

# Program of Studies



LYMAN MEMORIAL HIGH SCHOOL

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917 Exeter Road LEBANON, CONNECTICUT 06249

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“Home of the Bulldogs”

**STEPHEN F. SALISBURY**  
Principal

**OFFICE:** (860) 642-7567 **FAX:** (860) 642-3523  
**GUIDANCE:** (860) 642-5687

**CAROL A. MOORE**  
Assistant Principal



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Assistant Principal

Dear Lyman Students and Parents:

Thank you for your interest in Lyman Memorial High School. The faculty and staff are dedicated to providing the best educational opportunity available for our students. You will find Lyman to be a terrific place to prepare for our complex and changing society. As you plan for your future please take full advantage of the programs that are available at Lyman. Careful selection of appropriate high school courses which present a challenge to you and help you grow intellectually, socially, physically, and emotionally during your time at Lyman Memorial are keys to a successful high school experience.

Our Program of Studies book serves as a guide that contains information about course requirements, class rank, grade policy, vocations, testing, school to career, and more. Of particular importance is the information about each department and a description of each course including the level of difficulty (AP, Honors, College Prep, and Scholastic). Lyman Memorial's faculty has developed a Mission Statement and established academic, social, and civic expectations for students. Please refer to page 44 and 45 to review our Mission and Expectations, as well as department responsibilities for providing instruction which is aligned with the stated expectations. The individual rubrics for academic expectations are also listed. As you consider your career choices, you will find our professional staff ready and willing to assist you. Be sure to consult with your guidance counselor prior to course selection. Your guidance counselor is your most important link to developing your personal program of studies while at Lyman Memorial.

Selecting the appropriate high school courses is a very important step in planning your high school career. The selection should be done with the utmost care and consideration for student growth and preparation for either post-secondary education or for a vocation. Consult your parents, teachers and guidance counselor to insure proper selection.

I am very pleased that you are a student at Lyman Memorial and wish you success.

Sincerely,

Stephen F. Salisbury, Principal  
Lyman Memorial High School

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# LYMAN MEMORIAL HIGH SCHOOL

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## Program of Studies

Principal: Stephen F. Salisbury

Assistant Principal: Carol A. Moore

Counselors: David Tedesco, Elizabeth Maiese, Valerie Nettleton

Counseling Telephone (860) 642-5687 .....

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### GENERAL INFORMATION

Lyman Memorial High School provides a comprehensive curriculum which enables you, the student, to select courses which fulfill requirements for graduation and which suit your interests and abilities for personal growth. Use this Program of Studies to plan your academic schedule for the upcoming year. Course descriptions, prerequisites, levels, and course credit is listed for each course offered. Specific courses may not be offered in the final schedule due to lack of facilities, faculty, or sufficient enrollment.

The compliance officer for Title VI and Section 504 is Mrs. Maryanne Leichter. The compliance officer for Title IX is Mr. Robert McGray. Both may be contacted at (860) 642-7795 or Superintendent's Office, 891 Exeter Road, Lebanon, CT 06249

### LYMAN MEMORIAL HIGH SCHOOL STATEMENT OF PHILOSOPHY

The faculty and administration of Lyman Memorial High School recognize the unique academic, personal, and social strengths of each of its students. Our primary responsibility is to provide challenges and opportunities for all students to experience continued growth and maturity in all aspects of their development. Our ultimate goal is to facilitate the acquisition of academic capabilities, social responsibilities, and personal awareness necessary to lead fulfilled and productive lives.

### **STUDENT SERVICES / SPECIAL SERVICES**

Introduction: In addition to the Developmental Guidance Program which services the planning & adjustment needs of all students, the Student Services Program offers students with individual and special needs an array of support and special education program options.

The educational program at Lyman Memorial High School is designed to teach students how to organize and integrate important concepts and information, as well as to become more independent in their learning. Our aim is to produce life-long learners who can meet the learning demands of their careers and personal lives.

### PSYCHOLOGICAL SERVICES

The school psychologist is an important member of pupil services team. The psychologist provides direct testing, counseling, and referral services to students and their families, with a focus on issues affecting educational progress and success. The school psychologist assists the Student Strategy Team and the Planning and Placement Team in evaluating and identifying student learning and school adjustment needs and is available to consult with the school staff.

A variety of activities and support services complement the classroom experience and promote and enhance the total development of all our students.

### COLLABORATIVE TEACHING

Collaboratively Taught Courses support integrating identified Special Education students in regular education classes. Adaptations and modifications are utilized as the student's Individualized Educational Plan requires. While the course curriculum is that of regular education, team teaching allows for unique modification in presentation, pacing and student performance. These courses are offered pending staff availability and student need.

### PROGRAM GOALS

In order to accomplish these outcomes, the school has adopted the following goals for education.

1. Mastery of basic skills
2. Acquisition of knowledge
3. Motivation to learn
4. Competence in life skills
5. Understanding society's values

The curriculum at Lyman Memorial High School will be designed and driven by the mission statement, the learning outcomes, state-wide goals and the common core of learning.

### NON-DISCRIMINATION STATEMENT

(Title VI, Title IX, section 504)

The Lebanon Public Schools do not discriminate on the basis of race, color, creed, national origin, age, sex, marital status or handicap in establishing and implementing hiring and employment practices and establishing and providing school activities and programs, including all vocational programs.



# LYMAN MEMORIAL HIGH SCHOOL

917 Exeter Road  
LEBANON, CONNECTICUT 06249

**GUIDANCE OFFICE:** (860) 642-5687

**GUIDANCE OFFICE FAX:** (860) 642-3521

**MR. DAVID TEDESCO**  
School Counselor  
860-642-5682

**MRS. ELIZABETH MAIESE**  
School Counselor  
860-642-5685

**MS. VALERIE NETTLETON**  
School Counselor  
860-642-5684

Dear Students:

As you plan your course selections for next year, please keep in mind that the courses you select should prepare you to succeed not only in high school, but after graduation as well. With this in mind, you should be considering possible career choices and post-secondary education/training programs that interest you. The Guidance Department at Lyman Memorial High School can assist you in determining the requirements you must fulfill to continue on to the educational/training program that you desire.

In addition, you should select a schedule that is manageable yet challenging. Your achievement in these courses will be the greatest determining factor in the options you will have available to you upon graduation from Lyman. The Course Listings in this guide will give you the insight needed to make the appropriate choices for your schedule. Your guidance counselor will also be an invaluable source of information in determining an appropriate selection of courses. Please do not hesitate to make an appointment to discuss your choices with your counselor.

Finally, you should carefully review the information in this program with the help of a parent or guardian. This will ensure that you are aware of the opportunities and services available to you. For example, you should strongly consider taking advantage of dual credit programs, such as the College Career Pathway Program, that will allow you to earn college credit for classes taken at Lyman. Also included in this guide is information on class rank, GPA, graduation requirements, and a logical guidance timeline for you to follow. Please contact your guidance counselor with any questions and good luck on your course selections.

Sincerely,

David Tedesco  
School Counselor

Sincerely,

Elizabeth Maiese  
School Counselor

Sincerely,

Valerie Nettleton  
School Counselor

## **DEVELOPMENTAL GUIDANCE/CAREER PLANNING**

### **GUIDANCE MISSION**

To promote and enhance student's learning experiences through the acquisition of skills in the academic, career, and personal/social domains of student growth and development.

### **GUIDANCE PHILOSOPHY**

School Counseling is viewed as an educational philosophy as well as a distinct, defined program of services that are an integral part of our educational process. As a philosophy the program is committed to the belief that each individual student has the potential for positive growth, development and personal achievement. The program strives to inspire young people to enjoy learning and growing, to nurture one's sense of self-worth, to take responsibility for one's life and to develop a sense of belonging to a community. School counseling services facilitate and nurture the developmental personal-social, career and educational needs of all students. It is collaborative in nature and depends on the continuing support of school, staff, parents and community.

### **TIMELINE FOR STUDENTS**

#### **GRADE 8**

##### **WINTER:**

- Attend Lyman Memorial's 8th Grade Open House
- Review Program of Studies Booklet  
Meet with 8th grade counselor
- Complete course selection sheet
- Complete Honors Application if appropriate.
- Complete Agricultural Science Application if appropriate.

#### **GRADE 9**

##### **FALL:**

- Attend freshman orientation.
- Read School/Community Handbook.
- Receive schedule before school year begins.
- Make necessary adjustments in schedule during the first two weeks of school.
- Make an appointment to meet with your guidance counselor.
- Select extra-curricular activities/athletics program.

##### **SPRING**

- Plan academic schedule for next year.

#### **GRADE 10**

##### **FALL**

- Read school/community handbook.
- Receive schedule before school year begins.
- Make necessary adjustments in schedule during the first two weeks of school.
- Take PSAT at Lyman in October.
- Continue active participation in school activities/athletics.

##### **SPRING**

- Plan academic schedule for next year.
- Apply to CCP Program.
- Take Connecticut Academic Performance Test (CAPT).

- Make appointment to meet with your guidance counselor.
- Take the "Do What You Are" career interest program.

#### **GRADE 11**

##### **FALL**

- Read school/community handbook.
- Receive schedule before school year begins.
- Make necessary adjustments in schedule during the first two weeks of school.
- Take PSAT at Lyman.
- Attend college representative visits to Lyman.
- Attend College Night at Lyman.

##### **SPRING**

- Complete a college/vocational/search.
- Complete a personal resume.
- Plan academic schedule for next year.
- Take SAT and/or ACT.
- Attend a College Fair.
- Begin planning college visits.
- Complete AP testing as appropriate.
- Take the SAT subject tests if required by prospective colleges.
- Complete post secondary education search.
- Participate in a job shadow, volunteer and/or work experience.
- Make appointment to discuss post-secondary plans with your guidance counselor.

#### **GRADE 12**

##### **FALL**

- Read school/community handbook.
- Receive schedule before school year begins.
- Make necessary adjustments in schedule during the first two weeks of school.
- Continue to research career/college opportunities.
- Meet with school counselor.
- Take SAT and/or ACT.
- Retake the SAT subject tests if required by prospective colleges.
- Attend college representative visits to Lyman.
- Complete college applications including resume.
- Request recommendation letters.
- Attend the Financial Aid Night at Lyman.
- Complete FAFSA and CSS Profile form for financial aid if required.
- Complete Senior Project.

##### **SPRING**

- Focus on career/job search.
- Make college choice and send in acceptance letter.
- Complete AP testing as appropriate.
- Notify counselor of college acceptances.

Lyman Memorial High School  
Educational Program Planning Guide

Name: \_\_\_\_\_ Year of Graduation: \_\_\_\_\_

Career Path: \_\_\_\_\_ Post secondary education goal: \_\_\_\_\_

Grade 9 Course Selections	Grade 10 Course Selections
English	English
Math	Math
Science	Science
World History	Civics and CT History
PE	PE
Health	Electives
Electives	- World Language
- World Language	
Annual Credits: _____	Annual credits: _____ Cumulative credits: _____
Required for Sophomore status 5 credits	Required for Junior status 11 credits
Grade 11 Course Selections	Grade 12 Course Selections
English	English
Science	Senior Project
Math	
U.S. History	
	Senior Project Topic: _____
	Cumulative credits: _____
Annual credits: _____ Cumulative credits: _____	Required for diploma/graduation 23
Required for Senior status 17	

**Co curricular Activities and Community Service Record - Grades 9-12**

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**LYMAN MEMORIAL HIGH SCHOOL**  
**GRADUATION REQUIREMENTS**

Graduation from Lyman Memorial High School implies that students have satisfactorily completed the prescribed courses of study in accordance with their respective abilities to achieve.

**Graduation Requirements**

A Lyman Memorial High School diploma is awarded to students who have earned at least twenty-three (23) credits and met the following requirements:

Subject	Credits	Specific Requirements
The Arts or Vocational Education	2	
English	4	
Health	0.5	
Mathematics	3	Algebra 1 or Algebra 1A course.
Physical Education	1.5	3 years
Science	3	(all science courses are lab courses)
Social Studies	3	U.S. History 1 credit; Civics .5 credit.
Computer Literacy	0.5	
Senior Project	0.5	
Electives	5	Minimum
CAPT	-	Meet proficiency level 3 in writing, reading, mathematics, and science.

**Definitions**

- ◆ The Arts - courses from art, drama or music.
- ◆ Vocational Education - course from agriculture, business, family & consumer science, technology education, work experience, or school-to-career programs.
- ◆ Electives courses - from any departmental area.
- ◆ Computer Literacy course (keyboarding, computer applications, MS Office, graphic design, CAD, Journalism II, and Yearbook, Yearbook II and Public Speaking).

**ACADEMIC PROGRESS**

Students must accumulate a minimum of twenty-three (23) credits and successfully complete a Senior Project in order to earn a Lyman Memorial High School diploma. Students are encouraged to take a minimum of six (6) credits each year in order to meet or surpass the total needed for graduation. However in order to be considered a full time student in good standing, students must be regularly attending and actively pursuing a minimum of 5.5 credits annually.

Academic progress is marked by the accumulation of credits as is assigned to a grade level. The following criteria for minimum credits earned for each grade level 10 through 12 is provided to help students monitor and assess their academic progress:

Grade 10:	minimum 5 credits
Grade 11:	minimum 11 credits
Grade 12:	minimum 17 credits

## **CLASS RANK**

Class rank at Lyman Memorial High School has been based on a weighted system as recommended by colleges and professional organizations. That is, rigorous courses are assigned more quality points than less demanding courses for the same earned grade. Class rank value is calculated by determining the number of quality points for each course taken according to the grade earned, adding the quality points and dividing by the number of credits. Students are then ranked using their class rank values. Class rank will be computed by the Guidance Department at the end of the school year for grades 9 - 11 and at the close of the second marking period for seniors.

## **LEVELS OF DIFFICULTY**

**AP - Advanced Placement** - This rigorous course of study offers students the opportunity to gain college credit while in High School. Students should be prepared to engage in intensive study and independent work.

**H - Honors** - These courses are designed with a very high level of academic challenge in terms of sophistication of concepts, pace, and productivity. A substantial amount of academic work is expected to be completed outside of the classroom and completed by the assigned due dates. Students who accept the challenge of independent work and choose to exceed minimum requirements are encouraged to participate.

**CP - College Preparatory** - Courses are designed to prepare students for the challenge of post secondary educational institutions. There is a high level of challenge and an expectation that the students are academically responsible. Students will be required to complete assignments outside of the classroom. Homework is counted as a major percentage of the student's grade. All work is expected to be completed and turned in by the assigned due dates.

**S - Scholastic** - Courses requiring an average level of rigor, in which the content is studied at a pace which is appropriate for student mastery. These courses might involve a less theoretical and more experiential approach to the subject matter. Placement criteria are based on standardized tests and teacher recommendation.

Teacher recommendations and where appropriate other criteria such as writing samples and test scores are used as the primary basis for level placement. Students NOT recommended for a level they are requesting must follow procedures detailed by Guidance. Students are encouraged to attempt courses at a high level of challenge and may be disallowed from taking courses at a level below their assessed performance level. Elective courses will not be included in class rank, but will be calculated for the honor roll and will appear on the student's transcript. College courses will not be counted in class rank or GPA.

Courses included in class rank are listed below, and will be designated by the letters 'CR' in the individual course descriptions. Although all attempts are made to designate all courses included in class rank in this guide, some courses may not be indicated at the time of printing. Please see your school counselor if you have any questions.

<b><u>Course code</u></b>	<b><u>Description (Level) Course</u></b>
100	Ag-Science Management
110	(H) English 9
111	(CP) English 9
112	(S) English 9
120	(H) English 10
121	(CP) English 10
122	(S) English 10
124	(S) Technical Math
130	(H) English 11
131	(CP) English 11
132	(S) English 11
135	(AP) English Language & Comp.
139	(H) English 12
140	(AP) English Literature & Comp.
141	(CP) English 12
142	(S) English 12
150	(CP) Journalism 2
151	(CP) Journalism I
152	(H) Journalism II
162	(CP) Public Speaking
210	(H) Algebra I
211	(CP) Algebra I
212	(S) Essentials of Algebra 1
220	(H) Algebra II
221	(CP) Algebra II
222	(S) Essentials of Algebra 2
224	(S) Math Foundations
230	(H) Geometry
231	(CP) Geometry
232	(S) Essentials of Geometry
233	(CP) Prob. & Statistics
241	(AP) Statistics
242	(S) Consumer Math
250	(H) Pre-Calculus
261	(AP) Calculus AB
263	(AP) Calculus BC
282	(CP) Computer Applications E.O.D.
289	(H) Computer Programming Pt3
290	(H) Computer Programming Pt. 1
291	(CP) Computer Programming Pt 1
292	(CP) Computer Programming Pt 2
293	(CP) Computer Programming .Pt. 3
295	(CP) Computer Applications
296	(CP) Adv. Computer Applications
299	(S) Computer Applications
300	(H) Computer Programming Pt. 2
301	(H) Computer Prog.3
313	(CP) Physical Science
314	(S) Physical Science
315	(H) Physical Science
320	(H) Biology
321	(CP) Biology 10
322	(S) Biology 10
330	(H) Chemistry

331	(CP)Chemistry	572	(S) Spanish II
340	(H) Physics1	580	(H) Spanish III
341	(CP) Physics 1	581	(CP) Spanish III
344	(H) Physics 2	582	(S) Spanish III
346	(AP) Physics B	591	(H) Spanish IV
350	(H) Anatomy/Physiology	592	(CP) Spanish IV
351	(CP) Anatomy/Physiology	595	(H) Spanish V
352	(S) General Anatomy	596	(AP) Spanish Language
360	(H) Geology	646	(CP) Accounting 2
361	(CP) Geology	703	(CP) Mechanical Design
371	(CP) Oceanography	707	(CP) Architectural Design Fundamentals
372	(S) Oceanography	764	(AP) Studio Art – Drawing
373	(S) Meteorology	765	(AP) Studio Art – 2-D Design
374	(CP) Meteorology	768	(AP) Studio Art – 3-D Design
380	(H) Environmental Science	800	(CP) Yearbook
381	(CP) Environmental Science	803	(H) Yearbook II
382	(S) Environmental Science	843	(CP) Food Service
391	(AP) Chemistry	851	(CP) Teaching Our Children
410	(H) Word History 9	881	(CP) Music Theory 1
411	(CP) World History 9	920	(CP) Phys Ed
412	(S) World History 9	931	(CP) Health Ed
419	(AP) U.S. History	1100	English 9
420	(H) U.S. History	1111	Functional Eng. 9
421	(CP) U.S. History	1200	English 10
422	(S) U.S. History	1300	English 11
431	(S) Human Behavior	1400	English 12
434	(CP) Intro. To Anthropology	2120	Functional Math 9
435	(H) Intro. To Anthropology	2130	Gen.Math9
445	(H) Introduction to Philosophy	2200	General Math10
446	(CP) Introduction to Philosophy	2410	Consumer Math
447	(CP) Civics/CT History	2600	Consumer Math pt2
448	(H) Civics/CT History	2800	Algebra 1A
449	(S) Civics/CT History	2900	Algebra 1B
451	(CP)Introduction to Psych	3100	Functional Science
456	(CP) Geography 1	3200	Physical Science
457	(CP) Geography II	3500	Health
460	(AP) European History	4000	Functional Social. Studies
480	(H) Sixties	4100	World History
481	(CP) Sixties	4300	Civics
486	(AP) Government & Politics		
492	(S) Introduction to Law		
494	(H) Law		
496	(CP) Law		
511	(CP) French I		
520	(H) French II		
521	(CP) French II		
530	(H) French III		
531	(CP) French III		
541	(H) French IV		
542	(CP) French IV		
551	(AP) French Language		
552	(H) French V		
561	(CP) Spanish I		
562	(S) Spanish I		
570	(H) Spanish II		
571	(CP) Spanish II		

## Matrix for Quality Points

	AP	H	CP	S	M
100	19.0000	17.0000	15.0000	13.0000	11.0000
99	18.7500	16.7500	14.7500	12.7500	10.7500
98	18.5000	16.5000	14.5000	12.5000	10.5000
97	18.2500	16.2500	14.2500	12.2500	10.2500
96	18.0000	16.0000	14.0000	12.0000	10.0000
95	17.7500	15.7500	13.7500	11.7500	9.7500
94	17.5000	15.5000	13.5000	11.5000	9.5000
93	17.2500	15.2500	13.2500	11.2500	9.2500
92	17.0000	15.0000	13.0000	11.0000	9.0000
91	16.7500	14.7500	12.7500	10.7500	8.7500
90	16.5000	14.5000	12.5000	10.5000	8.5000
89	16.2500	14.2500	12.2500	10.2500	8.2500
88	16.0000	14.0000	12.0000	10.0000	8.0000
87	15.7500	13.7500	11.7500	9.7500	7.7500
86	15.5000	13.5000	11.5000	9.5000	7.5000
85	15.2500	13.2500	11.2500	9.2500	7.2500
84	15.0000	13.0000	11.0000	9.0000	7.0000
83	14.7500	12.7500	10.7500	8.7500	6.7500
82	14.5000	12.5000	10.5000	8.5000	6.5000
81	14.2500	12.2500	10.2500	8.2500	6.2500
80	14.0000	12.0000	10.0000	8.0000	6.0000
79	13.7500	11.7500	9.7500	7.7500	5.7500
78	13.5000	11.5000	9.5000	7.5000	5.5000
77	13.2500	11.2500	9.2500	7.2500	5.2500
76	13.0000	11.0000	9.0000	7.0000	5.0000
75	12.7500	10.7500	8.7500	6.7500	4.7500
74	12.5000	10.5000	8.5000	6.5000	4.5000
73	12.2500	10.2500	8.2500	6.2500	4.2500
72	12.0000	10.0000	8.0000	6.0000	4.0000
71	11.7500	9.7500	7.7500	5.7500	3.7500
70	11.5000	9.5000	7.5000	5.5000	3.5000
69	11.2500	9.2500	7.2500	5.2500	3.2500
68	11.0000	9.0000	7.0000	5.0000	3.0000
67	10.7500	8.7500	6.7500	4.7500	2.7500
66	10.5000	8.5000	6.5000	4.5000	2.5000
65	10.2500	8.2500	6.2500	4.2500	2.2500
64	10.0000	8.0000	6.0000	4.0000	2.0000
63	9.7500	7.7500	5.7500	3.7500	1.7500
62	9.5000	7.5000	5.5000	3.5000	1.5000
61	9.2500	7.2500	5.2500	3.2500	1.2500
60	9.0000	7.0000	5.0000	3.0000	1.0000
59	0.0000	0.0000	0.0000	0.0000	0.0000

### NATIONAL HONOR SOCIETY

Lyman Memorial High School sponsors the Wheelock chapter of the National Honor Society, the preeminent national service organization that recognizes students for outstanding academic achievement, exemplary character, strong leadership and dedicated service to the school and community. Membership is selective and limited to juniors and seniors who have spent at least one semester at Lyman Memorial High school. Beginning with the class of 2011, students must have an overall 87 average and a minimum of a 14 on the quality point matrix.

Eligibility is based on the cumulative high school average. Once a student is determined eligible for membership, he or she must complete an application which is then reviewed by the Faculty Selection Committee. The committee is guided by the four tenants of NHS: scholarship, character, leadership, and service. Each one of these qualities is defined below.

Scholarship – students must demonstrate a commitment to academic excellence.

Character – students must be above reproach; they are trustworthy and respected by students and staff alike.

Leadership – students are not only taking leadership roles in school and community activities, but also demonstrating leadership in the school setting through appropriate classroom and school-wide behaviors.

Service – students must demonstrate a commitment to helping others both within and outside of school including extracurricular activities, athletics, community service, and volunteer work.

~

### POST SECONDARY PLANNING

#### SCHOOL-TO-CAREER

The vision of School-to-Career is that all students will have the opportunity to connect the learning that takes place within the school's walls to both the needs and demands of higher education and to the full range of careers offered by the job market.

In addition to the vision, the School-to-Career Program seeks to help students make informed career choices. It is a way for all students to explore a career as they continue with their education. This helps direct further education, emphasizing planning, and provides a purpose for the elective choices.

The Lebanon School-to-Career Program includes career clusters that focus course work and activities from the entire school curriculum into a sequenced program that provides students the opportunity to develop skills, attitudes, and behaviors necessary for successful entry into employment. This approach to planning is to help motivate and direct energies. If at any time a student decides to change his/her focus, it is all part of the learning process.

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## **LYMAN CREDIT FOR COLLEGE PROGRAMS**

There are several ways that students can earn college credit while attending Lyman Memorial High School. Most of these programs are free of charge and allow students to earn credits that transfer to most university and college programs throughout the state such as UCONN, Eastern Connecticut State, and Three Rivers Community College, as well as many schools throughout the country. These programs are a great way to save money on college tuition and get a head start on your college graduation requirements. Please see your guidance counselor if you are interested in any of the following opportunities.

### **College Career Pathways**

The CCP program allows students the opportunity to earn college credit for classes taken at Lyman Memorial High School. The credits are granted through Three Rivers Community College and are transferable to most of the nation's colleges and universities, such as the University of Connecticut, and Eastern Connecticut State, depending on each school's policy. This opportunity is free of charge and should be considered by all students planning on attending a four-year or two-year program after graduating from high school. Courses taken for credit through the CCP program will also be counted as credit towards high school graduation requirements (dual credit). A total of 14 college credits may be earned through this program. To enroll in this program, students must complete an application in their sophomore year. To be accepted into the CCP program, a student must have an overall grade average of C, meet the attendance requirements at Lyman Memorial High School, and have parental, administrative, and guidance counselor approval. Some of the classes that offer dual credit through the CCP program are: Public Speaking, Physics, Algebra II, Accounting, Teaching Our Children, Food Service, Architectural CAD, and AutoCad. Please see your guidance counselor for an application and additional information.

### **WHIP Program**

The WHIP Program allows Lyman students to take up to two free courses at Eastern Connecticut State University per semester, including summer sessions. This program is open to juniors and seniors. Participation is limited to five students per semester. To take advantage of this opportunity, applicants must be in the top 30% of their class and be recommended by their guidance counselor or principal.

### **New London Scholars Program**

The New London Scholars Program allows seniors with excellent academic records to enroll in a college course at Connecticut College free of charge. This opportunity is limited to two students per year selected by the Guidance Department and the Principal. If you would like to be considered for this program, please notify your guidance counselor. Selected students must be interviewed by a Connecticut College representative to be accepted into this program. Classes are to be taken in the spring semester beginning in Mid-January.

### **Three Rivers Community College High School Partnership Program**

The Three Rivers High School Partnership Program is open to seniors maintaining a "B" average. This program offers the opportunity to take a college course, free of charge, at Three Rivers Community College. To take advantage of this opportunity, students must complete an application and submit a recommendation form to their guidance counselor.

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## ADVANCED PLACEMENT

AP stands for Advanced Placement; it is a program of college level courses and exams that gives academically talented and motivated students the opportunity to earn advanced placement and/or credit for college while they are still in high school. Please see your counselor with any questions regarding the AP program.

Students requesting AP courses must have demonstrated a combination of the following criteria:

- Strong grades in previous course. - B+ college prep; B- Honors.
- Excellent writing skills.
- Commitment to independent learning and rigorous out-of-class work.
- Willingness to contribute to in-class learning (teacher recommendation).
- Willingness to take the AP test.

Here are a few additional benefits of taking AP Exams:

- Tuition savings. Students whose AP performance earns them sophomore standing at college save on a whole year's tuition.
- Time to explore subject areas at college that you wouldn't otherwise be able to study, time for a double major or graduate course, and time to pursue internships.
- Eligibility for honors and other special programs open to students who have received AP recognition.

Colleges are very much aware that AP students, as a group are:

- Better prepared academically for the demands of college courses and perform better on college admission measures.
- Less likely to drop out of college.
- More likely to specialize in majors with tougher standards.
- More likely to complete more course work and to take a greater number of higher level courses.
- More likely to graduate with a double major.
- Twice as likely to go into advanced study.

**Note: Not all of the AP courses listed below are offered each year. AP courses may not be offered due to insufficient enrollment while other AP courses are offered on alternating years.**

There are a number of Advanced Placement courses offered at Lyman in grades 11-12. The program includes courses in:

- Calculus AB
- Chemistry
- English Language and Composition
- English Literature and Composition
- European History
- French Language
- Physics B
- Spanish Language
- Statistics
- Studio Art 2-D Portfolio
- Studio Art 3-D Portfolio
- Studio Art Drawing Portfolio
- United States History
- United States Government and Politics

# SAMPLE ADMISSION REQUIREMENTS FOR POST-SECONDARY PROGRAMS

Please note: Admissions requirements are subject to change. Please confirm all requirements with the college admission office.

## **CONNECTICUT STATE UNIVERSITY SYSTEM**

High School Preparation for Admission (4 year)

The Connecticut State University system consists of four universities within the state. They are:

- Central Connecticut State University
- Eastern Connecticut State University
- Southern Connecticut State University
- Western Connecticut State University

Admission criteria include graduation from an approved secondary school with college preparatory work in the following areas:

<u>Courses</u>	<u>College Preparatory Units</u>
English	4
Mathematics	3
Science, including one year of laboratory science	2
Social Sciences in including U.S. History	2
Foreign Language, classical or modern	2
Other electives	3

- Math College Prep or Honors sequence is recommended.
- Required test for admissions: SAT or ACT

Admission to the Connecticut State University system is based on an applicant's secondary school record, including class rank, scores on the Scholastic Aptitude Test, and , if necessary, an interview with a representative of the Admissions Office. It is desirable that high school graduate applicants rank in the top half of their high school graduating class, and present at least a C average in the five preparatory areas.

## **The University of Connecticut**

Admission Requirements

<u>Courses</u>	<u>College Preparatory Units</u>
English	4
Foreign Language	2 (3 recommended)
Math	3 (4 recommended)
Science (laboratory)	2
Social Studies	2
Other electives	3

Required tests for admission: SAT or ACT

## **PRIVATE UNIVERSITIES**

Admission requirements at private universities vary widely depending on each school's selectivity and admission standards. Please see examples of a private school's admission requirements below. Please keep in mind that admission requirements are subject to change. Your guidance counselor can help you identify an individual school's admission requirements.

Examples:

### **Connecticut College**

<u>Courses</u>	<u>College Preparatory Units</u>
English	4
Foreign Language	3
Math	4
Science	4
Social Studies	3
Electives	3

Suggested tests for admission: (ACT) or (SAT and 2 SAT Subject Tests)

Percentage of applicants admitted: 34%

### **University of Hartford**

<u>Courses</u>	<u>College Preparatory Units</u>
English	4
Foreign Language	2 (recommended)
Math	3
Science	2 (3 recommended)
Social Studies	2 (3 recommended)

## **CONNECTICUT COMMUNITY - TECHNICAL COLLEGES - 2 YEAR**

Manchester Community Technical College and Three Rivers Community Technical College (Norwich) are part of the Connecticut Community Technical College system.

**Admission.** These colleges admit students on an "open admissions" basis. This means that high school graduates are admitted without regard to academic requirements such as high school subjects, high school grades and admission test scores. Virtually all applicants are accepted. However, admission to specific programs may be competitive.

It is recommended that an applicant who plans to enroll in a college transfer program of study have four years of college preparatory English, two years of college preparatory mathematics, and one laboratory science course, and that he/she take the Scholastic Assessment Test I offered by the

College Entrance Examination Board. However, an applicant may fulfill these requirements as a student at a community technical college. It is especially important for a student to be informed fully about the requirements of the college or university to which he/she hopes eventually to transfer to because of differences in program requirements among institutions.

Admission to technical programs may be provisional depending on the individual applicant's background in mathematics and science. Successful completion of two years of high school algebra or college algebra I and II and a laboratory science such as physics, chemistry or computer science is generally required. Applicants who lack the necessary math or science background may be admitted provisionally to these technical programs with the understanding that they will take advantage of the college's developmental courses in mathematics, reading or English prior to pursuing the more demanding curricula in the technologies.

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### **Eligibility to Participate in College Sports**

Many college athletic programs are regulated by the National Collegiate Athletic Association (NCAA), an organization founded in 1906 that has established rules on eligibility, recruiting, and financial aid. The NCAA has three membership divisions - Division I, Division II, and Division III. Institutions are members of one or another division according to the size and scope of their athletic programs and whether they provide athletic scholarships.

If you are planning to enroll in college as a freshman and you wish to participate in Division I or Division II athletics, you must be certified by the NCAA Initial-eligibility Clearinghouse. The clearinghouse was established by the NCAA member institutions in January 1993. The Clearinghouse ensures consistent application of NCAA initial-eligibility requirements for all prospective student athletes at all member institutions.

NCAA Clearinghouse information can be found online at [NCAA.org](http://NCAA.org) and [eligibility.center.org](http://eligibility.center.org). Prospective College athletes should familiarize themselves with the requirements to ensure they are taking the required courses

to gain eligibility. In addition to course requirements students must also meet GPA and SAT/ACT requirements.

\* **IMPORTANT NOTE:** Division I certification requires 3 years of math, including at least 1 year of algebra and 1 year of geometry (or a course for which geometry is a prerequisite). Algebra 1A and Algebra 1B combined will count for one (1) core course. Students taking Scholastic Level math should plan on taking Algebra II in their senior year, after completing Algebra I-A, Algebra I-B, and Geometry to satisfy the 3 credit requirement.. Please see the list of approved courses and your school counselor for more information.

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## College Search and Application Process

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### **Responsibilities of the student/parent:**

- Request applications for admission from the colleges/universities you plan to apply to or download applications online.
- After a student applies, they **must notify** the guidance office via the Transcript Request Form immediately so corresponding school records may be mailed from the guidance office. (Forms are available in the guidance office - Two weeks notice is required for all transcript requests)
- Be aware of and register for all assessments required by the colleges/universities you are applying to (SAT, SAT Subject Tests, ACT, etc).
- Schedule visits and/or interviews at college/post-secondary schools.
- Meet all application and financial aid deadlines. As a courtesy please make counselor aware of all application deadlines far in advance via the Transcript Request Form.
- Write required/recommended essays with the help of an English Teacher.
- Request letters of recommendation from faculty at least two weeks in advance of when it will be needed.
- Request letters of recommendation from Counselor at least two weeks in advance of when it will be needed or it cannot be guaranteed.
- Make sure all supplemental recommendation forms are submitted to teachers and counselors at least two weeks in advance of the deadline.
- Request official SAT score reports from the College Board to be sent to appropriate colleges/universities when applicable.
- Complete and submit the Free Application for Federal Student Aid (FAFSA) and CSS Profile (if applicable).
- Research and apply for scholarships.

### **Responsibilities of the School Counselor:**

- Provide the opportunity for individual counseling and advisement with each student.
- Be accessible to both parents and students for assistance throughout the search and application process.
- Assist students/parents in researching deadlines, requirements and other relevant information upon request.
- Host college admissions representatives.
- Host a Financial Aid Night in December.
- Make available FAFSA forms, SAT/ACT registration materials and other forms/information when appropriate in the guidance office.
- Update and maintain the Scholarship Binder, which is available in the Guidance Office.
- Forward official school records to colleges upon request via the Transcript Request Form (transcripts, class rank, G.P.A., school profile, course selections, secondary school reports etc...)
- Complete Secondary and Mid-year school reports when applicable.

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## COURSE LISTINGS

The following is a list of courses available at Lyman Memorial High School for the school year.

Enrollment may determine specific course offerings. Students should be prepared to make alternative selections where necessary.

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### SENIOR PROJECT

999 Grade 12 (Required for all students) .5 credit

#### What is the Senior Project?

The Lyman Memorial Senior Project is a personalized learning experience that allows you to select an area of personal interest, pursue in-depth study of the topic, and present for exhibition an oral or visual product that demonstrates how you have applied what you have learned. The project process requires you call upon what you have learned throughout your years of study as well as what you have learned through your independent research. In addition your presentation will teach others about an area that is important to you.

**Research Component:** The research paper may include scientific/mathematical investigation, an exploration in the humanities/fine arts or research and application in applied technologies. The research must involve a variety of resources such as databases, on-line sources, interview logs, texts, and community advisors.

**Process Component:** This involves a personal evaluation of the process used to complete the project (i.e., journals, timelines, and portfolios).

**Oral/Visual Presentation:** This component includes a variety of modes of expression and will be presented to the project committee and appropriate audience. There are two major deadlines that students must meet in order to fulfill graduation requirements (see booklet for details). **Failure to meet either of these two deadlines will result in students having to participate in the summer school program to meet graduation requirements and be awarded a diploma.**

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### Agricultural Science and Technology

#### Program Description

The Agricultural Science & Technology Program is designed to prepare students to enter directly into an agriculture related career or continue their education in Agriculture or Environmental Sciences. It is an elective program offered in a four year sequence.

The program is based on four years of enrollment. The student would, in the first two years be enrolled in exploratory units of study, covering all major areas of

agriculture. Development of fundamental skills, particularly in the area of safety, would be stressed during the exploratory units.

The third and fourth years of enrollment will consist of classes designed to best prepare the individual student to meet his or her career objective in agriculture. Students will select an area of concentration at the conclusion of their sophomore year. This sequence of courses will provide an in-depth study into the area of choice. Students will also receive instruction in areas of study common to all of agriculture. These include career awareness, agricultural business management, leadership development, and the practical application of "learning by doing". While career awareness and agriculture business management are designed as specific units of instruction, leadership development will be experienced through the organization of the FFA chapter. The "learning by doing" will be the supervised agricultural experience program, (S.A.E.), which is a required component of the program. The S. A. E. program provides for relevancy and transference of learning to the workplace, and decision-making for future education and careers. Applications for admission to the program are available through the Guidance Office or from the Agricultural Science Dept.

The Lebanon Regional Agricultural Science and Technology Center at Lyman Memorial High School is one of ten Connecticut high schools that participate in the Agricultural Education College Careers Pathway with Ratcliffe Hicks School of Agriculture at the University of Connecticut. Students in this College Careers Pathway program may earn college credit while in high school. Please see pages in the College Careers Pathway section for further information.

## AGRICULTURAL SCIENCE & TECHNOLOGY PROGRAM PARTICIPATION CRITERIA

1. Academic Achievement: Students must maintain full time credit status and must maintain passing grades in all classes. Students failing any class during the school year will be placed on probation with the expectation that the student will improve their academic performance. Failure to pass classes by year end can result in dismissal from the Agricultural Science program.
2. Social Responsibility & Citizenship: Students must show appropriate behavior and follow the school rules at all times, as stated in the Lyman Memorial High School and Community Handbook. Failure to follow the school rules will result in dismissal from the Agricultural Science & Technology Program and, as appropriate, Lyman Memorial High School.
3. Work Ethic & Behavior: Students must complete all of the assigned activities in each of the Lab areas (Agricultural Mechanics Shop, Greenhouse, Animal Lab, Barn Areas). Written class work (term papers, oral reports, projects, etc.) and tests will be assigned by the individual instructors.
4. Participation: Students must participate in all of the instructional areas of the program. The program is exploratory in the first and second year. Starting in the third year, students may choose areas of concentration. However, some areas of instruction are required of all students.
5. Clothing: Students must wear suitable and safe clothing in order to participate in laboratory activities. It is required that a change of work clothes and /or coveralls be available for students. Safety glasses must be worn in the shop area and will be supplied by the Agricultural Science & Technology Program. Students are responsible for their safety glasses and if lost, replacement glasses will be at their cost.
6. Field Trips: Students are required to attend certain field trips and other activities. These trips will be announced in advance and may include a Saturday activity.
7. Leadership & Service: Students need to keep their S.A.E. project up to date and show development over the course of the three years in the Agricultural Science & Technology Program. All requirements for the S.A.E. project must be met. The SAE is a required component of the Agricultural Science experience.
8. FFA Activities: Students must participate in a minimum of 4 FFA activities a year.

## AGRICULTURAL SCIENCE AND TECHNOLOGY

### AGRICULTURAL SCIENCE

101 Grade 9 1 credit  
Students will study a variety of topics, including the following Agricultural units.  
Tractor Driving                      Public Speaking  
FFA & Leadership                      Natural Resources  
Animal Science                      Plant Science  
Intro. to Agricultural Engineering

### AGRICULTURAL SCIENCE

102 Grade 10 1 credit  
Students will study a variety of topics, including the following Agricultural units:  
Plant and Soil Science                      Animal Science  
Agricultural Engineering                      Landscape Design

### AGRICULTURAL SCIENCE LABORATORY EXPERIENCE

1040 Grade 10 .5 credit  
Year-long class meets every other day and will provide supplemental activities for Agricultural Science 102.

### AGRICULTURAL SCIENCE AND TECHNOLOGY Grades 11 and 12

All students will select an area of concentration during their junior and senior year. Students will be afforded an opportunity to follow a sequence of course offerings that will provide an in-depth study in the area of their choice. Students will also have the opportunity to select Agricultural Electives, which are courses from other areas of the Agricultural Science concentrations, to complete their program, including a senior internship experience which is highly recommended. All courses are semester courses. As an entering junior you will need to select eight semester courses to complete your final two years in the agricultural program. The following concentrations are available including the recommended course requirements for each concentration.

#### Landscape Design & Management

Basic Floriculture and Greenhouse Production I  
Landscape Management  
Forestry  
Natural Resources  
Small Engines and Equipment  
Production Equipment  
Agricultural Management  
Agricultural Elective

#### Floriculture

Basic Floriculture and Greenhouse Production I  
Basic Floriculture and Greenhouse Production II  
Advanced Floriculture and Greenhouse Production I  
Advanced Floriculture and Greenhouse Production II  
Landscape Management  
Agricultural Management  
Agricultural Elective  
Agricultural Elective



## DAIRY MANAGEMENT

**This course will be offered in spring.**

1025 Grades 11-12 .5 credit

Prerequisite: Animal Systems and Dairy Products

Students will learn breeds, housing, care, equipment, diseases, reproduction, nutrition, terminology, and management.

## AGRICULTURAL MANAGEMENT

100 Grades 11-12 CR .5 credit

Topics students will discuss include but are not limited to terminology as it relates to business, partial budgets, enterprise budgets, cash flow statements, and futures markets, etc.

## SMALL ENGINES AND EQUIPMENT

1014 Grades 11-12 .5 credit

This course will explore the theory and development of two and four cycle internal combustion engines and their applications to equipment such as lawnmowers, snow blowers, weed whackers, log splitters. Students will have the opportunity to diagnosis and repair engines and equipment.

## PRODUCTION EQUIPMENT

1015 Grades 11-12 .5 credit

This course will explore the theory and application of larger gasoline and diesel engines. Students will learn general maintenance and repair of tractors and other vehicles.

## FORESTRY

1016 Grades 11-12 .5 credit

This course will explore the development of modern forestry management as a renewable resource. Students will learn about the logging business, lumber products and distribution systems.

## NATURAL RESOURCES

1045 Grades 11-12 .5 credit

This course will explore the importance of natural resources such as rivers, lakes and estuaries, open space and wooded areas and their relationship to agricultural.

## LANDSCAPE MANAGEMENT

1007 Grades 11-12 .5 credit

This course will explore the use of plants, shrubs and trees in the development of landscape design. Environmental variables will be discussed in the development and planning of landscaped areas.

## AGRICULTURAL SCIENCE INTERNSHIP

1050 Grades 12 .5 credit

Internships are highly recommended for senior agricultural science students. Internships are carefully monitored work or service experiences where the student has stated learning goals and has the opportunity to gain practical experiences in areas related to those goals. An internship is a semester class and would be considered one of the elective choices as listed in the concentrated areas. An internship requires that several prerequisites be completed by the student prior to commencing with the out-of-school experience. Students need to consult and arrange an internship with an agricultural science teacher the

semester prior to their scheduled, fall or spring, internship semester.



## **ART**

Lyman Memorial's art department strives to meet students' needs with its wide range of course offerings. Courses include a variety of both two and three-dimensional art courses including photography, graphic design, and a portfolio preparation class. Opportunities for individual self-expression through the art process are provided at the beginning, intermediate, and advanced levels. **All courses listed under ART may be used towards the Art and Vocational Requirements.**

### DESIGN I

770 Grades 9-12 .5 credit

A prerequisite for all department offerings, this foundation course will focus on the introduction to the elements and principles of design, the use of a variety of media and the role of the arts and the artist in history and society. Experiences will include: 2-D art making, an exploration of topics from the history of art, and class critiques. Collage, printmaking, painting, pastel and charcoal design are possible assignments. Interest in art and motivation are the primary prerequisites for this course.

### DESIGN II

771 Grades 9-12 .5 credit

A prerequisite for Ceramics and Sculpture. This foundation course will continue to focus on the elements and principles of design, the use of a variety of media and the role of the arts and the artist in history and society. Experiences will include: 3-D art making, and exploration of topics from the history of art, and class critiques. Clay, wire, papier-mâché, and cardboard, are possible media used in this course.

### DESIGN III

793 Grades 10-12 .5 credit

Prerequisite: Design I

This course is offered to students who successfully completed Design I who wish to continue exploring a variety of media and techniques introduced in Design I. Experiences will include two-dimensional art-making, exploration of topics from art history, and class critiques. Collage, printmaking, painting, pastel, and mosaics are possible assignments. Using the elements and principles of design in advanced design projects will be the focus of this course.

### DRAWING I

772 Grades 10-12 (semester course) .5 credit

756 Grades 10-12 (year/meets every other day) .5 credit

Prerequisite: Design I

Students will apply the elements of design and composition to drawing while exploring a variety of drawing media and techniques which may include pencil, pen and ink, charcoal, conte, colored pencil, marker, and pastel. Weekly sketchbook assignments are given for the development of drawing skills. Nature drawings, landscapes, figure drawings, and still life will provide subject matter for a variety of assignments. Concepts of proportion, perspective, and composition will be introduced. An outside drawing excursion is planned to increase drawing skills and to utilize our local environment.

### DRAWING II

780 Grades 10-12 .5 credit

Prerequisites: Design I, Drawing I

Students will continue to work with media introduced in Drawing I and will further develop skills in composition. The elements of line, shape, value, form, space, color, and design principles will be explored on an advanced level with emphasis on the development of drawing skills and fluency of individual expression. This course will focus on the development of skill in proportion, perspective and composition. Weekly sketchbook assignments are given to enhance classroom instruction. Subject matter may include landscapes, architectural rendering, figure drawing and portraiture as well as subject matter first explored in Drawing I.

### PAINTING I

773 Grades 10-12 .5 credit

Prerequisites: Design I This course will begin with an introduction to color theory. The painting media of watercolors, acrylics and oils will be explored as accompanying skills and techniques are developed. Composition techniques will be explored and emphasized in the painting process. Still life, natural subjects and landscape will provide subject matter. An awareness and appreciation for the history of painting will be fostered through art history based on problems in painting.

### PAINTING II

782 Grades 10-12 .5 credit

Prerequisite: Design I, Painting I

Students will continue to work with watercolors, acrylics, oils and mixed media. An awareness and appreciation for the history of painting will be fostered through art history based on problems in painting. Students will also be encouraged to develop their own personal styles of expression and their personal statements. Students will participate in painting excursions to increase skills in observation and on-site work. Art history, aesthetics and criticism will be reinforced in classroom presentations.

### SCULPTURE

775 Grades 10-12 .5 credit

Prerequisites: Design I and Design II

Mass, scale, line, plane, space and movement, the basic elements of sculpture, will be used as students explore the unlimited possibilities for expression in three dimensional form and composition. Clay, plaster, wood, paper, wire, and balsa-foam are possible sculpting materials used in this course. Master sculptures and art history concerning three-dimensional

art forms will be viewed and discussed through slide presentations.

### CERAMICS I

787 Grades 10 -12 .5 credit

Prerequisites: Design II

This course is designed to allow students to explore a variety of ceramic processes and methods. Included in the course are hand-building methods such as slab, and coil construction. A creative and individual approach is encouraged to acquiring skills and techniques necessary to produce ceramic objects. Glazing and advanced finishing processes will be introduced in this course.

### CERAMICS II

788 Grades 10-12 .5 credit

Prerequisite: Design II and Ceramics I

Students will continue to work with hand building clay processes, and will be introduced to wheel throwing techniques. Alternate construction methods will be explored including a combination of wheel-thrown, hand-built, and extruded pieces. Advanced skills and techniques in the glazing process will be emphasized.

### GRAPHIC DESIGN

776 Grades 9-12 .5 credit

**This course meets the computer literacy requirement.**

Students taking this course will learn about advertising, package design, layout, and illustration used in communication and merchandising. Strong emphasis will be placed on computer graphics and design layout using the elements and principles of design. Projects may include posters, program covers, brochures, and the creation of computer animations and web pages.

### AP STUDIO ART- Drawing

768 Grades 11, 12 AP CR 1 credit

Prerequisites: Design I and Drawing I

This course is offered to the advanced art student who wishes to develop a portfolio for college or art school acceptance. Creative investigation of formal and conceptual issues of drawing will be explored. Drawing concepts and skills taught will include but are not limited to: light and shade; rendering of form; composition; surface manipulation; the illusion of depth and mark making. A strong emphasis will be placed on the development of the Quality, Concentration and Breadth sections of the portfolio. Critiques of students' artwork will be held weekly throughout the year. All art will be exhibited by studio art students at the end of the year.

Students must receive permission from the art department and from guidance before election of this course.

### AP STUDIO ART- 2-D Design

765 Grade 11, 12 AP CR 1 credit

Prerequisites: Design I and Drawing I

This course is offered to the advanced art student who wishes to develop a portfolio for college or art school acceptance. Creative investigation of formal and conceptual issues of 2-D Design will be explored. Design concepts

taught will include: unity/variety; balance/emphasis/contrast; rhythm; repetition; proportion/scale and figure-ground relationships. A strong emphasis will be placed on the development of the Quality, Concentration and Breadth sections of the portfolio. Critiques of students' artwork will be held weekly throughout the year. All art will be exhibited by studio art students at the end of the year.

Students must receive permission from the art department and from guidance before election of this course.

#### AP STUDIO ART- 3-D Design

764 Grade 11, 12 AP CR 1 credit

Prerequisites: Design II and Sculpture or Ceramics I and II

This course is offered to the advanced art student who wishes to develop a portfolio for college or art school acceptance. Creative investigation of formal and conceptual issues of 3-D Design will be explored. Design concepts taught will include: unity/variety; balance/emphasis/contrast; rhythm; repetition; proportion/scale and figure-ground relationships. A strong emphasis will be placed on the development of the Quality, Concentration and Breadth sections of the portfolio. Critiques of students' artwork will be held weekly throughout the year. All art will be exhibited by studio art students at the end of the year.

Students must receive permission from the art department and from guidance before election of this course.

#### PHOTOGRAPHY I

790 Grade 12 .5 credit

Prerequisite: Design I

This course is designed to give the student an introduction into the world of photography. Special emphasis will be placed on the rules of design in photography. Students will become efficient in the use of a manual 35 mm camera, development of film, operation of enlargers for the printing process, and mounting photographs for display. Some special effects will be covered in this course. A field trip is planned for this course to offer diversity in photography assignments. **This course may become a digital Photography class depending on equipment availability.**

#### PHOTOGRAPHY II

791 Grade 12 .5 credit

Prerequisite: Photography I

This course will be offered to those students who successfully complete the Photography I class. Students will build upon the basic skills learned in Photography I and learn advance techniques which may include vignettes, dodging and burning, sepia-toning, photo-montage, and double negative printing. Emphasis will be placed on presentation. A field trip is planned for this course to offer diversity in photography assignments. **This course may become a digital Photography class depending on equipment availability.**

### **BUSINESS TECHNOLOGY**

Students who are interested in various opportunities offered by today's business world should seriously consider enrolling in the business courses offered. By a serious application of time and a careful planning of courses, students will be prepared with the

basic skills for further study in business or entry level jobs. Upon graduation, the business student may elect to enter a four-year liberal arts college specializing in business practices, accounting, etc., a two-year business training college, or a place of employment. The student may also be prepared for small business ownership.

In addition, the business curriculum includes a number of courses that provide all students with important skills and knowledge that can help them in their future lives as college students, citizens, consumers, and workers - keyboarding, note taking, general business, business law, and accounting. **All classes listed under Business Technology may be used towards the Arts and Vocational Education requirement.**

#### INTRODUCTION TO BUSINESS

602 Grades 9-12 .5 credit

This course is designed to help students become informed, wise consumers and decision-makers. As the introductory course in the business curriculum, Introduction to Business is the first step toward a successful career in the business world. Some of the topics covered are: banking, insurance, credit, budgeting, advertising, human relations and careers. Students complete several small projects throughout the year, in addition to a simulation set in which each student must make his/her own decisions as a manager of an ice cream shop.

#### KEYBOARDING I – COLLEGE CAREER PATHWAY

661 Grades 9-12 .5 credit

**This course meets the computer literacy requirement.**

This course offers basic touch keyboarding, including mastery of the alphabetic, numeric, and symbol keys; correct keyboarding posture and techniques; development of proofreading skills; word processing fundamentals; development of composition skills; and review of basic language arts skills, including capitalization, punctuation, and number expression. Basic letter and report formats are also introduced. This course is designed for all students. College-bound students are encouraged to take keyboarding in order to gain skills for typing college papers.

#### KEYBOARDING II - COLLEGE CAREER PATHWAY

662 Grades 9-12 .5 credit

Prerequisite: Keyboarding Proficiency

**This course meets the computer literacy requirement.**

This course reinforces and improves skills developed in Keyboarding I. It further develops vocational skills in the production of business correspondence, including memos, outlines, and tables, as well as reports including term papers with bibliography, title page, and table of contents. It also further develops composition and language arts skills and offers more advanced word processing skills.

#### ACCOUNTING I

642 Grades 10-12 1 credit

This course provides a basic understanding of the fundamentals of accounting, which involves the recording of financial information and the preparation of financial statements. Students will also find it useful because of the

personal use information presented (checking, banking, investing in stocks, income tax preparation). Students will also have the opportunity to perform accounting operations on the microcomputer, complete workbook exercises which reinforce accounting principles, as well as complete business simulations.

### ACCOUNTING II

646 Grades 11-12 CR 1 credit

*College credit available - See Guidance for details.*

#### **College Career Pathway**

Prerequisite: Accounting I

This course provides students with the opportunity for in-depth study of accounting principles and procedures. A study of partnerships, corporations, stocks and bonds, taxes, banking, and inventory and depreciation procedures are included. Students will perform automated accounting operations and business simulations. Completion of this course will prepare students with job-entry skills for beginning accounting positions. Students will also be prepared for continued education in college accounting.

### INFORMATION PROCESSING I

673 Grades 10-12 .5 credit

Prerequisite: Keyboarding Proficiency

In this course, students learn to format, edit, store, retrieve, and print business documents such as letters, memos, and reports, on microcomputers using Microsoft Word. This course is recommended for college-bound as well as business students. In addition, students will learn basic spreadsheet, database, and desktop publishing functions.

### BUSINESS LAW

612 Grades 11-12 .5 credit

In this course, students will acquire the knowledge to function in everyday business dealings. Students will be able to function as well-informed consumers whose rights are protected by the legal system. Students will learn what their rights and duties are under the terms of an agreement, and when to seek legal advice or remedy if their rights are violated. Topics covered include: criminal law, civil law, contracts, consumer law, and laws relating to marriage, renting an apartment and various types of insurance.

Students will learn to resolve conflicts through the use of case problem solving, viewing actual court proceedings, conducting a mock trial, and researching and reporting on various business law topics.

### ENTREPRENEURSHIP

600 Grades 11-12 .5 credit

This course is designed to help students acquire an understanding of the nature of small business and what it takes to be a successful entrepreneur. They will learn how to develop a business plan, marketing and pricing strategies, financial plans, and record keeping systems. In addition, they will learn sources of government assistance, legal requirements for running a business, and working with people in business.

### PERSONAL FINANCE

603 Grades 10-12 .5 credit

This course provides the basic essentials for students to organize their own personal financial records. Students will be able to organize a checking account, set up a budget, learn about various types of credit and understand the fundamentals on investing. Topics covered include financial career planning, consumer purchasing strategies, banking, credit, home purchasing, stocks and bonds, insurance, and tax strategy.

### BUSINESS MARKETING

604 Grades 10-12 .5 credit

This course will show the student what marketing is and how it effects the average person by developing, promoting, and distributing products to satisfy a customer's wants and needs. This course will emphasize the marketing features of the sports and entertainment fields. The areas of marketing the student will cover include marketing concepts, target markets, demographic areas, financial impact of marketing, advertisements, product promotion, and marketing careers.

## **COMPUTER TECHNOLOGY**

**Any of the following courses may be used to meet the Computer Literacy requirement. All classes listed under Computer Technology may be used towards the Arts and Vocational Education requirements.**

### COMPUTER APPLICATIONS COURSES:

Computer Literacy is essential in the 21<sup>st</sup> century and students must be able to communicate via the computer. Lyman is offering two Computer Applications options that will be meet the computer applications requirement recognizing that students have different computer backgrounds and different comfort levels with technology.

### COMPUTER APPLICATIONS

295 Grades 9-12 CP (semester class) CR .5 credit

282 Grades 9-12 CP (yr. long class E.O.D) CR .5 credit

Fall and Spring Prerequisites: none

This course is designed for students who want additional experience using the Microsoft Office software. It will be expanding on the student's previous computer experience covering in greater depth the operation of a computer system as a stand alone and as part of the Windows NT Network. The course will include word-processing using Microsoft Word, spreadsheets using Microsoft Excel, multi-media presentation using Microsoft PowerPoint, desk-top publishing using Pagemaker, creating animations and designing web pages using Macromedia's Dreamweaver, Flash, and Fireworks, and researching using electronic encyclopedias and on-line resources. Students will have the opportunity to use many pieces of computer equipment including a digital camera and a scanner. Students will also be exposed to the latest essential computer terminology.

### ADVANCED COMPUTER APPLICATIONS

296 Grades 10 -12 CP CR .5 credit

Fall and Spring Prerequisites: none

Students seeking to take this course must have the recommendation of a previous computer teacher or the permission of the instructor.

This course is designed for students who feel that they have strong basic computer skills and want the challenge of and the exposure to additional new software. This course will expand on the student's previous computer experience that should include a strong knowledge base of Microsoft Word, Excel, and PowerPoint. This course will include working with a relational database using Microsoft Access, creating animations and designing web pages using Macromedia's Dreamweaver, Flash, and Fireworks, and creating and editing digital video and sound using Vegas and Sound Forge.

### PUBLIC SPEAKING/COMMUNICATIONS

162 Grades 11-12 CP CR .5 credit

This course meets the computer literacy requirement. Students will learn the fundamentals of speech communication. They will listen to, deliver, discuss and respond to presentations of increasing complexity. Emphasis will be placed on organization, analysis and elements of speech delivery, including effective verbal and non-verbal aspects of communication.

### MIRCOSOFT SUITE

664 Grades 9-12 (semester course) .5 credit

665 Grades 9-12 (year/meets every other day) .5 credit

#### **These courses meet the computer literacy requirement.**

This course will consist of learning basic keyboarding techniques, proofreading skills, preparing memos, letters, and reports with a great emphasis on spelling, capitalization, and punctuation. Students will also learn the various parts of Word, such as page set-up, tables, formatting, using Excel to develop spreadsheets, and using Clip Art, Word Art and the Internet to design promotional pieces.

## ENGLISH

The English Department is committed to developing students who are competent readers, who are fluent in reading, writing, and speaking, and are able to view with a critical eye and listen with a critical ear. Through the analysis and critique of literary genres students are encouraged to become proficient writers, who may clearly and articulately express their ideas whether it be in an expository, narrative, persuasive or descriptive format. An ongoing review of grammar usage, mechanics and syntax is integrated in all written expression and is emphasized across all curriculum areas. Effective communication involves the ability to read, listen and view critically and present ideas in a coherent, meaningful manner.

### ENGLISH 9

110 Grade 9 H CR 1 credit

Prerequisite: 87 average in 8<sup>th</sup> grade English, and Honors Course Application.

Co-requisite: World History 410

As the beginning course of the Honors Program of the English Department, this rigorous course is designed for the highly motivated, grade 9 student who has demonstrated a high level of reading comprehension and writing competency. The focus of the course is a study of literary genre, which will be accomplished through extensive readings in the anthology and outside material.

### ENGLISH 9

111 Grade 9 CP CR 1 credit

The focus of this course is a study of literary genre (types) including, but not limited to, the short story, the novel, the epic, drama, and poetry. This study will be guided through the use of the anthology and selected outside material. Students will continue the development of effective skills in both oral and written communication by presenting ideas in an organized and clear manner, by presenting accurate and substantive content to justify conclusions, and by demonstrating an awareness of appropriate communication skills based on the intended audience. In writing, the development of composition skills will be emphasized

### ENGLISH 9

112 Grade 9 S CR 1 credit

The focus of this course is a study of literary genre (types) including, but not limited to, myths and legends, the short story, the novel, drama, and poetry. The study will be guided through the use of anthology and selected outside material. Students will continue the development of effective skills in both written and oral communication by presenting ideas in an organized and clear manner, by presenting accurate and substantive content to justify conclusions and by demonstrating an awareness of appropriate communication skills based on the intended audience. In writing, the development of composition skills will be emphasized.

### LANGUAGE AND COMPOSITION

*College credit available - See Guidance for details.*

135 Grade 11 AP CR 1 credit

Prerequisite: Qualified Juniors (English 10, Level H plus teacher approval)

This course is designed for students who have proficiency in reading and writing. The course will stress an awareness of writing as a craft, and the key to success will lie in the student's competence in recognizing, evaluating, and writing expository and argumentative prose. The range of reading will include selections from essayists, critics and biographers in addition to fiction writers. Students are expected to take the national test in Advanced Placement English (Language and Composition) in May and may earn college credits in English in the process.

### ENGLISH 10

120 Grade 10 H CR 1 credit

Prerequisite: Level 1 or Honors teacher approval; 87 average

The focus of this class is the study of literary genre, specifically the short story and poetry. Drama and selected novels will also be included. The major focus will be on specific writing skills, primarily organization, content, elaboration, and revision. The literature studied will provide

opportunity for ongoing student development of skills in the important areas of analysis, interpretation and association. Major emphasis will be on the connection between cognition and the writing process.

#### ENGLISH 10

121 Grade 10 CP CR 1 credit

The focus of this class is the study of literary genre, specifically the short story and poetry. Drama and selected novels will also be included. The major focus will be on specific writing skills, primarily organization, content, elaboration, and revision. The literature studied will serve as the basis for detailed writing assignments, analysis of literary structure and the interpretation of complex language construction.

#### ENGLISH 10

122 Grade 10 S CR 1 credit

The focus of this class is the study of literary genre, specifically the short story and poetry. Drama and selected novels will also be included. The major focus will be on specific writing skills, primarily organization, content, elaboration, and revision. The literature studied will offer students the opportunity to develop and refine skills in writing, reading comprehension and the interpretation of literary structure.

#### ENGLISH 11

130 Grade 11 H CR 1 credit

Prerequisite: Qualified juniors (87 average in English 10 level 1 or honors) - Teacher approval.

This challenging course provides both an intensive and extensive examination of American Literature. The course will pursue a chronological study of the literature of America from the Puritans of the 1620s through the modern period. Genres to be studied include short stories, novels, essays, and poetry. Students will be required to pursue extended readings along with literary texts.

During each quarter, students will be expected to complete a major paper or project. In general, students should expect more challenging reading and writing assignments than they would find in a Level 1 class.

In addition to the literary component, Junior Honors English will involve the study of grammar, vocabulary, and written composition. The grammar will review the usage, mechanics and syntax that can contribute to the success of the college-bound writer. The vocabulary program provides students with a background in word roots, prefixes, analogies, synonyms and antonyms as they prepare to take the SAT's. The composition program stresses expository, persuasive, narrative, and descriptive writing.

#### ENGLISH 11

131 Grade 11 CP CR 1 credit

This course is a chronological study of the literature of America beginning in the early 1600s with the Puritans and ending in the modern period. The study involves all aspects of literature - short stories, essays, novels, poetry, etc.

English 11 will also involve the study of grammar, vocabulary, and written composition. The grammar will be mostly review of usage, mechanics, and syntax. The vocabulary program is a new sequential approach which deals with roots, prefixes,

analogies, synonyms, and antonyms. The composition program will have students writing exposition, persuasion, narration, and description.

#### ENGLISH 11

132 Grade 11 S CR 1 credit

This course is chronological study of the literature of America beginning in the early 1600s with the Puritans and ending in the modern period. The study involves all aspects of literature - short stories, essays, novels, poetry, etc.

English 11 also involves the study of grammar, vocabulary, and written composition. The grammar will be mostly review of usage, mechanics, and syntax. The vocabulary program will be supplemented by a planned vocabulary program. The composition program will have the students writing exposition, persuasion, narration, and description.

#### ENGLISH 12

140 Grade 12 AP CR 1 credit

Prerequisite: Qualified Seniors (87 average in English 11, CP or Honors) - Teacher approval.

Advanced Placement in English is offered for academically oriented, college-bound seniors. It is a demanding course with emphasis on extensive reading and writing synthesis and articulation. The aim of the course is to acquaint students with major works of British and World Literature, to train students in critical analysis, and to familiarize students with the dynamics of poetry, the essay and drama. College credit can be obtained by passing the AP test (Literature and Composition).

#### ENGLISH 12

139 Grade 12 H CR 1 credit

Prerequisite: Qualified Seniors (87 average in English 11, CP or Honors); submission of a writing sample by April 1; Teacher approval.

The purpose of this multi-genre, multi-media course is to acquaint students with a major portion of their English literary heritage and to provide them with a background valuable for college. Literary periods to be studied are: Anglo-Saxon, Medieval, Elizabethan, Neo-Classical, Victorian, and Modern. This course will focus on British life, times, and thought as expressed in representative literature. A diversity of writing projects, including critical and creative writing, will be incorporated into this survey course. A research paper and outside readings will be required in this honors level course.

#### ENGLISH 12

141 Grade 12 CP CR 1 credit

The purpose of this multi-genre, multi-media course is to acquaint students with a major portion of their English literary heritage and to provide them with a background valuable for college. Literary periods to be studied are: Anglo-Saxon, Medieval, Elizabethan, Neo-Classical, Victorian, and Modern. This course will focus on British life, times, and thought as expressed in representative literature. A diversity of writing projects, including critical and creative writing, will be incorporated into this survey course.

## ENGLISH 12

142 Grade 12 S CR 1 credit

The purpose of this multi-genre, multi-media course is to acquaint students with major works of British Literature. Various literary periods will be studied. The focus of this course will be on the representative literature of the Anglo-Saxon, Medieval, Elizabethan periods, as well as the 17<sup>th</sup> Century, and Romantic Period and Victorian Period.

## JOURNALISM I: The School Newspaper - *The Bulldog*

151 Grades 11-12 CP CR 1 credit

Limited enrollment. This course may be used towards Arts & Vocational Education requirement.

Prerequisite: Submission of a writing sample and teacher approval.

The Bulldog is the school newspaper which is written and published by the students at Lyman. In this course, students will examine the responsibilities involved in planning, developing, and completing a written product for a real-world audience; specifically, the Lyman community. Students will be exposed to a variety of skills utilized in the media, including, but not limited to, journalistic writing, editing, interviewing, layout, computer applications, marketing, photography and others. Students will work together to produce approximately three or four issues per semester. This course counts as elective credit. It may not be substituted for English 11 or English 12. It is to be taken in addition to the regular course of study.

## JOURNALISM II: The School Newspaper - *The Bulldog*

152 Grades 11-12 H CR 1 credit

Limited enrollment.

Prerequisite: An average of 87 in Journalism I and teacher approval.

### **This course meets the computer literacy requirement.**

This course is run concurrently with Journalism I. Students will work together with those in Journalism I to produce the school newspaper – *The Bulldog*. They will be expected to fulfill roles of higher responsibility as editors and other supervisory positions. They will be expected to help with the newspaper's layout, assist others and oversee the overall production of the newspaper.

## YEARBOOK

800 Grades 9-12 CP 1 credit

Prerequisite: Application and teacher approval.

### **This course meets the computer literacy requirement. This course may be used towards Arts & Vocational Education requirement.**

Students will learn the basics of producing a school yearbook. Included will be organization of yearbook staff, book structure, deadline scheduling, design, reporting, photography and layout, laws and ethics of publication, technology related to production, budgeting, marketing, and advertising. It is expected that students will produce the school yearbook.

## YEARBOOK II

803 Grades 11-12 H 1 credit

Prerequisite: An average of 87 in Yearbook I and teacher approval.

### **This course meets the computer literacy requirement.**

This course is run concurrently with Yearbook I. Students will work together with those in Yearbook I to produce the school yearbook. They will be expected to fulfill roles of higher responsibility as editors and other supervisory positions. They will be expected to help with the yearbook's layout, assist others and oversee the overall production of the yearbook.

## **FAMILY AND CONSUMER SCIENCES**

The Family and Consumer Sciences program is designed to meet the needs and interests of all students in their present and future dual roles as family members and wage earners. The course offerings are all electives, and represent an integrated program made up of the many varied interest areas and levels within the field of family and consumer sciences. These are foods and nutrition, parenting and child care/development, and family relationships. Related careers are introduced throughout all the courses offered in the Family and Consumer Sciences Department. **All course listed under Family and Consumer Sciences may be used towards the Arts and Vocational Education requirements.**

## FOODS & NUTRITION I

822 Grades 9-12 .5 credit

Prerequisites: None

Foods and Nutrition I is a basic introductory course teaching the fundamentals of food preparation and choosing nutritious foods. Nutrients in foods, buying and cooking techniques, and preparation skills will be emphasized. Practical kitchen lab experiences will be combined with traditional classroom activities, with students working individually and in groups. Topics include safety and sanitation, nutritional needs, food choices and weight management, consumer decisions, using recipes effectively within time/energy constraints, and preparing grain foods, baked products, fruits and vegetables, dairy products, and eggs. Breakfast will be the major meal focus, and students will assist in the cafeteria as part of this course.

## FOODS & NUTRITION II

832 Grades 9-12 .5 credit

Prerequisite: Foods & Nutrition I

Foods and Nutrition II will further develop the skills of the novice cook through study and lab experiences with breads, milk and cheese, eggs, fruits and vegetables, beverages, cakes and decorating, and meal planning and service. Students will continue to work in the school cafeteria to gain experience with quantity food preparation and equipment. Individual student demonstrations of a favorite food will end the year.

## FOOD SERVICE

*College credit available - See Guidance for details.*

### ***College Career Pathway***

843 Grades 11-12 CR 1 credit

Prerequisites: Foods and Nutrition I and II

This advanced level course is available to all students who have completed Foods and Nutrition I and II. For those enrolled in the Tech Prep Program, college credit may be earned at Three Rivers Community Technical College if a

grade of 'B' or above is maintained. Topics will include food preservation; breakfast preparation including coffee and tea; food presentation and garnish; seasonings and flavorings; bakeshop production; meat, poultry, and fish; sauces, stocks, and soups; vegetables and starches; dairy products; salads and dressings; and sandwiches and canapés. Quantity food preparation to serve the Lyman Memorial public will be the goal whenever possible. Cafeteria facilities will be available for student learning on a regular basis in this course.

### THE WORLD OF FOOD

844 Grades 10-12 .5 credit

Prerequisites: Foods and Nutrition I and II

This semester course is open to students interested in learning about international foods and cultural groups from around the world. Latin America, Europe, Mediterranean countries, the Middle East and Africa, and Asia will be studied with meals prepared from representative countries of each of these regions. Students will also individually research and demonstrate a recipe from their country of choice as a course project.

### U. S. REGIONAL FOODS

845 Grades 10-12 .5 credit

Prerequisite: Foods and Nutrition I and II

This semester course is open to students interested in learning about the cultural foods background of various ethnic groups in the United States. Foods and recipes representative of the distinct regions of the United States settled by diverse groups of immigrants will be explored. Students will also individually research and present a trip plan to a state of their choice as a course project.

### PARENTING THE YOUNG CHILD

852 Grades 10-12 1 credit

Prerequisite: None

This full year course will explore the important adult role of parent, and the development of children to age 6. First semester topics will include pregnancy and prenatal care, birth and the newborn, and the needs of infants and children (physical, emotional, social, and intellectual).

During the second semester of the course, students will apply their knowledge in an on-site child study lab where they will teach and observe groups of young children on a regular basis. The final weeks of the semester will involve reviewing children's media and researching careers in child care/education.

### MARRIED AND SINGLE LIFE

854 Grades 10-12 .5 credit

This is a semester course in which students will explore adult relationships which may lead to partner selection and marriage. Topics will include sexuality, dating, love, marriage customs and laws, as well as other adult living styles. Working for a successful marriage as well as divorce and remarriage will be discussed. Careers related to these topics will be introduced.

### TEACHING OUR CHILDREN- College Career Pathway

*College credit available - See Guidance for details.*

851 Grades 11-12 CR .5 credit

Prerequisite: Parenting the Young Child

This advanced level course is available to all students who have completed Parenting the Young Child. For those enrolled in the College Career Pathways Program, college credit may be earned at Three Rivers Community Technical College if a grade of "C" or above is maintained. Students will be introduced to a study of the historical, anthropological, psychological, philosophical, and social perspectives of early care and education for children ages 0-8. This course includes the study of child development, learning models, and the multiple roles in the early education profession. Students will become acquainted with trends in educational settings including the organization history and governance of American schools. Observations of early childhood programs are required. Field trips are optional, but strongly recommended.

## **LIBRARY MEDIA CENTER**

The library media center is centrally situated on the main floor of Lyman Memorial High School. The library media center houses approximately 12,000 volumes. The collection also includes videos, magazines, newspapers, electronic encyclopedias and reference sources and on-line databases that index periodicals that provide full-text articles to reproduce. The catalog of the library media center's collection is online and available on the school's computer network.

The library media center has computers that are connected to the school system's Windows NT network. The computers are available for students to do research and word processing. There is a laser printer connected to these computers. All of the library's computers have an open line to the Internet. A photocopier is available for student use.

The library media center's program is designed to:

- instruct students how to access, select, organize and evaluate information.
- provide a collection of print and non-print materials to supplement and enrich the curriculum.
- enhance reading and support personal and professional growth and development.
- present accurate content and apply ethical standards in access, application and usage of that content.
- provide information, reference and reader's advisory services to students and staff.

## **MATHEMATICS**

It is widely accepted that, because mathematics plays such an important role in contemporary society, an educated person should have a reasonable working knowledge of it; that is, the study of mathematics is not restricted to special education for mathematically or scientifically talented. Rather, the study of mathematics is properly in the sphere of general education. The courses in mathematics aim to develop the ability to understand basic concepts and operations, proficiency in mathematical skills and procedures, accuracy in performing fundamental operations and in the ability to solve problems. Lyman's goal of life-long learners must reflect the importance of mathematical literacy. For this reason the following goals are the goals of all math courses. All students will:

1. learn to value mathematics,
2. become confident in their ability to do mathematics,
3. become mathematical problem-solvers,
4. learn to communicate mathematically, and
5. learn to reason mathematically.

### MATH FOUNDATIONS

224 Grade 9 S CR 1 credit

A beginning course in algebra, geometry, and probability and statistics designed to prepare students for Essentials of Algebra 1 and CAPT. Students will explore concepts and apply them directly to real world problem solving.

**Note: Essentials of Algebra 1 and Essentials of Algebra 2 counts for 1 year of Algebra for students wishing to participate in NCAA Athletics.**

### ESSENTIALS OF ALGEBRA 1

212 Grade 9 or 10 S CR 1 credit

Prerequisite: Math Foundations or 8<sup>th</sup> grade Pre-Algebra with teacher recommendation.

Essentials of Algebra 1 provides the basic fundamental concepts and skills of algebra such as expressions, equations, variables, the rational numbers, solving linear equations, proportions, and graphing relations and functions. CAPT-type questions and real world applications are woven throughout the course.

### ALGEBRA I

210 Grade 9-10 H CR 1 credit

Prerequisite Grade 9: Honors Course Application and teacher recommendation.

Algebra I Honors begins a rigorous program of study where students will increase their knowledge and understanding of mathematical ideas and concepts, have the ability to solve problems within mathematics and other subject areas as well as the outside world. Students will have the ability to reason and think critically, use mathematical tools and techniques to communicate mathematically.

Topics will include: the real number system, algebraic expressions, equations in one variable, inequalities in one variable, polynomials, factoring rational expressions, linear equations, relations, functions, variations, systems of linear equations, radicals, quadratic equations, statistics and probability, right triangle relationships.

### ALGEBRA I

211 Grade 9-10 CP CR 1 credit

Prerequisite: 8<sup>th</sup> Grade teacher recommendation.

This course begins a program of study in mathematics where students will gain the knowledge and understanding of mathematical procedures and concepts. These concepts will include the real number system, algebraic expressions, equations and inequalities in one variable, polynomials, factoring rational expressions, linear equations, relations, functions, variation, systems of linear equations, radicals, quadratic equations.

### ESSENTIALS OF GEOMETRY

232 Grade 9-12 S CR 1 credit

Prerequisite: Essentials of Algebra I, or with teacher recommendation: Algebra I CP.

This course is designed to convey the important or essential concepts of Euclidean Geometry in a short skill based format, giving students frequent opportunities for review and practice. The course incorporates real world problems and features that link learning to life and work. Some topics include inductive and deductive reasoning, segments and angles, parallel and perpendicular lines, triangles, quadrilaterals, polygons, similarity area and volume, and circles.

### GEOMETRY

230 Grades 9-12 H CR 1 credit

Prerequisite Grade 9: Algebra I and Honors Course Application.

Prerequisite Grade 10-12 :Algebra I Honors or Algebra I, CP with teacher recommendation.

This course develops a comprehensive course in Euclidean Geometry. It develops an understanding of mathematical reasoning and axiomatic structure, investigative logical relationships among geometric facts, and increases the knowledge of geometric facts pertaining to both 2-space and 3-space. A theoretical and a discovery approach including proofs will be employed.

### GEOMETRY

231 Grade 10-12 CP CR 1 credit

Prerequisite: Algebra I or with teacher recommendation.

Topics in this course include introduction of geometric terms, definitions, postulates leading to proof of theorems, measurement, angles, perpendiculars, similarity, congruencies, triangular inequalities, parallels, polygons, right triangles (leading to trigonometry) circles, area, volume, analytic geometry, loci constructions. Both a theoretical and a discovery approach will be employed.

### ESSENTIALS OF ALGEBRA 2

222 Grade 10 or 11 S CR 1 credit

Prerequisite: Algebra 1A and Essentials of Geometry

Essentials of Algebra 2 continues to provide the fundamental concepts and skills of Algebra. Major content areas will include linear inequalities, systems, polynomials, factoring, quadratics, exponential expressions, rational and radical expressions. CAPT-type questions and real world applications will be woven throughout the course.

### ALGEBRA II

*College credit available - See Guidance for details.*

*College Career Pathway*

220 Grade 9-12 H CR 1 credit

Prerequisite: 80 in Algebra 1 Honors and Geometry Honors or teacher recommendation; 87 in Algebra I and Geometry with teacher recommendation.

This course is a rigorous course in Algebra II with an emphasis on mathematical reasoning and structure, relations and functions, and applications of mathematics. Use of technology will include the use of the graphics calculator.

Students who choose this course will have excelled in Algebra I.

### ALGEBRA II

*College credit available - See Guidance for details.*

#### College Career Pathway

221 Grade 10–12 CP CR 1 credit

Prerequisite: Algebra I and Geometry

This course is for students who have passed Algebra I. It is a logical extension of Algebra I and prepares students to use advanced algebra skills and concepts

### CONSUMER MATHEMATICS

242 Grade 11 or 12 only S CR .5 credit

Prerequisite: Essentials of Algebra 1 and Essentials of Geometry or teacher recommendation.

Consumer Math is a half year course. Students use basic math skills to critically interpret and apply information presented in the media to everyday tasks. They become savvy consumers making informed choices in the area of data analysis, jobs, banking, credit, taxes and transportation. This 1/2 year course is for juniors and seniors who have successfully completed Math Foundations and or Essentials of Algebra 1. It is not an appropriate course for the student who has passed Algebra II.

### TECHNICAL MATH

124 Grade 11 or 12 only S CR .5 credit

Prerequisite: Essentials of Algebra 1 and Essentials of Geometry or teacher recommendation.

Technical Math is a half-year course. Students will explore and use the practical math skills needed in a wide variety of trade and technical areas. These include electronics, auto mechanics, culinary arts, photography, computer aided drafting, interior design, and many others.

### STATISTICS

*College credit available - See Guidance for details.*

241 Grades 11–12 AP CR 1 credit

Prerequisite: An 85 average in Algebra II H or teacher recommendation.

Statistics is open to students who wish to complete studies in secondary school equivalent to a one semester, introductory, non-calculus based, and college course in statistics.

Comment: At least one statistics course is typically required for majors such as engineering, psychology, sociology, health science and business.

Because this course requires significant work in class and at home, the student is expected to have a personal calculator. (The Texas Instrument-83/84 will be used exclusively in this course). **It is highly recommended that students complete summer work prior to the start of the school year.**

### PROBABILITY AND STATISTICS

233 Grade 11-12 CP CR 1 credit

Prerequisite: A 75 average in Algebra II H or Algebra II CP, or teacher recommendation.

This course introduces the basic concepts of statistics as they apply to real world situations. The topics include: methods of summarizing data, measures of central tendency and dispersion correlation and linear regression, basic probability, binomial and normal distributions, hypothesis testing for one and two

populations, confidence intervals, and t and chi-square distribution.

Because this course requires significant work in class and at home, the student is expected to have a personal calculator. (The Texas Instrument-83/84 will be used exclusively in this course).

### PRE-CALCULUS

250 H CR 1 credit

Prerequisite: 85 average in Algebra II H or 95 in Algebra II CP with teacher recommendation, and Geometry, or teacher recommendation.

Pre-calculus will extend the topics and concepts learned in Algebra and Geometry by establishing relationships of algebra, trigonometry and analytic geometry without integrating to such an extent that they lose their identity. The student is encouraged to use care and concentration in his/her study and to develop the precise approach essential to the effective study of mathematics. Theoretical, practical, and graphical approaches to problems will be utilized throughout the course.

Because this course requires significant work in class and at home, the student is expected to have a personal calculator. (The Texas Instrument-83/84 will be used exclusively in this course).

### CALCULUS AB

*College credit available - See Guidance for details.*

261 Grade 11-12 AP CR 1 credit

Prerequisite: An 85 average in Pre-Calculus H or teacher recommendation.

This course includes a full year of Calculus and is equivalent to one semester of Calculus at the college level. It will span what is normally considered Calculus I. Topics to be covered would be: Functions, Limits, Differentiation, Applications of Differentiation, Integration, Applications of Integration, Logarithmic and Exponential Equations, Trigonometric and Inverse Trigonometric Functions, Techniques of Integration, and Infinite Series.

Because this course requires significant work in class and at home, the student is expected to have a personal calculator. (The Texas Instrument-83/84 will be used exclusively in this course). **It is highly recommended that students complete summer work prior to the start of the school year.**

### CALCULUS BC (II)

*College credit available - See Guidance for details.*

263 Grade 12 AP CR 1 credit

Prerequisite: Calculus I and recommendation of the instructor.

This course progresses naturally from Calculus I and is comparable to a second semester of college calculus.

## **MUSIC AND THEATRE ARTS**

The Music Department offers courses in music theory as well as opportunities in vocal and instrumental study. The concert band and concert chorus are the major performing groups. Extracurricular music activities includes Chamber Singers, Senior High Jazz Band or Pit Band for school sponsored

musicals, Pep Band during basketball season, and a variety of instrumental chamber ensembles.

The goal of the music program is to enhance the students' enjoyment and appreciation of music by improving their musical literacy and knowledge. Students should grow in their understanding of the elements of music, music theory and music in our culture. Instrumental, choral, and theater students may be scheduled for individual or small group lessons in addition to chorus and band classes and will be required to attend full chorus and band rehearsals occasionally throughout the year. **All courses listed under Music and Theatre Arts may be used towards the Arts and Vocational Education.**

#### CONCERT BAND

871 Grades 9-12 1 credit

878 Grades 9-12 Every Other Day Band .5 credit

Concert Band is a regularly scheduled class as well as a major school performing group. Students are provided the opportunity to study music of all styles and periods, including popular as well as traditional forms. Emphasis is on understanding the composer's expressive intent, effectively communicating that intent, and striving for the highest standards of musicianship possible at this level. Activities include several performances during the year, occasional field trips, and sponsorship of other social and musical events.

#### CHORUS

872 Grades 9-12 1 credit

873 Grades 9-12 Every Other Day Chorus .5 credit

Chorus is a regularly scheduled academic class focusing on choral singing and is a major school performing group. Students are provided the opportunity to study music of all styles and periods, including popular as well as traditional forms. Emphasis on understanding the composer's expressive intent, effectively communicating that intent, and on striving for the highest standards of musicianship possible at this level. Activities include several performances during the year, occasional field trips, and sponsorship of other social and musical events.

#### MUSIC THEORY I

881 Grades 9-12 CP or H CR 1 credit

Music Theory is a course designed to teach the written and aural language of music. Students will study basic harmony and melody, as well as ear training. The ear training will encompass aural as well as rhythmic dictation. Students will culminate their experience in music theory by composing an original piece of music. Students planning a career in music are advised to take this class.

#### BEGINNING BAND

870 Grades 9-12 .5 credit

For any student wishing to begin study of an instrument. The intent for students will be to join senior high concert band after 1 semester of this class. All traditional band instruments will be offered. See instructor for permission.

#### CONTEMPORARY ENSEMBLE

879 Grades 9-12 .5 or 1 credit

**Students must have an instructor consent signature before signing up for this course. New students to the course will be asked to audition for the course.**

This is a course that focuses on the electric guitar, electric bass, keyboard, and drum set. It will be geared toward experienced players (not beginners). The ability to read music is helpful but not necessary. We will focus on playing different styles of 20th Century Jazz/Rock music, etc. We will study equipment and maintenance. Out of school performances will be held and attendance will be mandatory. The course will be offered as 1/2 or full credit depending on enrollment. Maximum of 12 students

#### THEATER ARTS

882 Grades 9-12 .5 credit

This is a course that focuses on the technical and performance aspects of play production with our goal being the performance of a full-length play. Students will be involved in all aspects of theater production including acting, costumes, scenery, sound, and lighting. All students taking this course must perform in the play selected. The play will be performed at least two evenings on the Lyman Memorial High School stage. Open to grade 9 by permission of instructor only.

#### ARTS AT THE CAPITOL THEATRE (ACT)

ACT is a half day arts magnet high school located at the Capitol Theater in Willimantic. Instruction is provided by professional artists in the areas of the Performing Arts. Students attend ACT four afternoons per week and can receive credit for their successful participation. Contact your guidance counselor.

#### TELEVISION AND MEDIA PRODUCTION

880 Grades 10, 11, 12 1 credit

Limited enrollment by application.

Television has become the most influential medium in the world today. Television shapes our opinions, teaches our children and informs as well as entertains. Studies have shown that more hours are spent watching television than many other pastimes that Americans undertake. Because of television's awesome power, understanding how it works is essential in creating better programs for people. This course will deal with all aspects of television broadcasting. It will allow students to create their own shows and specials using professional equipment. Students will develop another avenue to express themselves, instead of an oral presentation or written reports. The major goal will be to have student material broadcast on local cable access channels allowing the community to see Lyman Memorial on a regular basis.

### **PHYSICAL EDUCATION & HEALTH**

#### PHYSICAL EDUCATION

920 Grades 9, 10, 11 (12) CP CR .5 credit

All students are required to take 1.5 credits of physical education in grades 9-12. Physical education is optional for

seniors provided they received their 1.5 credits in grades 9-11 (.5 credits per year).

The senior high physical education program will provide both lifetime and team activities in a series of mini-units to further develop one's motor skills and overall physical fitness. The program's major emphasis will be to develop lifetime skills which have a carryover value for adult life. Students will be challenged through a diverse program of activities which will assist in their decision-making process toward a healthy, active, and productive lifestyle.

**PARTICIPATION** - Students are expected to dress properly and participate in all activities which are planned and organized by the instructors. Failure to participate in a class without an approved excuse results in a zero for that class period.

**The physical education requirement may be waived only upon written evidence from a physician.** Students may be excused from a single class period for short term illness or injury by submitting a written note from parent or guardian at the beginning of the class period in question. A student becoming ill during school hours may obtain an excuse from the school nurse.

Students that are deemed medically excused from PE for a period lasting longer than 13 weeks shall withdraw from the course with no credit and will have to repeat in a subsequent year. Seniors that need the credit to graduate and cannot make up the course at a later time may be given the option of writing a paper based on the instructor's specifications.

**DRESS** - To receive credit, all students must be properly dressed in accordance with department regulations which is: Sneakers, shorts, and T-shirts. Sweatshirts and pants are permissible at any time. Dressing properly for cool or cold weather outdoor activities is the responsibility of the student. All clothing worn for physical education must be entirely different from that worn throughout the school day.

**GRADING** - All students (Grades 9-12) taking physical education will receive a numerical grade for each quarter including a final grade for the year. Grades for students in grades 9-12 taking physical education for .5 credit per year will be part of the student's cumulative record and will be calculated for class rank or standing.

Grades will be determined at the end of each quarter based on a point scale according to the following categories and maximum points for each:

	<u>Maximum points</u>
1. Participation	40 points
2. Effort and Attitude	20 points
3. Skill	20 points
4. Written	<u>20 points</u>
Total	100 points

Effort, attitude and skill ratings will be based on a subjective evaluation of each student by the instructors at the conclusion of each quarter. Students will receive up to two written tests each quarter. There will be a final exam at the end of the school year. The participation category is most important and has a point deduction clause built into the final numerical figure. Point reductions are as follows:

1. A student without an approved excuse and failing to participate in a class will lose 5 points from the participation total for that day's class.
2. A student participating in a class without being properly dressed will lose 2 points from the participation total for that day's class.

Regarding improper uniform, students will not be allowed to participate in socks, bare feet, or boots. Instructors will rule on all footwear questions.

Whatever the reason, absent from school, parental excuse, field trip, etc., students must participate in a minimum of 2/3 of the regularly scheduled class periods per quarter in order to receive a grade. Less than 2/3 will result in an incomplete (I) requiring the student to arrange with his/her instructor for making up the necessary time in order to receive a grade. An incomplete must be made up within the first three weeks of the next quarter or it will automatically be changed to a grade of failure.

### HEALTH EDUCATION

931 Grade 9 CP CR .5 credit

Health Education is a prevention course that focuses on four areas of health education: physical, emotional, and social wellness; human sexuality; disease prevention; and substance abuse prevention. The Health Education curriculum is closely coordinated with the other prevention programs within the school as well as the school's developmental guidance program.

Health Education is a serious academic course concerned with knowledge, behavior, attitudes and values of the total maturing student. Emphasis will be placed on the student's role in taking responsibility for his/her own health through prevention and informed decision making. Students will explore topics which are relevant to their lives today and in the near future. Course content will assist students in reaching optimum physical and emotional health for the betterment of self, family, and community.

Health Education is structured to permit and encourage personal involvement and significant self-examination. The student will be evaluated through a combination of individual and group class projects, class participation, and teacher-prepared tests.

## **SCIENCE**

The school recognizes that, in this time of scientific advancement, it has an obligation to provide a program that will challenge the intellectually curious. The objectives of the science program are to develop desirable attitudes toward science, understanding of the role of science in everyday life, knowledge of scientific tools and methods, and application of major scientific principles. **All science courses are lab courses.**

Lyman Memorial High School accepts students from many sending towns. As a result, freshmen come to Lyman with varied backgrounds, abilities, and experiences. All students must take the CAPT during their sophomore year and be able to complete a Senior Project in the twelfth grade.

Physical Science is an essential course for incoming freshmen because it:

- presents a challenging science curriculum through the use of open-ended labs and activities, rubrics, higher order questioning strategies, and critical thinking skills.
- serves as a foundation for future secondary science courses. Many of the prerequisite skills and concepts for geology, earth science, chemistry, and physics are now taught in Physical Science
- ensures that all students will have consistent and thorough preparation prior to the state-mandated CAPT in the spring of their sophomore year.
- provides ample opportunity for students to develop writing skills (i.e., research writing, reaction papers, lab write-ups).
- presents curricula through the use of thematic units that emphasize and link major concepts.

### PHYSICAL SCIENCE

315 Grade 9 H CR 1 credit

Prerequisite: Honors Course Application, 8<sup>th</sup> grade teacher recommendation

Honors Physical Science is offered for highly motivated, academically oriented freshmen. This course is a rigorous introduction to scientific methodology, the application of scientific principles, and the integrated nature of the sciences. It provides a sound basis for future sciences and grade 10 CAPT. Science content is taught as an essential requisite to scientific problem-solving. The course is divided into major thematic units. This fast-paced course will cover additional material beyond that of the Level I course. For example, students may go beyond the basic laws of motion and explore momentum, rotational inertia, and projectile motion. Students are assessed in the communication of their ideas and discoveries through oral, written, and multimedia presentations.

### PHYSICAL SCIENCE

313 Grade 9 CP CR 1 credit

314 Grade 9 S CR 1 credit

Physical Science serves as an introduction to scientific methodology, the application of scientific principles, and the integrated nature of the sciences. This course is designed for all grade 9 students. Science content is taught as an essential requisite to scientific problem-solving. The course is divided into major units that introduce scientific scenarios so that students must interact with the situation in the role of investigating scientists. As scientists, students engage in problem-centered, hands-on learning. They are assessed in the communication of their ideas and discoveries through oral, written, and multimedia presentations.

### BIOLOGY

320 Grades 10 H CR 1 credit

Prerequisite: 87 average in most recent science course; recommendation from teacher.

**Grade 9 Prerequisite: Honors Course Application, 8<sup>th</sup> grade teacher recommendation**

Honors level Biology is offered for highly motivated, academically oriented sophomores. This course utilizes scientific methodology, applies scientific principles, and

emphasizes the integrated nature of the life sciences. Major topics will include an Introduction to the Biological Sciences (scientific terminology, research, and methodology), the Chemical & Physical Basis for Life, Cell Theory, Forensics, Biotechnology, Tissues & Aging, Defense Mechanisms & Disease, Systems of the Body, Genetics, and Bioethics. Students will be required to do an independent research project and job shadow. Other assessments will include tests, quizzes, laboratory write-ups, and classroom presentations.

### BIOLOGY

321 Grade 10 CP CR

1 credit

For those students planning to continue their education, this course will meet college entrance requirements for all fields of study. Biology includes a wide range of topics and specific information that is relevant to the health and well being of the student and the community in which he or she lives. Topics such as metabolism and the nervous system will include discussions about drugs and poisons; the cell theory will lead to discussions concerning AIDS, cancer, and aging; topics concerning tissues, organs and systems will facilitate the understanding of health and disease. In addition to tests, quizzes, and participation in classroom activities, the student will be required to demonstrate his or her knowledge through laboratory write-ups, classroom presentations, and a research paper.

### GENERAL BIOLOGY

322 Grade 10 S CR

1 credit

This course is designed for the student who wishes to gain a general perspective of the subject as it applies to his or her personal life and environment. Biology includes a general review of a wide range of topics and specific information that is relevant to the health and well being of the student. Topics such as metabolism and the nervous system will include discussions about drugs and poisons; the cell theory will lead to discussions concerning AIDS, cancer, and aging; topics concerning tissues, organs and systems will facilitate the understanding of health and disease.

### CHEMISTRY

330 Grades 11-12 H CR

1 credit

Prerequisite: 87 average in most recent science course; teacher recommendation, Algebra II (Math 220/221).

Honors Chemistry is offered for highly motivated, academically oriented students. This fast-paced course utilizes scientific methodologies, applies mathematic and scientific principles, and emphasizes the integrated nature of the physical sciences. Topics are taught to a greater depth than Chemistry 331 and include an introduction to chemistry (terminology and measurements), matter and change, atomic structure, electron arrangement, periodic table trends, bonding, chemical reactions and equations, stoichiometry, behaviors of solids, liquids, and gases, nuclear chemistry, and acids and bases. Demonstrations and laboratory assignments will support these topics. Assessments includes quizzes, tests, lab reports, homework, and class work.

## CHEMISTRY

331 Grade 11-12 CP CR

1 credit

Prerequisite: Physical Science (313/315), Algebra II (Math 220/221)

Chemistry 331 is designed as a college-preparatory level course, and will provide the college-bound student with a solid foundation for taking chemistry in college. For all students, this course will explain how chemistry relates to them and supports our modern lifestyles. With a combination of demonstrations, laboratory experiments, class work, and homework, students will demonstrate understanding of chemical principles. These include matter, energy, atoms, bonding, chemical reactions and equations, periodic table arrangement, stoichiometry, nuclear chemistry, and behaviors of solids, liquids, and gases. Assessments includes quizzes, tests, lab reports, homework, and class work. This course is more conceptual than chemistry 330.

## AP CHEMISTRY

*College credit available - See Guidance for details.*

391 Grade 11-12 AP CR

1 credit

Prerequisite: 87 average in Chemistry 330 or 331, teacher recommendation

This course is designed to specifically prepare students for the AP Chemistry exam. This course is equivalent to a first-year college chemistry course, and requires self-motivation on the part of the student. The curriculum is demanding, challenging, and fast-paced. A college textbook is used for this course, and as a result, the student should have an above average understanding of algebra and some calculus. The topics covered in Chemistry 330/331 are reviewed, however the majority of the class focuses on advanced chemistry topics including thermochemistry, solution chemistry, kinetics, organic chemistry, acids and bases, chemical equilibrium, and electrochemistry. Students should expect to spend 2-4 hours per week *outside of class* on chemistry problems, lab reports, and related assignments. All students will keep a lab notebook which may be used to obtain college credit for the course.

## GENERAL ENVIRONMENTAL SCIENCE

382 Grades 11-12 S CR

1 credit

This course is designed for the student who wishes to gain a general understanding of environmental issues. Inter-curricular activities will be incorporated throughout the year which will include biology, chemistry, earth science, the social sciences, math, technology, civics, and philosophy. There will be a major focus on local issues, with topics including climate change, alternative energy sources, pollution, and land use. Through projects, lab activities, tests, quizzes, and classroom participation, students will learn not only the causes, but also possible solutions to each of these environmental issues.

## ENVIRONMENTAL SCIENCE

381 Grades 11-12 CP CR

1 credit

380 Grades 11-12 H CR

1 credit

Prerequisite for Honors : 87 average in most recent science course; recommendation from science teacher.

This course is offered for highly motivated, academically oriented Juniors and Seniors. It is designed for the student who wishes to gain broader knowledge and skills, and develop insight into these environmental issues. Disciplines such as biology, chemistry, earth science, the social sciences, math, technology, civics and philosophy will be explored when dealing with a wide range of environmental topics such as climate change, alternative energy sources, pollution, and land use. There will be a focus on local issues including water quality testing at Pease Brook. Students will acquire skills such as problem solving, analysis, and persuasive communication. Students will be assessed through labs, class discussions, various projects, weekly current events and issues papers, quizzes and tests.

Honors requirement: Honors students will be responsible for completing a community-based environmental project of their choice. Students will be required to identify a local issue, design and conduct investigations, interpret data, and plan and take action.

## PHYSICS

341 Grade 11-12 CP CR

1 credit

Prerequisites: Math 220 (Algebra II)

This course is an introductory course for students planning post-secondary education and introduces the basic principles and theories of physics. Upon completion, students will gain an understanding of the major concepts involved in mechanics, heat, light, sound, electricity and magnetism. This course aims to strike a balance between theory and practical application. Problems solving that emphasizes logical and systematic analysis of a situation, as well as lab experiences dealing with the major concepts of physics are included in this course.

## PHYSICS

340 Grade 11-12 H CR

1 credit

Prerequisites: 87 average in most recent science course, Pre-Calculus (recommended) or Math 220 Algebra II)

This course is offered to highly motivated academically oriented students preparing for post-secondary education. This rigorous course investigates the major principles and concepts involved in mechanics, heat, light, sound, electricity and magnetism, but also investigates modern physics and quantum mechanics. The course of study includes the mathematical development of physics concepts with a heavy emphasis on system analysis, practical applications and problem solving. In addition to tests, quizzes, and laboratory experiences, students will be required to complete several independent research projects.

## AP PHYSICS B

346 Grade: 11-12 AP CR

1 credit

Prerequisites: Completion of Physics I with an 87 average or better; teacher approval; Pre-Calculus or Math 220 (Algebra II)

AP Physics B is a college level course that uses algebra as the primary tool for problem solving. The course covers topics in mechanics, energy, wave motion, fluids, thermodynamics, electricity, magnetism, optics, quantum theory, and nuclear physics. Students can obtain college

credit through the AP examination offered by the College Board. Students should expect to spend 2-4 hours per week *outside of class* on physics related assignments. Students will need a scientific calculator and a lab notebook. Access to a computer is required for word processing and graphing. AP Physics is an intense course and is purposely designed to extract the best reasoning skills from students.

### PHYSICS II

344 Grade: 12 Level: Honors CR 1 credit

Prerequisites: completion of Physics I with 87 average or better; teacher approval.

Description: Physics II is a second year course designed to specifically prepare students for the AP Physics B / SAT II exam. This course is equivalent to a first year college physics course. The curriculum is demanding and challenging, emphasizing a variety of high level problems, some requiring calculus. The role of the instructor is to guide the students through this course in order to earn a 3 or higher on the AP exam.

The course covers topics in mechanics, energy, wave motion, fluids, thermodynamics, electricity, magnetism, optics, quantum theory, and nuclear physics. Students should expect to spend 2-4 hours per week *outside of class* on physics related assignments. Students will need a scientific calculator, lab notebook, and access to a computer for word processing, graphing and Internet research. Physics II is a rigorous course and is purposely designed to improve reasoning skills.

### ANATOMY AND PHYSIOLOGY

350 Grades 11-12 H CR 1 credit

Prerequisite: 87 average in most recent science course; recommendation from science teacher.

Honors level Anatomy and Physiology is offered for highly motivated, academically oriented seniors. This course utilizes scientific methodology, applies scientific principles, and emphasizes the integrated nature of Anatomy and Physiology. Major topics will include an Introduction to Anatomy and Physiology (scientific terminology, research, and methodology), Radiographic Anatomy, Cytology & Cellular Activity, Histology, Systems of the Body, Comparative Anatomy, Pathology, Organic Chemistry & Metabolism, and Homeostatic Mechanisms. Students will be required to do a research paper and independent research project. Other assessments will include tests, quizzes, laboratory write-ups, and classroom presentations.

### ANATOMY/PHYSIOLOGY

351 Grades 11-12 CP CR 1 credit

Prerequisite: An 80 average in Biology

This course is designed to familiarize the student with the anatomical structures that exist and the physiological processes that occur within the human body. This course will provide the preliminary foundation for those students interested in the fields of nursing, sports medicine, health and physical education. Emphasis will be placed on the knowledge of human anatomy and physiology as they are related to normal physical and mental development, and on understanding the nature of common disorders in the human body. In addition to tests,

quizzes, and participation in classroom activities, the student will be required to demonstrate his or her knowledge through laboratory participation, laboratory write-ups, and classroom presentations.

### GENERAL ANATOMY / PHYSIOLOGY

352 Grades 11-12 S CR 1 credit

Prerequisite: Biology Credit

This course is designed to familiarize the student with anatomical structures that exist and the physiology processes that occur within the human body. Emphasis will be placed on the knowledge of human anatomy and physiology as they are related to normal physical and mental development, and on the understanding of disease. This course will provide a preliminary foundation for students interested in health and bioscience careers. Examples of health and bioscience careers include Acute Care Assistant, Therapy, Chemical/Technical, and Laboratory Animal Technician.

In addition to tests, quizzes, and participation in classroom activities, the student will be required to demonstrate his or her knowledge by designing and implementing projects, laboratory write-ups, and through classroom participation.

### GEOLOGY

360 Grades 11-12 H CR 1 credit

Prerequisite: 87 average in most recent science course; recommendation from science teacher.

Honors level Geology is offered for highly motivated, academically oriented juniors and seniors. This course utilizes scientific methodology, applies scientific principles, and emphasizes the integrated nature of the geologic sciences. Major topics will include mineral identification, igneous, sedimentary and metamorphic petrology, plate tectonics, glaciation, fossil identification, geologic history, geologic structures and the geologic history of the state of Connecticut. Students will be required to participate in four field trips. These field trips are designed to give the student the chance to utilize classroom knowledge in real life geologic situations. Students will complete a research paper and independent research project based on data collected on the field trips. Other assessments will include tests, quizzes, laboratory exercises, and classroom presentations.

### GEOLOGY

361 Grades 11-12 CP CR 1 credit

Topics include rocks and minerals, continental drift, erosion, landforms, maps, volcanoes, earthquakes, fossils, geologic history, erosion, and rivers. Numerous all day geologic field trips are planned to provide the student with an understanding of the geologic history of the state of Connecticut.

### METEOROLOGY

374 Grades 11-12 CP CR .5 credit

373 Grades 11-12 S CR .5 credit

Prerequisite: Grade 10 enrollment allowed only with teacher approval.

From the rain-out of a ball game to the devastation of a hurricane, weather plays an important role in our everyday lives. Understanding the factors that form, control and alter weather is the basis for this course. From scheduling events to

the warning of winter storms, the knowledge of the forces that create weather is invaluable. This course deals with major topics such as fronts, clouds, precipitation, humidity, temperature, storms and weather patterns. Each topic will be discussed in regards to its effect on humans and the environment. Each student will map and forecast their own weather report for broadcast. Students will complete an outside project agreed to by the instructor and student.

### OCEANOGRAPHY

371 Grades 11-12 CP CR .5 credit

372 Grades 11-12 S CR .5 credit

Prerequisite: Grade 10 enrollment allowed only with teacher approval.

The state of Connecticut borders on the Atlantic Ocean, more specifically, Long Island Sound. The oceans are one of the most valuable resources and we have a fundamental obligation to protect that resource. This course is designed to give students the basic knowledge of ocean processes. All aspects of science will be used in the study of the oceans. For example, chemistry is used in the study of salinity and dissolved oxygen, which affects the habitat and functioning of plankton, fish and plant life in and around the oceans (biology). Geologic hazards such as seismic waves, ocean trenches and Plate Tectonics will also be discussed. Waves and ocean circulation will incorporate physics topics. Field trips to Project Oceanology will be utilized to reinforce concepts discussed in class. Future use of the ocean for farming, harvesting and living are topics that are gaining national attention. This course will allow the student to visualize the ocean as a powerful, yet fragile system that the state of Connecticut depends upon.

## **SOCIAL STUDIES**

The Social Studies department offers a program of studies for grades 9 - 12 which provides a sequence of courses that have been arranged to provide students with a solid foundation in American and World History. An extensive elective program, offering introductory courses in the major social science fields compliments the core curriculum. Three Social Studies credits are required for graduation from Lyman Memorial High School. United States History and Civics are required courses.

### WORLD HISTORY

410 Grade 9 H CR 1 credit

Prerequisite: 87 average in 8<sup>th</sup> grade Social Studies, and Honors Course Application.

Co-requisite: English 110

Honors World History has been developed for the highly motivated academically oriented freshman. The purpose of this course is to introduce students to Eastern and Western civilizations and their influence upon modern man. Nightly readings will be assigned from the textbook and selected supplemental materials. Basic writing techniques necessary for the formation of strong historical essay writing skills will be introduced throughout the course. Students will be afforded frequent opportunities to demonstrate their essay writing skills development.

### WORLD HISTORY

411 Grade 9 CP CR 1 credit

Students taking this course will understand that they are directly influenced by the culture, technology, and political values of Western and Eastern civilizations. The heritage of these civilizations bridge the past with the present to form an important foundation for future exploration and contributions of high school students today. Students will be able to demonstrate a knowledge of broad historical concepts by undertaking a comprehensive writing program and by developing effective communication skills that will be applied to a wide variety of activities and presentations.

### WORLD HISTORY

412 Grade 9 S CR 1 credit

The focus of this course will be to develop an understanding by each student of how they are directly influenced by the culture, technology and values of Western and Eastern civilizations. Students will be able to demonstrate a knowledge of broad historical concepts and develop effective communication skills by participating in a variety of activities, readings, and discussions of these historical topic areas.

### CIVICS AND CONNECTICUT HISTORY

447 Grade 10 CP CR 1 credit

448 Grade 10 H CR 1 credit

449 Grade 10 S CR 1 credit

Prerequisite for Honors: Students must have an 87 average in World History H, or a 90 average in World History CP, and their teacher's recommendation.

This course meets the civic requirement for graduation. Students will explore the workings of local, state and federal government. Students will be exposed to the history of the governmental process and will be required to attend and participate at local governmental meetings. Students will research and explore local community and Connecticut history and gain an appreciation for the important role that Connecticut has played in the development of our country.

### U. S. HISTORY

420 Grade 11 H CR 1 credit

Prerequisite: 87 average in World History Honors, and teacher approval, or 90 average in College Prep and teacher approval. This course will explore the foundations of American thought and follow its development to the present day. The purpose of this course will be to broaden the students' historical and cultural experience in a variety of ways that will hopefully enhance their understanding of what America is all about. Honors requirements: daily readings and quizzes, major writing assignments, and projects. Students need to have a proficiency in writing and analytical thought.

### U. S. HISTORY

419 Grade 11 AP CR 1 credit

Prerequisite: 87 average in U. S. History Honors – Teacher approval.

This course is a sequential/thematic approach to the study of the history of the United States, and is recommended for the highly motivated history student. This course will explore the foundations of American thought and follow its development

to the present day. The purpose of this course is to broaden the student's historical understanding of what America is all about. Weekly papers, in-depth research, and outside reading are required. A national examination will be administered in the spring which may result in college credit.

#### U. S. HISTORY

421 Grade 11 CP CR 1 credit  
Students will explore the development of the American spirit as it manifests itself in the events and culture of various eras. College Prep requirements: daily homework, with reading and writing assignments for each unit.

#### U. S. HISTORY

422 Grade 11 S CR 1 credit  
This course traces the development of America through an examination of its history. The course will broaden the students' awareness of their country's past as it exposes them to historical and cultural perspectives. Individual and group work will be used to gain the knowledge of general United States history concepts. Writing and projects are also required. All United States History courses will contain a variety of assessments. Emphasis is placed on thinking, writing, and communication skills.

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### **SOCIAL STUDIES ELECTIVES**

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An elective program has been designed to provide all students with social studies courses that will meet their interests. The elective courses are primarily designed for students in grades 11-12. Electives will be offered every year pending sufficient enrollment and staff.

#### HUMAN BEHAVIOR

431 Grades 11-12 S CR .5 credit  
This introductory course will expose the student to the study of human development and human nature using a structured approach. Areas explored will be childhood, adolescence, adulthood, and geriatrics. An individual research project will be required.

#### MODERN EUROPEAN HISTORY

460 Grades 11-12 AP CR 1 credit  
Prerequisite: 87 average in previous Social Studies courses and teacher approval. Limited enrollment.  
Modern European History is a history of the modern world, its people, nations, events, and movements that have influenced our time. This course begins with an exploration of early European history and culminates in the examination of the major issues of our own time. Each student is expected to complete a formal research paper. A high level of social studies skill competency is demanded for this course. This advanced placement course concludes with a nationally administered examination.

#### INTRODUCTION TO ANTHROPOLOGY

434 Grades 11-12 CP CR .5 credit  
435 Grades 11-12 H CR .5 credit  
This introductory anthropology course will be divided into two major areas of study: physical anthropology, which explores humans as a part of nature and subject to biological evolution;

and cultural anthropology, which will examine humans within the framework of culture and society.

#### GEOGRAPHY I

456 Grades 11-12 CP CR .5 credit  
The fall semester will apply the five themes of geography to the Western Hemisphere of our world. Political, social, and environmental issues will be covered. These geography themes are designed to organize geographical concepts and stimulate problem solving, critical thinking and decision-making skills. Geography II covers the western hemisphere of our world and may be taken in addition to Geography I for a full credit.

#### GEOGRAPHY II

457 Grades 11,12 CP CR .5 credit  
Spring semester. A look at the five themes of geography are displayed throughout the eastern hemisphere. Political, social, and environmental issues will be covered. These geography themes are designed to organize geographical concepts and stimulate problem solving, critical thinking, and decision-making skills. Geography I covers the western hemisphere and may be taken in addition to Geography II for a full credit.

#### LAW

494 Grades 11-12 H CR 1 credit  
496 Grades 11-12 CP CR 1 credit  
An examination of the system of justice will be explored in this course. A historical look at the concepts of law will be the initial focus of this program. How laws are made and law justice is perceived will be examined thoroughly throughout this course. Students are expected to complete a project of their choice in which they will examine one aspect of the judicial system as it exists today in America. Students will compete in mock trial situations. **Note: Students enrolled in this course have an option of receiving honors level or College Prep credit. Those seeking honors level credit will need teacher and guidance counselor recommendations and must agree to the additional required criteria, available from the instructor.**

#### INTRODUCTION TO PSYCHOLOGY

451 Grades 11-12 CP CR .5 credit  
The focus of this introductory course will be on the major schools of psychology: Psycho-analytic theory; behaviorism; humanism existentialism; and transpersonal psychology. In addition, the course will provide a primer, through study and application, to the methods of research used in studying psychology.

#### INTRODUCTION TO LAW

492 Grades 11- 12 S CR .5 credit  
This course will introduce the student to the basic principles of the American judicial system. They will study the major areas of the law that have a direct impact upon their daily lives.

## AMERICAN GOVERNMENT AND POLITICS

486 Grades 11- 12 AP CR 1 credit  
Prerequisite: 87 average in previous social studies courses and teacher approval.

This course examines the American political system in terms of its theory, historical origin, and practical application. Regularly assigned readings, discussions, and written analyses form the core of the program. A national examination will be administered in the spring which may result in college credit. This course is open only to properly qualified, highly motivated students.

## INTRODUCTION TO PHILOSOPHY

445 Grades 11- 12 H CR 1 credit

446 Grades 11- 12 CP CR 1 credit

Provides junior and senior students with a full-year course, which requires them to learn, think, and write philosophically. The course should encourage students to think logically, verify arguments, enhance critical thinking skills, and defend philosophical arguments in debate form. The course should enhance intellectual and debating skills which will be used in college. The course may be taken for Honors credit if certain honors criteria are met.

**Note: Students enrolled in this course have an option of receiving honors level or College Prep credit. Those seeking honors level credit will need teacher and guidance counselor recommendations and must agree to the additional required criteria, available from the instructor.**

## THE SIXTIES

480 Grades 11- 12 H CR .5 credit

481 Grades 11- 12 CP CR .5 credit

This course traces the people, events, and places that made the 1960's one of the most turbulent decades in American history. Politics, Domestic and Foreign Policy, Civil Rights and Women's Movements, and the Counterculture experience will be explored through primary and secondary source materials. Literature, TV, movies, fashion, and music will be interwoven throughout each unit of the course. Writing, debating, and discussing are a regular part of class work. An oral-visual presentation and a research paper are also requirements for the course.

## **SPECIAL EDUCATION**

The Special Education Department provides individualized instructional programs to those students who have been identified by the Planning and Placement Team as needing such services. Individual student needs are defined as a result of educational and psychological diagnosis; an individualized special education program is developed appropriate to these identified needs. Resource Room based courses are appropriate when participation in the regular curriculum would be not appropriate. A student meets with the Resource Room teacher individually or in small groups. Individualized programs are designed from the course offerings.

## RESOURCE ROOM COURSE OFFERINGS

### ENGLISH

#### ENGLISH

1100 CR 1 credit

1200 CR 1 credit

1300 CR 1 credit

1400 CR 1 credit

This course is designed for high school students who are in need of an individualized English program. Students work individually or in small groups through the major course units. Reading and writing are the basis of this course. While the basics of spelling, punctuation, capitalization, and organization will be an integral part of this course, students will strive towards being able to achieve writing skills in the areas of research papers, compositions, reports, essays, and creative writing.

### MATHEMATICS

#### CONSUMER MATH

2500 I CR 1 credit

2600 II CR 1 credit

In this course students will be provided with a comprehensive study of many types of consumer decisions. Lists, charts, graphs, and diagrams are used to emphasize the choices available to consumers. Mathematics is then applied to make practical comparisons that help consumers make appropriate decisions. How to construct a budget, credit cards, loans and how to manage checking and savings accounts will be covered. A review of the basic operations on an individual basis will be covered.

#### GENERAL MATH

2100 CR 1 credit

2200 CR 1 credit

2300 CR 1 credit

This is a general mathematics course which emphasizes basic skill competence. Students will review and expand upon their individual knowledge of basic whole number operations, fractions, decimals, etc. and learn how to apply these computational skills to everyday problem solving situations as they relate to money and money management. Throughout the course students will be made aware of how mathematics is relevant to their lives.

#### ALGEBRA IA

2800 CR 1 credit

This course is designed to provide fundamental algebra skills. Topics include: integers, powers, roots, algebraic expressions, solving equations with one variable and solving equations using multi-steps. CAPT-type questions and real world applications are interwoven throughout the course.

### SOCIAL STUDIES

#### UNITED STATES HISTORY

4200 Grades 9 – 12 CR 1 credit

This course summarizes the main events in the history of our country which takes the student from Columbus to the Civil War, to the present. Attention will be given to important facts and events. The study of new words and terms will enrich the general vocabulary of students. Map work will provide an

awareness of the relationship between history and geography for the student. Topics of study include Old World explorers, Settlers to the New World, American Revolution, Civil War, Industry, and Modern Times.

### WORLD HISTORY

4100 Grades 9-12 CR 1 credit  
Through this course students will become aware of the world around them, and gain an understanding of their relationship to the world. Units in this course will cover the major river civilizations, Egypt, Greek and Roman culture, the Middle Ages, the Renaissance Period, the Age of Enlightenment, and events leading up to World War II. Map work will provide an awareness of the relationship between history and geography for the student.

### ADULT DAILY LIVING SKILLS

#### COMMUNITY RESOURCE BASED EDUCATION

4600 Grades 9-12 1 credit  
Community resource based education focuses on the acquisition of daily living skills and exploration of careers. Activities will take place in school and in the community. Sample activities will be designed around buying and caring for clothing, personal finances, household maintenance, and appropriate work attitudes and behavior.

#### TUTORIAL SUPPORT

1900 Grades 9-12 1 credit  
1910 Grades 9-12 .5 credit  
This is an individualized course which assists students in understanding problem areas they may be experiencing in their regular content area courses, including homework assignments and studying for tests. Students also receive direct instruction in organization and study skills as individual needs require. Students are required to keep an assignment book, preferably a three ring binder, as well as coming to class prepared with appropriate material on a daily basis. Research papers and Senior Project will also be supported during this time.

## TECHNOLOGY

The Technology Education department involves the areas of CAD, manufacturing, and construction. It functions through the use of related materials and manipulative work while giving the student an understanding of tools and equipment as well as materials and processes used in industry. This department offers students unique opportunities to participate in a technical college preparation course (CCP) and career certification programs (Construction, Design). For details about these programs carefully read pages in the beginning of this handbook.

## TECHNOLOGY EDUCATION

#### INTRODUCTION TO TECHNOLOGY EDUCATION

701 Grades 9-12 1 credit  
Introduction to Technology Education is a course designed to enhance problem-solving and decision making skills in the areas of construction, manufacturing, and computer aided design. Students will be exposed to various areas that utilize hand tools,

power machines and computer assisted machinery in the formation of different products using metal, wood, and synthetics.

#### CONSTRUCTION II

718 Grades 10-12 1 credit  
Prerequisite: Introduction to Technology Education or Construction Technology and Design, or recommendation of the instructor.

Construction II is offered to students who have completed the prerequisite course(s). It is recommended that students have achieved a grade of 'B' or better in the prerequisite courses. Specific instruction will cover specialty framing materials and finish construction techniques. Cabinet construction will be introduced, and different types of cabinets will be constructed. Both group and individual projects will be incorporated into the program. CAD programs will be available for students to design projects and to generate bill of material sheets.

#### CONSTRUCTION III

719 Grades 11-12 1 credit  
Prerequisite: Construction II or recommendation by the instructor.

Construction III is offered to students who have learned the techniques of cabinet construction in Construction II and have an interest in further developing their knowledge and skills. Students will have an opportunity to design and construct period furniture pieces. Mass production techniques may be employed. Computer run machinery will be used extensively in the successful completion of different products.

#### INTRODUCTION TO CAD

702 Grades 9-12 1 credit

#### **This course meets the computer literacy requirement.**

Introduction to CAD is a full year course. It will expose students to mechanical, architectural, and other areas related to the drafting field. Students will solve problems using the different functions available to them on the computer. Drawings will be either plotted or printed and possibly used in the construction or manufacturing areas.

#### MECHANICAL DESIGN - College Career Pathway

*College credit available - See Guidance for details.*

703 Grades 10-12 CP CR 1 credit

Prerequisite: Introduction to CAD

#### **This course meets the computer literacy requirement.**

**Students enrolled in this course have an option of receiving honors level or level one credit. Those seeking honors level credit will need teacher and guidance counselor recommendations and must agree to the additional required criteria, available from the instructor.**

Mechanical Design is a course designed for the student who has successfully passed Introduction to CAD and wishes to expand his/her knowledge and skills in the area of Computer Aided Drafting. Mechanical Design will offer students the ability to work on advanced three dimensional drawings, three dimensional modeling, wire frame modeling and other challenging problems that can be processed using SolidWorks software and its applications.

## ARCHITECTURAL DESIGN FUNDAMENTALS - College Career Pathway

*College credit available - See Guidance for details.*

707 Grades 10-12 CP CR 1 credit

Prerequisite: Introduction to CAD

**This course meets the computer literacy requirement.**

**Students enrolled in this course have an option of receiving honors level or level one credit. Those seeking honors level credit will need teacher and guidance counselor recommendations and must agree to the additional required criteria, available from the instructor.**

Architectural Design Fundamentals is a course designed for the student who has successfully completed Introduction to CAD and wishes to expand his/her knowledge in the area of architectural drawing. This course will offer students the ability to draw floor plans and elevations incorporating a variety of design symbols.

## **COOPERATIVE WORK PROGRAM**

### COOPERATIVE WORK EDUCATION (JOB SEEKING AND KEEPING SKILLS)

9200 Grades 11-12 .5 credit

Prerequisite: Permission of instructor

The Cooperative Work Education (CWE) class will focus on career awareness activities and the development of skills necessary to seek, secure and maintain employment. This class will meet every day for one semester.

Students may also earn a maximum of another one half credit (per year) for supervised work activities. The CWE teacher will assist in job development in areas that are related to each student's abilities and career goals. These activities will include either paid employment, volunteer or internship positions. Career exploration in training sites and jobs either in school or in the community are not required, but will be strongly encouraged.

This Connecticut State Department of Education -approved program permits 16 and 17 year olds to be legally employed at many jobs which are otherwise limited to workers over 18 years old. Preference will be given to juniors and seniors.

The course outline is as follows:

1. Career exploration and assessment
2. Problem solving and critical thinking
3. Teamwork skills
4. Self management skills
5. Job acquisition skills
6. Job holding skills
7. Connecticut employment picture
8. Work experience and internships
9. Today's workplace



## **DEPARTMENT of WORLD LANGUAGES**

The Department of World Languages at Lyman Memorial High School strives to impart linguistic skills in French and Spanish within a cultural context so that students are better prepared to understand and have a genuine respect for all people and cultures. As the United States continues to become increasingly linguistically diversified, it is imperative that students be able to communicate with peers and co-workers. Students pursuing post-secondary educational opportunities or entering the workforce will discover that knowledge of multiple languages will be a vital and necessary skill. Indeed, familiarity of other cultures will be of a great benefit in daily interactions after high school. The Department further encourages students to explore more than one language in order to work towards the goal of being a more worldly individual. Students may be able to participate in an accelerated dual language program. Interested students should consult with their primary language teacher.

- **The Department of World Languages expects students wishing to advance in Honors courses to have earned a minimum of 85 for the year.**
- **The Department of World Languages expects students wishing to advance in Level I courses to have earned a minimum of 70 for the year.**
- **The Department of World Languages expects students wishing to advance in Level II courses to have earned a minimum of 70 for the year.**
- **Students who pass for the year but do not meet the expectation of 70 will be expected to repeat the course or continue the sequence at the same level.**
- **Students will not be permitted to move down a level simply for the sake of year advancement.**
- **Teacher consultation and recommendation is required for any level changes.**

## **FRENCH**

### **Honors Courses**

Honors courses are the most demanding and rigorous in the department. Independent learning is a key component to success. Students will be expected to learn at a rapid pace and complete extensive homework on a daily basis. Assessments are frequent requiring depth of thought, insightful analysis and familiarity with a wide range of content. It is expected that students will have the ability to apply previous knowledge and connect and make relevant new knowledge to old.

### **FRENCH II**

520 Grades 9-12 H CR 1 credit

Prerequisites: Successful completion of French I and recommendation of instructor.

With continued emphasis on the four basic skills of speaking, listening, reading and writing, the students in this course will work towards increased proficiency in the French language.

More advanced grammatical concepts and vocabulary will be taught at an accelerated pace. Students will continue the study of the French-speaking world with specific focus on the provinces of France.

### FRENCH III

530 Grades 10-12 H CR 1 credit

Prerequisites: Grade 10-12: Successful completion of French II Honors and recommendation of instructor.

In this intermediate honors course, more complex grammatical structures of the French language will be taught. Emphasis will be placed on the further development of conversation, composition and reading proficiency. Advanced vocabulary and idiomatic expressions will be taught at an accelerated pace. Additional cultural information of the French-speaking world will be learned, with specific focus on Switzerland, Africa, and Canada. Selected literary excerpts including poetry will be introduced. Oral presentations, research reports and creative writing in journal format will be required. Students are required to speak French in this class.

### FRENCH IV

541 Grades 10- 12 H CR 1 credit

Prerequisites: Successful completion of French III Honors and recommendation of instructor.

The ultimate goal for the student in this advanced class is to become more proficient in the four communication skills of speaking, reading, writing and listening. Advanced study of grammar, advanced expressions, compositions, creative writing, and conversations will help the student to achieve this outcome. Independent research projects pertaining to topics such as art, history, literature and customs of the French-speaking world will be assigned. Selected literary pieces will be studied in this course. Students will continue the study of the French and Francophone culture.

### FRENCH V

551 Grade 12 AP CR 1 credit

552 H CR 1 credit

Prerequisites: Successful completion of French IV Honors and recommendation of instructor.

In this advanced course, French grammar will be intensely reviewed. New vocabulary will be assimilated within an oral and written context. Creative writing on a weekly basis will play an important role at this level. The student will be exposed to an overview of French history and a selection of French literature. Authentic videos and supplemental tapes are used to increase oral practice and give students a real picture of the French culture. Monthly journals and oral presentations will be required. Reading of newspaper articles will cover multiple cultural topics of the French-speaking world.

This course will be offered as an Advanced Placement course, culminating with the AP exam, only if it has been pre-determined by mutual consent with the teacher and students upon completion of French IV. The AP curriculum requires more memorization of idiomatic expressions, vocabulary and writing. The course follows a more rigorous curriculum, which is demanding of the students and requires commitment to the standards.

### College Prep Courses

These courses are the traditional sequence for college preparatory students. Students will be expected to learn at a level of difficulty commensurate with similar students planning on post-secondary education. It will be necessary to memorize extensive vocabulary and grammatical concepts. Retention of knowledge from previous years will be imperative for continued learning through the sequence.

### FRENCH I

511 Grades 9-12 CP CR 1 credit

In this introductory course, the focus is on basic communication skills. Students will begin their development of the four basic skills of listening, reading, writing and speaking. The introduction of the culture and civilization of the Francophone world will help increase the student's global awareness. Specific focus will be on Paris and the geography of France.

### FRENCH II

521 Grades 9-12 CP CR 1 credit

Prerequisites: Successful completion of French I and recommendation of instructor.

With continued emphasis on the four basic skills of speaking, listening, reading, and writing the students in this course will work towards increased proficiency in the French language. The students will study more advanced grammatical concepts and vocabulary. The students will continue the study of the French-speaking world, with specific focus on the provinces of France.

### FRENCH III

531 Grades 10-12 CP CR 1 credit

Prerequisites: Successful completion of French II and recommendation of instructor.

In this intermediate course, emphasis will be placed on the further development of conversation, composition and reading proficiency. The more complex grammatical structures of the French language will be learned. Additional cultural information of the French-speaking world will be learned with specific focus on Switzerland, Canada, and Africa. Journals, oral presentations and research reports will be required as part of this course.

### FRENCH IV

542 Grades 10-12 CP CR 1 credit

Prerequisites: Successful completion of French III and recommendation of instructor.

In this advanced course, the four major sequential steps of listening, speaking, reading, and writing are still followed. Students will work towards the goal of demonstrating an acceptable level of proficiency in these skills by constantly reviewing previously learned grammar and by learning the more complex structures of the French language. Continued study of the Francophone world, with specific focus on Africa will be an integral part of this course. Journals, oral presentations, and projects will be a requirement of this course.



## Spanish

### Honors Courses

Honors courses are the most demanding and rigorous in the department. Independent learning is a key component to success. Students will be expected to learn at a rapid pace and complete extensive homework on a daily basis. Assessments are frequent requiring depth of thought, insightful analysis and familiarity with a wide range of content. It is expected that students will have the ability to apply previous knowledge and connect and make relevant new knowledge to old.

### SPANISH II

570 Grades 9-12 H CR 1 credit

Prerequisites Grade 9: Successful completion of Spanish I, and Honors Course Application.

Prerequisites Grade 10-12: Successful completion of Spanish I College Prep and recommendation of instructor.

This intermediate course for honors credit reinforces the primary goal of language acquisition that is to continue to strengthen communication skills: speaking, listening, reading and writing. Students will study more advanced grammatical structures at an accelerated pace, build their vocabulary and participate in spontaneous conversations. The secondary goal is to broaden the student's cultural awareness of the Spanish-speaking world in order to make connections to our global society. Students will focus on the geography, history and essential cultural topics relating to Costa Rica, Mexico, the Dominican Republic and Argentina. Regular oral presentations and at least one research project will be required. Students are expected to speak and use Spanish on a regular basis in class.

### SPANISH III

580 Grades 9-12 H CR 1 credit

Prerequisites: Successful completion of Spanish II Honors or College Prep and recommendation of instructor.

This intermediate course for honors credit reinforces the primary goal of language acquisition to refine skills in speaking, reading and writing for increased proficiency. Oral presentations, creative writing assignments and at least one research project will be required. More complex grammatical structures of the language and advanced vocabulary will be introduced at an accelerated pace and will be applied through studies of cultural and current social issues. The secondary goal is to broaden the students' cultural awareness of the Spanish-speaking world in order to make connections in our global society. Students will continue to study basic geography and essential history of various Spanish-speaking countries. Students are required to speak and use Spanish in class.

### SPANISH IV

591 Grades 10-12 H CR 1 credit

Prerequisites: Successful completion of Spanish III Honors and recommendation of instructor.

This advanced course for honors credit, taught primarily in Spanish, emphasizes oral proficiency and written communication skills. Students will be expected to incorporate advanced vocabulary, grammatical constructions and verb tenses in spontaneous dialogs, oral presentations and guided compositions. Creative writing and independent research will be required. Students will begin to read and discuss in Spanish various genre of authentic literature and authors representative of the Spanish-speaking world. Authentic videos will be used to increase comprehension and fluency. Students are required to speak and use Spanish on a regular basis in the class.

### SPANISH V

596 Grades 11-12 AP 1 credit

595 Grades 11-12 H 1 credit

Prerequisites: Successful completion of Spanish IV Honors and recommendation of instructor.

The AP course requires intensive grammar review, mastery of advanced idioms, and high levels of oral and written fluency.

The honors course requires the application of advanced vocabulary, grammatical constructions and verb tenses previously taught in the discussion and analysis of literary works of the Hispanic world.

Essays, papers and oral presentations will be required in both AP and honors courses. Authentic videos will be incorporated to support goals of cultural enhancement and fluency. Students are required to speak and use Spanish in class.

### College Prep Courses

These courses are the traditional sequence for college preparatory students. Students will be expected to learn at a level of difficulty commensurate with similar students planning on post-secondary education. It will be necessary to memorize extensive vocabulary and grammatical concepts. Retention of knowledge from previous years will be imperative for continued learning through the sequence.

### SPANISH I

561 Grades 9-12 CP CR 1 credit

This traditional introductory course focuses on communicative skills. Emphasis will be placed on listening and speaking aptitudes for the purpose of communication. Students will learn the sound system, basic grammar concepts and develop their reading and writing abilities to support this goal. They will also be introduced to the cultural richness of the Spanish-speaking world in order to acquire knowledge and make connections to our global society. Students will focus on the geography, history and essential cultural topics relating to Mexico, Texas, Puerto Rico and Spain.

## SPANISH II

571 Grades 9-12 CP CR 1 credit

Prerequisites: Successful completion of Spanish I College Prep and recommendation of instructor.

This intermediate course reinforces the primary goal of language acquisition that is to continue to strengthen communication skills: speaking, listening, reading and writing. Students will study more advanced grammatical structures, build their vocabulary and participate in spontaneous conversations. The secondary goal is to broaden the students' cultural awareness of the Spanish-speaking world in order to make connections to our global society. Students will focus on the geography, history and essential cultural topics relating to Costa Rica and Mexico. Students are expected to speak and use Spanish on a regular basis in class.

## SPANISH III

581 Grades 9-12 CP CR 1 credit

Prerequisites: Successful completion of Spanish II Honors or College Prep and recommendation of instructor

This intermediate course reinforces the primary goal of language acquisition to refine skills in speaking, reading and writing for increased proficiency. More complex grammatical structures of the language and advanced vocabulary will be introduced. Dialogs, oral presentations, creative writing assignments and at least one research project will be required. The secondary goal is to broaden your knowledge of the Spanish-speaking world in order to make connections in our global society. Students will focus on the geography, history and essential cultural topics relating to the Dominican Republic, Argentina and Spain. Students are expected to speak and use Spanish on a regular basis in class.

## SPANISH IV

592 Grades 10-12 CP CR 1 credit

Prerequisites: Successful completion of Spanish III College Prep or Honors and recommendation of instructor

This advanced course, taught primarily in Spanish, further develops oral, reading, listening and writing skills in Spanish. Students will incorporate advanced vocabulary, grammatical constructions and verb tenses in a variety of settings including dialogs, oral presentations, skits, compositions and journals. Emphasis will be placed on reading authentic literature from a range of authors and poets, which will serve to expand vocabulary and literary knowledge, and cultural awareness of the Spanish-speaking world. At least one research project in Spanish will be required. Students are required to speak and use Spanish on a regular basis in the class.

### *Scholastic Courses*

These courses are specifically designed for students who have either never taken a language or have experienced difficulty in previous introductory language courses. When determining admission to the class, preference will be given to students with no previous language experience. Students will be expected to learn and memorize vocabulary and grammatical

constructions. Completion of regularly assigned homework and use of the target language will be important components to academic success. Retention of knowledge from previous years will also be imperative for continued learning through the sequence.

## SPANISH I

562 Grades 9-11 S CR 1 credit

This introductory course is designed for students who have never studied a world language or who have experienced difficulty in a traditional Spanish or English language arts program. This course will emphasize listening comprehension, speaking skills and basic reading strategies. Students will also learn the sound system and basic grammar concepts. They will be introduced to the cultural richness of the Spanish-speaking world in order to acquire knowledge and make connections to our global society.

## SPANISH II

572 Grades 9-12 S CR 1 credit

Prerequisites: Successful completion of Spanish I Scholastic and recommendation of instructor.

**Note: Course is not available to students who have already taken (CP) 561 Spanish I.**

This course reinforces the primary goal of language acquisition that is to continue to strengthen the basic communication skills of speaking, listening, reading and writing. Students will continue to study basic grammar concepts. The secondary goal is to broaden the student's cultural awareness of the Spanish-speaking world in order to make connections to our global society. Students will focus on geography and cultural topics relating to Mexico and other Latin American countries, and Spain and its regions. Students are expected to speak and use Spanish on a regular basis in class.

## SPANISH III

582 Grades 11-12 S CR 1 credit

Prerequisites: Successful completion of Spanish II Scholastic and recommendation of instructor

**Note: Course is not available to students who have already taken (CP) 571 Spanish II or Honors 570 Spanish II.**

This intermediate course reinforces the primary goal of language acquisition to increase proficiency in speaking, listening comprehension, reading and writing skills. Grammatical structures of greater complexity as well as thematic vocabulary will be introduced. Emphasis will be placed on developing oral proficiency including dialogs and oral presentations. Students will continue to develop their cultural knowledge of the Spanish-speaking world. Students are expected to speak and use Spanish on a regular basis in class.

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## RUBRICS and LEVELS OF DIFFICULTY

The following pages contain our Mission Statement, Academic Expectations, and Rubrics. The school wide rubrics identify student performance levels for each Academic Expectation listed on the Mission Statement. While it is expected that all students will achieve individual excellence, 'Proficiency Level' is the minimal standard of performance required for successfully meeting each Academic Expectation.

Students planning to enroll in Honors or AP level courses will be challenged at the 'Advanced Level.' Honors and AP students should expect a rigorous curriculum that includes analysis, synthesis, and evaluation of curriculum materials, as well as the expectation that they will complete assignments outside of class and meet all assignment due dates.

AP - Advanced Placement - This rigorous course of study offers students the opportunity to gain college credit while in High School. Students should be prepared to engage in intensive study and independent work.

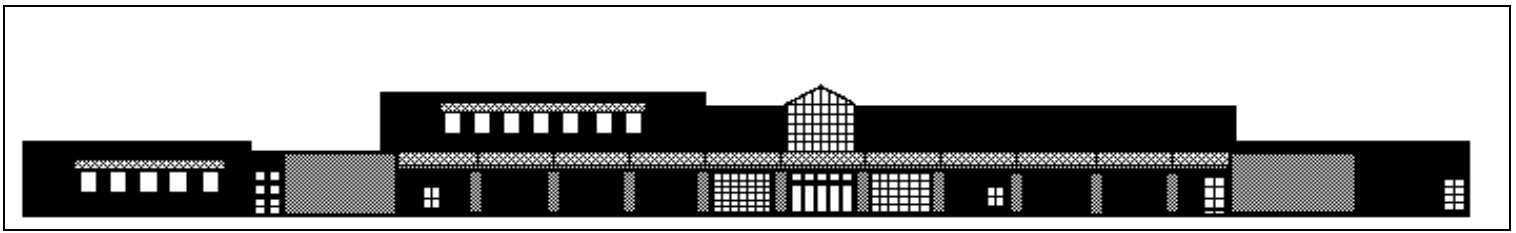
H - Honors - These courses are designed with a very high level of academic challenge in terms of sophistication of concepts, pace, and productivity. A substantial amount of academic work is expected to be completed outside of the classroom and completed by the assigned due dates. Students who accept the challenge of independent work and choose to exceed minimum requirements are encouraged to participate.

CP - College Preparatory - Courses are designed to prepare students for the challenge of post secondary educational institutions. There is a high level of challenge and an expectation that the students are academically responsible. Students will be required to complete assignments outside of the classroom. Homework is counted as a major percentage of the student's grade. All work is expected to be completed and turned in by the assigned due dates.

S - Scholastic - Courses requiring an average level of rigor, in which the content is studied at a pace which is appropriate for student mastery. These courses might involve a less theoretical and more experiential approach to the subject matter. Placement criteria are based on standardized tests and teacher recommendation.

Questions regarding the implementation of school wide rubrics can best be answered by the individual classroom teacher.

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## LYMAN MEMORIAL HIGH SCHOOL

### MISSION STATEMENT

Lyman Memorial High School, in partnership with our cooperating communities, recognizes the unique academic, social, and personal strengths of each of its students. Our goal is to facilitate the development of academic capabilities, social awareness, and a sense of civic responsibility necessary to become productive life-long learners in a global society.

#### Academic Expectations

Lyman Memorial High School students will:

- Demonstrate verbal communication skills appropriate to a specific audience.
- Demonstrate effective reading skills for a variety of purposes.
- Demonstrate effective writing skills for a variety of purposes.
- Demonstrate effective problem solving skills using logical reasoning.
- Demonstrate proficiency using a variety of technology and informational resources to gather and synthesize data.
- Assume responsibility for the advancement of his/her own learning.

#### Social Expectations

Lyman Memorial High School students will:

- Develop and maintain positive interpersonal relationships.
- Behave in a socially and ethically appropriate manner.
- Act responsibly and demonstrate respect to self and others.

#### Civic Expectations

Lyman Memorial High School students will:

- Assume the rights and the responsibilities of being a productive citizen.
- Make a positive contribution to their school and community.

## ACADEMIC EXPECTATIONS

Subject Area / Department	Demonstrate verbal communication skills appropriate to a specific audience.	Demonstrate effective reading skills for a variety of purposes.	Demonstrate effective writing skills for a variety of purposes.	Demonstrate effective problem solving skills using logical reasoning.	Demonstrate proficiency using a variety of technology and informational resources to gather and synthesize data.	Assume responsibility for the advancement of his/her own learning.
Agricultural Science	P	P	P	P	P	P
Art	P	S	S	P	P	P
Business	P	P	P	P	P	P
Computers - Applications	S	P	S	P	P	P
Computers – Programming	S	P	S	P	P	P
English	P	P	P	S	P	P
Family Consumer Science	P	P	P	P	P	P
Guidance	P	P	P	S	P	P
Library Media	P	P	P	P	P	P
Math	S	P	P	P	P	P
Music	P	P	S	S	S	P
PE / Health	S / S	S / P	S / S	S / P	NA / S	P / P
Science	P	S	P	P	P	P
Social Studies	P	P	P	P	P	P
Special Education	P	P	P	P	P	P
Tech Ed	S	P	S	P	P	P
TV Production	P	P	P	P	P	P
World Languages	P	P	P	S	S	P

P = Primary Responsibility    S = Secondary Responsibility

**Mission Expectation on Assuming Responsibility**

A Lyman Memorial High School Student will:

*Assume responsibility for the advancement of his/her own learning.*

**Assuming Responsibility Rubric**

	1 DEFICIENT	2 NEEDS IMPROVEMENT	3 PROFICIENT	4 ADVANCED
<b>Self-motivated learner.</b>	Student usually follows directions.	Student awaits teacher directions; follows teacher directions.	Student goes beyond teacher expectations; creates own learning opportunities.	Student develops and masters own learning goals using classroom instruction as starting point.
<b>Completes assigned work.</b>	Student usually starts in-class or homework assignments; does not always seek help when needed; work may be late or incomplete.	Student attempts all assignments; may seek help as needed.	Student completes all assignments on time; seeks help from teacher &/or peers as needed; willing to redo work.	Student asks for clarifications before starting assignments; seeks help through various resources as needed; all work is completed on time, thoughtfully & neatly; willing to redo work.
<b>Takes responsibility for absences.</b>	Student waits for teacher to say if anything was missed while absent.	Student asks teacher what was missed upon returning after an absence.	Student asks a classmate for missing notes & assignments from absence; checks with teacher to ensure he/she has received the correct info; completes all missed work within the allotted time.	Student asks several classmates for missing notes & assignments from absence; checks with teacher to ensure he/she has received the correct info; completes all missed work; stays after school with teacher for clarifications.
<b>Contributes to a positive learning Environment in the classroom.</b>	Student does not disrupt the lesson.	Student completes all class-work and occasionally contributes to class discussions.	Student completes all class-work; willing to assist peers; volunteers meaningful information during class discussions.	Student completes all class-work diligently; peer mentors; able and willing to substantiate, counter, or elaborate peer's or teacher's discussion points with own.

## Mission Expectation on Problem Solving

A Lyman Memorial High School student will:

Demonstrate effective problem solving skills using logical reasoning.

**Problem Solving Rubric**

	1 DEFICIENT	2 NEEDS IMPROVEMENT	3 PROFICIENT	4 ADVANCED
<b>Problem Comprehension</b>	Student has merely an acquaintance with the problem and its related components.	Student has a limited recognition of the problem and its related components.	Student can adequately recognize the problem and its related components.	Student can clearly recognize and describe the problem.
<b>Problem Solving Strategy</b>	Student is unable to provide a strategy for solving the problem or the reasoning is unclear.	Student selects and describes a strategy, but steps are omitted in solving the problem.	Student selects a valid problem solving strategy but there is an interruption in the logic or sequential process selected.	Student chooses a valid problem solving strategy and shows the sequential process for determining the answer to the problem.
<b>Evaluating Information</b>	Student fails to compare and contrast information.	Student has a limited ability to compare and contrast information.	Student adequately compares, contrasts, and evaluates information.	Student critically compares, contrasts, and evaluates information.
<b>Conclusion</b>	Student does not provide a conclusion or does not justify the results.	Student identifies a conclusion, but has a limited ability to justify the reasoning.	Student identifies a correct conclusion and adequately justifies why the result makes sense.	Student identifies a correct conclusion and clearly justifies why the result makes sense.

**Indicator of Successful Achievement:**

- 4 – Advanced**                      Student demonstrates a full and complete understanding of all concepts and processes involved in solving the problem.
- 3 – Proficient**                     Student demonstrates a reasonable understanding of the essential concepts and processes involved in solving the problem.
- 2 – Needs Improvement**        Student demonstrates a limited understanding of some of the concepts and process involved in solving the problem.
- 1 – Deficient**                      Student has demonstrated merely an acquaintance with the concepts and processes involved in solving the problem.

**Mission Expectation on Reading**

A Lyman Memorial High School Student will:

*Demonstrate effective reading skills for a variety of purposes.*

**Reading Rubric**

	1 DEFICIENT	2 NEEDS IMPROVEMENT	3 PROFICIENT	4 ADVANCED
<b>Comprehension</b>	Student is unable to demonstrate comprehension of a variety of materials.	Student has limited comprehension and appreciation of a variety of materials.	Student usually demonstrates comprehension and appreciation of a variety of materials.	Student consistently demonstrates meaningful comprehension and appreciation of a variety of materials.
<b>Connection to Prior Knowledge</b>	Student does not attempt to connect new reading with prior knowledge, experience, and previous readings.	Student rarely attempts to connect new reading with prior knowledge, experience, and previous readings.	Student attempts to connect new reading with prior knowledge, experience, and previous readings.	Student connects new reading with prior knowledge, experience, and previous readings.
<b>Conclusions and Interpretation</b>	Student does not attempt to draw conclusions about the reading.	Student rarely attempts to draw conclusions about the reading .	Student attempts to draw conclusions and usually supports interpretations with evidence.	Student draws conclusions and supports interpretations with evidence from both the reading and other pertinent sources.
<b>Understanding</b>	Student has limited general reading vocabulary.	Student has a limited understanding of general and specialized vocabulary.	Student demonstrates an understanding of general and specialized vocabulary.	Student demonstrates an understanding and integration of both general and specialized Vocabulary.

## Mission Expectation on Technology

A Lyman Memorial High School student will:

Demonstrate proficiency using a variety of technology and informational resources to gather and synthesize data.

**Technology Rubric**

	1 DEFICIENT	2 NEEDS IMPROVEMENT	3 PROFICIENT	4 ADVANCED
<b>Technology as a Research Tool</b>	Student fails to use technology to locate, evaluate, and collect information.	Student demonstrates a <i>limited ability</i> to use technology to locate, evaluate, and collect information	Student <i>adequately</i> uses technology to locate, evaluate, and collect information from a variety of sources.	Student <i>effectively</i> selects and uses technology to locate, evaluate, and collect information from a variety of sources.
<b>Technology as a Communication Tool</b>	Student fails to use technology to communicate information and ideas.	Student demonstrates a <i>limited ability</i> to use a variety of media and formats to communicate information and ideas.	Student <i>adequately</i> uses a variety of media and formats to communicate information and ideas to an appropriate audience.	Student <i>effectively</i> selects and uses a variety of media and formats to communicate information and ideas to an appropriate audience.
<b>Technology as a Productivity Tool</b>	Student fails to use technology to enhance learning or increase productivity.	Student demonstrates a <i>limited ability</i> use technology to enhance learning or increase productivity.	Student <i>adequately</i> uses technology to enhance learning, increase productivity, prepare publications, and produce other creative works.	Student <i>effectively</i> selects and uses technology to enhance learning, increase productivity, prepare publications, and produce other creative works.
<b>Technology as a Problem-Solving Tool</b>	Student fails to use technology resources for solving problems.	Student demonstrates a limited use of technology resources for solving problems.	Student <i>adequately</i> uses technology resources for making informed decisions in the development of strategies for solving problems.	Student <i>effectively</i> selects and uses technology resources for making informed decisions in the development of strategies for solving problems.
<b>Social, Ethical, and Human Issues</b>	Student fails to recognize the consequences of the misuse of technology.	Student demonstrates a <i>limited</i> understanding of the responsible use of technology.	Student practices responsible use of technology systems, information, and software. Student recognizes the consequences of the misuse of technology.	Student understands the ethical, cultural, and societal issues related to technology. Student practices responsible use of technology systems, information, and software. Student has a positive attitude towards technology.

Technology encompasses computers, software, video, digital cameras, DVD, communication devices, television, the Internet, calculators, and lab equipment. It includes the knowledge and skills necessary to use technology as a tool.

**Mission Expectation on Verbal Communication**

A Lyman Memorial High School Student will:

*Demonstrate verbal communication skills appropriate to a specific audience.*

**Verbal Communication Rubric**

	1 DEFICIENT	2 NEEDS IMPROVEMENT	3 PROFICIENT	4 ADVANCED
Content	Student is unable to demonstrate verbal communication skills.	Student fails to communicate supporting information or data, the importance, value, or impact; lacks substantive reasoning; uses vague references; and either inappropriate terminology or no terminology.	Student communicates supporting information or data, and communicates the importance, value or impact; and communicates conclusions citing two sources; and uses appropriate terminology and indicates an awareness of the audience.	Student communicates substantial information or data, and strongly communicates the importance, value or impact; citing three or more sources, using precise terminology and demonstrating knowledge appropriate to the audience.
Effective Presentation Speaking	Student is ineffective in communicating.	Student uses body movement and posture which impedes the effectiveness of the presentation, failing to establish regular eye contact with the audience, or to enunciate clearly, correctly or efficiently; uses tone, volume, or speed which interferes with the comprehension; and whose appearance is unprofessional or inappropriate.	Student uses appropriate body language, maintains eye contact with member of the audience, enunciates clearly, correctly, and efficiently a majority of the time; includes some variety of tone, volume, and speed, and has a neat appearance.	Student uses body language which enhances the presentation, maintains consistent eye contact with the audience, enunciates clearly, correctly, and efficiently; varies the tone, volume, and speed to enhance the presentation, and presents a professional appearance.

Organization	Student is totally unorganized.	Student lacks clear organization or uses inappropriate organizational structure; beginnings and endings are lacking or inappropriate; focus around a controlling idea or thesis is lacking; transitions from one idea to the next are not smooth.	Student demonstrates an appropriate organizational structure with appropriate beginning and ending, primarily focusing around a controlling idea or thesis, and generally moves smoothly from one idea to the next..	Student prepares and follows a presentational outline which is shared with audience; uses an engaging beginning and a thoughtful conclusion; clearly focuses around a controlling idea or thesis, and moves smoothly from one idea to the next.
Visual / Media Presentation	Student uses no media and has no visual display.	Student uses media ineffectively or not at all, and focuses on insignificant or irrelevant information or data; and whose presentation is fewer than 15 minutes.	Student demonstrates and integrates at least one form of media, communicates minimal information, and whose presentation is a minimum of 15 minutes.	Student selects and integrates a minimum of two forms of technology or media to enhance the presentation, communicates significant information through this media, and whose presentation is a minimum of 17 minutes.

## Mission Expectation on Writing

A Lyman Memorial High School Student will:

*Demonstrate effective writing skills for a variety of purposes.*

### Writing Rubric

	1 DEFICIENT	2 NEEDS IMPROVEMENT	3 PROFICIENT	4 ADVANCED
Purpose	varies with each assignment	varies with each assignment	varies with each assignment	varies with each assignment
Audience	<ul style="list-style-type: none"> <li>fails to address target audience or addresses multiple audiences</li> </ul>	<ul style="list-style-type: none"> <li>reveals some confusion about the target audience.</li> <li>addresses audience on an inappropriate level.</li> </ul>	<ul style="list-style-type: none"> <li>attempts to address the target audience, but it is not as clearly defined.</li> <li>style / vocabulary fluctuates</li> </ul>	<ul style="list-style-type: none"> <li>effectively addresses a <b>critical, literary</b> audience with accurate assumptions of knowledge throughout the paper.</li> <li>gears style &amp; vocabulary for targeted audience.</li> </ul>
Organization	<ul style="list-style-type: none"> <li>difficult to understand because argument is disorganized &amp; moves randomly from point to point</li> </ul>	<ul style="list-style-type: none"> <li>attempts organization.</li> <li>flaws reveal inconsistency; the argument does not flow logically.</li> </ul>	<ul style="list-style-type: none"> <li>displays competence in logical development but it may have occasional org. weaknesses in argument.</li> <li>reader must supply information because ideas do not connect (transitions).</li> </ul>	<ul style="list-style-type: none"> <li>logically developed &amp; very well organized</li> <li>excellent transitions allow the reader to move effortlessly through the argument</li> </ul>
Paragraphs	<ul style="list-style-type: none"> <li>develop several ideas in one paragraph</li> <li>do not relate to the thesis</li> <li>do not relate to each other</li> </ul>	<p><u>do not</u></p> <ul style="list-style-type: none"> <li>develop one idea</li> <li>always relate to the thesis</li> <li>always relate to each other</li> </ul>	<ul style="list-style-type: none"> <li>develop one idea, <u>but are less detailed</u></li> <li>relate to the thesis not always argumentative</li> <li>reasonable transitions-- show how paragraphs relate to each other; some awkwardness or lapse in links</li> <li><u>attempt</u> unity &amp; coherence within paragraphs; provides interesting &amp; insightful analysis or presentation of info.</li> </ul>	<ul style="list-style-type: none"> <li>develop one idea fully &amp; leave no unanswered questions</li> <li>argumentative topic sentences</li> <li>all paragraphs <u>clearly</u> relate back to the thesis</li> <li>keyword transitions -- each paragraph is related clearly &amp; smoothly to the other</li> <li>unity &amp; coherence within &amp; between paragraphs</li> <li>provides interesting, insightful, and original analysis or presentation of info.</li> </ul>

Introduction	<ul style="list-style-type: none"> <li>• no thesis</li> <li>• disjointed</li> <li>• dull</li> </ul>	<ul style="list-style-type: none"> <li>• some focus, but it does not prepare the reader for the argument.</li> <li>• ambiguous thesis, which isn't very insightful.</li> </ul>	<ul style="list-style-type: none"> <li>• good beginning</li> <li>• slightly lacks appeal</li> <li>• attempts to move from broad to specific</li> <li>• somewhat of an insightful thesis, but may be undeveloped so that the reader is unsure of the aim.</li> </ul>	<ul style="list-style-type: none"> <li>• sharp &amp; confident opening sentence.</li> <li>• immediately engages the reader</li> <li>• moves from broad to specific.</li> <li>• strong, insightful thesis that clearly states paper's main points</li> </ul>
Conclusion	<ul style="list-style-type: none"> <li>• all summary</li> <li>• leaves reader confused</li> <li>• no contribution to understanding</li> </ul>	<ul style="list-style-type: none"> <li>• summarizes the argument</li> <li>• shows very little recognition of the issue's significance &amp; is not thought provoking</li> </ul>	<ul style="list-style-type: none"> <li>• adheres to topic but may not be thought provoking (gives broader implications)</li> <li>• may not leave the reader with a sense of the issue's importance</li> <li>• slightly redundant</li> </ul>	<ul style="list-style-type: none"> <li>• adheres to topic</li> <li>• interesting &amp; thought provoking (gives broader implications)</li> <li>• concise /not redundant</li> <li>• leaves reader with a clear understanding of the issue's importance</li> <li>• makes a lasting impression</li> </ul>
Evidence	<ul style="list-style-type: none"> <li>• unclear &amp;/or irrelevant support</li> <li>• thesis not supported</li> </ul>	<ul style="list-style-type: none"> <li>• lack of evidence or insufficient</li> <li>• does not support the thesis</li> <li>• unreliable</li> </ul>	<ul style="list-style-type: none"> <li>• from a variety of sources, but the sources are not always from experts.</li> <li>• relevant, concrete, &amp; interesting</li> <li>• but not always appropriate to the thesis nor sufficient.</li> </ul>	<ul style="list-style-type: none"> <li>• strong &amp; varied evidence from a variety of reliable/expert sources</li> <li>• support thesis well</li> <li>• very well integrated (uses attributive tags when necessary)</li> <li>• specific (concrete) examples that support the argument.</li> <li>• relevant &amp; interesting.</li> </ul>
Style & Tone	<ul style="list-style-type: none"> <li>• shows no concern for sentence variety</li> <li>• extremely wordy &amp; choppy</li> <li>• very vague</li> <li>• confusing</li> </ul>	<ul style="list-style-type: none"> <li>• little variety &amp; choppy</li> <li>• mostly short sentences</li> <li>• wordy</li> <li>• vague</li> <li>• frequent change in tone</li> </ul>	<ul style="list-style-type: none"> <li>• competent use of sentence variety; interesting, <u>but do NOT steadily hold reader's interest</u></li> <li>• fairly concise (some choppiness &amp; wordiness)</li> <li>• tone is not always formal, subjective &amp; impersonal</li> <li>• addresses several problem spots listed on style checklist &amp; other style workshops</li> </ul>	<ul style="list-style-type: none"> <li>• sophisticated (mature) &amp; authoritative</li> <li>• suits audience</li> <li>• excellent sentence variety</li> <li>• clear &amp; concise</li> <li>• tone is always formal, subjective &amp; impersonal</li> <li>• addresses all problem spots listed on style checklist &amp; other style workshops</li> </ul>
Mechanics	<ul style="list-style-type: none"> <li>• many serious surface errors</li> <li>• no documentation</li> </ul>	<ul style="list-style-type: none"> <li>• <u>severe</u> surface errors</li> <li>• poor MLA documentation</li> </ul>	<ul style="list-style-type: none"> <li>• competence in mechanics &amp; grammar</li> <li>• few surface errors</li> <li>• minor MLA doc. errors</li> </ul>	<ul style="list-style-type: none"> <li>• free of mechanical &amp; grammatical errors</li> <li>• correct MLA format</li> </ul>

# **NOTES**



*“It should be our objective to train minds as tools that can be used for a lifetime, inquiring minds, curious minds, seeking, constantly refueling their ideas and their information.”*

*~ Eleanor Roosevelt*