerleading (Varsity)  
Girl's Swim Team  
Unified Soccer

#### Head Coach

Pat Russo  
Gianni Perugini  
Cazzie Iverson  
Jose Guzman  
Jose Guzman  
Stephanie Gronda  
Craig Poulter  
Gianni Perugini  
Dave Vecca

### Winter Season

Boy's Basketball (Varsity, Junior Varsity and freshman)  
Girl's Basketball (Varsity, Junior Varsity and freshman)  
Girl's Indoor Track  
Boy's Indoor Track  
Cheerleading  
Boy's Swim Team  
Unified Basketball

Alan Piccolo  
Cazzie Iverson  
Jose Guzman  
Jose Guzman  
Stephanie Gronda  
Randy Poulter  
Michelle Baker  
Gianni Perugini

### Spring Season

Baseball (Varsity, Junior Varsity and freshman)  
Softball (Varsity and Junior Varsity)  
Boy's Track  
Girl's Track  
Boy's Tennis  
Girl's Tennis  
Golf  
Unified Track and Field

Mike Cruz  
Winfield Cheske  
Jose Guzman  
Jose Guzman  
Geno Capuano  
Cazzie Iverson  
Robert Sugrue  
Gianni Perugini

Wilby High School offers Unified Sports Teams for soccer, basketball, and track and field. These co-ed teams partner interested special needs students with athletes from all sports. They compete with other Unified Teams throughout the state.