Staples High School
Program of Studies

2019 - 2020

Designed by Cole Schuster '19
The Westport Public School System affirms non-discriminatory practices in employment and in educational opportunity.

In compliance with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973, the Westport Public Schools do not discriminate in employment or in educational opportunity on the basis of sex, sexual orientation, marital status, race, color, creed, religion, national origin, age, ancestry, learning and/or physical disability, or past or present history of mental disorder.

Complaint Procedures

1. File complaint with the Principal; copy to the Coordinator (see below).
2. If not satisfied with the Principal’s resolution, you may appeal to the Coordinator.
3. Next level appeal is to the Superintendent.
4. Next level appeal is to the Board of Education.

Interim Superintendent of Schools
Dr. David Abbey
Westport Public Schools
110 Myrtle Avenue
Westport, CT 06880
203-341-1025

Title VI and Section 504 Coordinator
Dr. Tina Mannarino
Assistant Superintendent for Pupil Personnel Services
Westport Public Schools Pupil Services Office
110 Myrtle Avenue
Westport, CT 06880
203-341-1250

Title VII and IX Coordinator
John Bayers
Director of Human Resources
Westport Public Schools
110 Myrtle Avenue
Westport, CT 06880
203-341-1004

Title IX Compliance Officers, Staples High School
James Farnen, Class of 2023
Richard Franzis, Class of 2022
Patrick Micinilio, Class of 2021
Meghan Ward, Class of 2020

Board of Education
Mark Mathias, Chair
Jeannie Smith, Vice Chair
Elaine Whitney, Secretary
Karen Kleine
Vik Muktavaram
Neil Phillips
Candice Savin
Dear Staples High School Students,

Staples High School has always been known for the options our students have in charting their own path to graduation, evidenced by the incredible number of course offerings you will see expressed in this Program of Studies. Whether you are at the beginning of your high school journey or are fine-tuning your choices to meet your goals for life after Staples, you will find that our school offers limitless opportunity to challenge yourself, explore your interests, and provide a solid foundation for your future.

As you are making your choices, we would encourage you to keep one word at the forefront: balance. Strive to balance what you think you will need with pursuing something you want to try. Think seriously about the time that you will invest in each choice you make, and how that choice will support or limit opportunities you have outside of the school day. Work closely with your family, school counselor, and teachers to gain their perspectives, and remember that you are the most important person in the process of crafting a course of study. As you grow and develop as a student and a person, it is your responsibility to take charge of your education, beginning with reading course descriptions carefully, understanding the expectations of each course you are considering, and making sure that your choices reflect your strengths, goals, and a commitment to your personal well-being.

Sometimes the pressures of attending a high school like Staples can make it feel like there is only one set of scripted choices that will guarantee success after graduation. Our hope is that by truly examining the incredible array of courses and programs that are available to you in not only the traditional academic areas, but also in the visual and performing arts, culinary arts, media, technology, and the possibilities of independent learning experiences, you will see that the Staples community values multiple pathways to success for our students. By striving for balance, collaborating with the adults who care for you, and making decisions that reflect who you are, you will find that Staples High School is a place where you can personalize your high school experience and define success on your own terms.

Sincerely,

Staples High School Administration and Guidance Department

The Staples High School community inspires learning, fosters integrity, and nurtures empathy
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<tr>
<td>Theater</td>
<td>99</td>
</tr>
<tr>
<td>World Languages</td>
<td>101</td>
</tr>
</tbody>
</table>
ADMINISTRATION AND GUIDANCE STAFF CONTACT INFORMATION

Principal and Assistant Principals

Stafford Thomas, Principal 203-341-1201
James Farnen, Assistant Principal (Class of 2023) 203-341-5190
Richard Franzis, Assistant Principal (Class of 2022) 203-341-1280
Patrick Micinilio, Assistant Principal (Class of 2021) 203-341-1280
Meghan Ward, Assistant Principal (Class of 2020) 203-341-5190

Department Coordinators

Lauren Francese, Social Studies 203-341-1399
Micah Lawrence, Special Education 203-341-1240
Stefan Porco, Math 203-341-1471
Thomas Scavone, Music and Visual Arts 203-341-1308
AJ Scheetz, Ph.D., Science 203-341-1373
Christine Wanner, Health and Physical Education 203-341-2429
Maria Zachary, World Language 203-341-5131
Holly Sulzycki, English 203-341-1349

Guidance Department

William Plunkett, Director of Guidance 203-341-1225
Cristina Banks, School Counselor 203-341-5133
Thomas Brown, School Counselor 203-341-1229
Victoria Capozzi, School Counselor 203-341-5198
Kimberly Curran, School Counselor 203-341-1233
Patricia Howells, School Counselor 203-341-1434
Sarah Magilnick, School Counselor 203-341-1228
Deborah Slocum, School Counselor 203-341-1234
Leslie Sporré, School Counselor 203-341-1232
Christine Talerico, School Counselor 203-341-1238
PJ Washenko, School Counselor 203-341-1431

Staff email addresses are first initial and last name followed by @westportps.org. Visit the Staples website to access the complete staff directory (http://shs.westportps.org/general/staff-directory).
GRADUATION REQUIREMENTS

Students in the Classes of 2020, 2021, and 2022 must earn at least 25 credits across the following areas:

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Minimum Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (1.0 each year)</td>
<td>4.0</td>
</tr>
<tr>
<td>Math</td>
<td>3.0</td>
</tr>
<tr>
<td>Science</td>
<td>2.0</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3.5</td>
</tr>
<tr>
<td>- Global Themes</td>
<td>1.0</td>
</tr>
<tr>
<td>- U.S. History</td>
<td>1.0</td>
</tr>
<tr>
<td>- Civics</td>
<td>.5</td>
</tr>
<tr>
<td>- Area Study</td>
<td>.5</td>
</tr>
<tr>
<td>- Additional Course</td>
<td>.5</td>
</tr>
<tr>
<td>World Language</td>
<td>2.0</td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>3.0</td>
</tr>
<tr>
<td>Arts</td>
<td>1.5</td>
</tr>
<tr>
<td>Fine Arts</td>
<td></td>
</tr>
<tr>
<td>- Art, Music, Theater</td>
<td></td>
</tr>
<tr>
<td>Practical Arts</td>
<td></td>
</tr>
<tr>
<td>- 3-D Design &amp; Engineering</td>
<td></td>
</tr>
<tr>
<td>- Academic Support</td>
<td></td>
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<tr>
<td>- Accounting</td>
<td></td>
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<tr>
<td>- Advanced Journalism</td>
<td></td>
</tr>
<tr>
<td>- Bridge Program</td>
<td></td>
</tr>
<tr>
<td>- Career Exploration</td>
<td></td>
</tr>
<tr>
<td>- Community Service</td>
<td></td>
</tr>
<tr>
<td>- Computer Science</td>
<td></td>
</tr>
<tr>
<td>- Costume Design</td>
<td></td>
</tr>
<tr>
<td>- Creative Tech. Solutions</td>
<td></td>
</tr>
<tr>
<td>- Culinary Arts</td>
<td></td>
</tr>
<tr>
<td>- Engineering &amp; Applied Physics</td>
<td></td>
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<tr>
<td>- E.S.O.L.</td>
<td></td>
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<tr>
<td>- Financial Decision Making</td>
<td></td>
</tr>
<tr>
<td>- Graphic Design</td>
<td></td>
</tr>
<tr>
<td>- Lifeguard Training</td>
<td></td>
</tr>
<tr>
<td>- Materials &amp; Design Science</td>
<td></td>
</tr>
<tr>
<td>- Media</td>
<td></td>
</tr>
<tr>
<td>- Music Technology</td>
<td></td>
</tr>
<tr>
<td>- Personal Financial Management</td>
<td></td>
</tr>
<tr>
<td>- Psychology of Child Development</td>
<td></td>
</tr>
<tr>
<td>- Relationships</td>
<td></td>
</tr>
<tr>
<td>- Scientific Research</td>
<td></td>
</tr>
<tr>
<td>- Stagecraft</td>
<td></td>
</tr>
<tr>
<td>- Study Skills</td>
<td></td>
</tr>
<tr>
<td>- Technology Education</td>
<td></td>
</tr>
<tr>
<td>- Wellness Seminar</td>
<td></td>
</tr>
</tbody>
</table>

Note: Credit from a single course may count toward fulfilling the arts distribution requirement OR the requirement from a different subject area, not both. Costume Design, Graphic Design, Music Technology, and Stagecraft may count toward fulfilling the Fine Arts or Practical Arts requirement, not both.

Additional Credits                      6.0

Credits earned in all subject areas beyond the minimum graduation requirement for that area.

Total Minimum Credits Required          25.0
Students in the **Classes of 2023 and beyond** must earn at least 26 credits across the following areas:

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Minimum Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Humanities</strong></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>4.0</td>
</tr>
<tr>
<td><em>All students must complete and pass a major research paper in grade 10.</em></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>3.0</td>
</tr>
<tr>
<td>Global Themes</td>
<td>1.0</td>
</tr>
<tr>
<td>U.S. History</td>
<td>1.0</td>
</tr>
<tr>
<td>Civics</td>
<td>.5</td>
</tr>
<tr>
<td>Area Study</td>
<td>.5</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>1.0</td>
</tr>
<tr>
<td>Open Humanities</td>
<td>1.0</td>
</tr>
<tr>
<td><em>Any additional course(s) in English, Social Studies, Visual and Performing Arts, or World Languages</em></td>
<td></td>
</tr>
<tr>
<td>STEAM</td>
<td>9.0</td>
</tr>
<tr>
<td>Math</td>
<td>3.0</td>
</tr>
<tr>
<td>Science</td>
<td>3.0</td>
</tr>
<tr>
<td>Open STEAM</td>
<td>3.0</td>
</tr>
<tr>
<td><em>Any additional courses in Math, Science, Technology Education, or Media, or listed below:</em></td>
<td></td>
</tr>
<tr>
<td>Advanced Journalism</td>
<td></td>
</tr>
<tr>
<td>Animation</td>
<td></td>
</tr>
<tr>
<td>AP Macro/Microeconomics</td>
<td></td>
</tr>
<tr>
<td>AP Music Theory</td>
<td></td>
</tr>
<tr>
<td>Digital Foundations Honors</td>
<td></td>
</tr>
<tr>
<td>Environmental Social Studies</td>
<td></td>
</tr>
<tr>
<td>Graphic Design 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td>Introduction to Economics</td>
<td></td>
</tr>
<tr>
<td>Music Technology</td>
<td></td>
</tr>
<tr>
<td>Photography 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td>Stagecraft</td>
<td></td>
</tr>
<tr>
<td>Understanding Psychology</td>
<td></td>
</tr>
<tr>
<td>Visual Literacy: The Art &amp; Narration of Graphic Literature</td>
<td></td>
</tr>
<tr>
<td><strong>World Languages</strong></td>
<td>2.0</td>
</tr>
<tr>
<td><em>Any one World Language in sequence</em></td>
<td></td>
</tr>
<tr>
<td><strong>Health and Physical Education</strong></td>
<td>2.5</td>
</tr>
<tr>
<td>Health</td>
<td>1.0</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1.5</td>
</tr>
<tr>
<td><strong>Mastery-Based Diploma Requirement</strong></td>
<td>1.0</td>
</tr>
<tr>
<td><strong>Additional Credits</strong></td>
<td>2.5</td>
</tr>
<tr>
<td><em>Credits earned in all subject areas beyond the minimum graduation requirement for that area</em></td>
<td></td>
</tr>
<tr>
<td><strong>Total Minimum Credits Required</strong></td>
<td>26.0</td>
</tr>
</tbody>
</table>

*Note: Credit from a single course may count toward fulfilling one distribution requirement only.*
COURSE LOAD REQUIREMENTS

Students must enroll in a minimum number of classes in each quarter as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Number of Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>10-12</td>
<td>6</td>
</tr>
</tbody>
</table>

COURSE LEVELS

In general, course levels will differ in terms of content, rigor, pace, and assessment.

**AP Level** – AP (Advanced Placement) courses are college-level courses designed for high school students seeking to earn college credit or to take a more challenging course. Classes are available in a variety of subjects and typically end with a rigorous examination at the end of the year. Students who successfully pass AP exams may be granted college credit or admission to advanced classes at some universities. The Advanced Placement program is run by College Board.

**Honors Level** – Honors-level (accelerated) courses are characterized by the depth of abstract, critical, and original thinking required, as well as the amount of independent work. This course level is designed to serve those students whose ability and effort require additional challenge.

**A Level** – A-level (advanced college preparatory) courses challenge a student’s ability to exert purposeful effort in order to develop as a critical thinker.

**B Level** – B-level (college preparatory) courses support students to develop as learners who exert purposeful effort.

**C Level** – C-level courses provide support and structure to students. Courses are scaffolded for students who need more assistance.

NCAA ELIGIBILITY CENTER LIST OF DENIED COURSES

The following Staples courses do not currently qualify as NCAA core courses and therefore cannot be used for NCAA initial-eligibility certification. Students who are considering playing college athletics should keep this in mind and communicate their intent to their school counselor when selecting their courses. For additional information including the list of approved courses, visit the NCAA Eligibility Center website (http://www.eligibilitycenter.org).

**English**
- Advanced Journalism
- Critical Analysis of Film & Literature
- Food in Literature (English)
- Visual Literacy: The Art & Narration of Graphic Literature
Math
- Applied Math
- Algebra 1 C, 2 C, 3 C
- Geometry C
- Accounting
- Personal Financial Management
- Financial Decision Making

Science
- 3-D Design & Engineering
- Animal Behavior
- Creative Technological Solutions to Real-World Problems
- Horticulture
- Materials & Design Science
- Medical Terminology

Social Studies
- Global Themes B (no longer active; for Class of 2019, 2020, and 2021 only)

World Language (considered ‘Additional Core Courses’)
- Spanish 1 B, 1 C, 2 B, 2 C, 3 B, 4 B (Note: Approved for .5 unit each only)

COURSE SELECTION AND SCHEDULING PROCESS

Staples High School offers a broad and deep curriculum designed to support each student through his or her high school experience and in preparation for the future. At its core is the notion that the path to success and fulfillment may look entirely different from one student to another. In planning their course of studies, students are encouraged to focus on their own individual strengths, challenges, interests, and post-high school goals and consider the following:

- Successes and difficulties in current courses and courses previously taken
- Course and level recommendations made by teachers
- Input from school counselor and other knowledgeable school staff
- Graduation requirements of Staples High School
- Course descriptions, prerequisites, and guidelines found in the Program of Studies
- Requirements for prospective colleges and universities
- NCAA eligibility core course requirements
- Knowledge and skills expected within potential career choices
- Feelings of pressure experienced around grades and achievement
- Capacity to cope with stress and problem-solve through challenging situations
- Genuine personal interests and opportunities for enrichment and enjoyment
- Out of school commitments, time management skills, and level of independent work habits to balance various demands
For students who plan to attend a four-year college directly after Staples, most institutions consider the strength of a student’s curriculum and the student’s grades to be the most important factors in the admission process. That being said, the Staples High School administration, school counselors, and faculty advocate for the importance of taking an *appropriately challenging* program that balances a student’s academic aspirations with their emotional well-being.

**Course Recommendations – January**

Teachers discuss and present information to students regarding course and level options within their subject area. Teachers in English, Math, Science, Social Studies, and World Language, including Staples and eighth-grade teachers, offer course and level recommendations for each student in their class. Course recommendations can be viewed by students and parents/guardians through the PowerSchool online portal. Teachers take great care in recommending courses, and students are encouraged to thoughtfully consider their perspective in their decision-making process.

If a student and his/her family wishes to override a teacher’s recommendation, the student must discuss this request with the recommending teacher and complete the *Override Form* available through the SHS Guidance website ([http://shs.westportps.org/departments/guidance/forms](http://shs.westportps.org/departments/guidance/forms)). Consider carefully not just the difficulty of the course being waived into, but the volume of work required for the course load overall. Potential issues that may result from overriding a teacher’s course recommendation are:

- The pace or content of the course may be too rigorous and inappropriate, and the level of extra help from the teacher will not exceed that for other students.
- It may be impossible to change levels due to schedule or space limitations; the student may have to cope with an inappropriate course for the entire year.
- There may be summer assignments as well as concepts to which the student has not yet been introduced for which she or he will be held responsible.
- The student may not acquire the learning and grade that she or he considers satisfactory despite their best efforts.
- If a level change is possible to be made, the grade from the original class level will transfer to the new class level.

A prerequisite for a course cannot be waived, and students can only override up one level.

After discussing as a family, the student must complete and return the *Override Form* to the Guidance Office by the stated deadline to confirm that they are aware of the possible consequences and wish to enroll in a course that was not recommended. When pre-registering for courses online through PowerSchool, the student must select the course recommended by the teacher. Once the *Override Form* is handed in, the school counselor will make the adjustment to the student’s course requests in PowerSchool. No overrides will be accepted after the deadline.

**Course Selection - February/March**

During this period of time, students plan their courses of study for the following academic year. Students pre-register for courses online through the PowerSchool portal, then meet individually with their school counselor to discuss plans, ensure all requirements are met, and finalize all selections, including alternate choices for electives.

The end of March is the deadline for all changes to course requests and to override a teacher’s recommendation. Students are committed to their selected courses for the next school year. Students who
do not meet with their school counselor during the course selection window will have their courses chosen for them.

Master Schedule Development - April/May

Throughout April and May, the administration processes student course requests, determines whether courses have sufficient enrollment to run, the number of sections for each course, and staffing needed, and creates the master schedule. The master schedule is developed based on the course requests made by students. Every effort will be made to offer a sufficient number of sections to meet all student requests for a course. However, a course may be cancelled if there is not a sufficient number of student requests or due to staffing, facility, and/or budgetary limitations. Conversely, when more students sign up for a course than can be accommodated, a limited number of seats may be offered in that course.

Finalizing Schedules - June/Summer

In June, students will receive verification of their scheduled courses, without teacher names or periods. Students are responsible for contacting their school counselor at this time if there are errors.

Since the master schedule is built each year primarily based on what students select, the majority of course requests are typically met. In some cases, however, students are placed into alternate choices, either due to limited space availability in a course, a course being cancelled due to insufficient enrollment, or a conflict between courses meeting during the same period. School counselors will resolve schedule conflicts with any impacted students before the end of the school year.

There are few substantive reasons for requesting course changes at this time, and such requests will follow a waitlist process. Students must complete the Course/Schedule Change Request Form available through the SHS Guidance website (http://shs.westportps.org/departments/guidance/forms) with student, parent/guardian, and school counselor signatures, and clearly state legitimate educational rationale for the request. Requests will be reviewed before schedules are released. Changes will require administrative approval, are subject to space availability, and will only be granted in rare circumstances.

In August, students will be able to view their complete schedule online through the PowerSchool portal. It is expected that schedules will remain firm and students are committed to their scheduled courses for the full school year.

SCHEDULE CHANGES

Once schedules are released, there is a set time window for students to make a very specific set of permitted schedule changes:

<table>
<thead>
<tr>
<th>Permitted Schedule Changes</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change as a result of successful completion of an approved summer acceleration course</td>
<td>Start of the upcoming school year</td>
</tr>
<tr>
<td>Change as a result of a failed course from the previous year</td>
<td>Start of the upcoming school year</td>
</tr>
<tr>
<td>Correction to a course scheduled in error by the school</td>
<td>Start of the upcoming school year</td>
</tr>
<tr>
<td>Change needed to meet a Staples graduation requirement or specific, documented college or post-secondary institution’s requirements (e.g., NCAA, UK, California state university)</td>
<td>Start of the upcoming school year</td>
</tr>
<tr>
<td>Add a course to fill an incomplete schedule or insufficient number of credits</td>
<td>Start of the upcoming school year</td>
</tr>
<tr>
<td>Change Description</td>
<td>Deadline Details</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Add a course during an unscheduled period if there is space available and doesn’t</td>
<td>End of the 4th school day of the current term</td>
</tr>
<tr>
<td>require another change in the schedule</td>
<td></td>
</tr>
<tr>
<td>Drop a course to take a free period with parent/guardian permission</td>
<td>End of the 30th school day of the current term (see course withdrawal policy below)</td>
</tr>
<tr>
<td>Change to a lower level in a course with parent/guardian permission and teacher</td>
<td>No set deadline for 2019-20 school year (see guidelines below)</td>
</tr>
<tr>
<td>recommendation (i.e., from AP to Honors, Honors to A, A to B, or B to C of the</td>
<td></td>
</tr>
<tr>
<td>same course)</td>
<td></td>
</tr>
<tr>
<td>Change to a higher level in a course with parent/guardian permission, current</td>
<td>No set deadline for 2019-20 school year; only considered in rare circumstances</td>
</tr>
<tr>
<td>teacher recommendation, and department coordinator approval (i.e., C to B, B to A,</td>
<td>and after a reasonable time window has passed</td>
</tr>
<tr>
<td>A to Honors, or Honors to AP of the same course)</td>
<td></td>
</tr>
</tbody>
</table>

There will be no other schedule changes permitted once the school year starts, including changes to electives. Staples, Coleytown, and Bedford counselors meet individually with every student and often have follow-up conversations with students and parents/guardians. Teachers spend considerable time making thoughtful, individualized recommendations for each student in their classes. In return for the time and effort devoted to developing individual programs for each student and constructing a master schedule based on student requests, students and families are trusted to put significant thought into the decisions that are made during the allotted course selection period and make a commitment to following through on these requests.

**Level Changes**

Students are urged to make thoughtful decisions when selecting their courses, challenge themselves appropriately, balance out-of-school commitments responsibly, persist in the face of challenges, and take advantage of available school resources. Staples school counselors, administrators, and faculty are committed to assisting students with developing the skills and strategies necessary to be successful as well as the resilience to handle academic difficulties that arise.

Dropping or changing levels in a course should, therefore, be viewed as a last resort. Nevertheless, there may be times when, despite a full effort from the student, a particular course placement proves to be beyond their abilities or they may feel overwhelmed by their overall course load.

For the 2019-20 school year, there is no deadline to make a level change in a course (i.e., from AP to Honors, Honors to A, A to B, or B to C of the same course). To facilitate a level change in a course, the student should consult with their teacher, school counselor, and parent/guardian. After demonstrating that all other options have been exhausted, if the student still wishes to make the level change, written permission from the parent/guardian to the school counselor is required, along with a recommendation from the teacher to make the change. The school counselor will then attempt to make the schedule change with the least amount of disruption to the student’s schedule while keeping class sizes balanced.

Students and parents/guardians should be aware, however, that level changes are subject to space availability, as the needs of the individual student have to be balanced with the needs of all students who could be impacted if a change were made. In some cases, it is impossible to change levels due to schedule or space limitations so that the student may have to cope with an inappropriate course for the entire year, or a change can be made that necessitates changes to other courses in the student’s schedule.

When a level change is made, all grades earned from the previous level class will be carried over and combined with grades earned in the new class to arrive at the final grade (grades are not adjusted for
level). The final level appearing on the transcript, as well as credit earned, will reflect the course in which the student is enrolled after the level change.

Course Withdrawals

The deadline to drop a course altogether without record and have the course removed from the transcript is the end of the 30th school day of the term for full-year courses, first-semester courses, and second-semester courses.

Students dropping a course after the drop deadline will adhere to the following policy:

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Policy Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Year Class</td>
<td>After the 30th school day of the term, the student will receive a W (Withdrawn) up to the last day of the 1st semester. At the beginning of the 2nd semester, the student will receive a WP (Withdrawn Passing) if the student is passing the class at that time or a WF (Withdrawn Failing) if the student is failing the class at that time.</td>
</tr>
<tr>
<td>First Semester Class</td>
<td>After the 30th school day of the term, the student will receive a W (Withdrawn) up to the last day of the 1st quarter. At the beginning of the 2nd quarter, the student will receive a WP (Withdrawn Passing) if the student is passing the class at that time or a WF (Withdrawn Failing) if the student is failing the class at that time.</td>
</tr>
<tr>
<td>Second Semester Class</td>
<td>After the 30th school day of the term, the student will receive a W (Withdrawn) up to the last day of the 3rd quarter. At the beginning of the 4th quarter, the student will receive a WP (Withdrawn Passing) if the student is passing the class at that time or a WF (Withdrawn Failing) if the student is failing the class at that time.</td>
</tr>
</tbody>
</table>

Note: W or WP will not be factored into the student’s GPA. WF will be factored into the student’s GPA.

CREDIT RECOVERY DUE TO FAILURE OF A COURSE OR POOR ATTENDANCE

Students who have failed or lost credit for courses required for graduation can make up the credit in the following ways. Availability and offerings will vary based on the program and enrollment in a given year. School counselor and department coordinator approval is required with each option.

1. Retake the course at Staples during the following semester or school year (no additional cost to family)
2. Retake the course online through PLATO (no additional cost to family)
3. Retake the course through Westport Continuing Education Summer School (family covers cost)
4. Retake the course through a different educational institution, online or in person (family covers cost)

Note: The educational institution/online provider must be accredited and have the ability to deliver a transcript upon completion of the course. The student must complete the Pre-Approval Form for Coursework Outside Staples High School, available on the SHS Guidance website (http://shs.westportps.org/departments/guidance/forms), attaching a copy of the course description/syllabus and instructor information.
COURSE ACCELERATION

Westport Continuing Education Summer School

The Westport Continuing Education Summer School provides opportunities for students to take a limited number of Staples High School classes for advancement or to study subjects that time during the regular school year does not allow.

Students should be aware of the following:

- Staples students seeking to enroll in a for-credit summer school class must obtain prior written approval from their school counselor and the department coordinator of the class to be taken through the Westport Continuing Education Summer School Registration Form.
- The hours of class time required for credit will be equivalent to hours of instruction during the school year.
- Given the pace of the classes, perfect attendance and punctuality are expected. If a student misses more than two days of class for any reason, credit will not be granted for the course.
- Classes will follow the prescribed Staples High School curriculum and use prescribed Staples High School assessments.
- For Westport Continuing Education Summer School courses taken during the high school years (starting with the summer between grades 8 and 9), credit will appear on the student’s Staples transcript for the upcoming school year, and the grade will be factored into the student’s grade point average. For Westport Continuing Education Summer School courses taken during the summer between grades 7 and 8 or earlier, the course and grade will appear on the student’s Staples transcript for the upcoming school year, but no high school credit will be awarded and the grade will not be factored into the student’s grade point average.
- The deadline to drop a for-credit Westport Continuing Education Summer School class without record and have the class removed from the student’s Staples transcript is the end of the fifth day of the class. If the student withdraws from the class after this date, the student will receive a W (Withdrawn) on their Staples transcript and no credit will be given.
- No refunds will be given for withdrawals from for-credit classes.

Determination as to whether any for-credit summer school class will run will be made by Westport Continuing Education based on enrollment. There is no guarantee that any individual class will run. Students and parents will be notified as soon as a decision is made. In the event that a class must be cancelled due to lack of enrollment, a full refund will be offered. It is therefore recommended that students, after consultation with their school counselor and parent/guardians, enroll in as timely a manner as possible to ensure the best possible outcome.

If you have questions, contact Westport Continuing Education (http://www.westportcontinuinged.com).

Courses Through Other Educational Institutions

Any Staples student may choose to take an online course or course at another educational institution simply for his or her own enrichment and with the family bearing all responsibility for cost. If the student wishes for the course to fulfill a Staples graduation requirement or be used for accelerated advancement within a course sequence, school counselor and department coordinator approval must be granted prior to enrolling in, and then upon completion of, the course according to the process described below. The educational institution/online provider must be accredited and have the ability to deliver a transcript upon completion of the course; acceleration based solely on private tutoring is not permitted.
1. The student discusses the request with his or her school counselor, including the appropriateness of the course and its implications at Staples.

2. The student completes the Pre-Approval Form for Coursework Outside Staples High School, available on the SHS Guidance website (http://shs.westportps.org/departments/guidance/forms), attaching a copy of the course description/syllabus and instructor information. The deadline for requests is June 1 for summer acceleration courses.

3. The school counselor checks that course prerequisites have been fulfilled, then signs off on the Pre-Approval form if approved.

4. The appropriate department coordinator reviews the student’s Pre-Approval form and accompanying documentation, then signs off on the form if approved.

5. The student enrolls in and completes the course.

6. Upon successful completion of the course, and no later than August 15 for summer courses, the student provides his or her school counselor with an official transcript reflecting the final grade and credit awarded by the other educational institution.

7. To assure that the appropriate course standards have been met and for proper placement, the student will be required to take a comprehensive midterm exam, final exam, and/or other comparable assessment. (Note: This requirement may be waived at the discretion of the department coordinator.)

In accordance with school policy, only courses taken and grades earned at Staples High School, or through the Westport Continuing Education Summer School during the high school years, will earn Staples credit, appear on the student’s transcript, and be counted toward the grade point average. A grade report from the other educational institution may be attached to the Staples transcript upon request.

If the student does not obtain prior approval for a course, he or she may not accelerate and must enroll in the corresponding Staples course.

World Language Immersion Programs and Acceleration

Any Staples student interested in accelerated advancement within a world language course sequence or placement into a specific world language course must contact the World Language department coordinator to request an interview to be conducted by a department member. The placement process will consist of an interpersonal speaking skills assessment and evaluation of the level of writing skills, and may include other assessments deemed necessary by the department coordinator. The world language teacher and department coordinator will make a recommendation for appropriate placement based on the student's demonstrated proficiency. The recommendation is then communicated to the guidance department for enrollment, provided that there is availability in the course.

PERSONALIZED LEARNING

Staples High School embraces a personalized approach to learning and the ability for students to pursue off-campus educational programs, including online courses, college courses, and other opportunities to learn beyond the traditional classroom setting. Staples High School is committed to providing a variety of educational opportunities to students that will allow them to meet graduation requirements while supporting their individual needs. Students wishing to take part in these opportunities should work with their school counselor to develop an appropriate program of study.

PLATO Online Courses
Online courses carry benefits to students with the independence, motivation, and interest to succeed. Westport Public Schools is contracted with the Edmentum learning platform to deliver PLATO online courses. PLATO provides the appropriate content and level of critical thinking expected of students, along with the flexibility to customize courses to the expectations Staples holds in high regard. As the board-sanctioned provider of online educational services, the cost of approved PLATO coursework will be covered by the school system.

A PLATO online course may be taken by Staples students in order to serve the following purposes:

- Exploration of an area of interest through an elective-based course
- Retaking a required course for credit recovery due to failure or loss of credit for poor attendance
- Supporting progress in a current Staples course, remediating skills and/or content knowledge, or serving as an alternative educational program during a formally-approved extended absence, as determined by the RTI, Section 504, or PPT team

The following stipulations apply to elective-based PLATO online course enrollment (*enrollment for other purposes is at the discretion of the RTI, Section 504, or PPT team or school administration*):

- Only students in grades 10-12 are eligible to take elective-based online courses.
- The student must be in good standing in terms of academics, behavior, and attendance and demonstrate fit for the rigorous, independent demands of an online learning environment.
- All prerequisites must be met in order to take the course.
- A student must still take six Staples courses each semester to be considered fully enrolled.
- Online elective course enrollment cannot exceed 1.0 credit per school year.
- Online elective courses must be started and completed during the school year.
- Online elective courses may be used to fulfill elective credit requirements only, not to fulfill specific subject area graduation requirements.

Enrollment in PLATO courses must be approved through the RTI, Section 504, or PPT team or by a building administrator (grade-level assistant principal or director of guidance). For credit recovery or elective-based courses outside of the realm of formal student intervention teams (i.e., RTI, 504, PPT), the student will discuss the potential course with his or her parent/guardian and school counselor, then the school counselor will request approval from the grade-level assistant principal and/or director of guidance. The school counselor will work with the Personalized Learning Teacher to enroll the student in the PLATO course. The student must complete, and will be held to, a contract outlining specific course standards and expectations.

PLATO courses will earn Staples High School credit and appear on the student’s transcript along with the designation (online). Unless otherwise specified by the RTI, Section 504, or PPT team, the student will receive a letter grade for the course, and the grade will be factored into the grade point average as an elective course (no level weight). For students considering college athletics, Staples PLATO courses are not currently approved as core courses by the NCAA.

**Independent Learning Experiences**

The Independent Learning Experience is a pathway for learners who want to accelerate their learning beyond the classroom setting. This pathway is available to students in grades 10-12 who exhibit a strong desire to work independently on an enriching project, coursework or independent study that is not otherwise offered at Staples High School. Through an Independent Learning Experience, students spend a semester or full year independently or collaboratively moving forward to bring that passion project to
fruition, with the support of the Personalized Learning teacher and a faculty mentor. Students showcase and present their work at the conclusion of their studies. A review panel is assembled featuring content area specialists, the Personalized Learning teacher, administrators, as well as other school staff.

Credit and assessment for an Independent Learning Experience will be awarded in the following ways:

- Pass/Fail
- 0.5 credit for semester independent learning; 1.0 credit for full-year independent learning

Students are allowed to enroll in one full credit of independent learning per school year, which can be each semester for two different Independent Learning Experiences, or a full year for one extended Independent Learning Experience. If students wish to pursue more than one full credit of independent learning, they must receive permission from their school counselor, the director of guidance, and their grade-level assistant principal.

The drop deadline for an Independent Learning Experience is thirty days after the new semester begins, as is the case for all courses at the high school. If a student drops the Independent Learning Experience after the 30th school day of the term, the student will receive a W (Withdrawn) up to the last day of the 1st or 3rd quarter. At the beginning of the 2nd or 4th quarter, the student will receive a WP (Withdrawn Passing) if the student is passing the class at that time or a WF (Withdrawn Failing) if the student is failing the class at that time.

Visit the SHS Independent Learning Experiences website for more information (http://shs.westportps.org/departments/independent-learning-experiences).

Community Service

Students are eligible to earn practical arts credit for community service they have completed (.25 credits for 30 hours and .5 credits for 60 hours). Credit may only be earned for community service conducted while a Staples student and outside of the school day, starting with the summer between grades 8 and 9. Students may earn no more than one credit of community service per school year. Students receive a grade of Pass for community service, which is not calculated in the grade point average.

University of Connecticut Courses Through Early College Experience (ECE)

UConn Early College Experience is a concurrent enrollment program for motivated high school students. Students can take UConn courses at their high school for both high school and college credit for a fraction of the cost of normal college tuition. The UConn ECE courses at Staples High School are:

<table>
<thead>
<tr>
<th>UConn Course</th>
<th>Staples Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRTS 1007: Introduction to Human Rights</td>
<td>Contemporary World Studies</td>
</tr>
<tr>
<td>DMD 1000: Digital Foundation</td>
<td>Digital Foundations Honors</td>
</tr>
<tr>
<td>NRE 1000: Environmental Science</td>
<td>AP Environmental Science</td>
</tr>
<tr>
<td>FREN 3250: Global Culture in French I/</td>
<td>AP French Language and Culture</td>
</tr>
<tr>
<td>FREN 3268: Grammar and Composition</td>
<td></td>
</tr>
<tr>
<td>GERM 3233: Building Language Skills through Culture I/</td>
<td>AP German Language and Culture</td>
</tr>
<tr>
<td>GERM 3255: 20th Century German Literature</td>
<td></td>
</tr>
<tr>
<td>ILCS 3239: Italian Composition &amp; Conversation I/</td>
<td>Italian 4 Honors</td>
</tr>
<tr>
<td>ILCS 3240: Italian Composition &amp; Conversation II</td>
<td></td>
</tr>
</tbody>
</table>
Teachers for these courses have been certified as UConn ECE Affiliate Faculty through UConn. Upon completion of the course with a passing grade, enrolled students will receive college credits from UConn. These credits are accepted at 87% of colleges and universities across the country. Starting with the Class of 2022, ECE courses will be designated on the student’s Staples transcript along with the UConn ECE grade weighted at the college course level in the GPA. Visit the UConn ECE web site for more information (https://ece.uconn.edu/).

**Norwalk Community College High School Partnership (HSP) Program**

The NCC High School Partnership program is designed for highly motivated, academically qualified students. Juniors and seniors with a 3.0 or higher grade point average are eligible to apply for this program. NCC covers the cost of tuition and registration fees; the student must purchase books, supplies, and any lab fees if necessary. Interested students must complete the Accuplacer Test to determine their eligibility for college-level courses. Students may take one HSP course per semester, outside of regular school hours; summer courses are not available through HSP, but may be taken at the student’s expense. Students earn college credit for a successfully completed course that can be used toward a degree or certificate at NCC or transferred to another college. (Note: Some colleges will not accept transfer credit for a college course taken while in high school.) A student may apply the HSP course toward the minimum 6 courses required for full-time enrollment status at Staples.

For the Classes of 2020 and 2021, the HSP class and grade will not appear on the student’s Staples transcript, and the grade will not factor into the Staples grade point average. However, the NCC transcript may be attached to the Staples transcript upon request.

Starting with the Class of 2022, in addition to the college credits earned, students will also earn .5 Staples High School credit for an HSP one-semester course, which counts toward the student’s high school elective graduation requirements. The course name, letter grade assigned by NCC, and high school credit will appear on the Staples transcript. The grade will be weighted at the college course level in the GPA.

**Regional Center for the Arts**

The Regional Center for the Arts is a part-time public inter-district magnet high school for Fairfield County students interested in the performing arts. Currently, 245 high school students in grades 9-12 attend. Programs include Creative Video, Dance, Music, Musical Theater, and Theater. RCA’s student body reflects racial, ethnic, and socioeconomic diversity of the Greater Bridgeport Region. Students who feel a passion for performance with or without professional training are welcome to apply to the program. Students attend Staples in the morning and the Regional Center for the Arts in the afternoon from 1:30-4:45 p.m. Monday through Thursday. Transportation is provided by the school district. Based on 450 instructional hours from September to June, Staples students attending RCA are eligible to earn 3.0 credits per school year, which count toward their Staples graduation requirements. Credits are listed on the Staples transcript along with the letter grade assigned by RCA. The grade will be factored into the grade point average as an elective course (no level weight).

**Staples Pathways Academy**

The Staples High School Pathways Academy is a “School-Within-A-School” providing alternative educational opportunities for students experiencing academic, behavioral and/or life challenges in the traditional school setting. The Pathways Academy enrolls approximately 25 students at the high school level with the intent of creating a small, supportive community of students. The Pathways Academy is designed to provide a place where all students feel safe and free to explore their academic interests and achieve their personal goals. A team of core teachers, an administrator as well as other team supports such
as school social workers, psychologists, the school resource officer, and the student outreach counselor support the Academy. A team meets regularly to discuss the holistic needs of the students and develop new programs to enhance student learning and personal growth.

As for all students at SHS, Pathways Academy students must earn 25 credits to meet their graduation requirements. Pathways Academy students are expected to earn a minimum of two credits per semester or four credits per school year within the Academy program. Students may then enroll in electives, Health and Physical Education courses, World Language, community service, work-study, or internship opportunities from 10:45 a.m. through the end of the school day and beyond. The academic expectations of the Pathways Academy are the same as traditional core classes, and all Pathways classes are A-level. Pathways allows for more opportunities for students to earn course credits based on non-traditional learning methods such as individualized instruction, peer coaching, project-based learning, interdisciplinary projects, experiential learning, standards-based instruction and learning, and community service.

The alternative academic environment and personalized curriculum offered through the Pathways Academy comes with certain academic expectations for students. Each student must take ownership and be responsible for his/her learning plan, be able to maintain adequate progress, and demonstrate proficiency in graduation requirements. Our expectation is that students will apply their interests, talents, knowledge, and skills towards developing an academic plan to graduate and in doing so gain the confidence and skills to graduate from SHS prepared for their post-secondary world.

Students attend Pathways Academy classes during periods 1-4. During the first period of the day, there is a community meeting which allows for Pathways Academy teachers the opportunity to check in with students and confirm the plan for the day. Additionally, once per week our Student Outreach Counselor will work with students on the Reconnecting Youth curriculum. This curriculum is designed specifically for students who may be struggling with various elements of the teenage years and high school. There is an expectation that all Pathways Academy students will continue to attend, meet the requirements of, and pass their elective courses taken outside of the Pathways schedule, as these courses are not offered within the Pathways Academy.

For more information and to access the application for this program, students should see their school counselor.

**ALTERNATIVES TO STAPLES HIGH SCHOOL**

**Academy of Information, Technology, & Engineering (AITE)**

The Academy of Information Technology & Engineering is an inter-district, public, magnet high school located in Stamford. With a maximum enrollment of 700 students, AITE draws students from throughout western Fairfield County. AITE offers a dynamic college preparatory environment that integrates 21st century learning expectations, world language acquisition, emphasis on global competencies, advanced information technology skills and knowledge, introductory courses in pre-engineering and architecture, and service learning. The learning environment includes extended time classes in a block schedule with a focus on student-centered, project based learning. All students and teachers are provided with wireless laptop computers that promote inquiry, creativity, and collaboration. Honors, Advanced Placement, college credit, and virtual high school courses are offered and available to all students. Admission is based on an application and lottery system.

**Agriscience Program – Westhill High School**
The Agriscience Program at Westhill High School in Stamford is a college preparatory program that focuses on animal and plant related sciences (referred to as agriscience). Students graduate from the program very well prepared for college, and many times have already obtained credit for introductory college classes through involvement in the UConn Early College Experience program. In addition, students learn skills they can use in their post-college career pathway. Interests of graduates include horticulture, vet science, aquaculture, traditional farming, and floral design. The competitive and intellectual advantage the students gain makes the agriscience program a good choice for any student wanting to study animal or plant related sciences.

**Center for Global Studies – Brien McMahon High School**

The Center for Global Studies is a magnet school-within-a-school committed to preparing students to become citizens of our global society. Our 290 students learn Arabic, Chinese, or Japanese, study the cultures and history of Asia or the Middle East, read literature from around the world, and travel on two-week study tours to broaden their understanding of the world. We are proud to expand our program to include the rigorous International Baccalaureate Diploma Program. The IB mission is simple--by educating students we can create a better world. The IB learner profile expresses the IB mission statement in action. The CGS is located within Norwalk’s Brien McMahon High School, a comprehensive high school that was completely renovated in 2005. The result is a beautiful building that is home to a diverse student population of more than 1,700 students. CGS occupies a section of the west wing of the building, and classrooms are equipped with Smartboards and chromebooks. There is a large community room for cultural events and a working kitchen where students cook international foods. Students choose to come to CGS from all over Fairfield County. They study language, literature, and history in the CGS, and they enroll in global studies-themed math, science, art, gym, health, and other electives through Brien McMahon HS.

**JM Wright Technical High School**

At Connecticut Technical High Schools, new and exciting educational experiences are happening. Talented and creative academic and technical teachers at Connecticut Technical High Schools are working together to develop applied and integrated lessons. Academic and technology projects are requiring students to engage in real life problem solving, increasing the variety of texts read, and developing their oral communication skills and writing skills. Research is proving that students learn better and retain concepts longer when they are educated using an applied and integrated curriculum. The development of this unique and rigorous curriculum prepares graduates of Connecticut Technical High Schools for immediate employment, or entry into apprenticeship programs, admission to two-year and four-year colleges, and lifelong learning. Students in Westport have access to programming at JM Wright Technical High School in Stamford.

**The Sound School**

With sweeping views of New Haven Harbor, The Sound School prepares students for college, careers, and life in a maritime-focused environment. Coupled with rigorous academics and a dedicated faculty, The Sound School has become Connecticut’s premier aquaculture/agriculture science and technology education center (ASTE). The Sound School is the first full-time ASTE center to concentrate on the study of aquaculture and marine trades in the state of Connecticut. The comprehensive academic program prepares students for a post-secondary life, which may include, college, technical school, the military, or entering employment upon graduation. The curriculum includes extensive exposure to on-the-water and water-related activities and coursework such as nautical drafting, marine research, aquaculture production, and vessel handling and safety at sea.
FOUR-YEAR COURSE PLAN

The Four-Year Course Plan worksheet can be used by students to track graduation requirements and project the courses they intend to take while at Staples.

Classes of 2020, 2021, 2022

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (4.0)</td>
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</tr>
<tr>
<td>Math (3.0)</td>
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<td>Science (2.0)</td>
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<tr>
<td>Social Studies (3.5)</td>
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<tr>
<td>1.0 Global Themes</td>
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<tr>
<td>.5 Civics</td>
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<tr>
<td>.5 Area Study</td>
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<td>.5 Additional Course</td>
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<tr>
<td>World Languages (2.0)</td>
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<tr>
<td>Any one world language in sequence</td>
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<td>Min. 0.5 Fine Arts and 0.5 Practical Arts; remaining 0.5 either area</td>
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<td>Total minimum credits required: 25.0 credits</td>
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Class of 2023 and Beyond

<table>
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<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
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<td><strong>Humanities</strong></td>
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<tr>
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<tr>
<td><strong>Humanities</strong></td>
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<tr>
<td>Social Studies (3.0)</td>
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<tr>
<td>1.0 Global Themes</td>
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<tr>
<td>1.0 U.S. History</td>
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<tr>
<td>.5 Civics</td>
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**ENGLISH**

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Physical Education Leaders | S1, S2 | .5 | 11 | 12
Yoga | Q4 | .25 | 11 | 12

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ACADEMIC SUPPORT

.5 credit  Grades 9, 10, 11, 12  S1, S2

Prerequisite: None

The Academic Support Class is a course designed for students whose academic performance indicates a need for support. This course is designed to help individual students to develop study techniques and receive assistance to better manage their course load. A strong emphasis is placed on the development of critical reading and writing skills, organizational skills, note taking, studying techniques, communication skills, and exploring learning styles. Students in the class will work with the teacher to set goals and monitor their progress toward those goals throughout the semester.

BRIDGE 9 PROGRAM

1.0 credit  Grade 9  Full-Year

Prerequisite: Recommendation by a member of the student’s school team

The purpose of the Bridge Program is to provide proactive support for freshmen who may need more support to ensure a successful transition to high school. Students in the Bridge Program are assigned 1:1 teacher mentors for their freshman year of high school. The students actively work to create a collaborative environment while also working to engage in all Staples High School has to offer. The focus is on academic support and the overall social emotional health of students and building positive relationships in the school community.

BRIDGE 10 PROGRAM

1.0 credit  Grade 10  Full-Year

Prerequisite: Recommendation by a member of the student’s school team

The purpose of the Bridge Program in grade 10 is to continue to provide proactive support for sophomores who benefit from the mentor program. Within the Bridge 10 Program are two mentors who were involved in the grade 9 program along with an academic support teacher. The students will continue to actively work to create a collaborative environment while also engaging in all Staples High School has to offer. The focus in Bridge 10 is on building further independence in academic endeavors and positive relationships in the school community.

WELLNESS SEMINAR

.5 credit  Grades 9, 10, 11, 12  S1, S2

Prerequisite: None

The Wellness Seminar is a one-semester class designed for students who want to develop and maintain healthy relationships, communicate effectively, and manage the emotional ups and downs of teenage life. This course is a school-based adaptation of Dialectical Behavioral Skills Training. A commitment to active participation and willingness to practice strategies will be expected. Interested students are expected to speak with their school counselor.
ART DEPARTMENT OVERVIEW

The art program at Staples High School offers an extensive selection of rigorous courses for both the most serious art students as well as those who want to experience visual art media. All courses expand on a concern for drawing from observation, and build on how the elements and principles of art apply to a student’s chosen medium.

Drawing is an excellent foundation for every art course offered, and students who will pursue post-secondary studies at an art school or a career in art are encouraged to begin their art studies as early in their high school career as possible to ensure adequate training for portfolio development.

*Note: Lessons for advanced-level art courses taken more than once are individualized according to student ability and experience.*

2-DIMENSIONAL ARTS COURSES

**DRAWING**

0.5 credit  
*Grades 9, 10, 11, 12*  
*S1, S2*  
*Prerequisite: None*

This course is open to all students who are serious about learning to draw from observation, regardless of skill and ability. Theories of perception, fundamentals of visual thinking, and skill building are covered...
through still life, figure drawing, and other set-ups. It is recommended that those students who are interested in pursuing a post-secondary experience in art take this course.

**ADVANCED DRAWING**

*.5 credit  
Grades 9, 10, 11, 12  
S1, S2  
Prerequisite: Drawing

Note: This course can be taken multiple times with teacher and department coordinator approval.

Advanced Drawing will build on the concepts and technical skills presented in Drawing. Students will develop greater technical skills using a variety of drawing media and will learn at their individual level. First semester usually includes working in color pastel; second semester includes portraiture. The student should be able to work independently.

**STUDIO ART HONORS**

*.5 credit  
Grades 11, 12  
S1, S2  
Prerequisite: Two semesters of Advanced Drawing with an A- or higher (three semesters recommended) and course instructor’s recommendation based on portfolio review

Note: This course can be taken multiple times with teacher and department coordinator approval.

This course offers the most serious art students the opportunity for advanced study, creative thought, and in-depth pursuit of their personal artistic interest. Students will study and apply the elements and principles of art, develop their skills through group and individual projects, and have an opportunity to explore a chosen medium while interpreting a given theme.

**AP STUDIO ART: DRAWING**

1.0 credit  
Grades 11, 12  
Full-Year  
Prerequisite: Two semesters of Advanced Drawing (three semesters recommended); one semester of Studio Art Honors; course instructor’s recommendation

This course is for highly motivated, committed students who are seriously interested in the study of art. Students will create a portfolio demonstrating mastery of drawing through a variety of subjects including, but not limited to, figures, portraits, self-portraits, still-life, landscape, and interiors using a range of media and techniques such as pencil, charcoal, conte crayon, ink, pastel and paint. The course provides the student the opportunity for in-depth investigation and discovery in their artwork through the concentration, breadth, and quality sections of the portfolio.

**OIL PAINTING**

*.5 credit  
Grades 9, 10, 11, 12  
S1  
Prerequisite: None

This course will develop an understanding of formal art concepts such as composition and color relationships. Students will work from observation while exploring oil painting media and techniques. Drawing experience is recommended.

**ADVANCED OIL PAINTING**

*.5 credit  
Grades 9, 10, 11, 12  
S1  
Prerequisite: Oil Painting

Note: This course can be taken multiple times with teacher and department coordinator approval.
This course continues student development of painting techniques with an emphasis on more complex observational skill development and personal expression. Students should be able to work independently.

**PAINTING BIG**

*.5 credit  
Grades 9, 10, 11, 12  
S1, S2

*Prerequisite: None*

*Note: This course can be taken multiple times with teacher and department coordinator approval.*

In this course, students produce and paint a large wall mural. Students create a unique mural theme (pop culture, abstract, historic, cartoon), then design, lay it out, and paint a mural for the school community. In addition to learning various techniques and media, art concepts such as the use of color principles of design and composition will be addressed. Examples of finished products include murals painted on wood/canvas.

**SILKSCREEN**

*.5 credit  
Grades 9, 10, 11, 12  
S2

*Prerequisite: None*

This course will explore silkscreen as it is used to produce fine art prints, cards, T-shirts, etc. An introduction to the elements and principles of art will be integrated into student’s design development. Drawing experience is recommended.

**ADVANCED SILKSCREEN**

*.5 credit  
Grades 9, 10, 11, 12  
S2

*Prerequisite: Silkscreen*

*Note: This course can be taken multiple times with teacher and department coordinator approval.*

This course is a continuation of Silkscreen with instruction of more challenging techniques and an introduction of additional silkscreen media. Students are encouraged to explore more personally expressive content. Students should be able to work independently.

**WATERCOLOR**

*.5 credit  
Grades 9, 10, 11, 12  
S1, S2

*Prerequisite: None*

This course covers formal concepts and techniques as they apply to watercolor paint media. Drawing experience is recommended.

**ADVANCED WATERCOLOR**

*.5 credit  
Grades 9, 10, 11, 12  
S1, S2

*Prerequisite: Watercolor*

*Note: This course can be taken multiple times with teacher and department coordinator approval.*

This course will develop advanced techniques and work toward building a personal creative style in watercolor painting. Students should be able to work independently.

**MEDIA ARTS/TECHNOLOGY COURSES**
ANIMATION
.5 credit Grades 9, 10, 11, 12 S1, S2
Prerequisite: None

This course is for students who are interested in studying the art of animation. Students will have the opportunity to experience varied traditional animation techniques such as flip books and stop-motion animation, as well as digital techniques and processes. Students will work both independently and in small groups. The history of animation as well as contemporary animation topics will be covered throughout the semester.

GRAPHIC DESIGN 1 (FORMERLY DESIGN AND TECHNOLOGY)
.5 credit Grades 9, 10, 11, 12 S1, S2
Prerequisite: None

This is a beginning course for students interested in digital art and graphic design. Students will obtain a strong foundation in the elements of art, principles of design, typography, and composition in regard to the field of graphic design, branding, and illustration. Students will become proficient in Adobe Photoshop and Illustrator. Emphasis is on the process of creating and design thinking. The work of famous designers of the past as well as current designers will be introduced and used as the inspiration for some assignments.

GRAPHIC DESIGN 2 (FORMERLY ADVANCED DESIGN AND TECHNOLOGY)
.5 credit Grades 9, 10, 11, 12 S1, S2
Prerequisite: Graphic Design 1 (formerly Design & Technology)

Note: This course can be taken multiple times with teacher and department coordinator approval.

This is a course for students interested in digital art and graphic design to continue their investigation of the medium. Students will continue to develop their skills in Adobe Photoshop and Illustrator as well as other Adobe software. Emphasis is on the creative process and design thinking. Each semester there is an opportunity for students to create design work for a "real world" client.

PHOTOGRAPHY 1 (FORMERLY DIGITAL DARKROOM)
.5 credit Grades 9, 10, 11, 12 S1, S2
Prerequisite: None

Students will gain an understanding of how to creatively capture images using Digital SLR cameras. Emphasis is placed on creative camera controls, compositional awareness, and personal expression. Photographs will be edited using Adobe Photoshop software to achieve color correction edits, black and white conversion, collage, etc. Celebrated works by past and present photographers will be examined to help develop personal aesthetic sense and concept of theme based imagery.

PHOTOGRAPHY 2 (FORMERLY ADVANCED DIGITAL DARKROOM)
.5 credit Grades 9, 10, 11, 12 S1, S2
Prerequisite: Photography 1 (formerly Digital Darkroom)

Note: This course can be taken multiple times with teacher and department coordinator approval.

This course offers an opportunity to further refine technical camera skills while continuing to foster aesthetic thought through the exploration of digital art as a mode for personal expression and
communication. Students conceptualize ideas and generate unique series of images using sophisticated methods of image manipulation including HDR photography, camera RAW processing, and various Photoshop techniques. Students should be able to work independently.

DIGITAL FOUNDATIONS HONORS (UCONN ECE)

1.0 credit Grades 11, 12 Full-Year
Prerequisite: Graphic Design 1 (formerly Design & Technology); plus either Graphic Design 2 (formerly Advanced Design & Technology), Advanced Drawing, Animation, or Photography 1 (formerly Digital Darkroom); plus course instructor’s recommendation

Students will engage with a variety of real-world, media-based projects where the focus is on identifying new ways to share and communicate information visually. Students will build on their understanding of art and design formal concepts and have the opportunity to further their software and digital media skills with an emphasis on creative thinking, problem solving, and collaboration. Students will explore a variety of print, video and animation media throughout the course.

DIGITAL FOUNDATIONS HONORS ALSO OFFERS CREDITS FROM THE UNIVERSITY OF CONNECTICUT THROUGH UCONN EARLY COLLEGE EXPERIENCE.

UCONN DMD 1000: DIGITAL FOUNDATION
Three credits
Introductory studio experience in designing for the digital arts; concepts, media, and strategies for making creative digital work.

3-DIMENSIONAL ARTS COURSES

CERAMICS
.5 credit Grades 9, 10, 11, 12 S1, S2
Prerequisite: None

This course is designed for students interested in learning about hand building techniques such as making pinch pots, slab building, and working with clay coils. Glazing and decorating techniques will be explored.

ADVANCED CERAMICS
.5 credit Grades 9, 10, 11, 12 S1, S2
Prerequisite: Ceramics

Note: This course can be taken multiple times with teacher and department coordinator approval.

This course is a continuation of Ceramics, exploring clay design in depth. Students should be able to work independently.

JEWELRY MAKING
.5 credit Grades 9, 10, 11, 12 S1, S2
Prerequisite: None

This course is designed for students who want to develop skills in creating wearable jewelry and art metal projects. Students will learn the fundamental process in metals while making rings, pins, bracelets, and other jewelry. Personal expression will be explored through specific design projects.
ADVANCED JEWELRY MAKING
.5 credit Grades 9, 10, 11, 12 S1, S2
Prerequisite: Jewelry Making

Note: This course can be taken multiple times with teacher and department coordinator approval.

This course is for those students who have mastered the basic skills of creating fine jewelry or art metal projects and want to explore in greater depth new techniques such as enameling, metal weaving, etc. Students should be able to work independently.

POTTERY
.5 credit Grades 9, 10, 11, 12 S1, S2
Prerequisite: None

Students will learn to create symmetrical forms and sculptures. A strong emphasis on form and function will guide the creation of the projects. Excellence in both the technical and aesthetic realms of clay expression will be stressed. Surface carving, scraffito and other glazing techniques will be employed to create beautiful and functional pottery.

ADVANCED POTTERY
.5 credit Grades 9, 10, 11, 12 S1, S2
Prerequisite: Pottery

Note: This course can be taken multiple times with teacher and department coordinator approval.

Advanced Pottery offers students an opportunity to further develop technical skills associated with throwing on the wheel and surface decoration. Emphasis will be placed on the study of aesthetics and critical thought to help students develop a unique artistic vision. Students should be able to work independently.

SCULPTURE
.5 credit Grades 9, 10, 11, 12 S1, S2
Prerequisite: None

This course will explore a variety of sculpting techniques and concepts. Students will develop sculptures from concepts to 3 dimensional forms. Explored materials may include wood, cardboard, found objects, and clay.

ADVANCED SCULPTURE
.5 credit Grades 9, 10, 11, 12 S1, S2
Prerequisite: Sculpture

Note: This course can be taken multiple times with teacher and department coordinator approval.

This course is a continuation of Sculpture with an emphasis upon theory and philosophy of art and will involve figure modeling and casting. Students should be able to work independently.

AP STUDIO ART: 3-D DESIGN
1.0 credit Grades 11, 12 Full-Year
Prerequisite: Two semesters of Ceramics, Jewelry Making, Pottery, and/or Sculpture; one semester of Advanced Ceramics, Advanced Jewelry Making, Advanced Pottery, or Advanced Sculpture; course instructor’s recommendation

This course is for highly motivated students who are seriously interested in the study of the art; the course demands significant commitment. Students will submit a portfolio for evaluation at the end of the year. For this portfolio, students are asked to demonstrate mastery of 3-D design through clay including, but not limited to, figurative or non-figurative ceramics and pottery.
CULINARY ARTS 1
.5 credit Grades 10, 11, 12 S1, S2
Prerequisite: None

Culinary Arts 1 is an introductory course for students to experience working in a professional kitchen environment, using professional smallwares and equipment, while learning the principles of baking and pastry. Emphasis is placed on technique and technology used in the food industry. Students will learn safety and sanitation competencies, quantity food preparation and conversions, food storage requirements, and weights and measurements. Students’ objectives will focus on practical application of skills and competencies while preparing a wide range of baked goods. Products prepared include: cookies, biscuits, quick breads, pour-batters, tortillas and flatbreads, phyllo and French puff pastry, pies, pizza and calzones, cinnamon rolls and yeast doughs, and cakes.

CULINARY ARTS 2
.5 credit Grades 10, 11, 12 S1, S2
Prerequisite: Culinary Arts 1

As an extension of the Culinary Arts 1 course, students enrolled in Culinary Arts 2 will continue to follow and apply the food preparation skills as they relate to the standards set by the food service industry. Students will explore the foods and cultures of a variety of international and regional American areas as well. Students will use technology to aid them in this query. Each week, students will develop a menu resulting from that inquiry and build on their production skills and competencies through practical application. Students will prepare a full range menu, from appetizers and hors d’oeuvres to soups, salads, entrees, and desserts. The skills emphasized will be equipment identification and usage, preparation of menu items, and safety and sanitation. Students will continue to apply and demonstrate their knowledge and expertise through class production and school-based catered events.

ADVANCED CULINARY ARTS
1.0 credit Grades 11, 12 Full-Year
Prerequisite: Culinary Arts 1, Culinary Arts 2

The objective of this course is to continue to build on skills emphasized in both the Culinary Arts 1 and 2 classes and introduce business and management concepts, as well as recipe and menu development skills. Lab work revolves around menu production with extra emphasis on knife skills and production efficiency, utilizing seasonal ingredients and ingredients unfamiliar to the students’ palates, as well as strategizing production leadership and creative initiative. Students will take a much more in-depth approach to the study of ingredients, recipes and menus. Students will continue to use technology to aid them in this inquiry. Students will also continue to cater school-based events.

FOOD IN LITERATURE (CULINARY)
.5 credit Grades 11, 12 S1, S2
Prerequisite: English 9, English 10

Food writing is about putting food in context through experimentation with cooking and a variety of writing styles. This co-taught course (with English) enables rigorous analysis and practice in reading and writing high-quality, challenging material, while also experimenting in the test kitchen, given students’ areas of study. Students will express their writers’ voices through creating and maintaining a digital portfolio inspired by their experiences in the test kitchen. Through the study of mentor texts, students will study and create recipes, write research-based feature articles, craft personal essays and memoirs, conduct interviews, engage in menu writing and the creation of food and restaurant reviews, and learn how to incorporate photography and videos into their writing. Students will have the opportunity to develop and perfect their recipes and menus using the course’s test kitchen. It will be through students’ experiences in the kitchen that they will be able to authentically adapt, develop, and hone their food writing abilities to effectively communicate with their audience.
### Grade 9 Courses

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<td>English 9 Honors</td>
<td>Advanced Journalism</td>
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**One full year of English is required in each of the freshman, sophomore, junior, and senior years.**

**GRADE 9 COURSES**

Freshmen must take English 9 or 9 Honors. Learning outcomes for ninth grade students are similar for each level. Honors-level classes assume students are able to work more independently, read more complex literature, complete longer assignments in reading, writing, and vocabulary study, and write more complex essays based on abstract and original thinking. Both levels of freshman English will experience Shakespeare as appropriate for their reading skills. In addition, they will read a variety of...
classic and contemporary titles, such as *The Odyssey*, *Of Mice and Men*, *Animal Farm*, *Frankenstein*, and *Maus*. Ninth grade students are individuals, each maturing at their own developmental pace. A student should be placed in the level that is most appropriately challenging for him or her. Evaluation of all students is based on the quality of their work, participation (including attendance) in classroom activities, and consistent effort to meet course outcomes. Daily class work, homework, quizzes, tests, essays, oral work, and project displays or performances are assessed according to criteria and quality rubrics. Individual teachers will communicate to their classes how grades are derived.

**ENGLISH 9 (FORMERLY ENGLISH 1 A)**

1.0 credit  
Grade 9  
Full-Year  
Prerequisite: None

The hallmark of an A-level course is that it challenges a student’s ability to exert purposeful effort in order to develop as a critical thinker. This course focuses on analysis of literature and the development of analytical writing skills, with special emphasis on organization and supporting evidence. Students engage in a regular and systematic study of vocabulary and grammar and usage. Students develop speaking, listening, and viewing skills. Students will be challenged by choices for their independent reading requirement. Emphasis is placed upon the process of writing, frequent revisions, and conferences with the teacher. Both English and Social Studies classes will focus on critical thinking skills, levels of questions, critical reading, and analytic writing.

**ENGLISH 9 HONORS (FORMERLY ENGLISH 1 HONORS)**

1.0 credit  
Grade 9  
Full-Year  
Prerequisite: None  
Guideline: Teacher recommendation

The hallmark of an Honors-level course is the depth of critical and original thinking required, as well as the amount of independent work. This course focuses on analysis of complex literature, refinement of analytical writing skills, intensive study of vocabulary, refinement of grammar and usage, and development of speaking, listening, and viewing skills. Students entering this course are expected to assume more independent responsibility for their work and to make a sustained commitment in terms of time and effort to longer, more abstract reading and writing assignments. In addition to the core texts, students are challenged by an additional literature unit taught each quarter, as well as a quarterly independent reading requirement. Both English and Social Studies classes will focus on critical thinking skills: levels of questions, critical reading, and analytic writing.

**INTRODUCTION TO JOURNALISM**

.5 credit  
Grades 9, 10, 11, 12  
S1, S2  
Prerequisite: None

Note: *Introduction to Journalism is a prerequisite for Advanced Journalism and will count as .5 elective credit when taken as a freshman or sophomore. Introduction to Journalism must be taken in addition to English 9/English 10.*

Designed for students who want to improve their writing skills while publishing work in the school paper and yearbook, this course will teach the conventions and nuances of writing news, features, columns, editorials, reviews, and sports. Students will learn how to write leads, headlines, and captions. They will practice organizing stories, conducting interviews, and editing articles. While working on monthly articles for the paper, students will also study concepts essential to producing a good paper: history of journalism, ethics in the media, balanced reporting, First Amendment rights and responsibilities, newspaper business
practices and use of photography. Introduction to Journalism is strongly recommended for all those seeking editorial positions on Inklings, the school newspaper.

GRADE 10 COURSES

Sophomores must take English 10 or English 10 Honors. The sophomore curriculum includes interrelated and overlapping areas: writing, literature, vocabulary, grammar and usage, research skills, listening, speaking and viewing skills, strategies for reading nonfiction. Learning outcomes for tenth grade students are similar in A and Honors levels. Honors-level classes assume students are able to work more independently, read more complex adult literature, complete longer assignments in reading, writing, and vocabulary study, and write more complex essays based on abstract and original thinking. Tenth grade students are individuals, each maturing at their own developmental pace. A student should be placed in the level that is most appropriately challenging for him or her.

Students must successfully complete the research paper in order to meet the graduation requirement.

ENGLISH 10 (FORMERLY ENGLISH 2 A)

1.0 credit Grade 10 Full-Year
Prerequisite: English 9

The hallmark of an A-level course is that it challenges a student’s ability to exert purposeful effort in order to develop as a critical thinker. This course focuses on response to literature, both personal and analytical. Special emphasis is placed on writing an analytical essay, with frequent revisions and teacher conferences. Students engage in regular and systematic study of vocabulary (200-300 new words per year) and grammar and usage. Students develop speaking, listening, and viewing skills, develop research skills, and learn strategies for nonfiction reading. One outside reading assignment is required per quarter. Typical literary selections may include: The Catcher in the Rye, Romeo and Juliet, The Things They Carried, Monkeys.

ENGLISH 10 HONORS (FORMERLY ENGLISH 2 HONORS)

1.0 credit Grade 10 Full-Year
Prerequisite: English 9
Guideline: Teacher recommendation

The hallmark of an honors-level course is the depth of critical and original thinking required, as well as the amount of independent work. English 10 Honors is an advanced class for students who, in their freshman English year, demonstrated a compelling interest in reading, a high degree of proficiency in analytical thinking and writing, and a desire to challenge themselves. Students entering this course are expected to assume more independent responsibility for their work (including an independent reading of at least one book per quarter) and to make a sustained commitment in terms of time and effort to increasingly complex writing assignments and to longer, more abstract reading, such as Jane Austen’s Pride and Prejudice. Students will continue to refine and develop analytical writing skills, engage in in-depth discussions, polish speaking and listening skills, and develop research skills and strategies for informational reading.

INTRODUCTION TO JOURNALISM

.5 credit Grades 9, 10, 11, 12 S1, S2
Prerequisite: None
Note: Introduction to Journalism is a prerequisite for Advanced Journalism and will count as .5 elective credit when taken in grades 9 or 10. Introduction to Journalism must be taken in addition to English 9/English 10.

Designed for students who want to improve their writing skills while publishing work in the school paper and yearbook, this course will teach the conventions and nuances of writing news, features, columns, editorials, reviews, and sports. Students will learn how to write leads, headlines, and captions. They will practice organizing stories, conducting interviews, and editing articles. While working on monthly articles for the paper, students will also study concepts essential to producing a good paper: history of journalism, ethics in the media, balanced reporting, First Amendment rights and responsibilities, newspaper business practices and use of photography. Introduction to Journalism is strongly recommended for all those seeking editorial positions on Inklings, the school newspaper.

ADVANCED JOURNALISM
1.0 credit Grades 10, 11, 12  Full-Year
Prerequisite: Introduction to Journalism

Note: Advanced Journalism will count as 1.0 elective credit when taken in grade 10. Advanced Journalism must be taken in addition to English 10.

Advanced Journalism is a class for students who, after successfully completing Journalism for Publication, want to join the paper’s staff. Students entering this course are expected to take on the various roles and positions of the paper (writer, layout artist, editor, business management, and editor-in-chief) and assume the responsibility of producing a quality monthly paper with excellent writing, the highest ethics, and effective layout. Students enrolling in the course must commit to work after school in order to publish the paper. If students wish to hold an editor’s position on the staff, it is strongly advised that the students be enrolled in the course.

GRADeS 11 & 12 COURSES

Juniors and seniors must take either one of the full-year courses or two semester courses of their choice. Full-year courses include AP English Language, AP English Literature, English 3: American Voices (juniors only), and Mythology & Bible Honors. Juniors and seniors may also take elective courses in addition to a full-year course, if desired.

AP ENGLISH LANGUAGE
1.0 credit Grades 11, 12  Full-Year
Prerequisite: English 9, English 10
Guideline: Teacher recommendation

Close reading and analysis of at least three texts are required during the summer previous to the course. The College Board writes that “the AP English Language and Composition course is intended to provide high school students who are interested in studying and writing various kinds of analytic or persuasive essays on non-literary topics with a college-level English option in language, rhetoric, and expository writing.” The Staples AP Language course will offer students the opportunity to analyze both works of fiction and nonfiction for ideas and rhetorical structure. The course will be organized thematically. Each quarter students will focus on close analysis of one or two major works of American literature as well as nonfiction essays from various authors and time periods, which are linked thematically to the literature. Students will also read and analyze Shakespeare’s Othello and write a research paper with particular emphasis on development of personal voice and effective rhetorical style. Nonfiction readings will serve as models for the students’ own writing. Students will write non-literary essays in the modes of analysis
and persuasion. Student work will be assessed using college-level AP standards. Independent reading and research will be a major component of the course. The course will prepare students to take the AP Language and Composition Exam at the end of the year. A summer assignment may be required.

**AP ENGLISH LITERATURE**

1.0 credit  
Grades 11, 12  
*Full-Year*

Prerequisite: English 9, English 10

Guideline: Teacher recommendation

Close reading and analysis of four texts are required during the summer previous to the course. The College Board writes that the AP Literature and Composition course “should engage students in the careful reading and critical analysis of imaginative literature…. Students should deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers…. In addition to considering a work’s literary artistry, students should consider the social and historical values it reflects and embodies.”

AP students read many challenging works prior to class discussions. All reading-based discussions and writing provide practice in making specific observations of text structure and rhetorical devices as well as drawing inferences that lead to an interpretation of the work’s meaning. Different genres, cultures, and historical periods are considered. Staples teachers select primary texts from a College Board list of appropriate titles and authors. For example, most classes will read *Antigone*, *The Inferno*, *Hamlet*, *King Lear*, *Crime and Punishment*, *Mrs. Dalloway*, and *Heart of Darkness*. Additionally authors likely to be represented in the curriculum include Chaucer, Joyce, Albee, Ellison, Faulkner, Beckett, Camus, and Kafka. The reading expectation (interest, comprehension and pace) is significantly higher than in other courses.

Students write frequently to develop thinking, interpret a literary text, express themselves, and reflect on their development as a writer. A major requirement is a Literary Exploration paper. Through a series of drafts, students independently investigate a topic of their choice using three books of fiction and one of nonfiction. All student work will be assessed using college level standards. The course will prepare students to take the AP Literature and Composition exam. A summer assignment may be required.

**ENGLISH 3**

1.0 credit  
Grade 11  
*Full-Year*

Prerequisite: English 9, English 10

This full-year junior English class will include the study of classic and modern novels that span literary genres such as historical fiction, realistic fiction, fantasy, and mystery. Student writing will cover a range of purposes and styles. In addition to experimenting with writing fictional works from the genres studied, students will also hone their skills in writing informational, argumentative, and research-based pieces.

**ADVANCED JOURNALISM**

1.0 credit  
Grades 10, 11, 12  
*Full-Year*

Prerequisite: Introduction to Journalism

*Note: Students may count one semester of Advanced Journalism toward the English credit requirement in either their junior or senior year. When a student chooses this option, he or she must also take an additional semester elective during that year to meet the English requirement.*

Advanced Journalism is a class for students who, after successfully completing Journalism for Publication, want to join the paper’s staff. Students entering this course are expected to take on the
various roles and positions of the paper (writer, layout artist, editor, business management, and editor-in-chief) and assume the responsibility of producing a quality monthly paper with excellent writing, the highest ethics, and effective layout. Students enrolling in the course must commit to work after school in order to publish the paper. If students wish to hold an editor’s position on the staff, it is strongly advised that the students be enrolled in the course.

**BRITISH LITERATURE**

.5 credit  
Grades 11, 12  
S1, S2  
Prerequisite: English 9, English 10

This course will survey major English authors and various literary genres from the Beowulf poet through the modern period. Students will become familiar with the history of the English language as they trace the development of Theater, poetry, comedy, the essay, and the novel through both an analytical and an historical approach. Students will read literature by writers such as Chaucer, Milton, Austen, Swift, Orwell and Shaw, and will understand the time periods that produced such works as Arthurian legends and gothic novels. The course is designed to appeal to a wide range of interests, and students can expect to respond to the literature critically, creatively and personally. Assessment will be based on both written work and classroom performance.

**CHILDREN’S LITERATURE**

.5 credit  
Grades 11, 12  
S1, S2  
Prerequisite: English 9, English 10

Students in “Children’s Literature” will analyze fables, folk stories, fairy tales, picture books, and early chapter books. Students will consider literary, cultural, and psychological implications of literature for children. In addition, students will explore the impact of early reading experiences on their individual reading identities and moral development using Jim Trelease’s *The Read-Aloud Handbook* as a seminal text on childhood literacy. Learning experiences will include read-aloud sessions with elementary children, picture book presentations, and the composition of an original children's book. Literature analyzed will include works such as *The Grimm Folk Tales*; *Andersen's Fairy Tales*; *Aesop's Fables*; *Alice's Adventures in Wonderland*; *The Lion, the Witch, and the Wardrobe*; *James and the Giant Peach*; and *Harry Potter and the Sorcerer's Stone*. These texts will be paired with selected critical readings from more complex texts, such as von Franz's *The Interpretation of Fairy Tales*, Bettelheim's *The Uses of Enchantment*, and Orenstein’s *Cinderella Ate My Daughter*, to name a few.

**CONTEMPORARY AMERICAN LITERATURE**

.5 credit  
Grades 11, 12  
S1, S2  
Prerequisite: English 9, English 10

To appreciate literature is to appreciate literature’s role in the construction of the American identity. This course will examine contemporary American texts, and the relationship between literature and popular culture. The course will be structured around several essential questions, such as the following: How does literature reflect gender, race, and class in American society? How does literature explore the relationship between the self and others? Participants in this class will engage with a variety of genres and media that reflect the contemporary American experience, including poetry, art and film. Typical authors include: Russell Banks, T.C. Boyle, Raymond Carver, Karen Russell and Jay McInerney. Assessment will be based on consistent classroom participation, a formal presentation, class discussions, and critical essays.

**CRITICAL ANALYSIS OF FILM & LITERATURE**

.5 credit  
Grades 11, 12  
S1, S2  
Prerequisite: English 9, English 10
Note: Be advised that this course focuses on the development of analytical writing.

This elective course for juniors and seniors teaches students to become active viewers of film. Students will be introduced to elements of film analysis such as cinematography, music, sound, editing, and acting, as well as a brief overview of film history. Typical films and directors for analysis range from the classics to the contemporary, and students will be expected to take copious viewing notes as the basis for activities and assessments. Although many films will be shown during class, students will also be expected to complete a major project involving independent research, the viewing of several films, and a presentation analyzing a particular director’s style. In addition to viewing film, students will read a variety of texts including essays, articles, and reviews; a key writing assignment will include reading a novel and comparing it to its film adaptation. After completing the course, students will possess a variety of skills that will enable them to read film as visual text.

FOOD IN LITERATURE (ENGLISH)
.5 credit Grades 11, 12 S1, S2
Prerequisite: English 9, English 10

Food writing is about putting food in context through experimentation with cooking and a variety of writing styles. This co-taught course (with Culinary) enables rigorous analysis and practice in reading and writing high-quality, challenging material, while also experimenting in the test kitchen, given students’ areas of study. Students will express their writers’ voices through creating and maintaining a digital portfolio inspired by their experiences in the test kitchen. Through the study of mentor texts, students will study and create recipes, write research-based feature articles, craft personal essays and memoirs, conduct interviews, engage in menu writing and the creation of food and restaurant reviews, and learn how to incorporate photography and videos into their writing. Students will have the opportunity to develop and perfect their recipes and menus using the course’s test kitchen. It will be through students’ experiences in the kitchen that they will be able to authentically adapt, develop, and hone their food writing abilities to effectively communicate with their audience.

GOTHIC & HORROR LITERATURE
.5 credit Grades 11, 12 S1, S2
Prerequisite: English 9, English 10

This course will introduce students to the Gothic literature genre, as well as a variety of horror-themed texts. Students will learn about the history of the genre, from the 19th century Gothic literature that gave rise to the iconic monsters of Western culture, through the contemporary phenomena of urban legend and internet “fakelore.” Students will develop an appreciation for the unique ability of Gothic and horror writers to generate feelings of terror and dread. Students will have opportunities to analyze the social, political and cultural significance of this genre. The course will include both fiction (possible texts include Carrie by Stephen King and a collection of short stories by H.P. Lovecraft and Edgar Allan Poe) and nonfiction (possible texts include excerpts from Danse Macabre by Stephen King and essays by Joyce Carol Oates). Finally, students will understand and apply techniques of the genre in creating their own original urban-legend, multi-genre piece.

INTRODUCTION TO JOURNALISM
.5 credit Grades 9, 10, 11, 12 S1, S2
Prerequisite: None

Note: This class is a prerequisite for Advanced Journalism.
Designed for students who want to improve their writing skills while publishing work in the school paper and yearbook, this course will teach the conventions and nuances of writing news, features, columns, editorials, reviews, and sports. Students will learn how to write leads, headlines, and captions. They will practice organizing stories, conducting interviews, and editing articles. While working on monthly articles for the paper, students will also study concepts essential to producing a good paper: history of journalism, ethics in the media, balanced reporting, First Amendment rights and responsibilities, newspaper business practices and use of photography. Journalism is strongly recommended for all those seeking editorial positions on Inklings, the school newspaper.

**IRISH LITERATURE**

*.5 credit  Grades 11, 12  S1, S2  
Prerequisite: English 9, English 10

This course will survey major writers of Modern Irish Literature. Students will examine how literature has been influenced by the ancient history and mythology of Ireland as well as the political and social history of the 20th century. The course will include fiction, nonfiction, poetry, music and film. Students will read such authors as Yeats, Synge, Joyce, McDonagh, Heaney, and Doyle. The course is designed to appeal to a wide range of interests, and students can expect to respond to the literature critically, creatively and personally. Assessment will be based on both written work and classroom performance.

**LITERATURE OF GENDER, SEX & IDENTITY**

*.5 credit  Grades 11, 12  S1, S2  
Prerequisite: English 9, English 10

This course, which will focus on the depiction of gender in literature, is designed to meet a wide range of student interests and abilities. Students will discover the difference between sex and gender and its impact on the creation of identity. The emphasis will fall on how authors have created gender archetypes through the portrayal of women and men in literature. Students will begin by analyzing gender construction in children’s literature and will continue to study the creation of gender through novels, short stories, poetry, and plays, such as Plath’s *The Bell Jar*, Morrison’s *The Bluest Eye*, Atwood’s *The Handmaid’s Tale*, and Tennessee Williams’s *A Streetcar Named Desire*. Students will also consider the role of media, from film to advertising, in the construction of gender. The course will require students to write analytical and creative papers that examine the literature and to participate consistently in class discussions.

**MYTHOLOGY & BIBLE (A-LEVEL)**

*.5 credit  Grades 11, 12  S1, S2  
Prerequisite: English 9, English 10

This course is designed for students interested in the study of mythology and the Bible as literature. The basic purposes of the course are to provide students with an opportunity to investigate man’s expression of his beliefs, make connections across cultures, and to broaden a student’s background in readings that are important in the understanding of Western literature. The course will include the study of various creation stories, including, but not limited to, Greek, Norse, Babylonian, Native American, Chinese, and Genesis. We will also study and discuss the “hero myths” examine artwork, look at modern day heroes’ journeys, other parallels, and discuss the role of women in myth. We will examine myths from various cultures and focus on selections from the Old and New Testament. Students will read and carefully annotate texts, looking for connections, symbols, and key elements that would help to establish the beliefs of the culture/time. Throughout this course, there will be a myriad of critical analysis papers, creative writing pieces, independent reading, presentations, and group discussions.

“As we explore the world of myth, we should remember that we are not journeying through a maze of
falsehood, but through a marvelous world of metaphor that breathes life into the essential human story..." (Leeming, The World of Myth).

MYTHOLOGY & BIBLE HONORS
1.0 credit  Grades 11, 12  Full-Year
Prerequisite: English 9, English 10
Guideline: Teacher recommendation

This full-year course is designed for those students who want to study this subject in greater depth and complexity than is possible in one semester. While it contains all the material offered in the semester elective, this course includes an art and film component, a field trip to a museum and more connections to modern literature. Greek, Asian, African, Native American, Norse, Babylonian and African myths, as well as the Arthurian legends, are examined in historical and cultural context. The study of the Bible as literature will emphasize the books of Genesis and Exodus, the poetry of Psalms and Proverbs, the Gospels and Revelations. Written assignments will vary from critical to creative essays. Quizzes, tests, projects, outside reading and participation contribute to assessment. A summer assignment may be required.

NON-FICTION & NEW LITERACIES
.5 credit  Grades 11, 12  S1, S2
Prerequisite: English 9, English 10

This course will examine how a broad range of nonfiction publications and media are crafted to entertain, inform, and persuade an audience. Particular emphasis will be placed on exploring new media and emerging digital platforms of communication. The course will address how authors, journalists, politicians, and regular citizens are moving beyond the scope of print and broadcast to share information. In addition to analyzing print publications, students will question how social media platforms and online texts such as interactive web-stories, graphics and podcasts are shaping the way that our society reads and accesses information. In many cases, the works studied will serve as models. Drawing on personal experience and in-depth research, students will plan, propose and produce original projects.

READING & WRITING FICTION
.5 credit  Grades 11, 12  S1, S2
Prerequisite: English 9, English 10

This course teaches students to write fiction by requiring them to produce between four and six polished stories. Toward that end, students will experiment with various approaches to generating ideas and developing them. They will study devices that fiction writers use, and write several analytical essays, in order to use those devices in their own work. Students will also spend considerable time sharing work with their peers, either in small groups or as a whole class. The readings in this class will serve as models for writing different kinds of fiction. They may be drawn from classical or contemporary literature; for instance, students may read Ernest Hemingway as well as Joyce Carol Oates.

READING & WRITING POETRY
.5 credit  Grades 11, 12  S1, S2
Prerequisite: English 9, English 10

This course is designed for the student who is interested in both reading and writing poetry. Students will be expected to think critically and apply their analytical skills to a wide selection of poems of both classic and contemporary poets. Emphasis will be placed on the examination and use of poetic and literary devices and their purpose in conveying theme and tone throughout the works. Students will also write a
considerable number of original poems in a variety of forms while incorporating the specific device we study. There is an expectation that students will participate in workshop and share pieces frequently. There will also be a focus on speaking and listening skills as students incorporate presentation elements from Poetry Out Loud. Students will continue to refine their skills by writing analytical essays, creating presentations, designing creative projects, and reflecting on and revising their work.

**RHETORIC & PERSUASION**

.5 credit  Grades 11, 12  S1, S2  
*Prerequisite: English 9, English 10*

Today’s leaders must demonstrate not only the ability to analyze thoughtfully but also the ability to communicate clearly and effectively in a variety of situations, both formal and informal, in the community and in their professions. In this course, students will learn how to reach their audience effectively through use of voice, body, and rhetorical skills. Students will develop expertise in the historical and contemporary processes of rhetoric, persuasion, and influence. They will read, view, and analyze historical and contemporary political and historical speeches in an attempt to improve their own critical thinking and speaking skills. They will write and present a variety of types of speeches, with an emphasis on persuasion. Students will learn how to structure, organize, and present ideas with poise, self-confidence and skill. Daily participation and peer evaluation are major components of this course.

**SHAKESPEARE**

.5 credit  Grades 11, 12  S1, S2  
*Prerequisite: English 9, English 10*

This course is recommended for students who enjoy Shakespeare and would like to increase their understanding of his plays as literature and possibly as live theater. It would be to the student’s advantage to have taken Research before taking Shakespeare. The course is designed to help the student understand the plays of Shakespeare and his qualities as a playwright, and will provide background material on Elizabethan history and culture, Shakespeare’s life, the Elizabethan theater and stage, other plays of the time, and the individual works to be studied. Discussions and compositions will deal with plot formation, characterization, style and major themes of plays studied. The schedule and curriculum will be primarily determined by the teacher but will offer some opportunity for individual study.

**SPORTS LITERATURE & RESEARCH**

.5 credit  Grades 11, 12  S1, S2  
*Prerequisite: English 9, English 10*

This course will use sports as a lens to explore, discuss, research, evaluate, and reflect upon the athletic world as an integral aspect of society and culture. Students will be asked to suspend beliefs of sports as solely a form of entertainment, and instead critically think about how and why sports can be used as a way to examine a particular society or culture. The course will begin with an introduction to sports journalism and how this genre has become a fundamental way to critically analyze the impact of sports on society. We will then engage in social and cultural issues (such as race and gender) and how these issues are reflected and represented in sports. There will be a combination of fiction, informational, and journalistic (print, web, and video) texts. Possible texts include *The Fight* by Norman Mailer, *Invictus* by John Carlin, and *ESPN 30 for 30* documentaries. Students will finally evaluate sports across the globe and synthesize discussions and ideas as to how sports ultimately reflect and impact society and culture.

**VISUAL LITERACY: THE ART & NARRATION OF GRAPHIC LITERATURE**

.5 credit  Grades 11, 12  S1, S2  
*Prerequisite: English 9, English 10*
This interdisciplinary course will introduce students to the graphic literature genre. In doing so, students will learn about the history of the genre from the advent of the daily strip through the rise of the comic book and its heroes into the underground and contemporary graphic book. Students will develop an appreciation for the unique ability that comics and graphic works of literature possess to both show and tell a story. Opportunities will be provided for the students to analyze the social, political and cultural significance of this genre. The course will include both fiction (possible titles may include Neil Gaiman’s *Death: The High Cost of Living* and Morrison and McKean’s *Arkham Asylum*) and nonfiction (possible titles may include Marjane Satrapi’s *Persepolis 2* and Gene Luen Yang’s *American Born Chinese*). Finally, students will understand and apply the artistic process of comics as they work towards the creation of their own original graphic literature piece in order to show the complexities and conflicts surrounding a global issue. Students will be using industry-standard technology (Photoshop, Illustrator, and Comic Life).

**VOICES OF PROTEST IN AMERICAN LITERATURE**

.5 credit  
Grades 11, 12  
SI, S2  
Prerequisite: English 9, English 10

The literature of any society encompasses voices of protest and a search for identity, as well as celebration of the richness of many languages and cultures. We will explore current articles and nonfiction texts by authors like Ta-Nehisi Coates and Joy Reid as well as short stories, poetry, memoir, and Theater by both contemporary and classic authors, including Paul Beatty, Margo Jefferson, James Baldwin, August Wilson, and Toni Morrison among others. In addition, we will analyze oral language, music, art, dance, popular culture, television and film in order to understand the African-American experience. Students will have the opportunity to respond to text and media critically and creatively while also developing their analytical writing skills. Assessment will be based on classroom discussions, written work, and formal project or presentation.

**WORLD LITERATURE: VARIOUS REGIONS**

.5 credit  
Grades 11, 12  
SI, S2  
Prerequisite: English 9, English 10

This course is designed as a survey of literature from various areas of the world. Each year, the course will focus on the sociopolitical and cultural factors that have and continue to influence the literature of the region under consideration. In addition to fiction and poetry, the literature explored will also include films, blogs, articles, essays, artwork, and other forms of expression. Regions explored may include the Caribbean, the Middle East, and regions of Africa, Latin America, and East Asia.
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (E.S.O.L.)

1.0 credit  
Grades 9, 10, 11, 12  
Full-Year

Prerequisite: None

English for Speakers of Other Languages is designed for non-native speakers of English. Emphasis is on integrating students into regular classes. In addition to providing students with the skills and knowledge necessary for academic success in content areas of English and history, the ESOL course offers assistance to help students adjust to the school culture and American culture in general.

The ESOL curriculum is designed to give students mastery of English through an integrated skill approach. All four skills, reading, writing, speaking, and listening, are emphasized. Authentic English readings and videos lead to class discussion and writing assignments. Grammar and vocabulary are studied within the context of high-interest topics along with relevant reading passages and exercises in grammar workbooks.
HEALTH AND PHYSICAL EDUCATION DEPARTMENT OVERVIEW

The Health and Physical Education Department recognizes the importance and value of regular physical activity. The development and maintenance of a developmentally comprehensive and progressive wellness curriculum is the primary function and purpose of the Staples High School Health and Physical Education Department. In remaining consistent with the “Schools of the Future” document that all students “experience personal success, develop self-esteem and respect for others and acquire interpersonal skills and habits of personal health and fitness”, the Health and Physical Education Department intends to honor this commitment, through the below listed course offerings.

BASIC REQUIREMENTS:

Grading: Students taking Physical Education will be graded according to the criterion that is aligned with the content standards and grade-level outcomes of our national organization, SHAPE America. Students will have frequent opportunities to demonstrate their learning and understanding of specific grade-level outcomes relative to the cognitive, affective, social and psychomotor domains.

Uniforms: Appropriate “active wear” clothing is necessary. A change of clothes is required, although no specific uniform is mandatory. Sneakers are a requirement. In the pool, one-piece bathing suits are required.

Lockers: Girls will be issued a locker from the Physical Education Department at the beginning of the school year. Students may keep this locker for the entire school year. Boys must purchase a combination lock. Locks must be removed over the summer.

FRESHMAN HEALTH AND PHYSICAL EDUCATION PROGRAM – TRANSITIONAL/COMPETENCY YEAR

All freshmen are required to participate in three quarters of Physical Education classes in addition to one quarter of Health Education. The Freshman Physical Education curriculum is divided into three quarters: Aquatic Activities, Recreational Activities, and Mind & Body Fitness. This variety of activities will help support their physical, emotional and mental development through individual, small group, team and lifetime activities. Students will learn to identify, analyze and improve their individual physical skills and levels of fitness. The freshman Health program includes topics on decision-making, nutrition, substance abuse, sexually transmitted diseases (including HIV/AIDS education), and suicide prevention.

SOPHOMORE HEALTH AND PHYSICAL EDUCATION PROGRAM – CONCEPTUAL/COMPETENCY YEAR

All sophomore students are required to participate in three quarters of Physical Education classes in addition to one quarter of Health Education. The Sophomore Physical Education curriculum is divided into three quarters: Cooperative Activities, Lifetime Activities, and Team Activities. The state-mandated
Connecticut Physical Fitness Assessment is administered to all tenth grade students. Students will actively participate in a variety of activities to experience and reinforce healthy lifelong habits through individual, small group, lifetime and team activities. Students will continue to identify and improve their individual physical skills and levels of fitness. The Wellness program includes topics on substance abuse, peer relationships, nutrition, sexually transmitted diseases and HIV/AIDS education.

**JUNIOR HEALTH AND PHYSICAL EDUCATION PROGRAM – PROFICIENCY YEAR**

All juniors are required to take three quarters of Physical Education and one quarter of Health Education. Students will select activities by quarter. Each course is designed to expand upon a mixture of activities that students have participated in during their freshman and sophomore years, as well as gain exposure to additional activity experiences. Emphasis is placed on finding activities students may carry over throughout life for maintenance of health, new activity experiences, intermediate and advanced skill technique development, competitive game play, as well as social and civic responsibility. The junior Health education program includes topics on diversity, HIV/AIDS and discrimination, substance abuse, and violence prevention.

### Juniors must select one PE course in quarters 1 and 4.

* Jr. Health and Jr. Recreational Games will be assigned for all juniors in either quarter 2 or quarter 3.

**Lifeguard Training is a semester course and must be taken both quarters of the same semester. Students who take Lifeguard Training are also required to take Jr. Health and another elective PE course.**

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<tr>
<th>Quarter 1</th>
<th>High Performance Fitness</th>
<th>Dance</th>
<th>Jr. Lifetime PE I</th>
<th>Jr. Team PE I</th>
<th>Lifeguard Training (S1)**</th>
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<td>Yoga/ Mindfulness</td>
<td>Ultimate Frisbee</td>
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<td>Rollerblading/ Land paddling</td>
<td>Flag Football</td>
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<td>Longboarding</td>
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<th>Quarter 2</th>
<th>Jr. Health*</th>
<th>Jr. Recreational Games*</th>
<th>Jr. Team PE I</th>
<th>Lifeguard Training (S1)**</th>
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<td>Archery</td>
<td>Racquet sports</td>
<td>Ultimate Frisbee</td>
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<td>Volleyball</td>
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<td>Flag Football</td>
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<th>Quarter 3</th>
<th>Jr. Health*</th>
<th>Jr. Recreational Games*</th>
<th>Jr. Team PE I</th>
<th>Lifeguard Training (S2)**</th>
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<td>Archery</td>
<td>Racquet sports</td>
<td>Ultimate Frisbee</td>
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<th>Quarter 4</th>
<th>Yoga</th>
<th>High Performance Fitness</th>
<th>Jr. Lifetime PE II</th>
<th>Jr. Team PE II</th>
<th>Lifeguard Training (S2)**</th>
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<td>Dance</td>
<td>Floor Hockey</td>
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<td>Activities of class choice</td>
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*Lifeguard Training (S1)**
Check prerequisites in description

*Lifeguard Training (S2)**
Check prerequisites in description
DANCE
.25 credit Grades 11, 12  Q1

This course is designed to offer students a choice to select and participate in a dance class that meets their needs for self-expression, fitness and enjoyment. Students will have the opportunity to express themselves by learning, choreographing, and performing several dance forms. These include, but are not limited to: line, ballroom, social, hip-hop, and Zumba. By evaluating, collaborating and engaging in multiple dance forms, students will have the chance to analyze the similarities and differences between each form and how they meet their individual desires and preferences.

HIGH PERFORMANCE FITNESS
.25 credit Grades 11, 12  Q1, Q4

This course is designed for students who want to develop a level of fitness that will improve performance in athletics and other physical endeavors. By the end of this class, students will have increased their strength and endurance and will be able to apply knowledge of advanced workout techniques to their independent workout sessions.

LIFEGUARD TRAINING
.5 credit Grades 10, 11, 12  S1, S2
Prerequisite: Student must:
- Be able to swim 300 meters (12 lengths of the pool) continuously using freestyle (100 meters), breaststroke (100 meters) and choice (100 meters)
- Be able to swim 20 meters and do a surface dive to retrieve a diving block at a depth of approximately 7-10 feet, before returning to the pool deck using a rescue kick
- Be able to tread water with just legs for 2 minutes
- Have participated in and passed grade 9 Aquatics in Physical Education
- Have at least 15 years of age at the conclusion of the course

Note: Lifeguard training may not be taken in lieu of Sophomore Wellness or Junior Health.

Lifeguard Training offers students an opportunity to learn the duties, responsibilities and requirements of becoming a lifeguard and how to carry these out in a responsible, professional manner. Students will learn a number of skills required to be a lifeguard including: advanced skills in swimming, proper use of lifesaving equipment, preventing disease transmission, using appropriate surveillance techniques, how to manage a spinal injury victim, and how to perform first aid and/or CPR on a victim; amongst others. Characteristics and responsibilities of a professional lifeguard, such as appropriate interactions with the public, accommodating patrons with disabilities, and addressing uncooperative patrons are also addressed. Students are eligible to earn certifications in the following: pool and waterfront lifeguard, automated external defibrillator (AED), CPR for the professional rescuer and first aid. Students are responsible for any certification fees upon successful completion of the course.

PHYSICAL EDUCATION LEADERS
.5 credit Grades 11, 12  S1, S2
Prerequisite: Must be a junior or senior in good standing who has:
- Intermediate swimming skills (passed Fr. Aquatics)
- Met the “Healthy Fitness Zone” on all CT Physical Fitness Assessments
- Earned a cumulative “B” average in SHS Health and Physical Education courses
- Health or Physical Education teacher recommendation
Physical Education Leaders focuses on the development of leadership qualities and skills. The primary goal of this course is to provide opportunities for learning those leadership skills that are necessary to assist with departmental classes. As PE Leaders, students will assist in all facets of instruction and classroom procedures (i.e., setup and breakdown of equipment, recording/displaying results, transitioning activities), and design and post a bulletin board for the locker room, hallway, and/or activity areas. Leaders will engage in skill analysis, fitness assessment, use of technology, recognition of common errors and error correction, teaching techniques and officiating skills, and assist in goal setting and working towards accomplishing these goals. After successfully completing the Leaders Training program, the student must agree to a semester commitment (minimum) to the program.

**YOGA**  
*.25 credit  
*Grades 11, 12  
*Q4

This course is designed for students to participate in and learn various yoga techniques that benefit the physical and mental wellness of the individual. Through this class students will be able to demonstrate various yoga poses and understand the health benefits associated with each pose. Students will practice various breathing, meditation and relaxation techniques to help reduce stress and improve overall well-being. Students will learn how to utilize yoga props and adjust poses to safely meet the needs of each individual. By the end of this class, students will create their own yoga sequences so they may continue incorporating yoga into their daily life.

**SENIOR HEALTH REQUIREMENT**

In accordance with state statute Chapter 164 Sec. 10-19 (1995), an assembly will be provided for seniors to cover the topics of alcohol, nicotine/tobacco, drugs, and/or acquired immune deficiency syndrome.

**SUMMER SCHOOL PHYSICAL EDUCATION**

Physical Education courses are offered over the summer through Westport Continuing Education. Students may take up to two courses in a single summer for .25 credits each during the summer between 9th and 10th grades or later. Students can replace Sophomore and/or Junior Physical Education courses only; Summer School Physical Education cannot replace Health or Wellness classes. Prior approval is required from the student’s school counselor and Health & Physical Education department coordinator.

**HEALTH AND PHYSICAL EDUCATION CREDITS FOR TRANSFER STUDENTS**

Any student transferring to Staples High School from an academic institution that does not require Physical Education as a graduation requirement will be expected to complete the Health and Physical Education curriculum and graduation requirements from their point of entry into Staples. Physical Education credit will not be awarded for any interscholastic athletics or extracurricular activities.
**APPLIED MATH 1**

*1.0 credit  Grades 9, 10, 11, 12  Full-Year*

**Prerequisite:** None

This course is for students who need additional practice with pre-algebra topics and problem-solving skills before enrolling in Algebra 1. Topics to be studied include fractions and fraction operations, integers, proportions, percent, solving equations, probability, data analysis and graphs with graphing calculators and some algebraic concepts. The material will stress the use of hands-on activities.

Evaluation of student performance may involve tests, quizzes, homework, and classroom participation.
APPLIED MATH 2  
1.0 credit  Grades 10, 11, 12  Full-Year  
Prerequisite: Applied Math 1

This course is a continuation of Applied Math 1. The same strands that appear in that course will be continued and expanded. The focus is on problem solving, data organization and interpretation, and algebra. This course is intended to provide students with more exposure to beginning algebra topics to prepare them for a formal Algebra 1 course.

ALGEBRA 1 C  
1.0 credit  Grades 9, 10, 11  Full-Year  
Prerequisite: Applied Math or equivalent

Topics to be covered include: Properties of the real number system, properties of order, exponents, operations with polynomials, square roots, linear functions including graphing, operations with fractions, solving equations, and word problems. Extensive drill is provided through daily work in class and daily homework is required. Students entering this course should have competence in arithmetic skills. Technology, including the graphing calculator, is used throughout the course.

ALGEBRA 1 B  
ALGEBRA 1 A  
1.0 credit  Grades 9, 10  Full-Year  
Prerequisite: Applied Math 1 or Math 8

This course is the first step of the college preparatory sequence of mathematics courses. The following topics are studied: algebraic expressions, functions, linear equations and inequalities, graphing linear equations, systems of equations, exponential functions, and quadratics. The course is application-driven and incorporates several strands including data analysis, coordinate geometry, and probability. Technology, including the graphing calculator, is used throughout the course. The A-level and B-level courses differ in pacing, topics covered, and depth of study.

GEOMETRY C  
1.0 credit  Grades 10, 11, 12  Full-Year  
Prerequisite: Algebra 1

This course presents Geometry through a more intuitive approach using exploration rather than more formal logical arguments to draw conclusions. Topics include two and three-dimensional figures in real-world applications, parallel lines, congruence, area, similarity, triangles and polygons, circles, and volume. Technology, including calculators and geometry software, is incorporated into the course.

GEOMETRY B  
GEOMETRY A  
1.0 credit  Grades 9, 10, 11  Full-Year  
Prerequisite: Algebra 1  
Guideline: Teacher recommendation

This course studies the basic properties of plane and solid geometric figures. Topics studied include parallel lines, congruence, area, similarity, triangles and polygons, circles, and volume. Technology, including calculators and geometry software, is incorporated into the course. The A-level and B-level courses differ in pacing, variety of topics covered, and depth of study.
GEOMETRY HONORS  
1.0 credit Grades 9, 10 Full-Year 
Prerequisite: Algebra 1 Honors 
Guideline: B- or higher in Algebra 1 Honors and teacher recommendation

These courses are a comprehensive examination of geometric concepts from deductive, transformational, and coordinate perspectives. Material is studied in depth and at an accelerated pace. All topics from Geometry A are covered, as well as logic, formal proof, trigonometry, and additional work with three-dimensional geometry. Technology, including calculators and geometry software, is incorporated into the course. Evaluation of student performance may involve tests, quizzes, homework, and independent or group projects.

ALGEBRA 2 C  
1.0 credit Grades 11, 12 Full-Year 
Prerequisites: Algebra 1, Geometry

This course reviews and maintains skills from algebra 1 using an incremental approach to build fundamental skills. Topics to be covered include: properties of real numbers, exponential expressions, solving and graphing linear equations, systems of equations, polynomials, factoring, radicals, and solving quadratic equations. Technology, including calculators, is incorporated into the course.

ALGEBRA 2 B

ALGEBRA 2 A
1.0 credit Grades 9, 10, 11, 12 Full-Year 
Prerequisite: Algebra 1, Geometry 
Guideline: Teacher Recommendation

This course reviews and extends topics from Algebra 1, and also examines more advanced material. Topics include linear equations and inequalities, graphing in the coordinate plane, systems, exponents, radicals, and complex numbers. Some topics in elementary probability and statistics may also be covered. This course is applications-driven, and incorporates several strands including data analysis and coordinate geometry. Technology, including the graphing calculator, is used throughout the course. The A-level and B-level courses differ in pacing, variety of topics covered, and depth of study.

ALGEBRA 2 HONORS  
1.0 credit Grades 9, 10, 11 Full-Year 
Prerequisite: Geometry Honors 
Guideline: B- or higher in Geometry Honors and teacher recommendation

This course examines advanced Algebra topics in-depth and at an accelerated pace. There is a great deal of emphasis on conceptual understanding, effective and efficient problem solving skills, real life applications and technology integration. At the completion of Algebra 2 Honors, students will have thoroughly dealt with absolute value and polynomial functions along with some work with rational functions, conic sections, whole and rational exponents, and matrices. Students in our Honors program have demonstrated diligence and success in learning mathematics at an accelerated pace, and have a strong desire to continue with formal studies in mathematics or mathematics-related fields. Successful Honors students have exhibited strong and consistent mathematics skills, problem-solving skills, and study skills in prior mathematics courses.
**FINANCIAL ALGEBRA**
1.0 credit  Grade 12  Full-Year
Prerequisite: Algebra 2

This course reinforces, maintains, and extends algebraic skills with an emphasis on real-life applications. Topics of study include, but are not limited to, banking, budgeting, credit, and taxation. Technology, including the graphing calculator and Microsoft Excel, is used throughout the course. Evaluation of student performance involves quizzes, classroom participation and portfolios.

**PRE-CALCULUS B**
**PRE-CALCULUS A**
1.0 credit  Grades 10, 11, 12  Full-Year
Prerequisite: Algebra 2
Guideline: B- or higher in Algebra 2 A to take Pre-Calculus A; A or higher in Algebra 2 B to take Pre-Calculus A; teacher recommendation

This course studies functions primarily. After an introduction to general function properties, rational, exponential, logarithmic, and trigonometric functions are covered. Technology, including the graphing calculator, is used throughout the course. Evaluation of student performance may involve tests, quizzes, homework, and classroom participation. The A-level and B-level courses differ in pacing, variety of topics covered, and depth of study.

**PRE-CALCULUS HONORS**
1.0 credit  Grades 10, 11  Full-Year
Prerequisite: Algebra 2 Honors
Guideline: B or higher in Algebra 2 Honors and teacher recommendation

This course focuses on the concept of functions and emphasizes function theory. Rational, exponential, logarithmic, and trigonometric functions are discussed in detail. Material covered also includes polar coordinates and equations, parametric equations. Problem-solving, mathematical modeling, and use of technology is stressed. Evaluation of student performance may involve tests, quizzes, homework, and projects. Students in our Honors program have demonstrated diligence and success in learning mathematics at an accelerated pace, and have a strong desire to continue with formal studies in mathematics or mathematics-related fields. Successful Honors students have exhibited strong and consistent mathematics skills, problem-solving skills, and study skills in prior mathematics courses. This course will require a summer assignment.

**CALCULUS HONORS**
1.0 credit  Grades 11, 12  Full-Year
Prerequisite: Pre-Calculus
Guideline: B- or higher in Pre-Calculus A or A- or higher in Pre-Calculus B; teacher recommendation

This course is intended for students who want to learn the important concepts and skills of calculus but do not want to take the AP test. The materials used are the same, and the learning outcomes are similar to those of AP courses. The pace is slower, and some of the topics are studied in less depth than the AP courses. Evaluation of student performance is based on tests, homework, and quizzes. Projects, presentations, and written work are incorporated in the evaluation of student performance.

**AP CALCULUS AB**
1.0 credit  Grades 11, 12  Full-Year
Prerequisite: Pre-Calculus A or higher
Guideline: A- or higher in Pre-Calculus A or B- or higher in Pre-Calculus Honors; teacher recommendation

This course is designed for students who plan to take the Advanced Placement Calculus examination, level AB. The course includes limit theory, differentiation and integration of algebraic and transcendental functions, as well as some of their applications. Areas of analytic geometry and polar coordinates are also usually covered. Evaluation of student performance is based on tests, homework, and quizzes. Projects, presentations and written work are incorporated in the evaluation of student performance. This course will require a summer assignment.

AP CALCULUS BC
1.0 credit Grades 11, 12 Full-Year
Prerequisite: Pre-Calculus Honors
Guideline: A- or higher in Pre-Calculus Honors and teacher recommendation

This course is designed for students who plan to take the Advanced Placement Calculus examination, level BC. Independent work on the part of the student, in addition to regular class work, is expected to achieve that goal. This course is considerably more extensive than Calculus AB, covering all AB topics as well as infinite series, advanced methods of integration, polar coordinates, and differential equations. Evaluation of student performance is based on tests, quizzes, homework, and outside assignments. This is an intensive course for students who have demonstrated exceptional ability and achievement in prior math courses. This course will require a summer assignment.

CALCULUS BC PLUS
1.0 credit Grades 11, 12 Full-Year
Prerequisite: AP Calculus AB or Calculus Honors
Guideline: Teacher recommendation

This course is offered to students who have completed AP Calculus AB or Calculus Honors and will include all of the topics in AP Calculus BC that are not part of the curriculum of AP Calculus AB or Calculus Honors along with an introduction to multivariable calculus. Students completing this course will have the option of taking the AP Calculus BC test. Major topics will include techniques of integration, infinite series, parametric, vector, and polar functions, solid analytic geometry, vectors in three space, partial differentiation, vector-valued functions and motion in space, and multivariable functions and their derivatives.

MULTIVARIABLE CALCULUS
1.0 credit Grades 11, 12 Full-Year
Prerequisite: AP Calculus BC
Guideline: Teacher recommendation

This course is offered to students who have completed AP Calculus BC. Major topics will include parametric, vector, and polar functions, vectors and analytic geometry in space, vector-valued functions and motion in space, multivariable functions and their derivatives, partial differentiation, multiple integrals, integration in vector fields, including the Divergence Theorem and Stokes’ Theorem. Applications and the use of dynamic graphing software will be used to deepen understanding of material.

DIFFERENTIAL EQUATIONS
1.0 credit Grades 11, 12 Full-Year
Prerequisite: AP Calculus BC
Guideline: Teacher recommendation

This course is a study of differential equations. Topics include the solution of first and second order differential equations, homogeneous and non-homogeneous differential equations, physical applications, initial value problems, systems of linear differential equations, series solutions, numerical methods, LaPlace Transforms, and Fourier Series, with the look at partial differential equations if time permits. Evaluation of student performance is based on tests, homework, and quizzes.

AP STATISTICS
1.0 credit Grades 10, 11, 12 Full-Year
Prerequisite: Algebra 2 A or Algebra 2 Honors
Guideline: A or higher in Algebra 2 A or B or higher in Algebra 2 Honors; teacher recommendation

This course is designed for students who plan on taking the Advanced Placement Statistics exam. The course centers on exploring data using simulation and probability theory to anticipate patterns, planning a study, and using statistical inference to confirm hypothesis. Evaluation will be based on tests, quizzes, homework, and projects.

STATISTICS & PROBABILITY
.5 credit Grades 11, 12 S1
Prerequisite: Algebra 2
Guideline: B or higher in a B level course; C or higher in an A level course

The course begins with an in-depth study of probability and relates those concepts to real world applications and games. Statistical topics include: uses and abuses of statistics, displaying data graphically, calculating mean, median, variance, and standard deviation, the normal distribution, Empirical rule, z scores, and percentiles. Evaluation will be based on tests, quizzes, homework, and projects.

ADVANCED STATISTICS IN THE SOCIAL SCIENCES
.5 credit Grades 11, 12 S2
Prerequisite: Statistics & Probability

We are bombarded with data every day. Scientists, politicians, and policymakers use numbers to describe ideas, summarize positions, and persuade opinions. With the proliferation of numerical information comes an ever-growing need for statistical literacy. In this course, students will learn how statistical methods are used to analyze data and make inferences about the world around us. Students will also investigate the challenges and pitfalls of experimental design and the ethical questions surrounding statistical research, leading to discussions of how statistics have led to both great achievements and embarrassing blunders. Students will learn how to read and interpret real-world statistical studies as well as how to formulate their own questions and analyze them using statistical methods.

ACCOUNTING
1.0 credit Grades 11, 12 Full-Year
Prerequisite: Completion of Algebra 2 or taken concurrently with Algebra 2 with teacher recommendation

This course presents the whole accounting cycle for both a service business organized as a proprietorship and a merchandising business organized as a corporation. A unit on federal and state income tax preparation is also included. Topics studied include the accounting equation, recording and analyzing transactions, cash control systems, posting to ledgers and journals, payroll, and financial statements. In
addition, topics such as ethics, accounting in the real world, business structures, and accounting and career exploration are also covered. Evaluation will be based on assessments, homework, class work, working papers, and simulations.

**DISCRETE MATH**  
.5 credit  
Grades 11, 12  
S2  
Prerequisite: Algebra 2  
Guideline: B or higher in a B-level course; C or higher in an A-level course

This course will include a variety of topics not found in traditional high school math courses. The course is designed for students who have demonstrated the analytical and logical thinking required of a successful math student. The intent is to demonstrate a connection between contemporary mathematics and modern society. Topics studied include graph theory, the mathematics of voting and apportionment, logic, recursive functions, mortgage tables, chaos theory, fractal dimension, and matrices. Evaluation will be based on class work, tests, quizzes, homework, and projects.

**PERSONAL FINANCIAL MANAGEMENT**  
.5 credit  
Grades 11, 12  
S1, S2  
Prerequisite: Algebra 2 B or higher  
Guideline: B or higher in a B-level course

This course is intended to help students develop an understanding of financial literacy. It is designed to prepare students to manage money and make informed financial decisions in their own lives. A focus of the course will be the effective use of mathematics as a tool in developing financial literacy skills. Critical thinking, problem-solving, and clear communication of ideas will be emphasized. Topics studied include earnings, banking, credit cards, taxes, insurance, investing, loans, budgeting, and buying personal property. Evaluation will be based on assessments, homework, class work, projects, and simulations.

**FINANCIAL DECISION MAKING IN THE DIGITAL AGE**  
.5 credit  
Grades 11, 12  
S2  
Prerequisite: Personal Financial Management or 90% or above on prerequisite knowledge test

This course is intended to further student knowledge in financial literacy with emphasis on the financial life cycle. The course will build upon and extend topics introduced in Personal Financial Management, such as, financial goal setting, investments, insurance and retirement planning. In addition, students will be introduced to the financial tools used in wealth creation, protection and distribution.
ADVANCED VIDEO EDITING
.5 credit Grades 9, 10, 11, 12 S1, S2
Prerequisite: None

Advanced Video Editing is a course for all those who enjoy post-production video editing. It is designed to advance the video editing skills of students who have a range of skill in editing from cell phones to editing studios. Students will become highly proficient with Adobe Premiere Pro software and specific techniques used in editing a wide variety of video projects. These range from films to news shows, special segments such as the Staples stadium video entertainment and selective audio projects. Students will utilize green screen technology, motion graphics, and other animation to build high level, sophisticated videos. The class is designed to interface well with other media courses like Narrative Film Production, TV Production, and other on-campus programs and events. As with other media classes, material produced from the class has the potential to be viewed by the school audience and the Westport public.

AUDIO PRODUCTION 1
.5 credit Grades 9, 10, 11, 12 S1, S2
Prerequisite: None

Audio Production 1 is the first of a two-part program designed to introduce and develop student skill and awareness through collaborative project based learning in the art of audio production. (Project based learning is a dynamic classroom approach in which students actively explore real world problems and challenges and acquire deeper knowledge.) This course focuses on building student capacity related to the roles and responsibilities of audio producers and engineers from idea inception to finished product. This course is a hands-on introduction to modern recording, mixing, programming and post-production techniques. Student learning objectives are oriented toward audio enthusiast and musicians with the desire to record themselves and others in a hybrid home studio recording environment or professional recording studios. Through a series of hands-on projects that involve recording, programming and mixing activities, students will learn workflow strategies that will boost their efficiency and productivity with digital media while addressing the increasingly hybrid nature of 21st century recording and mixing practices that exists in audio production.

AUDIO PRODUCTION 2
.5 credit Grades 9, 10, 11, 12 S1, S2
Prerequisite: Audio Production 1 or course instructor’s recommendation

Audio Production 2 the second of a two-part designed to sequentially and systematically move student thinking forward by further developing student skill sets and awareness of conceptual and practical content introduced and developed in Audio Production 1. During Audio Production 2, students will continue to engage in collaborative project-based learning in the art audio production while further exploring and building skills and awareness of both analog and digital audio technology, microphones, recording techniques, audio signal flow, Digital Audio Workstations (DAW) session management and file exchange, integration of MIDI with audio tracks. In addition, signal processing, editing and professional mixing techniques will also be explored and discussed as a way to introduce and inspire students of ways
to move their thinking forward. Through a comprehensive study that blends both historical and modern audio production perspectives, students gain a deeper insight to how the exciting world of audio production has evolved and where it is headed. Students are involved in the audio recording of SHS music and theater productions, producing and engineering SHS student ensembles, bands, and other recording artists, and assisting in the production of SHS audio artifacts used for WWPT Westport 90.3 FM. This course can be taken multiple times or considered for an independent learning experience with teacher and department coordinator approval.

NARRATIVE FILM PRODUCTION
.5 credit Grades 9, 10, 11, 12 S1, S2
Prerequisite: None

Narrative Film Production is a course for students who wish to learn and expand their skills in the use of video cameras and digital editing software. Students create films that express personal visions and understanding of their world and of people. Techniques include brainstorming, storyboarding, scripting, lighting, camera management, microphone treatment and application, and sound recording. Students will analyze and discuss the techniques used by Hollywood filmmakers and apply the techniques to their work. It is the goal of this class that students will participate in the production of a substantial narrative video piece that will be presented in an appropriate school venue. Additionally, the work produced by students will be broadcast on Westport’s Educational Access Channel, Channel 78, as well as be submitted to the Staples own yearly film festival and to other local, national, and international film festivals.

RADIO PRODUCTION 1
.5 credit Grades 9, 10, 11, 12 S1, S2
Prerequisite: None

Radio Production 1 is the first of a two-part course designed to introduce and develop student skill and awareness through collaborative project-based learning in the art of live radio and internet broadcasting and audio communication (i.e., podcasting). (Project based learning is a dynamic classroom approach in which students actively explore real world problems and challenges and acquire deeper knowledge.) Throughout Radio Production 1, students will explore and begin implementing social and collaborative communication skills for the purpose of live radio and internet broadcasting on WWPT – Westport, 90.3 FM. In addition, students enrolled in Radio Production 1 will develop the essential skills required for pre- and post-broadcast production. Further, Radio Production 1 students will demonstrate the ability to recall, apply, analyze, synthesize, and evaluate fundamental knowledge and understandings of radio and internet broadcasting that contribute to the importance of becoming a literate consumer and responsible, ethical producer of media.

RADIO PRODUCTION 2
.5 credit Grades 9, 10, 11, 12 S1, S2
Prerequisite: Radio Production 1 or course instructor’s recommendation

Radio Production 2 is the second of a two-part course designed to sequentially and systematically move student thinking forward by further developing student skill sets and awareness of conceptual and practical content introduced and developed in Radio Production 1. During Radio Production 2, students will independently select strategies that will support their broadcasting skills, identify their own learning needs based on personal reflections and peer-to-peer evaluation of products generated. In addition, students of the Radio Production 2 class will be invited regularly to explain strategies and content to their classmates and lead the after school WWPT radio broadcasts. Further, Radio Production 2 students will demonstrate the ability to apply, analyze, synthesize, and evaluate their current conceptual understanding
and the content they generate related to knowledge and understandings of both pre- and post-radio/internet broadcasting production that contributes to the importance of becoming a literate consumer and responsible, ethical producer of media. Students may be involved in sports play-by-play after school and on weekends, hosting recurring afterschool broadcasts on WWPT, and coordinating afterschool broadcast team schedules. This course can be taken multiple times or considered for an independent learning experience with teacher and department coordinator approval.

**TV STUDIO & DOCUMENTARY PRODUCTION 1**  
.5 credit  
*Grades 9, 10, 11, 12*  
*S1, S2*  
*Prerequisite: None*

TV Studio & Documentary Production 1 is the first in a two-part instructional training program that gives students tools and techniques to develop and produce on-air programming for Staples TV. The program will develop and improve both storytelling skills as well as technical ability. Students get a comprehensive look at how to tell news and features stories, how to cover a story and how to effectively write and form a working news package script. Techniques associated with entertainment and other genres will also be explored. Students will be given step-by-step instructions on how to use field and studio video equipment, ranging from cameras to voiceover techniques, audio capture, and basic video editing. Students will be able to improve their on camera delivery through lessons that both encourage on-air participation and develop presentation through both field and studio activities. In the studio component, students will get hands-on experience with equipment in our live TV studio and design full programs for airing on Staples TV and for the weekly program Good Morning Staples. This is a program that caters to the technical-minded student who would prefer to not be on camera as well as those who wish to get time on the air.

**TV STUDIO & DOCUMENTARY PRODUCTION 2**  
.5 credit  
*Grades 9, 10, 11, 12*  
*S1, S2*  
*Prerequisite: TV Studio & Documentary Production 1 or course instructor’s recommendation*

TV Studio & Documentary Production 2 is the second in the two-part training program that further develops student’s ability to create industry quality, on-air content for Staples TV. Students will be responsible for the full development and production of Good Morning Staples from writing to the live (or live on tape) studio broadcast. They will be given roles that mirror a working Television Station and be asked to implement organizational skills to complete tasks related to the development of the Good Morning Staples program. Using prior learning and professional newsroom mechanics, broadcast team members will learn higher-level field news reporting techniques (ENG) in both the editorial (writing), on camera, and technical realms. Team members will also increase their understanding of the technical capabilities and use of TV studio equipment to enhance the quality and depth of creativity in each show that airs on Staples TV. Students will be given a chance in this stage to weigh in on what role they wish to perform in the production process, whether it's an on-air job or a behind the scenes position. This course can be taken multiple times or considered for an independent learning experience with teacher and department coordinator approval.
### Grade 9 Music Ensembles

**Single Courses (1.0 credit):**
- Anima Cantorum
- Treble Choir
- Freshman Concert Band
- Freshman Concert Orchestra
- Strings

**Shared Courses (.5 credit):**
- Anima Cantorum – Shared
- Treble Choir – Shared
- Freshman Concert Band – Shared
- Freshman Concert Orchestra Strings – Shared
- Theater 1: Acting Fundamentals – Shared

### Grade 10 Music Ensembles

**Single Courses (1.0 credit):**
- Anima Cantorum
- Bella Voce
- Treble Choir
- Sophomore Concert Band
- Sophomore Orchestra Strings

**Shared Courses (.5 credit):**
- Anima Cantorum – Shared
- Bella Voce – Shared
- Treble Choir – Shared
- Sophomore Concert Band – Shared
- Sophomore Orchestra Strings – Shared
- Theater 2: Adv. Acting – Shared

### Grades 11 & 12 Music Ensembles

**Single Courses (1.0 credit):**
- Anima Cantorum
- Bella Voce
- Choralaires
- Treble Choir
- Symphonic Band
- Symphonic Orchestra Strings

**Shared Courses (.5 credit):**
- Anima Cantorum – Shared
- Bella Voce – Shared
- Choralaires – Shared
- Treble Choir – Shared
- Symphonic Band – Shared
- Symphonic Orchestra Strings – Shared

### Music Elective Ensembles (Grades 9-12)
- Chamber Orchestra
- Orphenians
- Pep Band
- Jazz Ensemble

### Classroom Music Courses (Grades 9-12)
- Beginning Piano
- Music Technology
- AP Music Theory

*All performing music ensembles are offered 4 days per week. In order to provide opportunities for students to experience a well-rounded performing arts curriculum, courses are offered as single courses (1.0 credit) and shared (.5 + .5 credit). Students must take two Shared courses to total 1.0 credit.

**MUSIC DEPARTMENT OVERVIEW**

The Westport Music Department’s vision is to develop our students’ artistic literacy and global awareness by developing their ability to create, perform, and respond to diverse music at the highest level in a safe and nurturing environment.
MUSIC ENSEMBLES

ANIMA CANTORUM
.5 or 1.0 credit Grades 9, 10, 11, 12 Full-Year (2 or 4 days per week)
Prerequisite: None

Anima Cantorum is open to all students, grades 9-12, who sing in the tenor or bass vocal range. No previous singing experience is necessary. Emphasis is on personal vocal development within an ensemble setting and music literacy. Students who wish to take Anima Cantorum in addition to an instrumental ensemble or Theater have a .5 credit option where the period would then be divided equally between the two courses. Performance opportunities include the fall choral concert, Candlelight, and spring choral concert.

BELLA VOCE
.5 or 1.0 credit Grades 10, 11, 12 Full-Year (2 or 4 days per week)
Prerequisite: Selection based on audition and completion of at least one year of Treble Choir

Bella Voce is an intermediate-advanced vocal ensemble that is open to 10th-12th grade sopranos and altos (by audition) who have successfully completed at least 1 year of Treble Choir. Curriculum emphasizes continued musical literacy, in-depth understanding of vocal technique, and performance practice. Students who wish to take Bella Voce in addition to an instrumental ensemble or Theater have a .5 credit option where the period would then be divided equally between the two courses. Performance opportunities include the fall choral concert, Candlelight, youth concert, and spring choral concert.

CHORALAIRES
.5 or 1.0 credit Grades 10, 11, 12 Full-Year (2 or 4 days per week)
Prerequisite: Selection based on audition and completion of at least one year of SHS vocal experience

Choralaires is an advanced vocal ensemble that is available by audition to 10th-12th grade students of every voice part (SATB) who have successfully completed at least one year of singing in a vocal ensemble at Staples High School. Curriculum emphasizes an advanced level of musical literacy, vocal pedagogy, personal vocal growth, and performance practice. Performance opportunities include but are not limited to the fall choral concert, Candlelight, youth concert, and spring choral concert.

TREBLE CHOIR
.5 or 1.0 credit Grades 9, 10, 11, 12 Full-Year (2 or 4 days per week)
Prerequisite: None

Treble Choir is open to all students, grades 9-12, who sing in the soprano or alto vocal range. No previous singing experience is necessary. Emphasis is on personal vocal development within an ensemble setting and music literacy. Students who wish to take Treble Choir in addition to an instrumental ensemble or Theater have a .5 credit option where the period would then be divided equally between the two courses. Performance opportunities include the fall choral concert, Candlelight, and spring choral concert.

FRESHMAN CONCERT BAND
.5 or 1.0 credit Grade 9 Full-Year (2 or 4 days per week)
Prerequisite: None

Freshman Concert Band is open to all 9th grade students who play a wind or percussion instrument. The FCB studies musically challenging band literature appropriate to the grade level. Weekly, 15-minute in-school lessons are provided for students who need additional assistance. The focus of these
lessons is to strengthen student technique and musicianship. Lessons are scheduled during a free
period, before or after school, or concurrently during an ensemble. Priority is given to students who
do not study with a private teacher outside of school. The FCB performs at concerts and the
Memorial Day Parade. Students may also enroll in Pep Band (see Pep Band description).

**SOPHOMORE CONCERT BAND**

.5 or 1.0 credit  Grade 10  Full-Year (2 or 4 days per week)
Prerequisite: None

Sophomore Concert Band is open to all 10th grade students who play a wind or percussion
instrument. The SCB studies musically challenging band literature appropriate to the grade level.
Weekly, 15-minute in-school lessons are provided for students who need additional assistance. The
focus of these lessons is to strengthen student technique and musicianship. Lessons are scheduled
during a free period, before or after school, or concurrently during an ensemble. Priority is given to
students who do not study with a private teacher outside of school. The SCB performs at concerts
and the Memorial Day Parade. Students may also enroll in Pep Band (see Pep Band description).

**SYMPHONIC BAND**

.5 or 1.0 credit  Grades 11, 12  Full-Year (2 or 4 days per week)
Prerequisite: None

Symphonic Band, SHS’s premiere band ensemble, is open to juniors and seniors who play a wind or
percussion instrument. Sophomores may be admitted to this advanced level group through a rigorous
audition process held in February. The SB studies musically challenging band literature of a
significant level of difficulty. In order to provide diverse learning opportunities and foster student
independence and leadership, sectional rehearsals and chamber music workshops are integrated into
the class structure. Weekly, 15-minute in-school lessons are provided for students who need
additional assistance. The focus of these lessons is to strengthen student technique and musicianship.
Lessons are scheduled during a free period, before or after school, or concurrently during an
ensemble. Priority is given to students who do not study with a private teacher outside of school. The
SB performs at concerts and the Memorial Day Parade. Students may also enroll in Pep Band (see
Pep Band description).

**FRESHMAN CONCERT ORCHESTRA STRINGS**

.5 or 1.0 credit  Grade 9  Full-Year (2 or 4 days per week)
Prerequisite: None

*Note: Orchestra Wind/Percussion players are automatically enrolled in Freshman Concert Band –
Shared.*

Students in Freshman Concert Orchestra perform and study varied orchestral literature. FCO is open
to all 9th grade string players and to selected wind and percussion players. Four rehearsals are
scheduled per week. All 9th grade wind/percussion students who satisfy the orchestra audition will
be scheduled for two days each of Freshman Concert Orchestra Strings and Freshman Concert Band,
receiving one-half credit for each. Weekly, 15-minute in-school lessons are provided for students
who need additional assistance. The focus of these lessons is to strengthen student technique and
musicianship. Lessons are scheduled during a free period, before or after school, or concurrently
during an ensemble. Priority is given to students who do not study with a private teacher outside of
school. The FCO performs at several concerts during the school year.

**SOPHOMORE ORCHESTRA STRINGS**
.5 or 1.0 credit  Grade 10  Full-Year (2 or 4 days per week)  
Prerequisite: None

Note: Orchestra Wind/Percussion players are automatically enrolled in Sophomore Concert Band – Shared.

Students in Sophomore Orchestra study significant orchestral literature. SOS is open to all sophomore string players and selected wind and percussion players. Four rehearsals are scheduled per week. All sophomore wind/percussion students who satisfy the orchestra audition will be scheduled for two days each of Sophomore Orchestra Strings and two days of Sophomore Concert Band, receiving one-half credit for each. Weekly, 15-minute in-school lessons are provided for students who need additional assistance. The focus of these lessons is to strengthen student technique and musicianship. Lessons are scheduled during a free period, before or after school, or concurrently during an ensemble. Priority is given to students who do not study with a private teacher outside of school. The SOS performs at several concerts during the school year.

SYMPHONIC ORCHESTRA STRINGS
.5 or 1.0 credit  Grades 11, 12  Full-Year (2 or 4 days per week)  
Prerequisite: None

Note: Orchestra Wind/Percussion players are automatically enrolled in Symphonic Band – Shared.

Students in Symphonic Orchestra study significant and standard orchestral literature. SOS is open to all junior and senior string players and selected wind and percussion players. Sophomores who can perform a Level V solo may be considered for admission into this advanced-level group through a rigorous audition process held in February. Four rehearsals are scheduled per week: two for the full orchestra and two for strings only. String players attend all four rehearsals per week, while wind and percussion players attend rehearsals two days per week only. On the alternate two days, wind and percussion players are enrolled in Symphonic Band in order to further develop their musical skills. Weekly, 15-minute in-school lessons are provided for students who need additional assistance. The focus of these lessons is to strengthen student technique and musicianship. Lessons are scheduled during a free period, before or after school, or concurrently during an ensemble. Priority is given to students who do not study with a private teacher outside of school. The SOS plays for the Candlelight Concert, Youth Concert, Spring Concert, and occasionally participates in exchange programs and festivals with other high schools.

INSTRUMENTAL MUSIC LESSONS

Instrumental lessons are strongly encouraged for all instrumental students. Weekly, 15-minute in-school lessons are provided for students who need additional assistance. The focus of these lessons is to strengthen student technique and musicianship necessary for success in department ensembles. Lessons are scheduled during a free period, before or after school, or concurrently during an ensemble. Priority is given to students who do not study with a private teacher outside of school.

MUSIC ELECTIVE ENSEMBLES

The delivery of instruction in music skills and concepts occur in the core curricular ensemble program. The co-curricular ensembles are idiomatic and performance-based. All students must be enrolled in a core ensemble offered during the school day in order to participate in the co-curricular program.

CHAMBER ORCHESTRA
Chamber Orchestra is open to advanced string students who wish to explore string orchestra repertoire. Students are selected by audition in June of the prior school year and must be a member of a Staples band, chorus, or orchestra. Chamber Orchestra meets one afternoon per week for in-depth study and rehearsal. One weekly sectional is also required. The Chamber Orchestra performs at school functions, festivals, community events, and concerts during the school year. **Do not register for this course until after the audition.**

**JAZZ ENSEMBLE**

1.0 credit  
Grades 9, 10, 11, 12  
Full-Year  
Prerequisite: Selection based on audition

Jazz Ensemble is open to advanced wind/percussion students who wish to explore the Jazz idiom. Students are selected by audition in June of the prior school year and must be a member of a Staples band, chorus, or orchestra. Jazz Ensemble meets one afternoon per week for an in-depth jazz study and rehearsal. One weekly sectional is also required. Jazz Ensemble performs at school functions, festivals, community events and concerts during the school year. **Do not register for this course until after the audition.**

**ORPHENIANS**

1.0 credit  
Grades 9, 10, 11, 12  
Full-Year  
Prerequisite: Selection based on audition

Orphenians is open to vocal students who wish to explore advanced vocal repertoire. Students are selected by audition in June of the prior school year and must be a member of a Staples band, chorus, or orchestra. Orphenians meet one afternoon per week for an in-depth study and rehearsal. One weekly sectional is also required. Orphenians perform at school functions, festivals, community events and concerts during the school year. **Do not register for this course until after the audition.**

**PEP BAND**

.25 credit  
Grades 9, 10, 11, 12  
S1  
Prerequisite: None

Students enrolled in Freshman, Sophomore, and Symphonic Bands may enroll in Pep Band. The Pep Band plays at all Staples home football games.

**CLASSROOM MUSIC COURSES**

**AP MUSIC THEORY**

1.0 credit  
Grades 9, 10, 11, 12  
Full-Year  
Prerequisite: Previous participation in the high school instrumental or vocal music program; course instructor’s recommendation

AP Music Theory students will develop the ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. The student will develop aural, sight-singing, written, compositional, and analytical exercises. Students will solve compositional problems and become proficient in part-writing. Students will receive ear-training and skills for aural identification and dictation notation. The curriculum for this course has been designed in cooperation with the AP Testing Service and will prepare students to take the AP Music Theory exam in May.
BEGINNING PIANO
.5 credit Grades 9, 10, 11, 12 S1
Prerequisite: None

Beginning Piano is a one-semester class that focuses on using keyboards and MIDI controllers as a way to unlock personal musical creativity and the opportunity to work alone and collaboratively with others. This course is designed for students who are music enthusiasts and musicians with the desire to learn more about the music making process. Through a series of hands-on projects that involve recording, programming, and mixing activities, students will learn workflow strategies that will boost their music learning, efficiency, and productivity with modern tools and resources. Popular folk songs and traditional melodies are utilized to teach basic concepts. No previous musical experience is necessary.

MUSIC TECHNOLOGY
.5 credit Grades 9, 10, 11, 12 S1, S2
Prerequisite: None

Music Technology is a one-semester class for students in grades 9-12. Over the course of the semester, students utilize music software and digital instruments to create, compose, and respond to various musical elements and fundamentals. Songs and musical arrangements are studied to identify how each piece utilizes the basic elements of music (tempo, rhythm, pitch, melody, harmony, form, and style). Students use music applications to create, edit, manipulate and arrange musical compositions in a style similar to the ones studied in class. Students demonstrate their understanding of these musical components by generating original compositions and/or arrangements in a variety of musical styles (jazz, rock, Latin, reggae, techno, pop, etc.). This course may be repeated for credit with teacher and department coordinator approval.
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| Life Science Elective Courses     | Physical Science (Chemistry and   | Computer Science and              |
|-----------------------------------| Physics) Elective Courses         | Engineering Elective Courses      |
| Full Year Courses:                | Full Year Courses:                | Full Year Courses:                |
| AP Biology                        | AP Chemistry                      | AP Computer Science Principles    |
| AP Environmental Science          | AP Physics 1                      | Scientific Research*              |
| (UCONN ECE)                       | AP Physics C: Mechanics & E&M     |                                   |
| Anatomy & Physiology              | Earth Science                     |                                   |
| Scientific Research*              | Scientific Research*              |                                   |
| Semester Courses:                 | Semester Courses:                 |                                   |
| Animal Behavior                   | Solar System Astronomy            |                                   |
| Biotechnology                     | Stars, Galaxies, & the Universe   |                                   |
| Environmental Science             |                                   |                                   |
| Forensics                         |                                   |                                   |
| Horticulture                      |                                   |                                   |
| Marine Biology                    |                                   |                                   |
| Medical Terminology               |                                   |                                   |
| Zoology                           |                                   |                                   |

*Scientific Research can be taken for either two or three years starting sophomore year. Since the topics can fall into any scientific or technical category, it can be considered either a life science, physical science, or computer science/engineering elective.
The science program at Staples High School aims to provide a broad exposure to scientific disciplines and to prepare students to be scientifically literate citizens. For the Classes of 2020, 2021, and 2022, all students are required to take two years of science and recommended to take at least three years of science. For the Class of 2023 and beyond, all students are required to take at least three years of science. Students can either take Accelerated Science 1 and 2 followed by one credit of science electives, or they can take one year each of Biology, Chemistry, and Physics. The program offers a wide range of elective courses, including numerous semester electives as well as full-year electives and AP courses. Students who wish to pursue science in college are encouraged to take Scientific Research as a way to further express their curiosity about science and develop their own unique scientific investigation.

**CORE COURSES**

**MULTIDISCIPLINARY SCIENCE COURSES**

**ACCELERATED SCIENCE 1**

**ACCELERATED SCIENCE 2**

2.0 credits Grade 9, 10 Two Years

Prerequisite for Accelerated Science 1: Enrollment as a SHS student

Prerequisite for Accelerated Science 2: Accelerated Science 1

Guideline: Teacher recommendation

This is a two-year science course designed to give students broad exposure to science concepts in Biology, Chemistry, Earth Science, and Physics within an integrated framework aligned to the new CT Science Standards (CT-NGSS). Students study big ideas such as “What is it all made of?” and “How do humans influence the flow of energy and matter on Earth?” Students generate the questions they need answers to in order to build their understanding. Students collaborate and engage in argument from evidence, develop and revise models, and carry out investigations to come to an understanding of the world around them. This course is for students who like to look at the big picture. It also compacts the curriculum of three years of traditional science into two, allowing students to take a broader range of science courses their junior and senior years.

**BIOLOGY COURSES**

**BIOLOGY B**

1.0 credit Grade 9 Full-Year

Prerequisite: Enrollment as a SHS student

This course covers the same topics as Biology A, but with greater teacher support and direction. The reading level for this course is less demanding than Biology A, as are the assessments. Evaluation is based on laboratory experiments and reports, tests, quizzes, homework, projects, computer-related activities, and class participation.

**BIOLOGY A**

1.0 credit Grade 9 Full-Year

Prerequisite: Enrollment as a SHS student

Guideline: Teacher recommendation

This course is aligned with Connecticut Science Standards as well as the American Association for the Advancement of Science. Major topics include Ecology, Cells, DNA, Genetic Engineering, Heredity, Evolution, and Human Health. Students will be expected to participate in regular lab experimentation,
develop critical thinking skill and apply knowledge to a variety of scenarios. Evaluation is based on laboratory experiments and reports, tests, quizzes, homework, projects, computer-related activities, and class participation.

**BIOLOGY HONORS**

1.0 credit  Grade 9  Full-Year  
*Prerequisite: Enrollment in Geometry A or higher, enrollment as a SHS student*  
*Guideline: Teacher recommendation*

The level of reading necessitates that students enrolling in this course have excellent reading and comprehension skills. There is also a good deal of critical thinking and written work included in this course. Concepts studied in Biology A will be approached in greater depth, and in a manner that requires more student independence.

**CHEMISTRY COURSES**

**CHEMISTRY B**

1.0 credit  Grades 10, 11, 12  Full-Year  
*Prerequisite: Biology*

This course provides an introduction to basic chemistry. The focus is on the relationship between energy and its “frozen” matter. Topics include density, matter, atomic structure, chemical bonding, periodic table, the radioactivity and nuclear energy among others. The course includes an extended lab period. Evaluation is based on lab experiments, tests and quizzes, projects, class participation, homework, and a variety of activities.

**CHEMISTRY A**

1.0 credit  Grades 10, 11, 12  Full-Year  
*Prerequisite: Biology, Algebra 1*  
*Guideline: Teacher recommendation and concurrent enrollment in Algebra 2 or higher*

This course describes the nature of matter in terms of molecular behavior. Students will find mathematics and language arts skills useful for this course. Major topics include atomic structure, periodic properties, chemical bonding and reactions, stoichiometry, thermodynamics, kinetics, equilibrium, gas laws, solids, liquids, solutions, acids and bases, electrochemistry, and some organic and nuclear chemistry. Three periods per week are spent in the classroom and one extended period in the laboratory. Evaluation is based on written tests, quizzes, laboratory reports, special projects, and homework.

**CHEMISTRY HONORS**

1.0 credit  Grades 10, 11, 12  Full-Year  
*Prerequisite: Biology, completion of or concurrent enrollment in Algebra 2*  
*Guideline: Teacher recommendation*

This course is for those students who have excellent mathematical and critical thinking skills. Concepts studied in chemistry will be approached in greater depth, and in a manner that necessitates more student independence. Students will find mathematics and language arts skills useful for this course. Major topics include atomic structure, periodic properties, chemical bonding and reactions, stoichiometry, thermodynamics, kinetics, equilibrium, gas laws, solids, liquids, solutions, acids and bases, electrochemistry, and some organic and nuclear chemistry. Three periods per week are spent in the classroom and one extended period in the laboratory. Evaluation is based on written tests, quizzes, laboratory reports, research projects, and homework.
PHYSICS COURSES

PHYSICS B
1.0 credit Grades 11, 12 Full-Year
Prerequisite: Chemistry

This course provides an introduction to Physics. Topics include thermal energy, motion, forces, work, power, machines, energy conversions, static and current electricity, magnetism, sound and light, among others. The course includes an extended lab period. Evaluation is based on lab experiments, tests and quizzes, projects, class participation, homework, and a variety of activities.

PHYSICS A
1.0 credit Grades 11, 12 Full-Year
Prerequisite: Chemistry, Algebra 2
Guideline: Teacher recommendation and concurrent enrollment in Pre-Calculus A or higher

The student discovers and applies fundamental principles and laws of the physical world through investigation and problem solving techniques. Topics studied are kinematics, dynamics, work and energy, momentum, circular motion, simple harmonic motion, thermodynamics, wave motion, electricity, electromagnetism, light, and some modern topics (photoelectric effect, quantum theory). Learning activities include reading, problem solving, films, lectures, discussion, demonstrations and experiments that take place both in class and in the extended laboratory period. Evaluation includes tests and quizzes, problem work, and laboratory reports.

PHYSICS HONORS
1.0 credit Grades 11, 12 Full-Year
Prerequisite: Chemistry, Algebra 2 Honors
Guideline: Teacher recommendation and concurrent enrollment in Pre-Calculus Honors or higher

This course is for students who excelled in previous science coursework. Concepts studied in Physics will be presented at an accelerated pace and in greater depth. Students will find strong Algebra and Problem Solving skills advantageous for success in this course. The ability to work independently outside of class is also a key to success in this course. Topics studied are kinematics, dynamics, work and energy, momentum, circular motion, simple harmonic motion, thermodynamics, wave motion, electricity, electromagnetism, light, and some modern topics (photoelectric effect, quantum theory). Learning activities include reading, problem solving, lectures, discussion, demonstrations, and experiments that take place both in class and in the extended laboratory period. Evaluation includes tests and quizzes, problem solving and conceptual homework, laboratory reports, and performance-based laboratory assessments.

ELECTIVE COURSES

LIFE SCIENCE COURSES

AP BIOLOGY
1.0 credit Grades 11, 12 Full-Year
Prerequisite: Chemistry or Accelerated Science 2
Guideline: A- or higher in Chemistry A or B- or higher in Chemistry Honors; teacher recommendation
This course is designed for academically talented students wishing to acquire a high level of understanding and skill development in a university level biology class. It is expected that students taking this course will take the Advanced Placement examination given in May by the College Board. Students will be responsible for the content of extensive study guides and reading material. Class time shall be devoted to illustrating major principles and concepts in content areas. Topics studied will highlight cell energetics, photosynthesis, genetics, evolution, ecology, plant biology, the prokaryotes, protista, fungi, the invertebrates, and vertebrates. Evaluation will be based on tests, research, essays, and labs. A summer assignment may be required.

**AP ENVIRONMENTAL SCIENCE (UCONN ECE)**

1.0 credit  Grades 11, 12  Full-Year  
**Prerequisite:** Chemistry or Accelerated Science 2  
**Guideline:** A- or higher in Biology A or B- or higher in Biology Honors; A- or higher in Chemistry A or B- or higher in Chemistry Honors; A- or higher in Accelerated Science 2; teacher recommendation

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Topics that will be studied will include: (1) Interdependence of Earth's Systems: Fundamental Principles and Concepts; (2) Human Population Dynamics; (3) Renewable and Nonrenewable Resources: Distribution, Ownership, Use and Degradation; (4) Environmental Quality; (5) Global Changes and Their Consequences; (6) Environment and Society: Trade-Offs and Decision Making. Assessment will be both traditional and performance-based. In addition to the usual classroom labs, exams and essays on environmental issues, students will be performing some outdoor labs on local environmental issues, and completing long-term environmental projects. These series of assessments will culminate in the AP Exam. It is expected that students taking this course will take the Advanced Placement examination given in May by the College Board. A summer assignment may be required.

**AP ENVIRONMENTAL SCIENCE ALSO OFFERS CREDITS FROM THE UNIVERSITY OF CONNECTICUT THROUGH UCONN EARLY COLLEGE EXPERIENCE.**

**UCONN NRE1000: ENVIRONMENTAL SCIENCE**

Three credits

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

**ANATOMY & PHYSIOLOGY**

1.0 credit  Grades 10, 11, 12  Full-Year  
**Prerequisite:** Biology or Accelerated Science 1

Anatomy and Physiology delves further into the structure and function of human cells, tissues, and organ systems, disease, as well as human fetal development, human and mammalian evolution, (with special emphasis placed on diagnosis, treatment, surgical techniques, holistic medicine, forensic medicine, and bioethics). Detailed dissection of both cats and fetal pigs is a required part of this course. Evaluation will be based on both traditional and lab-practicum examinations, laboratory investigations, homework, participation, Internet research, Dramatizations, drawing, and other forms of model making. All students are required to produce an end-of-year project illustrating their understanding of the anatomical and
physiological connections among the body systems. This course covers material similar to St. Vincent’s College Human Biology course. Students are able to earn college credits from this course upon their enrollment at St. Vincent’s.

**SCIENTIFIC RESEARCH**

2.0 credits  
*Grades 10, 11, 12*  
*Two Years*

*Prerequisite: One year of high school science*

*Guideline: Teacher recommendation*

This elective involves a commitment to enroll in the course for two years. Students may enroll for the first year as a sophomore or in their junior year. In the first year, students are introduced to research and the use of the scientific method, statistics, and basic laboratory techniques. Students begin to research a topic of their own choosing and conduct an exhaustive review of the literature available on the topic. Students communicate with authors of scientific journal articles or outside mentors and propose a research hypothesis and experimental design. A formal research proposal is the culmination of the first year that will be presented at a minimum of one science fair. In the second year of the program, students will conduct their own research, gather and statistically analyze their data and report their findings to the scientific community. Students will enter local, state, and national science competitions and seek publication of their completed research. Students will be assessed on and will self-assess their oral presentations, portfolios and written reports. Students that enroll in the class as a sophomore and junior will have the option to take the course for a third year as a senior.

**ANIMAL BEHAVIOR**

.5 credit  
*Grades 10, 11, 12*  
*S1, S2*

*Prerequisite: Biology or Accelerated Science 1*

This course concentrates on how animals behave, why animals behave the way they do and how scientists design experiments to study their behavior. Students will learn about the biology behind behavior, animal communication, feeding behavior, mating, predator-prey relationships, aggression, territorial behavior, social behavior and parental care. For the lab portion of this course, observation of actual animals, video, and out-of-classroom activities will be utilized.

**BIOTECHNOLOGY**

.5 credit  
*Grades 10, 11, 12*  
*S1, S2*

*Prerequisite: Biology and Chemistry, or Accelerated Science 1*

This course is designed for students interested in molecular genetics and biotechnology. Using the biochemistry of DNA, RNA, and proteins, students will learn the basic tools and technique of biotechnology. DNA Restriction Analysis, Bacterial Transformation and Plasmid Purification, Protein Electrophoresis and Polymerase Chain Reaction will be the basis of laboratory experiments. Students will study human genetics as well as applications of biotechnology and the ethical issues relating to this science.

**ENVIRONMENTAL SCIENCE**

.5 credit  
*Grades 11, 12*  
*S1, S2*

*Prerequisite: None*

This course is designed for students with an interest in environmental issues. Utilizing field experiences that will focus on both scientific and social issues, students will study local habitats such as estuaries, marshlands, fields, woodlands, wetlands, and seashores. A journal will be kept for the collection of data. Using class and field experiences, students will explore past, present and future use of a particular habitat.
Political and environmental factors regarding land use are explored as well as anticipated impact on the environment. Participation in the mandatory field experiences requires that students carry the school insurance. The course will run for two consecutive periods in a single semester, being team-taught by a Science and a Social Studies teacher.

**FORENSICS**

.5 credit  
Grades 10, 11, 12  
S1, S2

*Prerequisite: Biology and Chemistry, or Accelerated Science 1*

The course is designed to emphasize the laboratory techniques used by forensic scientists in the analysis of crimes and the role of evidence in criminal and civil proceedings. Investigative procedures to be studied include crime scene processing and reconstruction, fingerprinting, evaluation of injuries and cause of death, determination of the post-mortem interval, forensic entomology, bite mark analysis, tool marks, ballistics, trajectory analysis, blood spatter analysis, and DNA analysis. Ethical issues and case studies of actual crimes will be discussed. Students will learn how to lift latent fingerprints using multiple techniques, and then match them with a suspect. Students will also collect and analyze trace evidence such as hair and fiber to determine their origin. Examination of skeletal remains will include determination of gender and race, as well as differentiating post-mortem and ante-mortem injuries. Experts from local and state forensic labs and law enforcement will give seminars in actual crime scene investigation.

**HORTICULTURE**

.5 credit  
Grades 10, 11, 12  
S1, S2

*Prerequisite: Biology or Accelerated Science 1*

This course is designed for students with an interest in the care and management of a greenhouse as well as home gardening. The Staples greenhouse will be used as an active laboratory to help students discover the many variables that affect plant growth (soil, light, temperature, fertilizer, etc.). Students will grow a variety of annuals (impatiens, petunias, marigolds, and geraniums) for use on the school grounds. Techniques such as pruning, preparing cuttings, transplanting and sowing of seeds will also be taught.

**MARINE BIOLOGY**

.5 credit  
Grades 10, 11, 12  
S1, S2

*Prerequisite: Biology and Chemistry, or Accelerated Science 1*

This elective includes the study of the kinds and distributions of marine organisms. Emphasis is placed on the biological features of the oceans, organism-habitat relationships, and general ecological concepts influencing marine populations and communities. Topics will include learning the ecological relationship between flora and fauna, realizing the chemical influences which affect marine organisms, identification of popular species of plants and animals, monitoring water conditions in the field and in the lab, and using examination and dissection tools and techniques. A dogfish shark dissection is a required part of this course. Evaluation will be based on lab reports, field journals and reports, written quizzes and tests, research presentations, oral reports, and participation. Spring semester salmon are raised and released as part of the Salmon-In-Schools Program.

**MEDICAL TERMINOLOGY**

.5 credit  
Grades 10, 11, 12  
S1, S2

*Prerequisite: Biology or Accelerated Science 1*

Medical Terminology is a course that meets the requirements of the Allied Health Academy, and prepares students for upper level biology classes (such as Anatomy & Physiology, Biotechnology, or AP Biology).
after students have successfully completed one full year of introductory biology (Biology B, A, or Honors). Presented in a similar fashion to the course at St. Vincent’s College, students are able to earn three college credits from this course upon their enrollment at St. Vincent’s. According to the St. Vincent’s College course catalog, “The course offers an introduction to medical terms through an analysis of their construction including prefix, suffix, root, connecting, and combining forms. The student acquires an understanding of medical meanings applicable to the structure, function, and diseases of the human body. Abbreviations and their appropriate usage are represented.”

**ZOOLOGY**  
.5 credit  Grades 10, 11, 12  S1, S2  
*Prerequisite: Biology and Chemistry, or Accelerated Science 1*

Zoology is the study of animals. The structure and function, as well as the behavior, of animals and how they have adapted to their environments, will be explored in detail. This scientific course is designed to teach students the basic principles of the diversity of life through the application of identification, classification, and laboratory investigation. **Dissections are required.**

**PHYSICAL SCIENCE (CHEMISTRY AND PHYSICS) COURSES**

**AP CHEMISTRY**  
1.0 credit  Grades 11, 12  Full-Year  
*Prerequisite: Chemistry or Accelerated Science 2*  
*Guideline: A- or higher in Chemistry A, B- or higher in Chemistry Honors, or A- or higher in Accelerated Science 2; teacher recommendation*

This course is designed (1) to prepare students for the AP examination (given in mid-May) that entitles those who do well on it to a semester or year credit in most colleges, and (2) for science majors such as pre-engineering, pre-medicine, or chemistry. This course expands on first year Chemistry concepts with emphasis on modern bonding theories, various equilibria, electrochemistry, chemical thermodynamics, kinetics, and some organic and nuclear chemistry. Students must have demonstrated a high degree of competency in mathematics, and must have the self-discipline to put in many hours each week for studies outside of class. It is expected that students taking this course will take the Advanced Placement examination given in May by the College Board. A summer assignment may be required.

**AP PHYSICS 1**  
1.0 credit  Grades 11, 12  Full-Year  
*Prerequisite: Physics or Accelerated Science 2, and Pre-Calculus*  
*Guideline: A- or higher in Physics A, B- or higher in Physics Honors, or A- or higher in Accelerated Science 2; teacher recommendation*

AP Physics 1: Algebra-Based is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits. At the successful completion of this course, students will be prepared for the AP Physics 1 exam offered each May. Additional content from the AP Physics 2 course may be covered, but students planning to take the AP Physics 2 exam will need to prepare outside of class in order to cover all of the topics assessed on the AP Physics 2 exam. This course has lectures, demonstrations, lab work, and problem-solving discussions. Evaluation is based on the performance and interpretations of individual students’ laboratory work as well as performance in answering questions and solving problems similar to those on the AP Physics exam. It is expected that students taking this course will take the Advanced Placement examination given in May by the College Board.
AP PHYSICS C: MECHANICS AND E&M
1.0 credit Grades 11, 12 Full-Year
Prerequisite: Physics or Accelerated Science 2; enrollment in AP Calculus BC or higher
Guideline: A- or higher in Physics A, B- or higher in Physics Honors, or A- or higher in Accelerated Science 2; teacher recommendation

The college freshman level Physics will use Calculus so that students will be prepared to take the AP Physics C exam in both Mechanics and Electromagnetism. The study of mechanics includes rotational topics. Work requirements, activities, and evaluation are familiar to AP Physics B. It is expected that students taking this course will take the Advanced Placement examination given in May by the College Board.

EARTH SCIENCE
1.0 credit Grades 10, 11, 12 Full-Year
Prerequisite: None

Earth Science is a survey course that deals with different fields of study of planet Earth. From the sun and stars, to the ground you walk upon, to the air you breathe, you will learn how the Earth’s systems interact with each other to create the planet on which we live. Major topics of study will be: Inside the Earth, Surface Processes, Weather, The Oceans, and The Solar System and Beyond. Coursework will include readings, projects, labs/activities, and tests/quizzes.

SCIENTIFIC RESEARCH
2.0 credits Grades 10, 11, 12 Two Years
Prerequisite: One year of high school science
Guideline: Teacher recommendation

This elective involves a commitment to enroll in the course for two years. Students may enroll for the first year as a sophomore or in their junior year. In the first year, students are introduced to research and the use of the scientific method, statistics, and basic laboratory techniques. Students begin to research a topic of their own choosing and conduct an exhaustive review of the literature available on the topic. Students communicate with authors of scientific journal articles or outside mentors and propose a research hypothesis and experimental design. A formal research proposal is the culmination of the first year that will be presented at a minimum of one science fair. In the second year of the program, students will conduct their own research, gather, and statistically analyze their data and report their findings to the scientific community. Students will enter local, state, and national science competitions and seek publication of their completed research. Students will be assessed on and will self-assess their oral presentations, portfolios, and written reports. Students that enroll in the class as a sophomore and junior will have the option to take the course for a third year as a senior.

SOLAR SYSTEM ASTRONOMY .5 credit Grades 9, 10, 11, 12 SI
Prerequisite: None

Solar System Astronomy is a tour of Earth’s neighborhood in space that includes the Sun, planets, planets' moons and rings, asteroids and meteoroids, comets, Oort Cloud, and Kuiper Belt and its objects. It includes the evolution of our Solar System and the Earth-Moon system, as well as the search for other star systems that house planets similar to those we know. Students learn the history of solar system models and the important players that raised astronomy from a collection of myths to a modern science. A minimum of two evening observational sessions are required during which time students become familiar
with better known objects in the night sky. Student assessment will include traditional tests, lab work, short-term activities, and oral presentations.

**STARS, GALAXIES AND THE UNIVERSE**

*.5 credit Grades 10, 11, 12 S2
Prerequisite: Chemistry or Accelerated Science 1, Algebra 2

This course bypasses the local astronomical neighborhood and looks at the larger picture: The Milky Way, galaxies in general, and the entire Universe as we know it. Students begin the course by learning how to find their way around the night sky by locating constellations, nebulae, galaxies, and various kinds of stars. Students study the life cycle of stars, stellar classification, variable stars (including their use in mapping the Universe), the evolution of galaxies, and the current theories for the origin and evolution of the Universe. Students use real astronomical data to solve problems. A minimum of two evening observation sessions is required. Student assessment will include traditional tests, lab work, homework, short-term activities, and class participation.

**COMPUTER SCIENCE AND ENGINEERING COURSES**

**AP COMPUTER SCIENCE PRINCIPLES**

1.0 credit Grades 10, 11, 12 Full-Year
Prerequisite: Introduction to Programming required for sophomores and recommended for juniors and seniors
Guideline: Teacher recommendation

The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. The key sections of this framework include: focus on creating computational artifacts, connecting computing to everyday life, abstracting problems to find solutions, analyzing both problems and solutions, communicating your thoughts, and collaborating with peers and the larger computing community. A summer assignment may be required.

**SCIENTIFIC RESEARCH**

2.0 credits Grades 10, 11, 12 Two Years
Prerequisite: One year of high school science
Guideline: Teacher recommendation

This elective involves a commitment to enroll in the course for two years. Students may enroll for the first year as a sophomore or in their junior year. In the first year, students are introduced to research and the use of the scientific method, statistics, and basic laboratory techniques. Students begin to research a topic of their own choosing and conduct an exhaustive review of the literature available on the topic. Students communicate with authors of scientific journal articles or outside mentors and propose a research hypothesis and experimental design. A formal research proposal is the culmination of the first year that will be presented at a minimum of one science fair. In the second year of the program, students will conduct their own research, gather, and statistically analyze their data and report their findings to the scientific community. Students will enter local, state, and national science competitions and seek publication of their completed research. Students will be assessed on and will self-assess their oral presentations, portfolios and written reports. Students that enroll in the class as a sophomore and junior will have the option to take the course for a third year as a senior.

**3-D DESIGN & ENGINEERING**

*.5 credit Grades 9, 10, 11, 12 S1, S2
Prerequisite: Geometry
The 3-D Design and Engineering course is designed to give students the skills they will need to obtain a SOLIDWORKS academic certification as well as to develop skills in design concepts and sustainable design. The key sections of this framework include: focus on creating design artifacts, connecting design to everyday life, abstracting problems to find solutions, analyzing both problems and solutions, communicating your thoughts, and collaborating with peers and the larger design community.

**AEROSPACE SCIENCE**

*.5 credit  Grades 10, 11, 12  S1, S2  
Prerequisite: One year of high school science

Aerospace combines aspects of aviation history, technology, procedures, careers, and the space program. It can include aerodynamics, airplane systems and instruments, weight and balance, regulations, air navigation, and air traffic control. Students may build a model airplane or experiment with quadracopters. Students may also use flight simulator software to plan and execute a virtual cross-country flight. Evaluation is based on quizzes, tests, activities, and individual projects.

**APPLIED ALGORITHMIC DESIGN**

*.5 credit  Grades 9, 10, 11, 12  S1, S2  
Prerequisite: Introduction to Programming

Students will learn about complex algorithms to build sophisticated programs, leveraging their knowledge from Introduction to Programming (which focused mostly on syntax and simple algorithms). Examples of some of the algorithms that will be investigated include path-finding algorithms, collision detection algorithms, and tree/fractal algorithms. Feedback loops, simple AI, state machines, sprite mechanics, and randomization techniques will also be covered as components necessary for developing more sophisticated programs. Deeper knowledge of algorithms and strategies will allow students to develop more realistic and complex programs.

**BUILDING WEB APPLICATIONS**

*.5 credit  Grades 9, 10, 11, 12  S1, S2  
Prerequisite: Introduction to Web Programming

Building Web Applications continues the investigation of modern web programming begun in Introduction to Web Programming. In this course, students will learn how to utilize a model-view controller design framework when constructing web applications. In addition, students will learn a variety of web technologies from each other. During the semester, teams of two students will be required to teach a short unit on a web technology of their choice to the whole class. Assignments and tests will include the content presented in student units. The final exam will consist of a capstone project that demonstrates the abilities learned during the course.

**CREATIVE TECHNOLOGICAL SOLUTIONS (CATS) TO REAL-WORLD PROBLEMS**

*.5 credit  Grades 9, 10, 11, 12  S1, S2  
Prerequisite: Algebra 1

The CreAtive Technological Solutions (CATS) course is designed to help students develop skills in designing creative technological solutions to real-world problems. The key sections of this framework include: creating designed artifacts and prototypes, connecting design to everyday life and global issues, finding creative technological solutions to problems having various levels of definition, analyzing solutions for their impact and effectiveness, and communicating thoughts and collaborating with peers and the larger design community.
EMBEDDED SYSTEMS PROGRAMMING
0.5 credit Grades 10, 11, 12 S2
Prerequisite: Introduction to Programming or AP Computer Science Principles; teacher recommendation

Embedded systems are special-purpose systems in which the computer is programmed to perform predefined tasks for the device it controls, unlike a general-purpose computer such as a laptop. Students programming in embedded systems will be exposed to a wide range of computer science disciplines such as computer architecture, memory system design, compilers, scheduler/operating systems, and real-time systems. Students will learn to program 8x51 microcontrollers using C and C++, and will learn assembler code, digital logic, and electronic circuit analysis through the debugging process. Students will create projects that include UART (serial) communication, Analog to Digital Conversions for input, such as temperature or audio data, and controlling Bit Ports to drive output. By taking this course, students will have the opportunity to connect concepts from Introduction to Programming and AP Computer Science to the hardware and firmware constraints of the devices they are using and develop a well-rounded vision of the computing ecosystem.

ENGINEERING & APPLIED PHYSICS
0.5 credit Grades 10, 11, 12 S1, S2
Prerequisite: Accelerated Science 1 or completion of or concurrent enrollment in Physics

Engineering & Applied Physics introduces students to practical applications of their physics knowledge. This lab course blends the mathematical treatment of physics with hands on problem-based design challenges. The course is designed to be a survey of various types of engineering endeavors. Students will work in small design teams to develop solutions to engineering challenges. They will build virtual and material prototypes, evaluate them, and/or redesign them.

INTRODUCTION TO PROGRAMMING
0.5 credit Grades 9, 10, 11, 12 S1, S2
Prerequisite: Algebra 1

Introduction to Programming acquaints students with the basic tools of modern programming. In this lab course, students will learn how to solve problems that can only be solved using the computational powers of a computer. These computational problems will be drawn from many fields of interest from graphic design to cryptography and beyond. The course will mostly focus on the problem-solving process with an emphasis on the structure of the solution over the semantics of the language. The final exam will consist of a capstone project that demonstrates the abilities learned during the course.

INTRODUCTION TO WEB PROGRAMMING
0.5 credit Grades 9, 10, 11, 12 S1, S2
Prerequisite: Introduction to Programming

Introduction to Web programming acquaints future web developers with the tools of modern web programming. In this lab course, students will learn how to build a dynamic data driven website. The assignments in this course will be drawn from current web trends and technologies, but the focus of this course will be less on the artistic aspects of website design and more on the functional aspects of building a data driven website. The final exam will consist of a capstone project that demonstrates the abilities learned during the course.

MATERIALS & DESIGN (MAD) SCIENCE
0.5 credit Grades 9, 10, 11, 12 S1, S2
Prerequisite: None

Material Science is a multidisciplinary subject that addresses the physical properties of materials and their applications in engineering and manufacturing. MAD Science will be a project-based introduction to this subject with an emphasis on solving small-scale real world problems through knowledge of materials and original design. MAD Science will develop in students a working knowledge of the capabilities of modern and traditional materials as well as the ability to competently and safely work with examples. There will be a process of moving from observation, to imagination, to creation. Students will understand engineering decisions made in the products around them and will recognize and appreciate practical design philosophy and the ever-necessary compromises. The key sections of this framework include learning the nature of materials, understanding the reasoning behind their applications, imagining new solutions to solve real world problems, experimentation and data collection, communication and collaboration with peers, and creation of prototypes and testing.

MOBILE APP DEVELOPMENT

.5 credit Grades 10, 11, 12 S1, S2

Prerequisite: Introduction to Web Programming and AP Computer Science Principles, or Building Web Applications, or teacher recommendation

In this course students will learn how to build authentic, enterprise level Mobile APPs, standalone programs that operate in mobile devices such as a phone or tablet. Students will use front-end development tools for UI design and integration with the platform SDK to access device features. Students will integrate their APP with back-end services for user authentication, data services, security, and metrics. By the end of the course, students will create and deploy their own Mobile APP.
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**SUMMER SCHOOL AMERICAN GOVERNMENT**

The one-semester American Government class is offered over the summer by Westport Continuing Education. **This course may only be taken for credit recovery or advancement in social studies.** In order to qualify to take American Government over the summer for advancement, students must:
• Have earned credit in U.S. History, U.S. History Honors, or AP U.S. History and met the departmental writing standards
• Have earned credit or be enrolled for a minimum of .5 credit in Social Studies beyond the graduation requirement for the school year immediately preceding or following the summer in which the course is taken
• Receive approval from the Department Coordinator.

GRADE 9 COURSES

All students in grade 9 take a Global Themes course. Global Themes is a course that introduces students to the concept that globalization is not a recent phenomenon, but has existed throughout the history of the world and influences all aspects of society. Course content includes historical examples from the early modern world, exploring various themes that relate to global interactions of people, ideas, goods, and institutions. The course is not intended to be a traditional survey of modern world history, but instead draws upon various social sciences (economics, political science, sociology, geography, and history) to evaluate the contemporary implications of historical developments.

GLOBAL THEMES
1.0 credit  Grade 9  Full-Year
Prerequisite: None

The A-level course is designed to develop students’ ability to think critically, produce strong written arguments, analyze and interpret varied source information, and identify point of view and purpose within nonfiction texts. Students will develop the communication skills necessary to be able to work with others collaboratively, and build strong work habits. Emphasis will be placed on development of annotation and writing skills, critical thinking, questioning about thematic topics and issues, and presentation of arguments and ideas. The A-level course is appropriately challenging for most ninth grade students.

GLOBAL THEMES HONORS
1.0 credit  Grade 9  Full-Year
Prerequisite: None
Guideline: Teacher recommendation

The Honors-level course is rigorous and intellectually demanding, designed for students who are ready to advance their skills as independent learners and researchers. Students will read challenging primary and secondary source material, sharing the knowledge they’ve gained with classmates. Students will study topics in more depth and complexity and be required to do extensive writing and critical analysis. Students must be prepared to assume independent accountability for their performance and be willing to work closely with and interact frequently with their peers. Students who consider taking this course should be strong independent readers who can handle larger amounts of reading, enjoy reading about historical topics, and are willing to make a sustained commitment to success, including being ready to spend up to 1 to 1 ½ hours of preparation for each class.

GRADE 10 COURSES

All students in grade 10 take a U.S. History course. The United States History course takes a thematic approach to 20th and 21st century U.S. history, while emphasizing the skills of being able to critically read, and form cohesive written arguments around issues in American History. Course themes include: establishing the ideal, an examination of the documents and events that shaped the new American Nation, the role of government in the economy, the appropriate role of the United States in the world, and the evolution of citizenship and changing American identity. Students will explore concepts such as the
responsibilities of citizens, the impact of U.S. foreign policy at home and abroad, and equality and civil liberties in the United States.

U.S. HISTORY

1.0 credit Grade 10 Full-Year
Prerequisite: Global Themes

The A-level course is designed to develop students’ ability to think critically, help them produce strong written arguments and analyze and interpret varied source information, including written text and visual sources. Students will be asked to read original documents and first person accounts of historical events, as well as a variety of secondary sources. Students will also have to evaluate multiple sources to reach their own conclusions, which they must be able to support with proper and sufficient evidence. An emphasis will be placed on a student’s ability to read with a purpose and write cohesive arguments.

U.S. HISTORY HONORS

1.0 credit Grade 10 Full-Year
Prerequisite: Global Themes
Guideline: A- or higher in Global Themes or B- or higher in Global Themes Honors; teacher recommendation

U.S. History Honors requires a significant amount of writing and independent research. There is a great emphasis placed on student self-assessment and contributions to class discussion. Class texts are drawn from the work of historians as well as copious primary documents, which are supplemented by other sources representing both traditional and alternative historical interpretations.

AP U.S. HISTORY

1.0 credit Grades 10, 11, 12 Full-Year
Prerequisite: Global Themes
Guideline: A- or higher in Global Themes or B- or higher in Global Themes Honors; teacher recommendation

AP U.S. History is a college-level survey of American History and culture that assumes students possess a high level of interest and independence. Because the workload is similar to a one-year college course, students should expect that the workload will be significantly heavier than a regular U.S. History course. Students will learn to independently develop their own factually sound narratives of history, analyze how both long term and immediate events led to change, and sequence ideas and information within context in order to make deeper comparisons. Students will also select and interpret evidence from texts in order to craft strong, deep, and nuanced positions on major issues in American History. Students must be prepared to spend up to 1 to 1½ hours of preparation for each class. All students are expected to take the AP exam in May. A summer assignment may be required.

GRADES 11 & 12 COURSES

All students must earn credit in an additional one and one-half (1.5) credits in Social Studies in their junior or senior year. These courses must be distributed as follows:

.5 credit Civics
.5 credit Area Study
.5 credit Additional Course

CIVICS COURSES
The Civics requirement can be met by taking the semester American Government course, Current Issues: American Media & Politics, or the full year AP U.S. Government & Politics course. The AP course fulfills only the government requirement in this case; students must still take an additional elective.

**AP U.S. GOVERNMENT & POLITICS**

1.0 credit  
Grades 11, 12  
**Full-Year**

**Prerequisite:** U.S. History  
**Guideline:** A- or higher in American Government, A- or higher in U.S. History, B or higher in U.S. History Honors, or B- or higher in AP U.S. History; teacher recommendation

AP U.S. Government & Politics is a college-level course designed for motivated and committed students with a demonstrated competence in American history and a keen interest in political science, American government, and public policy. It is designed as an introductory Political Science course that is typically taught in a university setting. The course is a comprehensive study of the American political system, and is designed to enable students to critically analyze politics and government in the United States. The class involves the study of concepts used to interpret American politics and requires study of the various institutions, groups, beliefs, and ideas that make up the American political landscape. In order to be successful in this class and to prepare adequately for the Advanced Placement exam, students must spend a considerable amount of time preparing for class. Students are expected to take the Advanced Placement exam in May. Students must complete the course in order to satisfy the Civics graduation requirement. A summer assignment may be required.

**AP U.S. GOVERNMENT & POLITICS WE THE PEOPLE (WTP)**

1.0 credit  
Grades 11, 12  
**Full-Year**

**Prerequisite:** U.S. History and teacher recommendation specifically for the We the People section  
**Guideline:** A- or higher in American Government, A- or higher in U.S. History, B or higher in U.S. History Honors, or B- or higher in AP U.S. History

Note: The maximum number of students for this course is 25. Overrides into this course are not permitted. A qualifying application for participation in We the People is required. Students will be informed of acceptance into this course by the Social Studies Department Coordinator or We the People teacher leader.

The We The People course follows the same curriculum as the AP U.S. Government & Politics course, but with the requirement of participation in the annual We The People competition in Connecticut. Students enrolled in this course will participate in the We The People program, a nationally prestigious constitutional law contest conducted in a congressional hearing format. The contest at the state level is held in December and at the national level in April in Washington, D.C. There are potential transportation and travel fees for the competition in the event that students advance to the national level. A summer assignment may be required.

**AMERICAN GOVERNMENT**

.5 credit  
Grades 11, 12  
**S1, S2**

**Prerequisite:** U.S. History

American Government is a one-semester survey course that meets the state civics requirement for graduation. The course is designed for students to build an appreciation for the intricacies of governance on the federal, state and local levels as they develop the skills to be engaged citizens. This course fosters a deep understanding of how the legislative, judicial, and executive branches of government operate in America. Important topics in the course include the process by which bills become laws, the pressures
that affect lawmakers, the meaning of the Bill of Rights, the role of the Supreme Court in interpreting the Bill of Rights, the points of view of the candidates on the issues in election years, and discussion of current events. Students will be required to research, write, and present arguments about key issues and historically significant court cases.

CURRENT ISSUES: AMERICAN MEDIA & POLITICS
.5 credit Grades 11, 12 S1, S2
Prerequisite: U.S. History

Current Issues: American Media & Politics is a one-semester introduction to American media and public policy that meets the state civics requirement for graduation. The course is designed for students to understand American public policy and build their media-literacy skills to support their development as engaged citizens. Topics will be drawn from current political and economic issues. Students will be required to research, write, and present arguments about key issues and historically significant public policy.

AREA STUDY COURSES

Students must take at least one of the following Area Study courses in junior or senior year.

AFRICAN STUDIES
.5 credit Grades 11, 12 S1, S2
Prerequisite: U.S. History

African Studies is a one-semester area study course that focuses on both the traditional and modern aspects of African cultures. Students will examine the impact of geography on African peoples, the traditional languages, literature, art, and music of African societies, the effects of European colonialism on the continent, and contemporary issues facing African nations. Students will evaluate a variety of primary and secondary sources and at least one novel written by an African author.

CONTEMPORARY WORLD STUDIES (UCONN ECE)
.5 credit Grades 11, 12 S1, S2
Prerequisite: U.S. History

Contemporary World Studies is a one-semester area study course that examines global conflict and cooperation since World War II. Students will examine the emergence of new nations and the nature of international power, responses to humanitarian crises of the 20th and 21st Centuries, and the challenges of addressing conflict over the world’s resources, including the role of the United States and its citizens. The course brings together students’ knowledge, and research, writing, and problem solving skills developed in Global Themes and U.S. History.

CONTEMPORARY WORLD STUDIES ALSO OFFERS CREDITS FROM THE UNIVERSITY OF CONNECTICUT THROUGH UCONN EARLY COLLEGE EXPERIENCE.

UCONN HRTS1007: INTRODUCTION TO HUMAN RIGHTS
Three credits

Exploration of central human rights institutions, selected human rights themes and political controversies, and key political challenges of contemporary human rights advocacy.

EAST ASIAN STUDIES
East Asian Studies is a one-semester area study course that focuses on both the traditional and modern aspects of the cultures of the eastern Asian continent. Students will examine the impact of geography on the development of societies, the philosophical and religious foundations of traditional cultures, political traditions and trends over time, and contemporary issues facing the nations of eastern Asia. Students will read a variety of primary and secondary sources as well as literary works by contemporary East Asian authors. Assessments may include analytic essays, seminar discussions, tests and quizzes, and a final project.

**LATIN AMERICAN STUDIES**

.5 credit  Grades 11, 12  S1, S2  
Prerequisite: U.S. History

Latin American Studies is a one-semester area study course that focuses on the development of Latin America. Latin America was the first “New World” and thus, the first part of the world to experience the profound challenges of Globalism. The story of Latin America therefore may provide an insight for everyone in the modern era as to where our world is going. To gain an understanding of these challenges, we will look at six aspects of life in Latin America. For each, the course will compare and contrast past events from the formation of Latin America with modern issues and events. The goal of the course will be to understand and analyze how has Latin America developed over time, the degree to which Latin America remained consistent or changed, and what the modern world should learn from these challenges. Students will read a variety of primary and secondary sources including artwork and text from Latin American authors, artists, and leaders. Assessments may include analytic essays, seminar discussions, presentations, quizzes, and a problem-based assessment.

**MIDDLE EAST STUDIES**

.5 credit  Grades 11, 12  S1, S2  
Prerequisite: U.S. History

Middle East Studies is a one-semester area study course that examines the historical context of modern-day issues in this region of the world. Students will study: the characteristics and impact of geography (including climate, economics, trade, resources, conflict and identity); the three major monotheistic religions - Judaism, Christianity and Islam - their historical relationships, their similarities and differences, and their impact on today's societies; the development of Jewish and Arab nationalism in the 19th and 20th centuries and the current conflict between the state of Israel and the Palestinians; and, how internal leadership and the influence of outside powers have impacted modern conflicts in the region. A major area of focus will be the development of identity in a diverse region, including the rich history of arts & literature, the power and influence of the Ottoman Empire, and how all of the aforementioned factors influence identity and international relations. Assessments may include analytic essays, seminar discussions, simulations, reflections, tests and quizzes, and a portfolio project.

**ELECTIVE COURSES**

Students must take at least one of the following elective courses in junior or senior year.

**AP EUROPEAN HISTORY**

1.0 credit  Grades 11, 12  Full-Year  
Prerequisite: U.S. History
Guideline: A- or higher in American Government, A- or higher in U.S. History Honors, or B- or higher in AP U.S. History; teacher recommendation

AP European History is a college-level course provided for high school students who excel in history and have the desire to study historical scholarship on a college course level. Specifically, students will study European history from 1450 to present day. Aside from the multitude of historical content, the course also requires students to analyze history from various historical perspectives and to develop their critical thinking and writing skills. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical interpretation, and (c) an ability to express historical understanding through various means. Students must be prepared to spend a significant amount of time preparing for each class. All students are expected to take the AP exam in May. A summer assignment may be required.

AP MACRO/MICROECONOMICS
1.0 credit Grades 11, 12 Full-Year
Prerequisite: U.S. History, Algebra 2
Guideline: A- or higher in American Government, A- or higher in U.S. History Honors, or B- or higher in AP U.S. History; teacher recommendation

AP Economics is a rigorous and intellectually demanding college level course, intended for highly motivated students who possess strong mathematics skills, are able to independently explore course topics, and wish to take a course that will prepare them for college-level studies in macro- and microeconomics. Macroeconomics instruction will give students a thorough understanding of the principles of economics that apply to an economic system as a whole, including particular emphasis on the study of national income and price-level determination, as well as developing students’ familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Microeconomics instruction will give students thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. Primary emphasis is placed on the nature and function of product markets, and also includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. There is a considerable amount of reading in the course, including many problem sets that students will be asked to solve. Assessment for the course is primarily based on test and quiz scores. Students must be prepared to spend time on their own preparing for each class. Students are expected to take the AP exam in May. A summer assignment may be required.

AP U.S. GOVERNMENT & POLITICS
1.0 credit Grades 11, 12 Full-Year
Prerequisite: U.S. History
Guideline: A- or higher in American Government, A- or higher in U.S. History Honors, or B- or higher in AP U.S. History; teacher recommendation

Note: AP U.S. Government & Politics may be taken as an elective if the student has taken either the semester American Government or Current Issues course.

AP U.S. Government & Politics is a college-level course designed for motivated and committed students with a demonstrated competence in American history and a keen interest in political science, American government, and public policy. It is designed as an introductory Political Science course that is typically taught in a university setting. The course is a comprehensive study of the American political system, and is designed to enable students to critically analyze politics and government in the United States. The class involves the study of concepts used to interpret American politics and requires study of the various
institutions, groups, beliefs, and ideas that make up the American political landscape. In order to be successful in this class and to prepare adequately for the Advanced Placement exam, students must spend a considerable amount of time preparing for class. Students are expected to take the Advanced Placement exam in May. Students must complete the course in order to satisfy the Civics graduation requirement. A summer assignment may be required.

**AP U.S. HISTORY**

1.0 credit  
Grades 10, 11, 12  
Full-Year  
Prerequisite: Global Themes  
Guideline: A- or higher in Global Themes or B- or higher in Global Themes Honors; teacher recommendation  

Note: AP U.S. History may be taken as an elective if the student completed U.S. History or U.S. History Honors during grade 10.

AP U.S. History is a college-level survey of American History and culture that assumes students possess a high level of interest and independence. Because the workload is similar to a one-year college course, students should expect that the workload will be significantly heavier than a regular U.S. History course. Students will learn to independently develop their own factually sound narratives of history, analyze how both long term and immediate events led to change, and sequence ideas and information within context in order to make deeper comparisons. Students will also select and interpret evidence from texts in order to craft strong, deep, and nuanced positions on major issues in American History. Students must be prepared to spend up to 1 to 1 ½ hours of preparation for each class. All students are expected to take the AP exam in May. A summer assignment may be required.

**AP WORLD HISTORY**

1.0 credit  
Grades 11, 12  
Full-Year  
Prerequisite: U.S. History  
Guideline: A- or higher in American Government, A- or higher in U.S. History, B or higher in U.S. History Honors, or B- or higher in AP U.S. History; teacher recommendation  

AP World History is a college-level course intended for qualified students who wish to complete studies in secondary school equivalent to an introductory college course in world history. The purpose of the course is to develop greater understanding of the evolution of global processes and contacts in different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytic skills. The course highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge, leading interpretive issues, and skills in analyzing types of historical evidence. Periodization, explicitly discussed, forms an organizing principle to address change and continuity throughout the historical periods and is included in the course. Specific themes provide further organization to the course, along with consistent attention to contacts among societies that form the core of world history as a field of study. Students must be prepared to spend up to 1 to 1 ½ hours of preparation for each class. All students are expected to take the AP exam in May. A summer assignment may be required.

**AMERICAN GOVERNMENT**

.5 credit  
Grades 11, 12  
S1, S2  
Prerequisite: U.S. History  

Note: American Government may be taken as an elective if the student has taken the Current Issues course.
American Government is a one-semester survey course that meets the state civics requirement for graduation. The course is designed for students to build an appreciation for the intricacies of governance on the federal, state and local levels as they develop the skills to be engaged citizens. This course fosters a deep understanding of how the legislative, judicial, and executive branches of government operate in America. Important topics in the course include the process by which bills become laws, the pressures that affect lawmakers, the meaning of the Bill of Rights, the role of the Supreme Court in interpreting the Bill of Rights, the points of view of the candidates on the issues in election years, and discussion of current events. Students will be required to research, write, and present arguments about key issues and historically significant court cases.

**ANTHROPOLOGY**

.5 credit  
Grades 11, 12  
S1, S2

Prerequisite: U.S. History

The Anthropology elective course will provide students with an understanding of the major theories about the development of man, culture and civilization. Units will include an introduction to anthropology and archaeology, the role of myth and superstition, and the elements and impact of culture and religion. Evaluation may include but is not limited to tests, papers, projects, scored discussions and daily class participation.

**CURRENT ISSUES: AMERICAN MEDIA & POLITICS**

.5 credit  
Grades 11, 12  
S1, S2

Prerequisite: U.S. History

*Note: Current Issues may be taken as an elective if the student has taken either the semester American Government or AP U.S. Government & Politics course.*

Current Issues: American Media & Politics is a one-semester introduction to American media and public policy that meets the state civics requirement for graduation. The course is designed for students to understand American public policy and build their media-literacy skills to support their development as engaged citizens. Topics will be drawn from current political and economic issues. Students will be required to research, write, and present arguments about key issues and historically significant public policy.

**ENVIRONMENTAL SOCIAL STUDIES**

.5 credit  
Grades 11, 12  
S1, S2

Prerequisite: U.S. History

The Environmental Social Studies elective course is designed for students having an interest in environmental issues. Utilizing field experiences that will focus on both scientific and social issues, students will study local habitats such as estuaries, marshlands, wetlands, and seashores. Using class and field experiences, students will explore past, present and future proposed use of a particular habitat. Political and environmental factors regarding land use are explored as well as future plans and anticipated impact on the total environment. The course will run for two consecutive periods, being team taught by a science teacher and a social studies teacher. The course is limited to 40 students.

**INTRODUCTION TO ECONOMICS**

.5 credit  
Grades 11, 12  
S1, S2

Prerequisite: U.S. History
The Introduction to Economics elective course will provide students with a conceptual framework for effective economic decision-making. Units studied include American capitalism, money, credit, banking, investment, fiscal and monetary policy, macroeconomics, and international trade. Students are encouraged to see how politics, international relations, and daily life are affected by economic factors. Class activities include films, speakers, discussion, game simulations, and student presentations. Grades will be based on tests, quizzes, class discussion, and projects.

**PSYCHOLOGY OF CHILD DEVELOPMENT**

* .5 credit  
* Grades 11, 12  
* S1, S2  
* Prerequisite: U.S. History

The Psychology of Child Development elective course is designed to focus on the study of physical, social, and cognitive development and growth of a child from conception to school age. Students will understand the impact of multiple influences of children’s environments including culture, language, economic factors, discipline, health issues, learning needs, family, technology, media, community, and the influence of play on early learning. Students will also explore career paths in early childhood education, child advocacy, social work, child psychology, and other related fields. Assessments may include tests, projects, graded discussions, papers and book reviews of independent outside reading.

**UNDERSTANDING PSYCHOLOGY**

* .5 credit  
* Grades 11, 12  
* S1, S2  
* Prerequisite: U.S. History

The Understanding Psychology elective course is designed to introduce students to the study of human behavior. Areas of study will include how the human body affects and is affected by the mind, different types of research, how to use types of research effectively in a study, what motivates people to perform different behaviors, and how emotions affect behaviors. Students will also be given the opportunity to understand their own behavior in order to better understand adolescence and the transition to adulthood. Assessments may include tests, projects, graded discussions, papers, and book reviews of independent outside reading.

**WOMEN IN HISTORY**

* .5 credit  
* Grades 11, 12  
* S1, S2  
* Prerequisite: U.S. History

Women in History is a course for students who are interested in exploring national and global issues through the lens of influential women throughout history. Course content includes the contributions 20th and 21st century women have made to politics, economics, business, science, technology, and popular culture. This course is centered around discourse and inquiry, which will allow students to research their own interests and expand their studies to women’s history and issues on both a national and global level. Course assessments will be based on class discussions, essays, and individual projects. If scheduling allows, students will participate in a field trip experience to sites on the CT Women’s History Trail and/or interact with a guest speaker.
SPECIAL EDUCATION DEPARTMENT OVERVIEW

The Staples Special Education Department offers a comprehensive program of education and support services for students who are eligible for services. Programs are designed to meet student needs based upon an individualized educational plan.

Special Education should be considered only after adjustments and remedial strategies have been designed, implemented, and evaluated in the regular educational program through a pre-referral process. There is a formal referral, assessment, and placement process for special education that must conform to state law. Parents who believe their child may have a disability and require special education services should contact their child’s school counselor.
TECHNOLOGY EDUCATION 1
.5 credit  Grades 9, 10, 11, 12  S1, S2
Prerequisite: None

This course will introduce students to STEM and will connect selective components of STEM with a hands-on, problem-solving approach to working on project-based learning activities. Students will learn the practical applications of hand tools, power tools, and the power equipment in the Tech Education laboratory (initial units of study will focus on the proper usage of and safety procedures for each tool and piece of equipment in the laboratory). Students will create individual projects after going through a planning process of brainstorming, experimenting, creating, troubleshooting, and ultimately, manufacturing using the industrial equipment in the classroom. Samples of initial hands-on projects students may create include small furniture, lamps, clocks, skateboards, and baseball bats. During their initial units of study, students will be introduced to Computer Numeric Control (CNC) technology and use Computer Aided Design (CAD) software to create some of their projects. Later in the semester, students will participate in an engineering challenge where the objective is to design and construct the most durable structure where students will utilize the least amount of material in an attempt to support the greatest amount of weight. Later units of study will include an aeronautics component where students design and construct a rocket from scratch, test it in an aerodynamic wind tunnel, and launch it. Throughout the semester, students will use critical thinking skills, creativity, and innovation to work on activities that are transferable to real world applications.

TECHNOLOGY EDUCATION 1
1.0 credit  Grades 9, 10, 11, 12  Full-Year
Prerequisite: None

This course is similar to the one-semester Technology Education 1 course (see description above). Throughout the full-year course, students will participate in additional units of study related to hands-on construction activities and develop greater proficiency with laboratory equipment with an emphasis on manual and electrical tool usage. Students will be provided greater independence in the full-year Technology Education class to complete select projects, from the planning phase through production.

TECHNOLOGY EDUCATION 2
.5 credit  Grades 9, 10, 11, 12  S1, S2
Prerequisite: Technology Education 1

This course is a continuation of Technology Education 1 and is designed to provide students greater independence and discretion to research and develop preferred technological interests in a laboratory setting. The course provides a deeper exploration into the application of previous technical skills learned. Architectural design and construction will be introduced utilizing scaled-size model houses. Students will work with a computerized 3D printer and work with a computerized laser printer/engraver. Additional topics and units of study in this course include electricity fundamentals, communication technology, solar technology, and injection molding. Projects include but are not limited to building and racing a CO₂
powered vehicle and creating a steam turbine-powered engine and measuring its electrical output. Upon teacher approval, students will have the opportunity to participate in an exploratory unit geared to their specific interest(s). Examples of prior projects include rebuilding small gas engines, electrical wiring/circuit building, and troubleshooting, repairing, and restoring engines and power equipment. Throughout the semester, students will use critical thinking skills, creativity, and innovation to work on activities that are transferable to real world applications.

ADVANCED TECHNOLOGY EDUCATION
.5 credit Grades 9, 10, 11, 12 S1, S2
Prerequisite: Technology Education 2 and course instructor’s recommendation

Students, who have successfully completed Technology Education 1 and 2, may take Advanced Technology Education to pursue the creation of projects geared to their individual interests and to the application of skills and aptitudes learned from their prior Technology Education courses. Prior to enrollment, students must meet with the Technology Education teacher to discuss plans and ideas. The Technology Education teacher and the department coordinator will grant approval for enrollment in this class.
THEATER DEPARTMENT OVERVIEW

All stage productions are an outgrowth of Theater Department classes. Students in the program have the opportunity to participate in major productions as well as studio theater activities. During the eight-week period preceding a major performance, learning experiences in theater classes will reflect a curriculum related to the staging of productions. Students not enrolled in theater classes are not as well prepared to participate in such productions; however, they are invited to participate.

THEATER 1: ACTING FUNDAMENTALS

1.0 credit Grades 9, 10, 11, 12 Full-Year (4 days per week)
.5 credit Grades 9, 10, 11, 12 Full-Year (2 days per week, shared with Music)
.5 credit Grades 9, 10, 11, 12 S1 (4 days per week)
Prerequisite: None

This first level course explores the fundamentals of acting as an art. Students are encouraged to explore their creativity while developing skills and taking theatrical risks. Activities include theater games geared toward achieving focus, improvisation, observation journals, and scene study.

THEATER 2: ADVANCED ACTING

1.0 credit Grades 10, 11, 12 Full-Year (4 days per week)
.5 credit Grades 10, 11, 12 Full-Year (2 days per week)
.5 credit Grades 10, 11, 12 Full-Year (2 days per week, shared with Music)
Prerequisite: Theater 1

This class is for students who wish to continue their Theater studies after completing the Theater 1. Students will expand their knowledge of acting as they explore in depth the creation of unique characters in extended improvisations, monologue work, and stage fighting. Students may take two sections of Theater 2 in the same year to earn 1.0 total credit.

THEATER 3: ACTING TECHNIQUE

1.0 credit Grades 11, 12 Full-Year (4 days per week)
Prerequisite: Theater 2: Advanced Acting

A course of study for the upper-class student interested in expanding skill and knowledge in the area of acting technique and the study of theater as an art. Students will continue their journey toward creating characters, taking theatrical risk, and exploring motivation through the theories of Stanislavski and Viola Spolin. Improvisation, scene work, exploring work with masks, and study of Shakespeare will be primary activities. This class may be elected for credit each year.

THEATER 3: DIRECTING

1.0 credit Grades 11, 12 Full-Year (4 days per week)
Prerequisite: Theater 2: Advanced Acting
Designed for students interested in the art of direction. Students will explore scene study and problem solving from the director’s point of view. All directors will participate in the One Act Play Festival and will be eligible to direct a Studio Theater Production, although registration in the course does not guarantee a spot in the season. This class may be elected for credit each year.

**COSTUME / DESIGN THEATER**  
.5 credit  
Grades 9, 10, 11, 12  
S2  
Prerequisite: None  

This course covers the process of designing costumes for the stage. Students will learn how to analyze and research garments appropriate for a production’s period, character types, and physical stage considerations. Plays will be selected and presentation boards will be created to demonstrate students’ proposed costume designs. Sewing instruction is also provided.

**STAGECRAFT: SCENE DESIGN & CONSTRUCTION**  
.5 credit  
Grades 9, 10, 11, 12  
S2  
Prerequisite: None  

Stagecraft is designed for students interested in the technical aspects of theater. Students will focus on the role of the artist as a designer of the setting and lighting. Instruction will include set design and construction, lighting and audio. Students will be expected to work on major productions throughout the year, as well.
WORLD LANGUAGES DEPARTMENT OVERVIEW

Convinced that most students should be able to read, write, and converse in at least one language in addition to English, Staples World Languages teachers foster and encourage the study of two or three world languages. The program respects the developmental nature of language acquisition, and it integrates the acquisition of language skills with students’ growing cultural awareness. Connections with other disciplines also become richer and deeper.
All students will have the opportunity to:

- Communicate in another world language.
- Gain knowledge and understanding of another culture.
- Connect with other disciplines and expand knowledge.
- Develop insight into our own language and culture.
- Participate in wider communities of language and culture.

**FRENCH 1 A**  
1.0 credit  
Grades 9, 10, 11, 12  
Full-Year  
Prerequisite: None  

Students will be introduced to the wonderful, challenging world of communicating in French. During this first year of language study, listening, speaking, reading and writing of the language will be emphasized with a focus on speaking and listening. Oral proficiency is a major goal of the program, and the class will visit the language lab often. Active participation in class is essential, as well as memorization and daily preparation of the material. Students will have the opportunity to make presentations in the target language and will be encouraged to work on the Internet, as well as in the language lab.

**FRENCH 2 A**  
1.0 credit  
Grades 9, 10, 11, 12  
Full-Year  
Prerequisite: French 1  

During this year of study, students will be able to further develop their listening, speaking, reading, and writing skills. Classes meet regularly in the language lab to practice listening and speaking skills and emphasis will be placed on the students’ oral proficiency. Class time is also devoted to the practice of the spoken language, as well as the written language. Students will gain additional knowledge, understanding and appreciation of the French language and culture. In addition to written/oral tests and quizzes, students will be assessed by means of spoken dialogues, presentations and other projects.

**FRENCH 2 HONORS**  
1.0 credit  
Grades 9, 10, 11, 12  
Full-Year  
Prerequisite: French 1  
Guideline: A- or higher in French 1 and teacher recommendation  

Students continue to improve all four language skills by means of daily practice in class and detailed homework assignments. Students will be expected to actively participate in class activities, which will be conducted in the target language. Regular language lab visits will expand listening and speaking skills. There will be a quick overview of verb tenses and vocabulary learned in French 1. Students beginning this course should have already mastered the following tenses: the present and passé compose of all regular and the following irregular verbs: être, avoir, aller, faire, prendre, partir, sortir, dormir. This course introduces additional verb tenses and more advanced grammatical concepts. Appreciation of French culture is also an important aspect of this course. Students are assessed by means of extemporaneous conversations, oral presentations, written/oral test and quizzes and other communicative assignments. Students who successfully complete this course will be prepared for the French 3 Honors course.

**FRENCH 3 A**  
1.0 credit  
Grades 9, 10, 11, 12  
Full-Year  
Prerequisite: French 2
This level of French study allows the students to continue to expand their knowledge of the French people, language and culture. In addition, students have the opportunity to further improve their listening, speaking, reading and writing skills. Regular work in the language lab allows for further mastery of listening and comprehension and pronunciation. Class time is devoted to speaking and writing practice in the target language. Supplementary materials are introduced to enhance language use; reading and writing are more demanding and a conversation text is used to promote easy, fluent speech. In addition to written/oral tests and quizzes, students are assessed by means of spoken dialogues and other communicative activities.

**FRENCH 3 HONORS**

*1.0 credit*  
*Grades 9, 10, 11, 12*  
*Full-Year*

**Prerequisite:** French 2 Honors  
**Guideline:** A- or higher in French 2 Honors and teacher recommendation

Students continue to improve all four language skills by means of daily practice in class, regular work in the language lab and detailed homework assignments to reinforce material covered in class. The target language is used in class, requiring students to hone their listening and speaking skills. In addition to the text, other reading materials and French films are used to enhance language use. This course introduces more complicated grammatical concepts, such as the conditional tense and the present subjunctive mood. Students who take this course will be prepared for the French 4 Honors and AP courses, because of the breadth and depth of the material covered.

**FRENCH 4 A**

*1.0 credit*  
*Grades 11, 12*  
*Full-Year*

**Prerequisite:** French 3

This course is considered a “bridge” year between intermediate language skills and the more sophisticated, complicated activities of advanced French. The students are continuously working to improve their speaking, listening, reading, and writing skills, while grammar is being reviewed. The finer points of the language are also being introduced and incorporated into the student's’ knowledge. Regular work in the language lab allows the students opportunities to continue to practice and improve their oral and listening skills. Varied readings and authentic films lead to discussion and writing assignments in the target language. In addition to print and film media, spontaneous conversations will be an integral part of this course, promoting more fluid communication in French.

**FRENCH 4 HONORS**

*1.0 credit*  
*Grades 11, 12*  
*Full-Year*

**Prerequisite:** French 3 Honors  
**Guideline:** A- or higher in French 3 Honors and teacher recommendation

This course serves as a bridge between the French 3 Honors course, which is a textbook based proficiency course, and the AP French Language course, which is based on the national expectations of College Board. The students are integrating the four skills of listening, speaking, reading and writing in all lessons, and use the target language as the principal means of communication, as well as the object of study. The main components of the course are communicative refinement, grammatical study, vocabulary expansion, and in-depth view of France, its culture and civilization through an introduction to French history and literature. This course is designed to meet these four components and to also give the students constant opportunities to express themselves in spoken and written French, while continuing to develop insight into their own language and culture.
FRENCH 5 A
1.0 credit Grades 11, 12 Full-Year
Prerequisite: French 4

Students in this course will focus on increasing their proficiency in the language with regard to all four skills (reading, writing, listening, and speaking) in alignment with the ACTFL Standards. Students’ speaking skills improve through the consistent use of the language lab, as well as the use of French as the only means of communication in the classroom. Various texts are used to provide the students with the opportunity to use the language in a truly communicative way. They continue to improve their writing ability through frequent compositions based on readings and discussions. Instructional videos are also used, and students benefit from access to the Internet to obtain authentic material and information from various French-speaking countries where the target language is spoken.

FRENCH 5 HONORS
1.0 credit Grades 11, 12 Full-Year
Prerequisite: French 4 Honors
Guideline: A- or higher in French 4 Honors and teacher recommendation

Students in this course further develop their ability to comprehend formal and informal spoken French and improve their ability to understand more authentic written work through literature. They continue to develop their ability to express their ideas and beliefs in French in reaction to themes covered through discussion and written compositions. Grammar is consistently reviewed, and correct grammar usage is required in all oral and written components of the program. Students will develop their vocabulary thematically as they integrate it into their repertoire. Students will use the language lab consistently in order to improve their listening and speaking proficiency.

AP FRENCH LANGUAGE AND CULTURE (UCONN ECE)
1.0 credit Grades 11, 12 Full-Year
Prerequisite: French 3 Honors or 4 Honors
Guideline: A- or higher in French 3 Honors or French 4 Honors, plus teacher recommendation

A college level course for the advanced student who has demonstrated competence in listening, speaking, reading, and writing with a good command of French grammar and vocabulary. The course has these objectives: (1) The ability to understand spoken French in various contexts; (2) The development of a vocabulary sufficiently ample for reading newspaper and magazine articles, literary texts (including 19th and 20th century short stories, poetry, and theater), and other non-technical writings without the use of a dictionary; and (3) The ability to express oneself in speech and in writing coherently, resourcefully, and with emphasis on grammar control, vocabulary expansion, and techniques of literary criticism. This is a demanding course requiring a commitment to excellence. Students are expected to take the Advanced Placement Examination in May. AP credit for this course is given only to students who complete the yearlong course at Staples High School. This course has a summer reading requirement.

AP FRENCH LANGUAGE AND CULTURE ALSO OFFERS CREDITS FROM THE UNIVERSITY OF CONNECTICUT THROUGH UCONN EARLY COLLEGE EXPERIENCE.

UCONN FREN3250: GLOBAL CULTURE IN FRENCH 1
Three credits (semester one)

Intense study of oral French. Learning of oral techniques of communication in conjunction with weekly topics of conversation associated with various francophone cultures. Rigorous and active oral practice through dialogues, interviews, roundtables, and oral reports.
**UCONN FREN3268: GRAMMAR AND COMPOSITION**

*Three credits (semester two)*

Advanced study of French texts and extensive written practice in a variety of form ranging from compositions, essays, summaries, and film reviews.

**GERMAN 1 A**

1.0 credit  
Grades 9, 10, 11, 12  
Full-Year

Prerequisite: None

German 1 is a four-skill course including listening, speaking, reading and writing, all learned with an emphasis on vocabulary acquisition and pronunciation. About half the words in the English language are of Germanic origin. Cognates and near cognates are studied in German 1 to make language acquisition rapid and enjoyable. Varied alternative assessment methods are used for evaluation.

**GERMAN 2 A**

1.0 credit  
Grades 9, 10, 11, 12  
Full-Year

Prerequisite: German 1

German 2 is a continuation of the beginning skills, listening, reading, speaking and writing, and an enhancement of these skills with a broadening of grammar concepts. The students will develop a deeper insight into the rich German culture as they are also developing an insight into their own language and culture.

**GERMAN 2 HONORS**

1.0 credit  
Grades 9, 10, 11, 12  
Full-Year

Prerequisite: German 1

Guideline: A- or higher in German 1 and teacher recommendation

Students continue to improve all four language skills by means of daily practice in class and detailed homework assignments. Students will be expected to actively participate in class activities, which will be conducted in the target language. Language lab visits will expand listening and speaking skills. There will be a quick overview of verbs tenses and vocabulary learned in German I. Students beginning this course should know all regular and irregular and separable prefix verbs and have a strong comfort level with the definite and indefinite articles of nouns learned. The students must know the nominative and accusative pronouns. This course introduces new verb tenses and nouns cases and more advanced grammatical concepts at an accelerated speed. Appreciation of German culture is also an important aspect of this course. Students are assessed by means of extemporaneous conversations, oral presentations, written/oral tests and quizzes, and other communicative assignments. Students beginning this course should have a strong desire to speak and listen to the native language. Students who successfully complete this course will be prepared to enter the German 3 Honors course.

**GERMAN 3 A**

1.0 credit  
Grades 9, 10, 11, 12  
Full-Year

Prerequisite: German 2

German 3 includes speaking, listening, reading and writing, and a complete and rapid review of all German grammar. Finer points of grammar are introduced. Varied readings lead to writing assignments. German 3 is a bridge year between intermediate language skills and the literary analysis of advanced language. Students are eligible for Honors credit depending on further demonstrated achievement.
GERMAN 3 HONORS
1.0 credit Grades 9, 10, 11, 12 Full-Year
Prerequisite: German 2 Honors
Guideline: A- or higher in German 2 Honors and teacher recommendation

Students continue to improve all four language skills by means of daily practice in class and detailed homework assignments in order to reinforce material covered in class. Work in the language lab allows for further mastery of listening, comprehension and pronunciation. The target language is used in class, requiring students to hone their listening and speaking skills. In addition to the textbook, other reading materials and German films are used to enhance language use. This course introduces more complicated grammatical concepts and prepares students for the German 4 Honors and AP courses, because of the breadth and depth of the material covered.

GERMAN 4 A
GERMAN 4 HONORS
GERMAN 5 A
GERMAN 5 HONORS
1.0 credit Grades 11, 12 Full-Year
Prerequisite: German 3
Guideline: A- or higher in German 3 Honors and teacher recommendation

German Honors 4/5 is designed to serve the ever-changing needs of the student body. Literature studied varies from year to year. The purpose of the readings is to provide students with mature primary materials of the highest quality and interests. Students will see for themselves that it is possible to read abridged versions of Goethe, Schiller, Schnitzler, Mann and Durrenmatt, and thereby earn a deeper knowledge of the language and culture of the German-speaking countries. Students are eligible for Honors credit if they demonstrate in-depth achievement. German 4 Honors students may be eligible to participate in the UConn ECE program with teacher approval.

AP GERMAN LANGUAGE (UCONN ECE)
1.0 credit Grades 11, 12 Full-Year
Prerequisite: German 4 Honors
Guideline: A- or higher in German 4 Honors and teacher recommendation

This AP component of the course is intended to be equivalent both in content and in difficulty to a third-year college German language course. Course content will reflect intellectual interests shared by the students and the teacher (the arts, current events, literature, sports, etc.). In addition to standard textbooks and anthologies, materials might well include recordings, films, newspapers, magazines, and contemporary literature. The course seeks to develop language skills that are useful in themselves and that can be applied to various activities and disciplines rather than to cover any specific body of subject matter. The need for extensive training in the organization and writing of compositions must not be overlooked. This course has a summer reading requirement.

AP GERMAN LANGUAGE ALSO OFFERS CREDITS FROM THE UNIVERSITY OF CONNECTICUT THROUGH UCONN EARLY COLLEGE EXPERIENCE.

UCONN GERM 3233: BUILDING LANGUAGE SKILLS THROUGH CULTURE 1
Three credits (semester one)

Development of oral and written skills using a contest-based methodology and drawing on texts that deal with issues in contemporary culture of German-speaking countries. Emphasis on
acquisition of a sophisticated understanding of cultural differences while building vocabulary, improving accuracy, and increasing facility in self-expression and communication.

**UCONN GERM 3255: 20th CENTURY GERMAN LITERATURE**  
Three credits (semester two)

Study of a cohesive group of texts that mark the period. Attention will be given to the relevant socio-historical context and to the visual and performing arts. Taught in German.

**ITALIAN 1 A**  
1.0 credit  
Grades 9, 10, 11, 12  
Full-Year  
Prerequisite: None

This course introduces the beginning speaker of Italian to the four skills of language learning: listening, speaking, reading, and writing, with a focus on listening and speaking. The textbook is used as the primary source for providing the first-year student with a firm foundation in introductory Italian language and culture. Supplementary materials include: newspapers, magazine excerpts, film, music, and interactive technology programs in the target language. The student will use the language lab in order to improve his/her listening and speaking proficiency.

**ITALIAN 2 A**  
1.0 credit  
Grades 9, 10, 11, 12  
Full-Year  
Prerequisite: Italian 1

This course is designed to take the student further into the Italian language and culture through the use of richer vocabulary and additional verb tenses. Along with the textbook, films, recordings, periodicals, and supplemental materials for use in the language lab will be used to provide the student with a wide variety of learning modes. The emphasis will be on oral and written communication.

**ITALIAN 2 HONORS**  
1.0 credit  
Grades 9, 10, 11, 12  
Full-Year  
Prerequisite: Italian 1  
Guideline: A- or higher in Italian 1 and teacher recommendation

This course is designed to take the student further into the Italian language and culture through the use of richer vocabulary and additional verb tenses. Along with the textbook, films, recordings, periodicals, and supplemental materials for use in the language lab will be used to provide the student with a wide variety of learning modes. The emphasis will be on oral and written communication. This course is designed for the student who is highly motivated and wants to learn second year concepts in more depth. In addition to the concepts taught in 2 A, students will utilize expanded vocabulary and finer grammatical points to make their speaking and writing more detailed.

**ITALIAN 3 A**  
1.0 credit  
Grades 9, 10, 11, 12  
Full-Year  
Prerequisite: Italian 2

Italian 3 A is designed for the student who wants to learn to speak and understand the Italian language with more precision. The course will build on the student's' former knowledge of the past, present, and future tenses with an introduction of the more complex tenses necessary for better comprehension of written and spoken material. The knowledge of these more complex tenses will also enable the student to speak with greater clarity. The vocabulary presented will allow the student to speak about and understand
a broad number of topics relevant to the Italian people and the culture of modern-day Italy as well as the rich historical culture. Along with the continued development of speaking, listening, reading, and comprehension abilities, students of Italian 3 A will study the culture in more depth. Students will develop the ability to read material, express themselves orally, and understand Italian cuisine, art, and music in the target language.

ITALIAN 3 HONORS
1.0 credit Grades 9, 10, 11, 12 Full-Year
Prerequisite: Italian 2 Honors
Guideline: A- or higher in Italian 2 Honors and teacher recommendation

Italian 3 Honors is designed for the student who wants to learn to speak and understand the Italian language with more precision. The course will build on the student's former knowledge of the past, present, and future tenses with an introduction of the more complex tenses necessary for better comprehension of written and spoken material. The knowledge of these more complex tenses will also enable the student to speak with greater clarity. The vocabulary presented will allow the student to speak about and understand a broad number of topics relevant to the Italian people and the culture of modern-day Italy as well as the rich historical culture. Along with the continued development of speaking, listening, reading, and comprehension abilities, students of Italian 3 Honors will study the culture in more depth. Students will develop the ability to read material, express themselves orally, and understand Italian cuisine, art, and music in the target language. This course is designed for the student who is highly motivated and wants to learn third year concepts in more depth. In addition to the concepts taught in 3 A, students will utilize expanded vocabulary and finer grammatical points to make their speaking and writing more detailed.

ITALIAN 4 A
1.0 credit Grades 11, 12 Full-Year
Prerequisite: Italian 3

Italian 4 A will provide students or Italian with opportunities to utilize the grammar that they have learned over the first three years with new and more complex content material. While Italian grammar will be consistently honed, reviewed, and further developed, the emphasis in this course is to develop more precise speaking, listening and comprehension skills needed to understand native speakers of Italian and to be understood by them. Students will also be given more advanced reading and writing opportunities around current topics relevant to Italy today. These will include music, recipes, newspaper articles, and literature. Students’ skills will be reinforced in the language lab with a variety of activities designed to make them comfortable speakers of Italian. The culture is woven into instruction daily, and this drives the themes and vocabulary presented in class.

ITALIAN 4 HONORS (UCONN ECE)
1.0 credit Grades 11, 12 Full-Year
Prerequisite: Italian 3 Honors
Guideline: A- or higher in Italian 3 Honors and teacher recommendation

Italian 4 Honors will provide students or Italian with opportunities to utilize the grammar that they have learned over the first three years with new and more complex content material. While Italian grammar will be consistently honed, reviewed, and further developed, the emphasis in this course is to develop more precise speaking, listening and comprehension skills needed to understand native speakers of Italian and to be understood by them. Students will also be given more advanced reading and writing opportunities around current topics relevant to Italy today. These will include music, recipes, newspaper articles, and literature. Students’ skills will be reinforced in the language lab with a variety of activities
designed to make them comfortable speakers of Italian. The culture is woven into instruction daily, and this drives the themes and vocabulary presented in class. This course is designed for the student who is highly motivated and wants to learn fourth year concepts in more depth. In addition to the concepts taught in 4A, students will utilize expanded vocabulary and finer grammatical points to make their speaking and writing more detailed. Since Italian 4 Honors is also an Early College Experience course run through the University of Connecticut, the subject material and the assessment standards are commensurate with a college level course.

ITALIAN 4 HONORS ALSO OFFERS CREDITS FROM THE UNIVERSITY OF CONNECTICUT THROUGH UCONN EARLY COLLEGE EXPERIENCE.

UCONN ILCS3239: COMPOSITION & CONVERSATION 1
Three credits (semester one)
Practice in written and oral composition. Syntax study.

UCONN ILCS3240: COMPOSITION & CONVERSATION 1I
Three credits (semester two)
Further practice in written and oral composition. Treatment of the finer points in syntax.

LATIN 1 A
1.0 credit Grades 9, 10, 11, 12 Full-Year
Prerequisite: None

Students in Latin I are introduced to the ancient language of Latin with the Ecce Romani series of textbooks. The textbooks take students from guided readings of elementary Latin to actual passages of Latin authors from the Golden Age (1C BCE - 1CE). Students will focus on vocabulary and grammar, as well as Roman culture and its legacies and influences on contemporary society, including mythology, politics, history, philosophy, and the city of Rome and its Empire.

LATIN 2 A
1.0 credit Grades 9, 10, 11, 12 Full-Year
Prerequisite: Latin 1

Students in Latin 2 A will continue to learn to read Latin with Ecce Romani through more complex guided readings to actual passages of Latin authors. Students will study more complex grammatical structures, and further expand their Latin vocabulary, including English derivatives. Students will further examine Roman culture, including significant aspects of Roman history, from the foundation of the city, to the birth of the Republic to the age of Empire.

LATIN 2 HONORS
1.0 credit Grades 9, 10, 11, 12 Full-Year
Prerequisite: Latin 1
Guideline: A- or higher in Latin 1 and teacher recommendation

Latin 2 Honors students will continue to learn to read Latin with Ecce Romani through more and more complex guided readings to actual passages of Latin authors. Students will study more complex grammatical structures, and further expand their Latin vocabulary, including English derivatives. Students will further examine Roman culture, including significant aspects of Roman history, from the foundation of the city, to the birth of the Republic to the age of Empire. Addition readings in Medieval and
contemporary Latin will be introduced as well. There will be additional focus and practice on grammar, vocabulary, and culture.

**LATIN 3 A**

1.0 credit  
Grades 9, 10, 11, 12  
Full-Year  
Prerequisite: Latin 2

Students in Latin 3 A will continue to learn to read Latin with *Ecce Romani* and additional texts. Readings progress from guided passages to more frequent use of actual Roman authors. Students will closely examine the subtle complexities of Latin grammar and vocabulary, including accidence and syntax (form and use). Readings will include famous episodes of Greco-Roman mythology and history, from Rome’s Foundation to the Empire itself.

**LATIN 3 HONORS**

1.0 credit  
Grades 9, 10, 11, 12  
Full-Year  
Prerequisite: Latin 2 Honors  
Guideline: A- or higher in Latin 2 Honors and teacher recommendation

Latin 3 Honors students will continue to learn to read Latin with *Ecce Romani* and additional texts. Readings progress from guided passages to more frequent use of actual Roman authors. Students will closely examine the subtle complexities of Latin grammar and vocabulary, including accidence and syntax (form and use). Readings will include famous episodes of Greco-Roman mythology and history, from Rome’s Foundation to the Empire itself. There will be additional focus and practice on grammar, vocabulary and culture.

**LATIN 4 A**

1.0 credit  
Grades 11, 12  
Full-Year  
Prerequisite: Latin 3

Students in Latin 4 A will be reading selected passages of actual Latin authors, prose and poetry, including Caesar, Catullus, Horace, Ovid, and others. Students will practice recognizing and using the many varieties of Latin grammar, and will be expected to recognize and use significant amount of Latin vocabulary. Students will develop their reading skills, analytical skills, translation skills, and writing skills in order to convey the meaning of the Latin authors, and discuss their legacy and influences.

**LATIN 4 HONORS**

1.0 credit  
Grades 11, 12  
Full-Year  
Prerequisite: Latin 3 Honors  
Guideline: A- or higher in Latin 3 Honors and teacher recommendation

Latin 4 Honors students will be reading selected passages of actual Latin authors, prose and poetry, including Caesar, Catullus, Horace, Ovid, and others. Students will practice recognizing and using the many varieties of Latin grammar, and will be expected to recognize and use significant amount of Latin vocabulary. Students will develop their reading skills, analytical skills, translation skills, and writing skills in order to convey the meaning of the Latin authors, and discuss their legacy and influences. There will be additional focus and practice on grammar, vocabulary, and culture.

**AP LATIN**

1.0 credit  
Grades 11, 12  
Full-Year  
Prerequisite: Latin 3 Honors or Latin 4 Honors  
Guideline: A- or higher in Latin 3 Honors or Latin 4 Honors, plus teacher recommendation
The goal of this AP Latin class is to study Vergil’s Latin poetry in the *Aeneid*, and Caesar’s prose describing his own remarkable achievements in his *Commentaries*. Students will study the tone, mood, symbolism, and theme of both works through daily translations, regular sight-reading, class discussions, cooperative group work, podcasts, and video clips. Students will translate and discuss the texts in terms of grammar, literary terminology, and Roman values, and they will learn to recognize and use literary devices, in Latin and in English. Students should see an increase in their translation skills, and eventually they will be able read, understand, and analyze Latin passages they have never seen before.

**MANDARIN CHINESE 1 A**

1.0 credit  Grades 9, 10, 11, 12  Full-Year  
Prerequisite: None

In this beginning course, students learn pronunciation patterns, tones, and basic linguistic structures. Students will speak, listen, read, and write in Chinese on topics related to students’ selves, their families, and their school environment. Units on Chinese history and culture complement the language portion of the course. Open to students with no previous background in Chinese.

**MANDARIN CHINESE 2 A**

1.0 credit  Grades 9, 10, 11, 12  Full-Year  
Prerequisite: Mandarin Chinese 1 or Middle School Chinese program

In this course, students will continue to learn pronunciation patterns, tones, and linguistic structures. Students will speak, listen, read, and write in Chinese on topics related to students’ selves, their families, and their school environment in more depth. As the year progresses, students will gain more exposure to hearing the target language being spoken in class. Teacher-guided assignments and projects will encourage students to gain proficiency over perfection. Frequent visits to the Language Lab will serve to improve the student’s listening and speaking proficiency.

**MANDARIN CHINESE 2 HONORS**

1.0 credit  Grades 9, 10, 11, 12  Full-Year  
Prerequisite: Mandarin Chinese 1 or Middle School Chinese program  
Guideline: A- or higher in Mandarin Chinese 1 and teacher recommendation

In this course, students will continue to learn pronunciation patterns, tones, and linguistic structures. Students will speak, listen, read, and write in Chinese on topics related to students, their families, and their school environment in more depth. As the year progresses, students will gain more exposure to hearing the target language being spoken in class. Student-directed varied assignments and projects will encourage students to gain proficiency over perfection. Supplementing the textbook and workbook are units on Chinese history as well as film and music selections. Frequent visits to the Language Lab will serve to improve the student’s listening and speaking proficiency.

**MANDARIN CHINESE 3 A**

1.0 credit  Grades 9, 10, 11, 12  Full-Year  
Prerequisite: Mandarin Chinese 2

In this course, students will continue to learn pronunciation patterns, tones, and linguistic structures. Students will speak, listen, read, and write in Chinese on topics related to students, their families, their school environment, and their community in more depth. Students will gain more exposure to hearing the target language being spoken in class. Teacher-guided assignments and projects will encourage students
to gain proficiency over perfection. Frequent visits to the Language Lab and classroom discussions in Chinese will serve to improve the student’s listening and speaking proficiency.

**MANDARIN CHINESE 3 HONORS**
1.0 credit  
Grades 9, 10, 11, 12  
Full-Year  
Prerequisite: Mandarin Chinese 2 Honors  
Guideline: A- or higher in Mandarin 2 Honors and teacher recommendation

In this course, students will continue to learn pronunciation patterns, tones, and linguistic structures. Students will speak, listen, read, and write in Chinese on topics related to students, their families, their school environment, and their community in more depth. Students will gain more exposure to hearing the target language being spoken in class. Student-directed assignments and projects will encourage students to gain proficiency over perfection. Frequent visits to the Language Lab and classroom discussions in Chinese will serve to improve the student’s listening and speaking proficiency.

**MANDARIN CHINESE 4 A**
1.0 credit  
Grades 11, 12  
Full-Year  
Prerequisite: Mandarin Chinese 3

In this course, students will continue to learn pronunciation patterns, tones, and linguistic structures. Students will speak, listen, read, and write in Chinese on topics related to students, their families, their school environment, and their community in depth. Students will also learn to relate and contrast their lives and their world with that of their counterparts in China. Students will gain more exposure to hearing the target language being spoken in class. Student-directed assignments and projects will encourage students to gain proficiency over perfection. Supplemeting the textbook and workbook are units on various aspects of Chinese history and culture as well as supplementary grammar materials. Frequent visits to the Language Lab and classroom discussions in Chinese will serve to improve the student’s listening and speaking proficiency.

**MANDARIN CHINESE 4 HONORS**
1.0 credit  
Grades 11, 12  
Full-Year  
Prerequisite: Mandarin Chinese 3 Honors  
Guideline: A- or higher in Mandarin Chinese 3 Honors and teacher recommendation

In this course, students will continue to learn pronunciation patterns, tones, and linguistic structures. Students will speak, listen, read, and write in Chinese on topics related to students, their families, their school environment, and their community in depth. Students will also learn to relate and contrast their lives and their world with that of their counterpart in China. Students will gain more exposure to hearing the target language being spoken in class. Student-directed assignments and projects will encourage students to gain proficiency over perfection. Supplemeting the textbook and workbook are units on various aspects of Chinese history and culture as well as supplementary grammar materials. Frequent visits to the Language Lab and classroom discussions in Chinese will serve to improve the student’s listening and speaking proficiency.

**MANDARIN CHINESE 5 A**
1.0 credit  
Grades 11, 12  
Full-Year  
Prerequisite: Mandarin Chinese 4

Mandarin Chinese 5 A is a full-year course that provides opportunities to further develop students’ proficiencies across the three communicative modes: interpersonal, interpretive, and presentation; and in the five ACTFL World Readiness goal areas: communication, cultures, connections, comparisons, and
communities. Students will enhance their ability to comprehend and respond to real-life situations in topics include cultural celebrations, interests and career, teen life/self and global community, social issues and current events, art and music appreciation, literature and poetry, geography and environmental protection, etc. Student-directed assignments and projects will encourage students to gain proficiency over perfection. Supplementing the textbook and workbook are units on various aspects of Chinese history and culture as well as supplementary grammar materials. Frequent visits to the Language Lab and classroom discussions in Chinese will serve to improve the student’s listening and speaking proficiency.

**MANDARIN CHINESE 5 HONORS**

1.0 credit  
Grades 11, 12  
Full-Year  
Prerequisite: Mandarin Chinese 4 Honors  
Guideline: A- or higher in Mandarin Chinese 4 Honors and teacher recommendation

Mandarin Chinese 5 Honors is a full-year course that provides opportunities to further develop students’ proficiencies across the three communicative modes: interpersonal, interpretive, and presentation; and in the five ACTFL World Readiness goal areas: communication, cultures, connections, comparisons, and communities. Students will enhance their ability to write, speak, comprehend real-life situations, and respond. Topics include cultural celebrations, interests and career, teen life/self and global community, social issues and current events, art and music appreciation, literature and poetry, geography and environmental protection, etc. Student-directed assignments and projects will encourage students to gain proficiency over perfection. Students will explore both contemporary and historical Chinese culture. Supplementing the textbook and workbook are units on various aspects of Chinese history and culture as well as supplementary grammar materials. Frequent visits to the Language Lab and classroom discussions in Chinese will serve to improve the student’s listening and speaking proficiency.

**AP CHINESE LANGUAGE AND CULTURE**

1.0 credit  
Grades 11, 12  
Full-Year  
Prerequisite: Mandarin Chinese 4 Honors or Mandarin Chinese 5 Honors  
Guideline: A- or higher in Mandarin Chinese 4 Honors or Mandarin Chinese 5 Honors, plus teacher recommendation

AP Chinese is a full-year course that provides opportunities to further develop students’ proficiencies across the three communicative modes: interpersonal, interpretive, and presentation; and in the five ACTFL World Readiness goal areas: communication, culture, connections, comparisons, and communities. Instructional materials including emails, social media, films, and news periodicals will be used to engage learning. Throughout the course, assessments are frequent, varied, and explicitly linked to content and skills. Students will grow their ability to write and speak, comprehend real-life situations, and respond. Course content engages students in an exploration of both contemporary and historical Chinese culture, and reflects intellectual interest shared by the students and the teacher. Topics include cultural celebrations, beliefs and attitudes, interests and career, teen life/self and global community, famous people, social issues and current events, art and music appreciation, literature and poetry, geography and environmental protection, etc. Student-directed assignments and projects will encourage students to gain proficiency over perfection. Frequent visits to the Language Lab and classroom discussions in Chinese will serve to improve the student’s listening and speaking proficiency. This class helps students prepare for the AP Chinese Language and Culture test with frequent assessments in reading, writing, speaking, and listening.

**SPANISH 1 C**

1.0 credit  
Grades 9, 10, 11, 12  
Full-Year  
Prerequisite: None
Guidelines: Teacher and/or school counselor recommendation; student demonstrates need for additional support in second language learning

The Spanish 1 C course is designed to introduce students to the world of communicating in Spanish with integrated support for students who need additional assistance in second language acquisition. The highly interactive approach to instruction will lead the students to a level of competency that will enable them to successfully function aurally and orally in Spanish. In this course, students will be able to communicate effectively in Spanish at an appropriate level that meets their needs. Active participation in class and daily preparation of the material is essential. Students will have the opportunity to use the language lab to further advance their speaking and listening skills.

SPANISH 1 A

SPANISH 1 B

1.0 credit Grades 9, 10, 11, 12 Full-Year

Prerequisite: None

Students will be introduced to the diverse world of communicating in Spanish. During this first year of language study, listening, speaking, reading and writing of the language will be emphasized with a focus on speaking and listening. Oral proficiency is a major goal of the program, and the class will visit the language lab on a bi-weekly basis. Active participation in class is essential, as well as memorization and daily preparation of the material. Students will have the opportunity to make presentations in the target language and will be encouraged to work on the Internet, using target language sources, as well as in the language lab. The A-level and B-level courses differ in pacing, variety of topics covered, and depth of study.

SPANISH 2 C

1.0 credit Grades 9, 10, 11, 12 Full-Year

Prerequisite: Spanish 1 C

Guideline: Teacher and/or school counselor recommendation

In the Spanish 2 C course, students will be able to further their study of Spanish using a communicative approach. This second year of Spanish is designed to continue supporting students who need additional assistance in second language acquisition. The highly interactive approach to instruction will continue the aural and oral work begun during year one. Active participation in class and daily preparation of the material are essential. Students will have the opportunity to use the language lab to further advance their speaking and listening skills.

SPANISH 2 B

1.0 credit Grades 9, 10, 11, 12 Full-Year

Prerequisite: Spanish 1

During this year of study, students will be able to further develop their interpersonal, presentational and interpretive skills. Classes meet regularly in the language lab to practice listening and speaking skills, and emphasis will be placed on the students’ oral proficiency. Class time is also devoted to the practice of the spoken and written language. Students will gain additional knowledge, understanding and appreciation of the Spanish language and culture. In addition to written/oral tests and quizzes, students will be assessed by means of spoken dialogues, presentations and other projects. This B-level class will use a different textbook from the A level class. The pace of the class will accommodate students’ learning needs, and the assessments will provide the support needed to maximize student performance.

SPANISH 2 A
During this year of study, students will be able to further develop their interpersonal, presentational and interpretive skills. Classes meet regularly in the language lab to practice listening and speaking skills, and emphasis will be placed on the students’ oral proficiency. Class time is also devoted to the practice of the spoken and written language. Students will gain additional knowledge, understanding and appreciation of the Spanish language and culture. In addition to written/oral tests and quizzes, students will be assessed by means of group collaboration work, presentations and other projects. The A-level and B-level courses differ in pacing, variety of topics covered, and depth of study.

SPANISH 2 HONORS
1.0 credit Grades 9, 10, 11, 12 Full-Year
Prerequisite: Spanish 1
Guideline: A- or higher in Spanish 1 and teacher recommendation

Students continue to improve all four language skills by means of daily practice in class and detailed homework assignments. Students will be expected to actively participate in class activities, which will be conducted in the target language. Regular language lab visits will expand listening and speaking skills. There will be a quick overview of verb tenses and vocabulary learned in Spanish 1. Students beginning this course should have already mastered the following: all regular and irregular present tense stem-changing verbs, direct object pronouns, indirect object pronouns, reflexive verbs, present progressive, regular and irregular preterit verbs. This course introduces additional verb tenses and more advanced grammatical concepts, such as the subjunctive mood. Appreciation of Hispanic cultures is also an important aspect of this course. Students will be introduced to Spanish literature through short stories written by well-known Spanish and Hispanic authors. They are assessed by means of extemporaneous conversations, oral presentations, written/oral test and quizzes, and other communicative assignments, that adhere to the ACTFL standards. Students who successfully complete this course will be prepared to enter the Spanish 3 Honors course.

SPANISH 3 B
1.0 credit Grades 9, 10, 11, 12 Full-Year
Prerequisite: Spanish 2

This level of Spanish study allows the students to continue to expand their knowledge of the Hispanic people, language and culture. In addition, students have the opportunity to further improve their interpersonal, presentational and interpretive skills. Regular work in the language lab allows for further mastery of listening comprehension and pronunciation. Class time is devoted to speaking practice and writing practice in the target language. In addition to written/oral tests and quizzes, students are assessed by means of spoken dialogues and other communicative activities. The A-level and B-level courses differ in pacing, variety of topics covered, and depth of study.

SPANISH 3 A
1.0 credit Grades 9, 10, 11, 12 Full-Year
Prerequisite: Spanish 2

This level of Spanish study allows the students to continue to expand their knowledge of Hispanic people, language and culture. In addition, students have the opportunity to further improve their listening, speaking, reading, and writing skills. Regular work in the language lab allows for further mastery of listening comprehension and pronunciation. Class time is devoted to speaking practice and writing practice in the target language. Supplementary materials are introduced to enhance language use; reading
and writing are more demanding. In addition to written/oral tests and quizzes, students are assessed by means of spoken dialogues and other communicative activities. This course introduces more complicated grammatical concepts, such as the subjunctive mood.

**SPANISH 3 HONORS**

*1.0 credit  Grades 9, 10, 11, 12  Full-Year  
Prerequisite: Spanish 2 Honors  
Guideline: A- or higher in Spanish 2 Honors and teacher recommendation*

Students continue to improve interpersonal, presentational and interpretive skills, by means of daily practice in class and detailed homework assignments in order to reinforce material covered in class. Regular work in the language lab allows for further mastery of listening, comprehension and pronunciation. The target language is used in class, requiring students to hone their listening and speaking skills. Supplementary materials are introduced to enhance language use. This course introduces formal literature and more complicated grammatical concepts, such as the conditional tense and the imperfect subjunctive mood. In addition to written/oral tests and quizzes, students are assessed by means of spoken dialogues, skits, impromptu conversations, analyzing films, and other communicative activities. Students who take this course will be prepared for the Spanish 4 Honors and AP courses, because of the breadth and depth of the material covered.

**SPANISH 4 B**

*1.0 credit  Grades 11, 12  Full-Year  
Prerequisite: Spanish 3*

Students continue to improve upon their acquisition of the Spanish language and understanding of the Spanish-speaking world by means of daily practice inside and outside of the classroom environment. The target language is used in class, which requires students to communicate in accordance with the ACTFL performance descriptors for Intermediate Range language learners in order to improve proficiency. Along with regular work in the language lab, class activities and assessments, in addition to written/oral tests and quizzes, include: impromptu conversations; article, film, and music analysis; food critiques; interviews; Socratic seminars; and other communicative activities. Students will be introduced to various cultural topics such as: sports, cinema, cuisine, and the environment. In addition to an introductory grammatical review from Spanish 3, this course introduces students to more complex grammatical concepts such as the preterit vs. imperfect tenses and indirect and direct object pronouns. The A-level and B-level courses differ in pacing, variety of topics covered, and depth of study.

**SPANISH 4 A**

*1.0 credit  Grades 11, 12  Full-Year  
Prerequisite: Spanish 3*

This course is considered a “bridge” year between intermediate language skills and the more sophisticated, complicated activities of advanced Spanish. The students are continuously working to improve their speaking, listening, reading, and writing skills, while grammar is being reviewed. Regular work in the language lab allows the students opportunities to continue to practice and improve their oral and listening skills. Varied readings lead to discussion and writing assignments in this target language. In addition to print, spontaneous conversations will be an integral part of this course, promoting more fluid communication in Spanish, as well as exposure to real world situations.

**SPANISH 4 HONORS**

*1.0 credit  Grades 11, 12  Full-Year  
Prerequisite: Spanish 3 Honors*
Guideline: A- or higher in Spanish 3 Honors and teacher recommendation

This course serves as a bridge between the Spanish 3 Honors course, which is a thematically based proficiency course, and the Spanish 5 Honors course or AP Spanish Language course. The students are integrating interpersonal, presentational and interpretive skills in all lessons, and use the target language as the principal means of communication, as well as the object of study. Regular work in the language lab allows the students additional opportunities to continue to practice and improve their oral and authentic listening skills, including simulated conversations. Students will also participate in debates, film analysis, and other speaking projects that will strengthen their listening and speaking skills. The course includes literary readings and longer and more sophisticated writing activities. The main components of the course are communicative refinement, study of complex grammar, vocabulary expansion, literary reading comprehension, and continues cultural study of Hispanic culture. Literary reading, including selections from the Spanish Advanced Placement reading list, leads to longer and more sophisticated writing. This course will continue to work with our students to work with four main components of world language study while continuing to develop insight into their own language and culture.

SPANISH 5 A
1.0 credit Grades 11, 12 Full-Year
Prerequisite: Spanish 4

Students in this course will focus on the improvement of their proficiency in the language with regard to all four skills (reading, writing, listening, and speaking) in alignment with the ACTFL Standards. Mastery of the present, future and past tenses as well as the subjunctive mood is needed as foundation to further develop language skills. Students’ speaking skills improve through the increased number of activities practiced in the language lab, as well as the use of Spanish as the only means of communication in the classroom. Various online texts and short films are used to provide the students with the opportunity to use the language in a truly communicative way, particularly through the use of authentic material and information from various Spanish-speaking countries where the target language is spoken. Students also benefit from access to the Internet to obtain written communication skills in an effort to promote further study of the language at the University level.

SPANISH 5 HONORS
1.0 credit Grades 11, 12 Full-Year
Prerequisite: Spanish 4 Honors
Guideline: A- or higher in Spanish 4 Honors and teacher recommendation

Students in this course further develop the ability to comprehend formal and informal spoken Spanish, as well as improving their ability to understand more authentic written work and films. They learn to express their ideas and beliefs concerning their lives, readings, and films with accuracy and fluency. Short stories, poetry, and theater are explored and discussed in the target language and the students continue to improve their writing ability through frequent compositions based on these readings and class discussions. Grammar is consistently reviewed, and correct grammar usage is expected as it is integrated into all oral and written components of the program. Acquisition and daily use of new vocabulary are stressed, and students are expected to incorporate these new words into their active vocabulary. Students will also use the language lab consistently in order to improve their listening and speaking proficiency and perhaps pursue their study of the language at the University level.

AP SPANISH LANGUAGE AND CULTURE
1.0 credit Grades 11, 12 Full-Year
Prerequisite: Spanish 4 Honors or Spanish 3 Honors
Guideline: B+ or higher in Spanish 4 Honors or A- or higher in Spanish 3 Honors, plus teacher recommendation

A college-level course for the advanced student who has demonstrated competence in interpersonal, presentational and interpretive skills and who has a fundamental knowledge of the culture of Spanish-speaking peoples.

The objectives of the course are:
- the ability to comprehend formal and informal spoken Spanish in a variety of accents;
- the acquisition of vocabulary, and a grasp of structure to facilitate comprehension of both fiction and nonfiction sources (including articles as well as graphics);
- the ability to synthesize information and compose formal expository essays;
- the ability to converse and to make oral presentations with accuracy and fluency;
- the ability to write letters and emails with socially appropriate forms of address;
- the ability to compare aspects of their own culture with a Hispanic culture or cultures.

Students are expected to take the Advanced Placement Examination in May. Students will use the language lab consistently in order to improve their aural, oral, and speaking proficiency, and also to prepare for the exam in May. Credit for this course is given only to students who complete the yearlong course at Staples High School. This course has a summer reading and writing requirement.

AP SPANISH LITERATURE AND CULTURE
1.0 credit Grades 11, 12 Full-Year
Prerequisite: Completion of AP Spanish Language and Culture
Guideline: B- or higher in AP Spanish Language and Culture and teacher recommendation

The AP Spanish Literature and Culture course is designed to introduce students who have advanced language skills to the formal study of a representative body of literary texts in Spanish. All literature will be studied as it was written, and no abridged, simplified, or translated versions will be allowed. Spanish will be the only means of communication in the class, both by the teacher and the students. This program is an introduction to representative works of prose, poetry, art and Theater from different periods. Students will become aware of the cultural, social, historical, and geographical context of the literary works. They will also acquire the concepts and terminology used for textual analysis. By learning to identify and interpret the various elements that enter into the composition of a literary text and to perceive their relationships, students will acquire a fuller understanding and appreciation of the art and significance of literature. This course has a summer reading requirement.