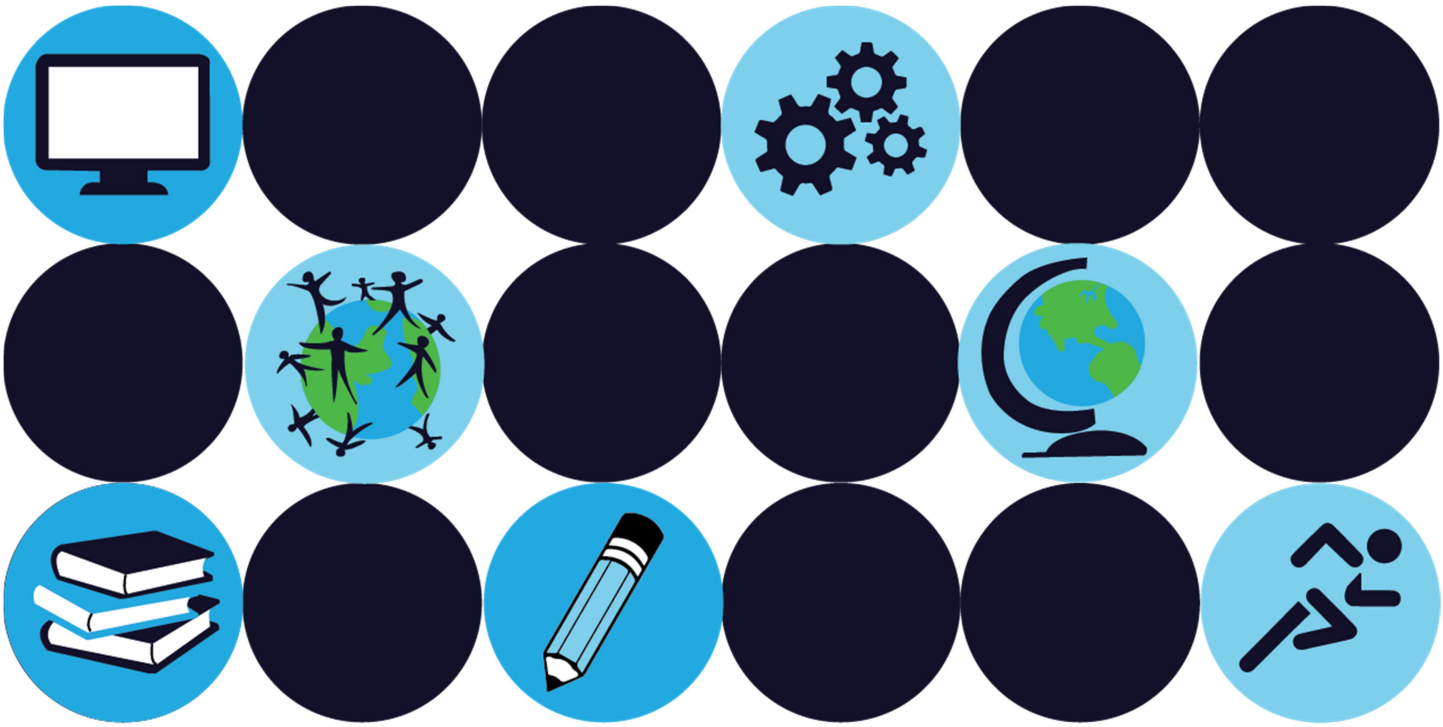

Staples High School Course Catalog 2018-2019

COVER DESIGN BY ASHLEY WRIGHT, GR 10

Mission Statement:

The Staples High School community inspires learning, fosters integrity, and nurtures empathy.

Staples High School
70 North Avenue
Westport, Connecticut 06880
Phone: (203) 341-1200

'WESTPORT SCHOOLS AFFIRM 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 shall exclude no person from participation in, denied benefits of, or be otherwise discriminated against in employment or in educational opportunity on the basis of sex, sexual orientation, disability, past or present history of mental disorder, mental retardation, race, color, creed, religion, national origin, ancestry, age or marital status.

Complaint Procedures

File complaint with principal; copy to coordinator (see below)
If not satisfied, you may appeal to the Assistant Superintendent
Next level is appeal to Superintendent
Next level appeal is to Board of Education

Title VI and
Title 504 Coordinator
Michael Rizzo
Director of Pupil Services
341-1253

Title VII
John Bayers
Director of Human Resources
203-341-1004

Title IX Coordinator
John Bayers
Director of Human Resources
203-341-1004

Board of Education:
Michael Gordon, Chair
Jeannie Smith, Vice-Chair
Elaine Whitney, Secretary
Karen Kleine
Mark Mathias
Vik Muktavaram
Candice Savin

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ACADEMIC EXPECTATIONS

Students must demonstrate that they have achieved the following Academic Expectations:

A. Reading

Skills required to meet the reading standard.

- Identify main ideas, author's purpose and intended audience
- Locate supporting details
- Evaluate authenticity and reliability of sources
- Make connections within and among texts
- Formulate questions based on the text
- Develop interpretation of the text
- Evaluate the text

B. Writing

Skills required to meet the writing standard.

- Write with clarity, organization and coherence
- Write for a variety of purposes and audiences
- Write with mechanical correctness
- Develop an idea completely
- Provide sufficient supporting details
- Use clear, correct and varied sentence structure
- Make appropriate work choices

Skills must be demonstrated and Academic Expectations satisfied as evidenced by:
Passing prescribed courses:
Students must earn 4 English credits and 3.5 Social Studies credits including Global Themes, U.S. History, American Government, an area study plus an additional course which embed the above skills. Students must earn a 3 or a 4 point rubric on the research paper in order to pass the English course in which it is written.

C. Problem Solving

Skills required to meet the Problem Solving Academic Expectation

- Identify and define a problem
- Understand the relevant issues presented by a problem
- Identify and locate the relevant information needed to solve a problem
- Develop a logical approach leading to a valid conclusion
- Collect and analyze data
- Address all parts of a problem
- Clearly communicate the results

Skills must be demonstrated and Academic Expectations satisfied as evidenced by:
Passing prescribed courses:
Students must earn three math credits and two science credits during their four years at Staples. The problem solving academic expectation is embedded in these courses. In order to pass these courses, students must demonstrate proficiency in problem solving by attaining a score of 3 on a 4 point problem solving rubric.

D. Students will think critically in a variety of context and situations.

To that end students will:

- Interpret, compare and contrast
- Apply knowledge in new contexts
- Generalize, predict and draw conclusions
- Analyze, evaluate and synthesize

Evidenced in English 1 and 2.

E. Students will be reflective learners.

To that end students will:

- Articulate their own learning styles
- Assess areas for growth and strategies as a learner
- Incorporate constructive feedback in order to improve learning
- Demonstrate curiosity and an eagerness to learn
- Utilize appropriate support and resources
- Demonstrate the ability to set priorities and achievable goal

F. Students will speak effectively.

To that end students will:

- Express ideas clearly
- Adjust tone and style for a variety of purposes and audiences
- Maintain eye contact during communication with other speakers
- Express informed and reasoned opinions when engaged in discourse
- Use appropriate language

Evidenced in American Government or a World Language course.

G. Student will listen effectively.

To that end students will:

- Listen for main ideas, principles and concepts
- Use constructive feedback to improve two-way communication skills
- Interpret and synthesize information conveyed by other speakers
- Demonstrate an openness to speakers with differing points of view

Evidenced in American Government.

H. Students will use technology as a tool for learning.

To that end students will:

- Use appropriate technology to research information
- Use technology to analyze data
- Use technology to communicate ideas and information
- Understand the strengths and weaknesses of various types of technology

I. Students will demonstrate an understanding of the human experience through a study of history and diverse cultures.

To that end students will:

- Demonstrate an awareness of various past and present political, social, and economic systems
- Understand the concept and implications of ethnocentrism
- Assess the impact of diverse ideologies on the human condition
- Understand the significance of events and trends of the past and present

Evidenced in Global Themes and U.S. History and any area studies course or World Language course.

J. Students will recognize the importance of physical, mental and emotional health.

To that end students will:

- Develop skills necessary to perform a variety of physical activities
- Participate regularly in practices and activities to help achieve and maintain physical, mental and emotional well being
- Know how to cope, reduce tension and look for support

Evidenced in freshman, sophomore and junior PE and Health.

K. **Students will demonstrate awareness and a critical understanding of aesthetics.**

To that end students will:

- Demonstrate the ability to work in an artistic medium
- Demonstrate an understanding of the elements of the creative process
- Demonstrate knowledge of the historical and cultural context in which art is created
- Demonstrate an openness to the aesthetic experience
- Demonstrate a knowledge of artists and their works

Evidenced in English 1 and Global Themes or any Fine Arts course.

COURSE LEVELS

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

AP Level – AP (Advanced Placement) classes are college level classes 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 the College Board.

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

A Level – A level (advanced college preparatory) classes 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. The course is scaffolded for students who need more assistance.

COURSE LOAD REQUIREMENTS

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

Grade	Minimum Number of Classes
9	7
10	6
11	6
12	6

GRADUATION REQUIREMENTS

For a student to graduate, Staples High School mandates that each student meet the following requirements:

1. **Earn at least 25 credits** distributed across certain subjects.

   Satisfy district performance standards as reflected in **Academic Expectations for Student Learning.**

   Students are required to satisfy district performance standards in the following areas:

   a) Reading
   b) Writing
   c) Problem Solving
   d) Technology
   e) Critical Thinking
   f) Effective Speaking
   g) Effective Listening
   h) Understanding Human Experience
   i) Physical Health
   j) Understanding Aesthetics

Note: Problem solving is embedded in the mathematics and science courses, and incorporates mathematics standards and science standards.

2. Attain Goal in the Science section of the Connecticut Academic Performance Test (CAPT). This test is taken in the sophomore year.

   or…

   Take any semester or full-year science course during junior or senior year, beyond the 2.0 science credit graduation requirement. In order to satisfactorily complete a science course, a student must demonstrate proficiency in problem solving by completing a series of performance tasks within the course. The performance tasks will require students to attain at least a 3 on a 4 point performance rubric.

3. Attain Goal on the Evidence-Based Reading & Writing and Mathematics sections of the Connecticut school day SAT as determined by the Commissioner of Education. Participation in the test is required. This test is taken in the junior year.

GRADUATION CREDIT AND DISTRIBUTION REQUIREMENTS

Students must earn a **minimum of 25.0 credits** in the following areas:

	No. of Credits
English (1.0 each year) As part of the English requirement, all students must complete and pass a major research paper in grade 10.	**4.0**
Mathematics	**3.0**
Science	**2.0**
Social Studies	**3.5**
• Global Themes	**1.0**
• U.S. History	**1.0**
• American Government	**.5**
• Area Study	**.5**
• Additional Course	**.5**
World Language As part of the World Language requirement, all students must take any one World Language in sequence.	**2.0**
Health and Physical Education	**3.0**
• Freshman year	**1.0**
• Sophomore year	**1.0**
• Junior year	**1.0**
Arts Minimum of .5 credits in Fine Arts and .5 credits in Practical OR Human Arts; remaining .5 credits in either area	**1.5**

Fine Arts

- Art
- Music
- Theater

Practical/Human Arts

- Academic Support/Special Education
- Advanced Journalism
- Community Service
- Computer Science
- Culinary Arts
- Engineering & Applied Physics
- Lifeguard Training
- Media
- Personal Financial Management, Financial Decision Making, Accounting
- Psychology of Child Development
- Scientific Research
- Technology Education
- Wellness Seminar
-

Note: Credit from any course above may count only toward fulfilling the Arts requirement **OR** the requirement from a different subject area, **not both.**

Additional Credits Credit earned in all subject areas beyond the minimum graduation requirement for that area counts toward the 6.0 additional credits.	**6.0**
Total	**25.0**

The Four Year Course Planner Worksheet can be used by students to track graduation requirements and map in advance which courses they intend to take while at Staples.

4-YEAR COURSE PLANNER					
MINIMUM CREDITS / SUBJECTS REQUIRED	GRADE 9	GRADE 10	GRADE 11	GRADE 12	NOTES
ENGLISH (4.0)					
MATH (3.0)					
SCIENCE (2.0) CAPT = 2.5					
SOCIAL STUDIES (3.5) • 1.0 Global Themes • 1.0 US History • 0.5 Am. Government • 0.5 Area Study • 0.5 Additional Course					
WORLD LANGUAGE (2.0) Any one world language in sequence					
HEALTH / PE (3.0)					
ARTS (1.5) Min of 0.5 in Fine Arts and 0.5 in Practical Arts / Human Arts *Remaining 0.5 in either area*					
Additional Credits (6.0)					
TOTAL: 25.0					

COURSE SELECTION

Course Selection - February/March

During this period of time, students plan their courses of study for the following academic year(s). This planning cannot be done in a one year vacuum, but rather with the understanding that decisions in any one year may have an effect on future educational / vocational choices.

In planning their course of studies for the next year, meeting individually with their counselor, students should consider the following:

- recommendations made by teachers
- successes and difficulties in current courses and courses previously taken
- graduation requirements of Staples High School
- course descriptions in the course catalog
- course/program descriptions presented by teachers and staff
- family discussions
- academic recommendations established by colleges, universities, and vocational choices
- courses that might be taken purely for enrichment and enjoyment
- NCAA eligibility

The classes that students select using the criteria above are courses that students are committed to for the next school year. Students who do not meet with their counselor will have their courses chosen for them.

Master Schedule Development - April/May

The Staples High School "Master Schedule" will be developed based on the course requests made by students in February and March. Every effort will be made to offer a sufficient number of classes to meet all student requests. **However, when there are not a sufficient number of student requests for a given course, that course may be canceled. Conversely, when more students sign up for a course than can be accommodated by staffing, a limited number of seats may be offered in that course.**

Finalizing Schedules- June

Completed schedules will be available for students in June. Students will then have an opportunity to meet with their counselor individually to resolve scheduling issues.

If necessary, there will be an opportunity for students to add or drop a class at the beginning of the school year. There are specific deadlines that will be announced. There are three reasons to drop or add a course:

- Drop and/or add following the successful completion of a summer school course
- Drop or move to a lower level with a note from the parent/guardian
- Add a course during an unscheduled period if there are seats available and if it doesn't require another change in the schedule

Please note: No teacher changes will be permitted. No overrides will be permitted after the posted deadline.

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. For additional information including the list of approved courses, visit the NCAA Eligibility Center web site, www.eligibilitycenter.org.

English

- Advanced Journalism
- Critical Analysis of Film and Literature
- Food in Literature
- Visual Literacy: The Art & Narration of Graphic Literature

Math

- Applied Math 1 & Applied Math 2
- Algebra 1C, 2C, 3C
- Geometry C
- Accounting
- Personal Financial Management & Financial Decision Making

Science

- 3-D Design and Engineering
- Animal Behavior
- Creative Technological Solutions to Real-World Problems
- Environmental Problem Solving
- Horticulture
- Materials and Design Science
- Medical Terminology
- Intro to Programming, Intro to Web Programming, Building Web Applications, and Embedded Systems Programming

Social Studies

- Global Themes B

World Language (considered 'Additional Core Courses')

- Spanish 1B, 1C, 2B, 2C, 3B, 4B *(Note: Approved for .5 unit each only)*

SUGGESTED GUIDELINES FOR SAT SUBJECT TESTS

SAT Subject Tests are required by some of the most selective colleges. Of this small number of colleges, most ask for two SAT Subject Tests; very few ask for three. The chart below might be helpful in determining which Subject Tests to take and when.

Students should always discuss these choices with their subject area teacher and counselor, and students should be performing well in their Staples class.

For more information regarding standardized testing, visit the Staples Guidance Website and the Guide to Post High School Planning and Applications

SUBJECT TEST	STAPLES CLASS	NOTES
Math Level 1	Algebra 2 Honors	If taking Pre-Calculus Honors and a very strong student, colleges will expect Math level 2.
Math Level 2	Pre-Calc Honors	Should be taken at end of Pre-Calculus Honors when material is fresh. Test does NOT include Calculus.
Biology (MB or Molecular)	Biology Honors	Better success if able to wait until after AP Biology.
Chemistry	Chemistry Honors/ AP Chemistry	Better success if able to wait until after AP Chemistry.
Physics	Physics Honors	Consult with teacher about additional review. Does not help to wait for AP Physics.
United States History	AP US History	
World History	AP World History	
Literature	AP English Language	Reading passages are difficult. Must be good with reading comprehension.
Chinese, French, German, Italian, Japanese, Korean, Latin, Modern Hebrew, Spanish	World Languages	Frequently taken by native speakers so student must be excellent in language. Possibility of taking Subject Test upon completion of AP level.

EARLY COLLEGE AND EXPERIENTIAL LEARNING OPPORTUNITIES

Staples High School is committed to providing a variety of educational opportunities to students which 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.

NORWALK COMMUNITY COLLEGE HIGH SCHOOL PARTNERSHIP PROGRAM

Juniors and seniors with a B or better average are eligible to apply for this program. Interested students complete the Accuplacer Test Battery to determine their eligibility for college level courses. Successful completion of these tests together with a recommendation from the Principal or his/her designee, allows the student to apply for fee waivers for classes taken at the Norwalk Campus. Please see your counselor for further information.

UNIVERSITY OF CONNECTICUT EARLY COLLEGE EXPERIENCE COURSES (ECE)

The University of Connecticut Office of Educational Partnerships has accepted Staples High School's Contemporary World Studies, Digital Foundations, AP French Language and Culture, AP Spanish Language and Culture, and Italian 4H courses worthy of UConn course designation. This program stresses the importance of offering an early college experience as a concurrent enrollment program. The UConn ECE is an academic program dedicated to providing high school students access to, and preparation for, higher education. Upon completion of the work in these AP/UConn courses with a minimum average of C per semester, enrolled students can receive up to six college credits from UConn. These credits are accepted at over 130 colleges and universities across the country.

ACADEMY OF INFORMATION, TECHNOLOGY & ENGINEERING (AITE)

The Academy of Information Technology & Engineering is an inter-district, public, magnet high school located in Stamford, Connecticut. 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, is a college preparatory program that focuses on animal and plant related sciences (referred to as agriscience). Students graduate 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 1700 students. CGS occupies a section of the west wing of the building, and our classrooms are equipped with Smartboards and chromebooks. We have 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, 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 at Staples High School have access to programming at JM Wright Technical High School in Stamford, CT.

REGIONAL CENTER FOR THE ARTS

The Regional Center for the Arts is a part time public interdistrict magnet high school for Fairfield County students interested in the performing arts. RCA promotes voluntary integration by encouraging collaboration and cooperation among socioeconomic and ethnically diverse school districts. Currently, 245 high school students in grades 9 -12 attend. 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 their home school in the morning and then the Regional Center for the Arts in the afternoon. A student's program will combine courses from the home school and courses from the Regional Center for the Arts for graduation.

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. Our 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.

WESTPORT CONTINUING EDUCATION

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

Students should be aware of the following:

- Staples students seeking to enroll in a for-credit summer school class—whether that class is taken through the Westport program or another accredited program—must obtain prior written approval from their guidance counselor and the department chair of the class to be taken. The prior approval process will include consultation with the student's guidance counselor in order to determine the feasibility and appropriateness of the class.
- The hours of class time required for academic credit will be equivalent to hours of instruction during the school year.
- Perfect attendance and punctuality are expected.
- Classes will follow the prescribed Staples High School curriculum and use prescribed Staples High School assessments.
- Credit will appear on the student's transcript and be counted toward the student's grade point average.
- No refunds or credits will be given for withdrawals from for-credit classes.

Please be aware that the determination as to whether any academic, 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 guidance counselors and parents, enroll in as timely a manner as possible to insure the best possible outcome.

Driver Ed is now offered through a partnership with The Next Street; it is no longer offered for credit.

If you have any questions, please call the Westport Continuing Education Department (341-1209).

COURSE INDEX

Course Title	Level	Offered	Credit	Grade Offered
ACADEMIC SUPPORT				
Academic Support		A,B sem.	.5	9 10 11 12
Wellness Seminar		A,B sem	.5	9 10 11 12
Bridge Program		Year	1	9
ART				
Advanced Drawing		A,B sem.	.5	9 10 11 12
Honors Studio Art	H	A,B sem.	.5	11 12
AP Studio Art: Drawing	AP	Year	1	11 12
Oil Painting		A sem.	.5	9 10 11 12
Advanced Oil Painting		A sem.	.5	9 10 11 12
Watercolor		A,B sem.	.5	9 10 11 12
Advanced Watercolor		A,B sem.	.5	9 10 11 12
Silk Screen		B sem.	.5	9 10 11 12
Advanced Silk Screen		B sem.	.5	9 10 11 12
Painting Big		A,B.sem.	.5	9 10 11 12
Beginning Photography		A,B sem.	.5	9 10 11 12
Darkroom		A,B sem.	.5	9 10 11 12
Advanced Darkroom		A,B sem.	.5	9 10 11 12
MEDIA ARTS				
Digital Darkroom		A,B sem.	.5	9 10 11 12
Advanced Digital Darkroom		A.B.sem.	.5	9 10 11 12
Design & Technology		A,B sem.	.5	9 10 11 12
Advanced Design & Technology		A,B sem.	.5	9 10 11 12
Animation		A,B sem.	.5	9 10 11 12
Honors Digital Foundations		Year	1	11 12
3-DIMENSIONAL STUDIO				
Sculpture		A,B sem.	.5	9 10 11 12
Advanced Sculpture		A,B sem.	.5	9 10 11 12
Ceramics		A,B sem.	.5	9 10 11 12
Advanced Ceramics		A,B sem.	.5	9 10 11 12
Pottery		A,B sem.	.5	9 10 11 12
Advanced Pottery		A,B sem.	.5	9 10 11 12
Jewelry Making		A,B sem.	.5	9 10 11 12
Advanced Jewelry Making		A,B sem.	.5	9 10 11 12
Costume/Design Theater		B sem.	.5	9 10 11 12
Stagecraft: Scene Design & Construction		B sem.	.5	9 10 11 12
AP Studio Art 3-D	AP	Year	1	11 12
CULINARY ARTS				
Culinary Arts 1		A,B sem.	.5	10 11 12
Culinary Arts 2		A,B sem.	.5	10 11 12
Advanced Culinary Arts		Year	1	11 12
Food in Literature Culinary		B sem.	.5	11 12
COMMUNITY SERVICE				
Community Service		Each qtr./sem.	.25 /.5	9 10 11 12
ENGLISH				
FRESHMAN COURSES				
English 1H	H	Year	1	9
English 1A	A	Year	1	9
English 1B	B	Year	1	9

SOPHOMORE COURSES

English 2H	H	Year	1		10		
English 2A	A	Year	1		10		
English 2B	B	Year	1		10		

JUNIOR AND SENIOR COURSES

English 3: Amer. Voices: Heard & Unheard A	A	Year	1			11	
Advanced Journalism	A	Year	1		10	11	12
AP English Language	AP	Year	1			11	12
AP English Literature	AP	Year	1			11	12
British Literature	A	A,B sem.	.5			11	12
Children's Literature	A	A,B sem	.5			11	12
Contemporary American Literature	A	A,B sem.	.5			11	12
Critical Analysis of Film & Literature	A	A,B sem.	.5			11	12
Food in Literature English	A	B sem	.5			11	12
Gothic and Horror Literature	A	A,B sem.	.5			11	12
Introduction to Journalism	A	A,B sem.	.5	9	10	11	12
Irish Literature	A	A,B sem.	.5			11	12
Literature of Gender, Sex & Identity	A	A,B sem.	.5			11	12
Mythology & Bible	A	A,B sem.	.5			11	12
Mythology & Bible Honors	H	Year	1			11	12
NonFiction and New Literacies	A	A,B sem.	.5			11	12
Reading & Writing Fiction	A	A,B sem.	.5			11	12
Reading & Writing Poetry	A	A,B sem.	.5			11	12
Rhetoric & Persuasion	A	A,B sem.	.5			11	12
Shakespeare	A	A,B sem.	.5			11	12
Sports Literature and Research	A	A,B sem.	.5			11	12
Visual Literacy – Graphic Literature	A	A,B sem.	.5			11	12
Voices of Protest in American Literature	A	A,B sem.	.5			11	12
World Literature:Various Regions	A	A,B sem.	.5			11	12

ESOL

Beginning E.S.O.L.		Year	1	9	10	11	12
Advanced E.S.O.L.		Year	1	9	10	11	12

HEALTH AND PHYSICAL EDUCATION

Freshman Program		Year	1	9			
Sophomore Program		Year	1		10		
Junior Program		Year	1			11	
Dance		B sem.	.25			11	
Functional Fitness ("Cross-fit")		A sem.	.25			11	
Yoga		A sem.	.25			11	
P.E. Leaders Training		A sem.	.5		10	11	12
P.E. Leaders/Independent Study		A,B sem.	.25			11	12
P.E. Leaders/Independent Study		B sem	.25		10		
Lifeguard Training		A,B, sem.	.5		10	11	12

MATHEMATICS

Applied Mathematics 1	C	Year	1	9	10	11	12
Applied Mathematics 2	C	Year	1		10	11	12
Algebra 1A	A	Year	1	9			
Algebra 1B	B	Year	1	9	10		
Algebra 1C	C	Year	1		10	11	
Geometry Honors	H	Year	1	9	10		
Geometry A	A	Year	1	9	10		
Geometry B	B	Year	1		10	11	
Geometry C	C	Year	1		10	11	12
Algebra 2 Honors	H	Year	1	9	10		
Algebra 2A	A	Year	1		10	11	
Algebra 2B	B	Year	1		10	11	12
Algebra 2C	C	Year	1			11	12

Financial Algebra C	C	Year	1				12
Pre-Calculus Honors	H	Year	1		10	11	
Pre-Calculus A	A	Year			10	11	12
Pre-Calculus B	B	Year	1		10	11	12
AP Statistics	AP	Year	1			11	12
Statistics & Probability	A	A sem.	.5			11	12
Advanced Statistics in the Social Sciences	A	B sem.	.5			11	12
Discrete Mathematics	A	B sem.	.5			11	12
Accounting A	A	Year	1			11	12
Personal Financial Management	A	A,B sem.	.5			11	12
Financial Decision Making in the Digital Age	A	B sem.	.5			11	12
AP Calculus BC	AP	Year	1			11	12
AP Calculus AB	AP	Year	1			11	12
Calculus Honors	H	Year	1			11	12
Multivariable Calculus	AP	Year	1			11	12
Calculus BC Plus	AP	Year	1			11	12
Differential Equations	AP	Year	1			11	12

MEDIA

Audio Production 1		A,B sem.	.5	9	10	11	12
Audio Production 2		A,B sem.	.5	9	10	11	12
Narrative Film Production		A,B sem.	.5	9	10	11	12
Radio Production 1		A,B sem.	.5	9	10	11	12
Radio Production 2		A,B sem.	.5	9	10	11	12
TV Studio & Documentary Production 1		A,B sem.	.5	9	10	11	12
TV Studio & Documentary Production 2		A,B sem.	.5	9	10	11	12
Advanced Video Editing		A,B sem.	.5	9	10	11	12

MUSIC

INSTRUMENTAL/CHORAL MUSIC

Freshman Band		Year	1	9			
Freshman Band – Shared		Year	.5	9			
Sophomore Band		Year	1		10		
Sophomore Band – Shared		Year	.5		10		
Symphonic Band		Year	1			11	12
Symphonic Band – Shared		Year	.5			11	12
Freshman Orchestra		Year	1	9			
Freshman Orchestra – Shared		Year	.5	9			
Sophomore Orchestra		Year	1		10		
Sophomore Orchestra – Shared		Year	.5		10		
Symphonic Orchestra		Year	1			11	12
Symphonic Orchestra – Shared		Year	.5			11	12
Jazz Ensemble		Year	1	9	10	11	12
Pep Band		Qtr.1	.25	9	10	11	12
Treble Choir		Year	1	9	10	11	12
Treble Choir – Shared		Year	.5	9	10	11	12
Anima Cantorum		Year	1	9	10	11	12
Anima Cantorum – Shared		Year	.5	9	10	11	12
Bella Voce		Year	1		10	11	12
Bella Voce – Shared		Year	.5		10	11	12
Choralaires		Year	1		10	11	12
Choralaires – Shared		Year	.5		10	11	12
Beginning Piano		A sem.	.5	9	10	11	12

MUSIC THEORY and TECHNOLOGY

Music Technology		A,B sem.	.5	9	10	11	12
AP Music Theory		Year	1	9	10	11	12

PATHWAYS PROGRAM

Independent Learning Experience		A,B sem./Year	.5 /1	9	10	11	12

SCIENCE

BIOLOGICAL SCIENCE

Biology Honors	H	Year	1	9			
Biology A	A	Year	1	9			
Biology B	B	Year	1	9			
Environmental Studies	A	A,B sem.	.5			11	12
Horticulture	A	A,B sem.	.5		10	11	12
Forensics	A	A,B sem.	.5			11	12
Biotechnology	A	A,B sem.	.5			11	12
Medical Terminology	A	A,B sem.	.5			11	12
Anatomy & Physiology	A	Year	1		10	11	12
Marine Biology	A	A,B sem.	.5			11	12
AP Biology	AP	Year	1		10	11	12
Zoology	A	A,B Sem.	.5			11	12
Animal Behavior	A	A,B Sem.	.5		10	11	12
AP Environmental Science	AP	Year	1		10	11	12
Accelerated Science I and II	A	2 Years	2	9	10		

RESEARCH and PROBLEM SOLVING

Scientific Research	A	2 YearS	2		10	11	12
Environmental Science Problem Solving	A	B Sem.	.5		10	11	12

CHEMISTRY

Chemistry Honors	H	Year	1		10	11	
Chemistry A	A	Year	1		10	11	
Chemistry B	B	Year	1		10	11	
Advanced Placement Chemistry	AP	Year	1			11	12

COMPUTER SCIENCE

Introduction to Programming	A	A,B sem.	.5	9	10	11	12
Introduction to Web Programming	A	A,B sem.	.5	9	10	11	12
Building Web Applications	A	A,B sem.	.5	9	10	11	12
Embedded Systems Programming	A	B sem	.5		10	11	12
AP Computer Science Principles	AP	Year	1	9	10	11	12

EARTH SCIENCES

Earth Science	A	Year	1		10	11	12
Solar System Astronomy	A	A sem.	.5	9	10	11	12
Stars, Galaxies, and the Universe	A	B sem.	.5		10	11	12
Meteorology	A	A,B sem.	.5	9	10	11	12
Physical Oceanography	A	A,B sem.	.5			11	12

PHYSICS/TECHNOLOGY

Aerospace Science	A	A,B sem	.5		10	11	12
Physics Honors	H	Year	1			11	12
Physics A	A	Year	1			11	12
Physics B	B	Year	1			11	12
A.P. Physics 1	AP	Year	1				12
A.P. Physics C Mechanics & E & M	AP	Year	1				12
Engineering and Applied Physics	A	A,B sem.	.5		10	11	12
3-D Design and Engineering	A	A,B sem.	.5	9	10	11	12
CreAtive Technological Solutions (CATS)	A	A,B sem.	.5	9	10	11	12
Materials and Design (MAD) Science	A	A,B sem.	.5		10	11	12

SOCIAL STUDIES

CORE COURSE OFFERINGS

Global Themes Honors	H	Year	1	9			
Global Themes A	A	Year	1	9			
Global Themes B	B	Year	1	9			
U.S. History Honors	H	Year	1		10		
U.S. History A	A	Year	1		10		

AREA STUDIES COURSES

Contemporary World Studies	A	A,B sem	.5			11	12
African Studies	A	A,B sem	.5			11	12
East Asian Studies	A	A,B sem.	.5			11	12
Middle East Studies	A	A,B sem.	.5			11	12
Latin American Studies	A	A,B sem.	.5			11	12

GOVERNMENT COURSES

American Government	A	A,B sem.	.5			11	12
ap U.S. Government & Politics	AP	Year	1			11	12
We the People AP U.S. Gov. & Politics	AP	Year	1			11	12

ELECTIVES

Introduction to Economics	A	A,B sem.	.5			11	12
AP Macro/Microeconomics	AP	Year	1			11	12
Anthropology	A	A,B sem.	.5			11	12
Current Issues	A	A,B sem.	.5			11	12
Environmental Studies	A	A,B sem.	.5			11	12
Understanding Psychology	A	A,B sem.	.5			11	12
Psychology of Child Development	A	A,B sem	.5			11	12
Women in History	A	A,B, sem.	.5			11	12
AP European History	AP	Year	1			11	12
AP U.S. History	AP	Year	1		10	11	12
AP World History	AP	Year	1			11	12

TECHNOLOGY EDUCATION

Technology Education 1		A,B sem.	.5	9	10	11	12
Technology Education 1		Year	1	9	10	11	12
Technology Education 2		A,B sem	.5	9	10	11	12
Advanced Technology Education		A,B sem	.5		10	11	12

THEATER

Theater 1:Act.Fundamentals		Year	1	9	10	11	12
Theater 1:Act.Fundamentals		A sem	.5	9	10	11	12
Theater 1:Act.Fundamentals - Shared		Year	.5	9	10	11	12
Theater.2: Advanced Acting		Year	1		10	11	12
Theater 2: Advanced Acting – Shared		Year	.5		10	11	12
Theater.3: Acting Technique		Year	1			11	12
Theater.3: Directing		Year	1		10	11	12
Costume/Design Theater		B sem.	.5	9	10	11	12
Stagecraft: Scene Design & Construction		B sem.	.5	9	10	11	12

WORLD LANGUAGES

Latin 1A	A	Year	1	9	10	11	12
Latin 2 A	A	Year	1	9	10	11	12
Latin 2 Honors	H	Year	1	9	10	11	12
Latin 3 A	A	Year	1	9	10	11	12
Latin 3 Honors	H	Year	1	9	10	11	12

Latin 4 A	A	Year	1			11	12
Latin 4 Honors	H	Year	1			11	12
AP Latin	AP	Year	1			11	12
German 1A	A	Year	1	9	10	11	12
German 2 A	A	Year	1	9	10	11	12
German 2 Honors	H	Year	1		10	11	12
German 3 A	A	Year	1		10	11	12
German 3 Honors	H	Year	1		10	11	12
German 4 A	A	Year	1			11	12
German 4 Honors	H	Year	1			11	12
German 5 A	A	Year	1			11	12
German 5 Honors	H	Year	1			11	12
AP German Language	AP	Year	1			11	12
French 1A	A	Year	1	9	10	11	12
French 2 A	A	Year	1	9	10	11	12
French 2 Honors	H	Year	1	9	10	11	12
French 3 A	A	Year	1	9	10	11	12
French 3 Honors	H	Year	1	9	10	11	12
French 4 A	A	Year	1			11	12
French 4 Honors	H	Year	1			11	12
French 5 A	A	Year	1			11	12
French 5 Honors	H	Year	1			11	12
AP French Language and Culture	AP	Year	1			11	12
Spanish 1A	A	Year	1	9	10	11	12
Spanish 1B	B	Year	1	9	10	11	12
Spanish 1C	C	Year	1	9	10	11	12
Spanish 2A	A	Year	1	9	10	11	12
Spanish 2B	B	Year	1	9	10	11	12
Spanish 2C	C	Year	1	9	10	11	12
Spanish 2 Honors	H	Year	1	9	10	11	12
Spanish 3 A	A	Year	1	9	10	11	12
Spanish 3B	B	Year	1	9	10	11	12
Spanish 3 Honors	H	Year	1	9	10	11	12
Spanish 4 A	A	Year	1			11	12
Spanish 4 B	B	Year	1			11	12
Spanish 4 Honors	H	Year	1			11	12
Spanish 5 A	A	Year	1			11	12
Spanish 5 Honors	H	Year	1			11	12
AP Spanish Language and Culture	AP	Year	1			11	12
AP Spanish Literature and Culture	AP	Year	1			11	12
Mandarin Chinese 1A	A	Year	1	9	10	11	12
Mandarin Chinese 2A	A	Year	1	9	10	11	12
Mandarin Chinese 2H	H	Year	1	9	10	11	12
Mandarin Chinese 3A	A	Year	1	9	10	11	12
Mandarin Chinese 3H	H	Year	1	9	10	11	12
Mandarin Chinese 4A	A	Year	1			11	12
Mandarin Chinese 4H	H	Year	1			11	12
Mandarin Chinese 5A	A	Year	1			11	12
Mandarin Chinese 5H	H	Year	1			11	12
AP Chinese Language and Culture	AP	Year	1			11	12
Italian 1A	A	Year	1	9	10	11	12
Italian 2A	A	Year	1	9	10	11	12
Italian 2H	H	Year	1	9	10	11	12
Italian 3A	A	Year	1	9	10	11	12
Italian 3H	H	Year	1	9	10	11	12
Italian 4A	H	Year	1			11	12
Italian 4H	A	Year	1			11	12

ACADEMIC SUPPORT ½ credit

Either Semester

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 PROGRAM 1credit

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

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.

WELLNESS SEMINAR ½ credit

Either semester

The Wellness Seminar is a 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 and a commitment to active participation and willingness to practice strategies will be expected. Interested students are advised to speak with their school counselors early, as enrollment is limited due to the design of the course.

ART

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 STUDIO

DRAWING 1/2 credit
Prerequisite: None Either semester

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 should take this course.

ADVANCED DRAWING 1/2 credit
Prerequisite: Drawing Either or both semesters

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. Fall semester usually includes working in color pastel; spring semester includes portraiture. Course can be taken multiple times with teacher and Department Chair approval and student should be able to work independently.

HONORS STUDIO ART 1/2 credit
Either or both semesters

Prerequisite: Course instructor's recommendation for student selection is based on portfolio review, successful completion of Drawing, completion of at least one semester of Advanced Drawing with no less than an A-. Open to juniors and seniors.

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 Principals of Art, develop their skills through group and individual projects, and have an opportunity to explore a chosen medium while interpreting a given theme. May be taken as many times as the student's schedule allows.

AP STUDIO ART: DRAWING 1 credit
Prerequisite: At least 2 semesters of Advanced Drawing and at least 1 semester of Honors Studio Art. Full year
All students must be approved by the Drawing course instructor.

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 1/2 credit
Prerequisite: None First semester

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 1/2 credit
Prerequisite: Oil Painting First semester

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

WATERCOLOR 1/2 credit
Prerequisite: None Either semester

This course covers formal concepts such as composition and color relationships, as well as instruction in techniques as they apply to watercolor paint media. Drawing experience is recommended.

ADVANCED WATERCOLOR 1/2 credit
Prerequisite: Watercolor Either semester

This course will develop advanced techniques and work toward building a personal creative style in watercolor painting. Course can be taken multiple times with teacher and Department Chair approval. Students should be able to work independently.

SILK SCREEN 1/2 credit
Prerequisite: None Second semester

This course will explore silk screen and other printmaking media as they are 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 SILK SCREEN 1/2 credit
Prerequisite: Silk Screen Second semester
This course is a continuation of Silk Screen with instruction of more challenging techniques and an introduction of additional silk screen and printmaking media. Students are encouraged to explore more personally expressive content. This course can be taken multiple times with Department Chair and teacher approval. Students should be able to work independently.

PAINTING BIG 1/2 credit
Prerequisite: None Either semester

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. Since each mural is unique, this course may be taken multiple times with teacher and Department Chair approval.

BEGINNING PHOTOGRAPHY 1/2 credit
Prerequisite: None Either semester

An extensive survey of photography as a fine art medium! Students will foster an understanding of how to operate a single lens reflex (SLR) 35 mm camera, using both *film* and *digital* technology, to generate aesthetic compositions. Emphasis is placed on creative camera controls, compositional awareness, and personal expression. Supplemental projects will focus on the scientific evolution of photography, the distinct theories of art, and specific genres.

DARKROOM 1/2 credit
Prerequisite: None Either semester

This course is a beginning hands-on darkroom course with regular critiques of student work. Students should have access to a 35mm SLR camera, and must supply their own paper and film.

ADVANCED DARKROOM 1/2 credit
Prerequisite: Darkroom Either semester

This course will deal with photographic composition and the experimental study of special effects. The students should have access to a 35-mm SLR camera, and must supply their own film, paper, and other special needs.
Course can be taken multiple times with teacher and Department Chair approval. Students should be able to work independently.

MEDIA ARTS

DIGITAL DARKROOM 1/2 credit
Prerequisite: None Either semester

Students will gain an understanding of how to creatively compose and capture images using Digital SLR cameras. 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.

ADVANCED DIGITAL DARKROOM 1/2 credit
Prerequisite: Digital Darkroom Either semester

This course offers an opportunity to further refine technical camera skills while continuing to foster aesthetic thought through the exploration of electronic 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. This course may be taken multiple time with teacher and Department Chair approval. Students should be able to work independently.

BEGINNING DESIGN AND TECHNOLOGY 1/2 credit
Prerequisite: None Either semester

This is a beginning course for students interested in digital art and graphic design. Students will use Adobe Photoshop and Illustrator to design posters, packaging, logos and sequential art. Students will consider the principles of design when responding to their work as well as their peers' during class critiques. The work of famous designers of the past as well as current designers will be introduced and used as the inspiration for some assignments.

ADVANCED DESIGN AND TECHNOLOGY 1/2 credit
Prerequisite: Beginning Design & Technology Either semester

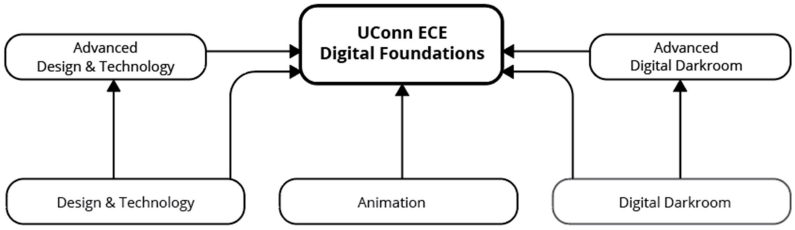
This is a course for students interested in digital art and graphic design to continue their investigation of the medium. Students will use Adobe Photoshop, Illustrator and InDesign to design posters, packaging, logos and sequential art. Students will have the opportunity to work on independently-geared projects as well. Students will consider the principles of design when responding to their work as well as their peers' during class critiques. Course can be taken multiple times with teacher and Department Chair approval. Students should be able to work independently.

ANIMATION 1/2 credit
Prerequisite: None Either semester

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.

DIGITAL FOUNDATIONS (UConn ECE) HONORS 1 credit
Prerequisite: Completion of Design & Technology, Animation, or Digital Darkroom Full Year
All students must be approved by the Digital Foundations Course Instructor

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 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 semester. This is a full year course where students have the opportunity to earn UCONN Early College Experience credit in Digital Foundations.



3-DIMENSIONAL STUDIO

SCULPTURE 1/2 credit
Prerequisite: None Either semester

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

ADVANCED SCULPTURE 1/2 credit
Prerequisite: Sculpture Either semester

This course is a continuation of Sculpture with an emphasis upon theory and philosophy of art and will involve figure modeling and casting.
Course can be taken multiple times with teacher and Department Chair approval. Students should be able to work independently.

CERAMICS 1/2 credit
Prerequisite: None Either semester

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 1/2 credit
Prerequisite: Ceramics Either semester

This course is a continuation of Ceramics, exploring clay design in depth.
Course can be taken multiple times with teacher and Department Chair approval. Students should be able to work independently.

POTTERY 1/2 credit
Prerequisite: None Either semester

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 1/2 credit
Prerequisite: Pottery Either semester

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.

AP STUDIO ART 3-D 1 credit
Prerequisite: Pottery or Ceramics and minimum one semester of either Advanced Pottery or Advanced Ceramics. Full year
All students must be approved by the AP Studio Art course instructor.

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 nonfigurative ceramics and pottery.

JEWELRY MAKING 1/2 credit
Prerequisite: None Either semester

This course is designed for students who want to develop skills in creating wearable jewelry and art metal projects. The 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 1/2 credit
Prerequisite: Jewelry Making Either semester

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.
Course can be taken multiple times with teacher and Department Chair approval. Students should be able to work independently.

COSTUME / DESIGN THEATER 1/2 credit
Second semester

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.

STAGECRAFT: SCENE DESIGN & CONSTRUCTION 1/2 credit
First Semester

This course 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.

COMMUNITY SERVICE

Credit varies
Either semester

Students have an opportunity to earn school credit for community service after school hours. Students will receive .25 credits for 30 hours of community service, and .5 credits for 60 hours of community service. Students are graded on a Pass/Fail basis only, and these grades are not included in the computation of grade point averages. Students may earn up to 1 credit of Community Service per school year.

CULINARY ARTS

CULINARY ARTS 1 1/2 credit
Open to Sophomores, Juniors, and Seniors ONLY Either semester

Culinary Arts 1 is an introductory course for students to experience working in a professional kitchen environment, using professional small wares and equipment, while learning the principles of baking and pastry. Emphasis is placed on technique and technology used in the foods industry. Students will learn safety and sanitation competencies, quantity food preparation and conversions, food storage requirements, weights and measurements. Students' objectives will be 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, cakes, etc.!

CULINARY ARTS 2 1/2 credit
Prerequisite: Culinary Arts 1 Either semester
Open to Sophomores, Juniors, and Seniors ONLY

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

ADVANCED CULINARY ARTS 1 credit
Prerequisite: Culinary Arts 1 and 2 Full year
Open to Juniors and Seniors ONLY

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 LITERATURE CULINARY 1/2 credit
B Semester

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.

One full year of English is required in each of the freshman, sophomore, junior and senior years.

FRESHMAN COURSES

English 1H
English 1A
English 1B

SOPHOMORE COURSES

English 2H
English 2A
English 2B

JUNIOR& SENIOR COURSES

English 3: American Voices: Heard & Unheard (Juniors only)
Advanced Journalism
AP English Language
AP English Literature
British Literature
Children's Literature
Contemporary American Literature
Critical Analysis of Film and Literature
Food Literature English
Gothic and Horror Literature
Introduction to Journalism
Irish Literature
Literature of Gender, Sex and Identity
Mythology & Bible A Level
Mythology & Bible Honors
NonFiction and New Literacies
Reading & Writing Fiction
Reading & Writing Poetry
Rhetoric and Persuasion
Shakespeare
Sports Literature and Research
Visual Literacy: The Art & Narration of Graphic Lit
Voices of Protest in American Literature
World Literature: Various Regions

FRESHMAN COURSES

Freshmen must take English 1H, 1A or 1B. Learning outcomes for ninth grade students are similar in H, A, and B levels. Higher 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. All these 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.

ENGLISH 1H 1 credit
Full Year

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.
For more detailed information, consult guidance counselor or department chairperson about learning outcomes.

ENGLISH 1A 1 credit
Full year

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.
For more detailed information, consult guidance counselor or department chairperson about learning outcomes.

ENGLISH 1B 1 credit
Full year

The hallmark of a B level course is the additional support provided to students to develop as learners who exert purposeful effort.
This course focuses on additional support and enrichment strategies for understanding literature and writing expository essays. Frequent revision of short pieces and conferences with the teacher provide opportunities to review and master the process of writing and the elements of a good essay: clarity, organization, and support. Students engage in a regular and systematic study of vocabulary and grammar and usage. In a smaller class setting, students are encouraged to review and expand speaking, listening, and viewing skills. Outside reading requirements are personalized for each student. Both English and Social Studies classes will focus on critical thinking skills: levels of questions, critical reading, and analytic writing.
For more detailed information, consult guidance counselor or department chairperson about learning outcomes.

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.

INTRODUCTION TO JOURNALISM 1/2 credit
(Open to grades 9 through 12.) Either semester

Note: This class is a prerequisite for Advanced Journalism and will count as ½ elective credit when taken as a freshman or sophomore.

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 PAPER.

If a freshman or sophomore elects to take Journalism, he or she must take it in addition to freshman or sophomore English.

SOPHOMORE COURSES

Sophomores must take English 2H, 2A, or 2B. 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 H, A, and B levels. Higher 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.

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

ENGLISH 2H 1 credit
Full year

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 2H 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.

ENGLISH 2A 1 credit
Full year

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. For more detailed information, consult guidance counselor or department chairperson about learning outcomes.

ENGLISH 2B 1 credit
Full year

The hallmark of a B level course is the additional support provided to students to develop as learners who exert purposeful effort.
This course focuses on additional support and enrichment in strategies for understanding literature, reading nonfiction, and writing expository essays. Frequent revision of short pieces and conferences with the teacher provide opportunities to review and master the process of writing and the elements of a good essay. Students are supported in learning research skills. A smaller class setting allows students to review and develop speaking, listening, and viewing skills. Students engage in a regular and systematic study of vocabulary (150-200 new words per year) and grammar and usage. Outside reading requirements are personalized for each student. Typical literary selections may include The Catcher in the Rye, Romeo and Juliet, and Monster.
For more detailed information, consult guidance counselor or department chairperson about learning outcomes.

INTRODUCTION TO JOURNALISM 1/2 credit
(Open to grades 9 through 12.) Either semester

Note: This class is a prerequisite for Advanced Journalism and will count as ½ elective credit when taken as a freshman or a sophomore.

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 PAPER.

If a freshman or sophomore elects to take Journalism, he or she must take it in addition to freshman or sophomore English.

JUNIOR AND SENIOR 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 3A (Juniors only), or Mythology & Bible Honors. Juniors and seniors may also take elective courses IN ADDITION to a full-year course, if desired.

ENGLISH 3: AMERICAN VOICES: HEARD AND UNHEARD A 1 credit
Full year

This full year junior English class is based in American literature and features voices traditionally heard, including such authors as Twain, Fitzgerald, Franklin, Hawthorne, Dickinson, Thoreau, and Wharton. Additional texts explore the diverse voices of the American people, those which have not been heard so frequently in the past: Bradstreet, Equiano, Douglass, Hurston, and Erdrich. Students also study Shakespeare's play, Othello. Traditional authors will be linked thematically with modern novels, poems, short stories, films, and visual art.

ADVANCED JOURNALISM 1 credit
Full Year

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.

ADVANCED PLACEMENT ENGLISH LANGUAGE 1 credit
Full year

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 nonliterary 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.

ADVANCED PLACEMENT ENGLISH LITERATURE 1 credit
Full year

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 which 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.

BRITISH LITERATURE 1/2 credit
Either semester

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 1/2 credit
Either Semester

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 1/2 credit
Either semester

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 which 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 AND LITERATURE 1/2 credit
Be advised: this course focuses on the development of analytical writing. Either semester

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 LITERATURE ENGLISH 1/2 credit
B semester

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 AND HORROR LITERATURE 1/2 credit
Either semester

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 1/2 credit
(Open to grades 9 through 12.) Either semester

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 PAPER.

IRISH LITERATURE 1/2 credit

Either semester

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 AND IDENTITY 1/2 credit

Either semester

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 1/2 credit

Either semester

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 which 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 AND BIBLE HONORS 1 credit

Full year

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.

NONFICTION AND NEW LITERACIES 1/2 credit

Either semester

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.
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READING AND WRITING FICTION 1/2 credit

Either semester

This elective course for juniors and seniors 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 AND WRITING POETRY 1/2 credit

Either semester

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 1/2 credit

Either semester

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 1/2 credit

Either semester

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 AND RESEARCH 1/2 credit

Either semester

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 - GRAPHIC LITERATURE 1/2 credit

Either semester

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 1/2 credit

Either semester

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 sills. Assessment will be based on classroom discussions, written work, and formal project or presentation.

WORLD LITERATURE : VARIOUS REGIONS 1/2 credit

Either semester

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, regions of Africa, Latin America, and East Asia.

E.S.O.L.

BEGINNING E.S.O.L. Full Year
1 credit

ADVANCED E.S.O.L. Full Year
1 credit

English for Speakers of other Languages is designed for non-native speakers of English. Students are recommended by parents or a staff member. 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, ESOL courses will 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 is studied within the context of high-interest topics and readings. Students are assessed by means of written/oral tests and quizzes. In addition, class participation and completion of homework are essential for success in ESOL.

HEALTH AND PHYSICAL EDUCATION

COURSE SELECTION

COURSE TITLE	OFFERED	CREDIT	TAKEN
Freshman Program	Full year	1	9
Sophomore Program	Full year	1	10
Junior Program	Full year	1	11
*PE Leaders Training	1st Sem	.50	11, 12 (1st Sem)
*Lifeguard Training	1st Sem/2nd Sem	.50	10, 11, 12
Dance	2nd Sem	.25	11
Functional Fitness ("Cross-Fit")	1st Sem	.25	11
Yoga	1st Sem	.25	11

***Class requires a prerequisite**

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 from the Physical Education Department. This lock belongs to students after purchase, and may be used for their entire four years at Staples. **Locks must be removed over the summer.**

Freshman Physical Education Program- Transitional/Competency Year
All freshmen are required to participate in ¾ year of Physical Education classes in addition to ¼ year of Health Education. The Freshman Physical Education curriculum is divided into three quarters: Aquatic Activities, Recreational Activities I, 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 Physical Education Program- Conceptual/Competency Year
All sophomore students are required to participate in 3/4 year of Physical Education classes in addition to ¼ year of Wellness Education. The Sophomore Physical Education curriculum is divided into three quarters: Cooperative Activities, Lifetime Activities I, and Team Activities I. The state mandated Connecticut Physical Fitness Assessment is administered to all tenth grade students during the fall. 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 Physical Education Program- Proficiency Year

All juniors are required to take ¾ credit of Physical Education and ¼ credit 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. Students will select activities by quarter. The junior Health education program includes topics on diversity, HIV/AIDS and discrimination, substance abuse, and violence prevention.

Juniors: Select one course each quarter.
* Jr. Health ***must*** be selected by all juniors in either quarter 2 or quarter 3.
**Lifeguarding is a semester course and must be taken both quarters of the same semester. Students who take Lifeguarding are also required to take Junior Health and either a Lifetime or Team course.

Quarter 1	Yoga • See detailed description	Lifetime I • Archery • Rollerblading/ Land paddling • Longboarding • Wellness Walking	Team I • Ultimate Frisbee • Flag Football • Soccer/Basketball	Lifeguarding (S1)** • Check prerequisites in detailed description
Quarter 2	Jr. Health*	Team II • Floor Hockey • Basketball and/or Badminton • Volleyball		Lifeguarding (S1)** • Check prerequisites in detailed description
Quarter 3	Jr. Health*	Lifetime II • Self-defense • Dance (also kickboxing, aerobics, etc.) • Yoga		Lifeguarding (S2)** • Check prerequisites in detailed description
Quarter 4		Lifetime III • Activities of class choice • Mindfulness • Yard Games	Team III • Activities of class choice	Lifeguarding (S2)** • Check prerequisites in detailed description

DANCE ***(not being offered 2018-19 school year)*** 1/4 credit

4th Qtr., 2nd Semester

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.

FUNCTIONAL FITNESS ("CROSS-FIT") ***(not being offered 2018-19 school year)*** 1/4 credit

1st Qtr., 1st Semester

This course is designed to offer students an opportunity to learn and understand the benefits of functional movements. Functional fitness exercises train your muscles to work together and prepare for daily tasks by simulating common movements you come across on a regular basis. By the end of this class students will be able to break down the components of each movement as well as demonstrate how to move properly and identify the lifelong benefits of functional exercises.

YOGA 1/4 credit

1st Qtr., 1st Semester

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.

PHYSICAL EDUCATION LEADERS/INDEPENDENTSTUDY (PHYS. ED.) 1/4 credit

Either semester

To meet the needs of their individual schedule, PE Leaders will sign up under the "PE Leaders/Independent Study" section. Leaders will assist in all facets of their assigned class using their Leaders Training knowledge and skills (please see Leaders Training description above). PE Leaders will be offered to 2nd semester juniors and/or seniors who have successfully completed the PE Leaders Training course.

Physical Education Credits

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 Physical Education and Health 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.

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.

LIFEGUARD TRAINING ½ credit

Either semester

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.

Prerequisite: Student must be a sophomore, junior or senior in good standing who:

- is able to swim 300 meters (12 lengths of the pool) continuously using freestyle (100 meters), breaststroke (100 meters) and choice (100 meters)
- is able to swim twenty meters and do a surface dive to retrieve a diving block at a depth of approximately seven to ten feet, before returning to the pool deck using a rescue kick
- is able to tread water with just legs for 2 minutes
- has participated in and passed grade 9 Aquatics in Physical Education
- is at least 15 years of age at the conclusion of the course
- Lifeguard training may not be taken in lieu of sophomore wellness or junior health

Leaders

Available to Seniors and 2nd Semester Juniors
Students assist teacher in everyday classroom tasks.
Prerequisite: Leaders Training

LEADERS TRAINING 1/2 credit
1st semester

Prerequisite: Must be a Junior in good standing who has:

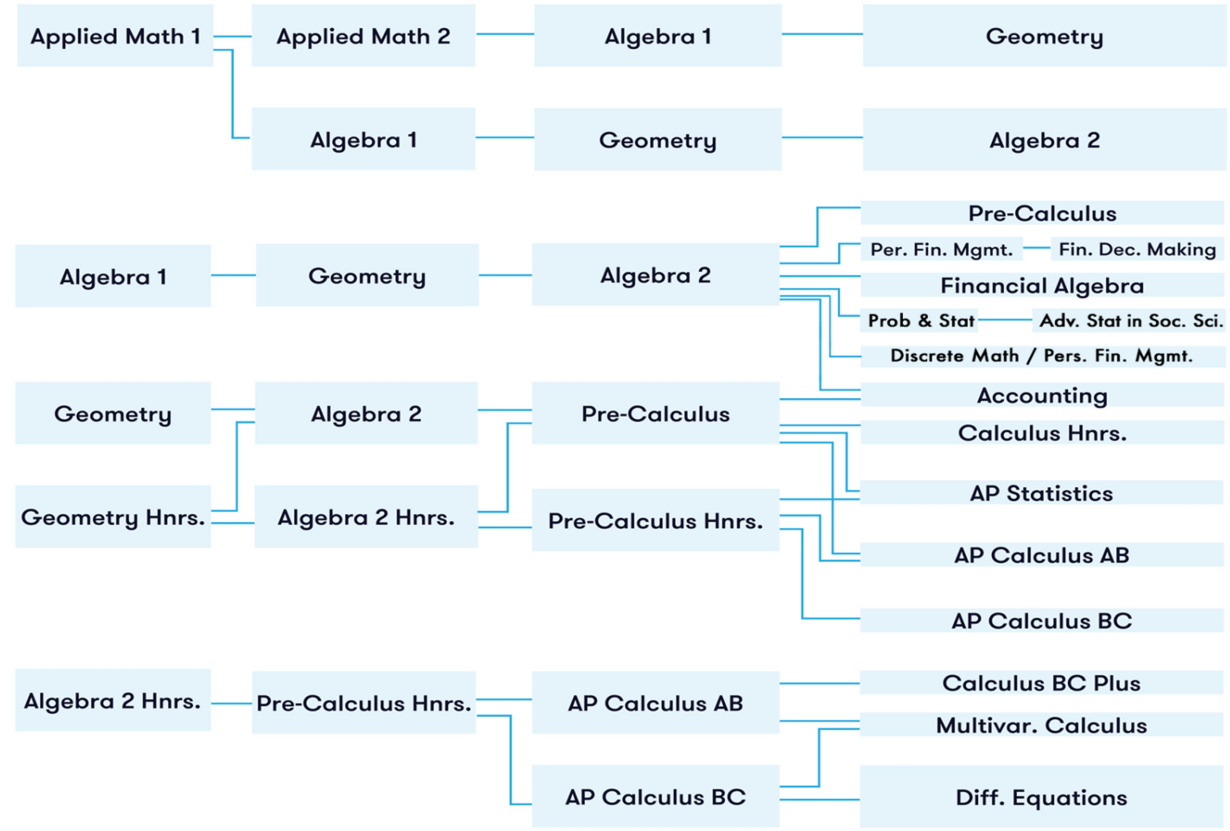
- intermediate swimming skills (passed grade 9 aquatics)
- met the "Healthy Fitness Zone" on all CT Physical Fitness Assessments
- earned a cumulative "B" average in Physical Education
- Physical Education or Health teacher recommendation

Students must meet prerequisites for entrance into this class. Students will partake in an accelerated curriculum. Typical Physical Education units are three weeks in duration. In order to cover all material needed to prepare the leaders, they will work for approximately one week to gain a comprehensive understanding of each unit. After successfully completing the Leaders Training program, the student must agree to a semester commitment (minimum) to the program. 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 which 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, but will not be limited to:

- skill analysis
- fitness assessment
- use of technology
- recognition of common errors and error correction
- teaching techniques and officiating skills
- assist in goal setting and working towards accomplishing these goals

MATHEMATICS

COURSE SEQUENCE



** ***IMPORTANT NOTE ABOUT HONORS CLASSES***

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.

APPLIED MATHEMATICS 1 1 credit
Full year

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 MATHEMATICS 2 1 credit
Prerequisite: Applied Math 1 Full year

This course is a continuation of Applied Mathematics 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 1A 1 credit
ALGEBRA 1B 1 credit
Prerequisite: Applied Math 1 or Math 8 Full year

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. 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. Evaluation of student performance may involve tests, quizzes, homework, and classroom participation. The A level and B level courses differ in pacing, topics covered, and depth of study.

ALGEBRA 1C 1 credit
Prerequisite: Applied Math or equivalent Full year

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, quadratics, 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. Evaluation of student performance may involve tests, quizzes, homework, and classroom participation.

GEOMETRY HONORS 1 credit
Prerequisite: Completion of Algebra 1 Honors Full year
Guideline: Completion of Algebra 1 Honors with at least a B- 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.

GEOMETRY A 1 credit
GEOMETRY B 1 credit
Prerequisite: Algebra 1 Full year

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. 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.

GEOMETRY C 1 credit
Prerequisite: Algebra 1 Full year

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 as well as transformations and coordinate geometry. Technology, including calculators and geometry software, is incorporated into the course. Evaluation of student performance may involve tests, quizzes, homework, and classroom participation.

ALGEBRA 2 HONORS 1 credit
Prerequisite: Completion of Geometry Honors Full year
Guideline: Completion of Geom. Honors with at least a B- 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 Two Honors, students will have thoroughly dealt with the absolute value, quadratic, and polynomial functions along with some work with rational functions, conic sections, whole and rational exponents, and matrices. Evaluation of student performance may involve tests, quizzes, homework and projects.

ALGEBRA 2A 1 credit
ALGEBRA 2B 1 credit
Prerequisite: Algebra 1, Geometry Full year

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, quadratic equations, 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. 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.

ALGEBRA 2C 1 credit
Prerequisites: Algebra 1, Geometry Full year

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. Evaluation of student performance may involve tests, quizzes, homework, and classroom participation.

FINANCIAL ALGEBRA C 1 credit
Prerequisite: Successful completion of Algebra 2 Full year

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 HONORS 1 credit
Prerequisite: Completion of Algebra 2 Honors Full year
Guideline: Completion of Algebra 2 Honors with at least a B 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. This course will require a summer assignment.

PRE-CALCULUS A 1 credit
PRE-CALCULUS B 1 credit
Prerequisite: Algebra 1, Geometry, Algebra 2 Full year
Guideline: B- or better in Algebra 2A to take Pre-Calculus A
A or better in Algebra 2B to move up to the next level

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.

ADVANCED PLACEMENT STATISTICS 1 credit
Prerequisite: Completion of Algebra 2 or Algebra 2 Honors Full year
Guideline: Completion of Algebra 2A with at least an A or Alg.2 Honors with at least a B

This course is designed for students who plan on taking the Advanced Placement Statistics exam. The course centers around 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 AND PROBABILITY A
Prerequisite: Completion of Algebra 2 — 1/2 credit
Guideline:: B or higher in a B level course or C or higher in an A level course — First semester

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 — 1/2 credit
Prerequisite: Completion of Statistics and Probability A — Second semester

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.

DISCRETE MATHEMATICS A
Prerequisite: Completion of Algebra 2 — 1/2 credit
Guideline: B or higher in a B level course or C or higher in an A level course — Second semester

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.

ACCOUNTING A — 1 credit
Prerequisite: Completion of Algebra 2 or — Full Year
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.

FINANCIAL DECISION MAKING IN THE DIGITAL AGE — 1/2 credit
Prerequisite: Successful completion of Personal Financial Management or 90% — Second Semester
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.

PERSONAL FINANCIAL MANAGEMENT A — 1/2 credit
Prerequisite: Completion of Algebra 2B or higher — Either semester
Guideline: At least a 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.

ADVANCED PLACEMENT CALCULUS BC — 1 credit
Prerequisite: Completion of Pre-Calculus Honors — Full year
Guideline: Completion of Pre-Calc. Honors at least an A- 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 course is an intensive course for students who have demonstrated exceptional ability and achievement in prior math courses. This course will require a summer assignment.

ADVANCED PLACEMENT CALCULUS AB — 1 credit
Prerequisite: Completion of Pre-Calculus or Pre-Calculus Honors — Full year

Guideline: Completion of Pre-Calc. A with at least an A- or Pre-Calc Honors with at least a B-

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.

CALCULUS HONORS 1 credit
Prerequisite: Completion of Pre-Calculus A or Pre-Calculus B Full year
Guideline: Completion of Pre-Calc A with at least a B- or Pre-Calc. B with at least an A-

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. Project, presentations and written work are incorporated in the evaluation of student performance.

MULTIVARIABLE CALCULUS 1 credit
Prerequisite: Calculus BC & Teacher Recommendation Full year

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.

CALCULUS BC PLUS 1 credit
Prerequisite: AP Calculus AB or Calculus Honors & Teacher Recommendation Full year

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.

DIFFERENTIAL EQUATIONS 1 credit
Prerequisite: AP Calculus BC & Teacher Recommendation Full Year

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.

MEDIA

AUDIO PRODUCTION 1 1/2 credit
Prerequisite: None Either semester

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. 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 work-flow 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.
*Project based learning is a dynamic classroom approach in which students actively explore real world problems and challenges and acquire deeper knowledge.

AUDIO PRODUCTION 2 1/2 credit
Prerequisite: Audio Production 1 or permission from the instructor Either semester

Course can be taken multiple times with teacher and Department Chair approval
Course can be considered for Independent Study
Audio Recording SHS Music & Theatre Department productions
Produce and engineer SHS student ensembles, bands and other recording artists
Assist in the production of SHS audio artifacts used for WWPT - Westport, 90.3 FM.

Audio Production 2 the second of a two-part offered 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 Production1. 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.

NARRATIVE FILM PRODUCTION 1/2 credit
Prerequisite: None Either semester

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, story boarding, scripting, lighting, camera management, microphone treatment and application, and sound recording. Students will analyze and discuss the techniques used by Hollywood film-makers and apply the techniques to their work. It is the goal of this class that the students will participate in the production of a substantial narrative video piece which 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 1/2 credit
Prerequisite: None Either semester

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). 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.

*Project based learning is a dynamic classroom approach in which students actively explore real world problems and challenges and acquire deeper knowledge.

RADIO PRODUCTION 2 1/2 credit
Either semester

Prerequisite: Radio Production 1 or permission from instructor
Course can be considered for Independent Study
Sports - Play by Play - Weekends / After School
Hosting Recurring "after school" Broadcasts on WWPT
Coordinate after school broadcasting teams - Schedules

Radio Production 2 is the second of a two-part course offered 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.

TV STUDIO & DOCUMENTARY PRODUCTION 1 1/2 credit
Prerequisite: None Either semester

TV Studio & Documentary Production 1 is the first in a two part instructional training program which 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. In Stage 1, 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 1/2 credit
Prerequisite: TV Studio & Documentary Production 1 or permission from instructor Either semester

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. In Stage two 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 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.

ADVANCED VIDEO EDITING 1/2 credit
Prerequisite: None Either semester

Advanced Video Editing is a course for all those who enjoy post production video editing. There is no experience needed for this class. 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 with 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, 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.

MUSIC

PERFORMANCE REQUIREMENT:

Staples' music performance ensembles have long-established tradition of musical excellence. Each individual member of a music performing ensemble has a unique and critical role in and contribution to make to the success of a music ensemble. At various times during the school year, the members of instrumental and vocal groups demonstrate their musical growth and achievement through concert performances that are generally held in the evening in order to accommodate parent schedules. These occasions provide a unique and necessary opportunity for the demonstration of student learning and curriculum mastery, and provide opportunities for community sharing and enjoyment which are unique to the performing arts. It is essential that, barring illness or family emergency, members of performing groups participate in all scheduled performances. Absence from a required performance may result in a lowered report card grade. This policy is in place to emphasize the importance of performance attendance in maintaining the musical integrity of the performing organizations.

FRESHMAN CONCERT BAND (4 days per week) 1 credit
Full year

Freshman Concert Band is open to all 9th grade students who play a wind or percussion instrument. The FCB studies artistically, intellectually, and emotionally challenging quality band literature appropriate to the grade level. In order to progress properly on their instruments, students who are not taking private lessons outside of school are required to schedule a 15-minute weekly lesson during a free period, concurrently during an ensemble, during lunch or before or after school. Lesson assessment will be part of the course grade. The FCB performs at concerts and the Memorial Day Parade. Students may also enroll in Pep Band (see Pep Band description).

SOPHOMORE CONCERT BAND (4 days per week) 1 credit
Full year

Sophomore Concert Band is open to all 10th grade students who play a wind or percussion instrument. The SCB studies artistically, intellectually, and emotionally challenging quality band literature appropriate to the grade level. In order to progress properly on their instruments, students who are not taking private lessons outside of school are required to schedule a weekly 15-minute lesson during a free period, concurrently during an ensemble, during lunch or before or after school. Lesson assessment will be part of the course grade. The SCB performs at concerts and the Memorial Day Parade. Students may also enroll in Pep Band (see Pep Band description).

SYMPHONIC BAND (4 days per week) 1 credit
Full year

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 artistically, intellectually and emotionally challenging band literature of a significant level of difficulty. In order to continue to progress properly on their instruments, students who are not taking private lessons outside of school will be required to schedule a weekly 15-minute lesson during a free period, concurrently during an ensemble, lunch or before or after school. Lesson assessment will be part of the course grade. The SB performs at concerts and the Memorial Day Parade. Students may also enroll in Pep Band (see Pep Band description).

FRESHMAN ORCHESTRA (4 days per week) 1 credit
Note: Orchestra players are automatically enrolled in Freshman Band - shared Full year

Students in Freshman Concert Orchestra study significant orchestral literature. FCO is open to all 9th grade string players, and to selected wind and percussion players on the basis of auditions held in the spring. Four rehearsals are scheduled per week. In order to continue to progress properly on their instruments, students who are not taking private lessons outside of school are required to schedule a weekly 15-minue lesson during a free period, concurrently during an ensemble, lunch or before or after school.
Lesson assessment will be part of the course grade.

All 9th grade wind/percussion students who satisfy the orchestra audition will be scheduled for two days each of Freshman Concert Orchestra and Freshman Band, receiving one-half (1/2) credit for each. The FCO performs at several concerts during the school year.

SOPHOMORE ORCHESTRA (4 days per week) 1 credit
Note: Orchestra players are automatically enrolled in Sophomore Band - shared Full year

Students in Sophomore Orchestra study significant orchestral literature. SOS is open to all sophomore string players, and selected wind and percussion players on the basis of auditions held in February. In order to continue to progress properly on their instruments, students who are not taking private lessons outside of school are required to schedule a weekly 15-minute lesson during a free period, concurrently during an ensemble, during lunch, or before or after school. Lesson assessment will be part of the course grade.

All sophomore wind/percussion students who satisfy the orchestra audition will be scheduled for two days of Sophomore Orchestra and two days of Sophomore Band, receiving one-half (1/2) credit for each. The SOS performs at several concerts during the school year.

SYMPHONIC ORCHESTRA (4 days per week) 1 credit
Note: Orchestra players are automatically enrolled in Symphonic Band - shared Full year

Students in Symphonic Orchestra study significant and standard orchestral literature. SOS is open to all junior and senior string players and to selected wind and percussion players on the basis of auditions held in February. 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 full orchestra and two for strings only. Strings attend all four rehearsals while wind and percussion meet for rehearsal two days per week only. The alternate two days they will be enrolled in Symphonic Band in order to further develop their musical skills. In order to continue to progress properly on their instruments, students who are not taking private lessons outside of school are required to schedule a weekly 15-minute lesson during one free period per week, concurrently during an ensemble, lunch or before or after school. Lesson assessment will be part of the course grade. The SO plays for the Candlelight Concert, Youth Concert, Spring Concert and occasionally participates in exchange programs and festivals with other high schools.

JAZZ ENSEMBLE 1 credit
Full year

Jazz Ensemble is open to advanced wind/percussion students who wish to explore the Jazz idiom. Students are selected by audition in early September and must be members of **Staples bands, choruses or orchestras**. Jazz Ensemble meets one afternoon per week for an in-depth jazz study and rehearsal. The Jazz Ensemble plays for school functions, attends jazz band competitions, and plays concerts during the school year. **Do not register for this course until after the September audition**.

INSTRUMENTAL MUSIC LESSONS Full year

In order to support continued musical and technical instrumental progress, lessons are required of all instrumental students. All instrumental students not studying privately outside of school are required to schedule a weekly, 15-minute in-school lesson.
The lesson will be scheduled during a free period, before or after school, or concurrently during an ensemble, as the schedule permits.
Lesson assessment will be part of the course grade.

The focus of the lesson will be the strengthening of individual student instrumental technique and musicianship. These skills will be developed through the study of scales, etudes, duets, and solo literature. Students will deepen their understanding of music theory through discussion, analysis, and practical application. Further, the lesson will serve as an opportunity for assessment of progress of the skills necessary for success in the department ensembles.

PEP BAND 1/4 credit

Students enrolled in Freshman, Sophomore and Symphonic Bands may enroll in Pep Band. The Pep Band plays at all Staples home football games. The students receive 1/4 credit for the first semester.

TREBLE CHOIR 1 Credit or 1/2 credit*
Full Year

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 0.5 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.

ANIMA CANTORUM 1 Credit or 1/2 credit*
Full Year

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 0.5 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 1 Credit or 1/2 credit*
Full Year

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 ½ 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 1 Credit
Full Year

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 1 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.

BEGINNING PIANO 1/2 credit
First semester

Beginning Piano is a one-semester class, offered in the fall, which focuses upon rudimentary piano playing skills. The class is intended for students who always wanted to learn how to play the piano, but never had the time or resources. Students will learn the basics including: hand position, posture, note reading, and how to use common music software applications to visualize performance accuracy. Popular folk songs and traditional melodies are utilized to teach basic concepts. No previous musical experience is necessary.

MUSIC TECHNOLOGY 1/2 credit
Either Semester

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.

AP MUSIC THEORY 1 credit
Prerequisite: Previous participation in the high school instrumental or vocal music program; Permission of instructor Full Year

The Advanced Placement 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. The AP Music Theory student 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.

MUSIC PERFORMANCE ENSEMBLES

All performing music ensembles are offered 4 days each 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)** as well as in combination **(.5 + .5 credit).**
Students must be enrolled in 1.0 credit total.

FRESHMAN

Freshman Band	1.0 credit
Freshman Orchestra	1.0 credit
Treble Chorus	1.0 credit
Anima Cantorum	1.0 credit

Freshman Shared Classes

Freshman Band – Shared	.5 credit
Freshman Orchestra - Shared	.5 credit
Treble Chorus - Shared	.5 credit
Anima Cantorum – Shared	.5 credit
Theater 1: Acting Fundamentals	.5 credit

Students are required to be in two of the above Freshman's shared Classes to total 1.0 credit

SOPHOMORE

Sophomore Band	1.0 credit
Sophomore Orchestra	1.0 credit
Bella Voce	1.0 credit
Anima Cantorum	1.0 credit

Sophomore Shared Classes

Sophomore Band – Shared	.5 credit
Sophomore Orchestra - Shared	.5 credit
Bella Voce - Shared	.5 credit
Anima Cantorum - Shared	.5 credit
Theater 2: Advanced Acting	.5 credit

Students are required to be in two of the above Sophomore's shared Classes to total 1.0 credit

JUNIORS/SENIORS

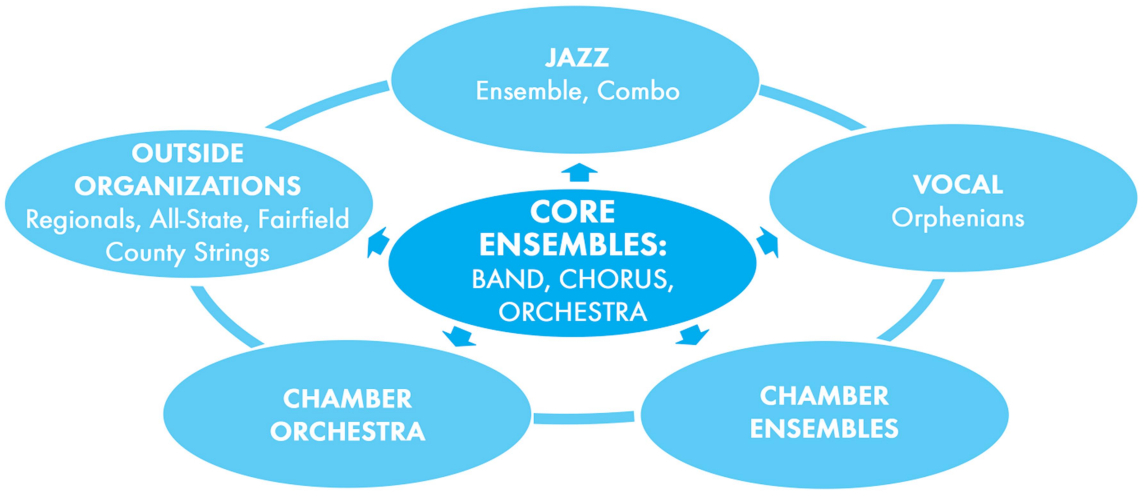
Symphonic Band	1.0 credit
Symphonic Orchestra	1.0 credit
Bella Voce	1.0 credit
Anima Cantorum	1.0 credit
Choralaires	1.0 credit

Junior/Seniors Shared Classes

Symphonic Band - Shared	.5 credit
Symphonic Orchestra - Shared	.5 credit
Bella Voce - Shared	.5 credit
Anima Cantorum - Shared	.5 credit
Choralaires - Shared	.5 credit

Students are required to be in two of the above Juniors/Seniors Shared Classes to total 1.0 credit

PERFORMING ENSEMBLES PREREQUISITES:
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.



PATHWAYS PROGRAM

INDEPENDENT LEARNING EXPERIENCE

½ or 1 Credit
Either semester or Full Year

Independent Learning Experiences are used to fulfill the traditional path of independent studies. Through an ILE, students can focus on an area of interest beyond our high school curriculum. A significant personal investment is expected from the student as well as independence in developing the plan, coordinating research and producing the culminating project or product. Emails will go out twice yearly to advertise Independent Learning Experiences. Students in grades 9-12 are eligible to participate. After completing the initial paperwork to engage in an ILE, the student meets with a Pathways Program teacher to determine an appropriate plan and learning pathway. Students will also determine from the outset the product they will deliver at the end of their experience. Independent Learning Experiences will be graded on a Pass/Fail basis and will appear on a student's transcript. Interested students may discuss this option with their school counselor or Pathways Program teacher.

SCIENCE

COURSE SEQUENCE

9th Grade	10th Grade	11th Grade	12th Grade
Accelerated Science 1	Accelerated Science 2	Physics Honors and/or A.P. Bio or A.P. Environmental or A.P. Chemistry Physics A or Physics B (conceptual physics) and Scientific Research	A.P. Science including A.P. Physics 1 or A.P. Physics C and Scientific Research
Biology Honors	Chemistry Honors		
Biology A	Chemistry A Chemistry B		
Biology B			
Electives	Electives	Electives	Electives

Semester Electives

3-D Design and Engineering
Aerospace
Animal Behavior
Biotechnology
Building Web Applications
Creative Technological Solutions to Real-World Problems
Embedded Systems Programming
Engineering & Applied Sciences
Environmental Problem Solving
Environmental Studies
Forensics
Horticulture
Intro to Programming
Intro to Web Programming
Marine Biology
Materials and Design Science
Medical Terminology
Meteorology
Physical Oceanography
Solar System Astronomy
Stars, Galaxies, Universe
Zoology

Full Year Electives
AP Biology
AP Chemistry
AP Physics 1
AP Physics C Mechanics & E&M
AP Environmental Science Principles
Anatomy & Physiology
Earth Science

BIOLOGICAL SCIENCES

BIOLOGY HONORS 1 credit
Prerequisite: Teacher recommendation, enrollment in Geometry A Full year
Enrollment as a Staples High School student

The level of reading in the textbook and other sources 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.

BIOLOGY A 1 credit
Prerequisite: Teacher recommendation Full year
Enrollment as a Staples High School student

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 B 1 credit
Prerequisite: Enrollment as a Staples High School student Full year

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

ACCELERATED SCIENCE I & 11
Prerequisite for Accelerated Science I: Enrollment as a Staples High School student 2 credits
Prerequisite for Accelerated Science II: Recommendation from Teacher 2 Years

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.

ENVIRONMENTAL STUDIES 1/2 credit
Open to juniors and seniors Either semester

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, being team taught by a Science and a Social Studies teacher.

HORTICULTURE 1/2 credit
Prerequisite: One full year of Biology or Accelerated Science I Either semester

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.

FORENSICS 1/2 credit
Prerequisite: One full year of Biology and Chemistry or Accelerated Science I Either semester

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.

BIOTECHNOLOGY 1/2 credit
Prerequisite: One full year of Biology and Chemistry or Accelerated Science I Either Semester

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.

MEDICAL TERMINOLOGY 1/2 credit
Prerequisite: One full year of Biology or Accelerated Science I Either Semester

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."

ANATOMY & PHYSIOLOGY 1 credit
Prerequisite: One full year of Biology Full year

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 form this course upon their enrollment at St. Vincent's.

MARINE BIOLOGY 1/2 credit
Prerequisite: One full year of Biology and Chemistry or Accelerated Science I Either semester

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 dog fish 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.

ADVANCED PLACEMENT BIOLOGY 1 credit
Prerequisite: Biology or Accelerated Science I & II, A- (A level), B- (Honors) Full year
Guideline: Completion of Bio. A with at least an A- or Bio. Honors with at least a B- and 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 mid-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. Students entering are expected to have completed a summer assignment.

ZOOLOGY 1/2 credit
Prerequisite: One full year of Biology and Chemistry or Accelerated Science I Either semester

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*.

ANIMAL BEHAVIOR 1/2 credit
Prerequisite: One full year of Biology or Accelerated Science I Either semester

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.

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE 1 credit
Prerequisite: Completion of Biology and Chemistry or Accelerated Science I & II Full year
Guideline: Completion of Biology with at least an A- or Biology Honors with at least a B-,
Completion of Chemistry A- (A level) or B- (Honors), or Accelerated Science I & II, A- (A level), B- (Honors)

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 A.P. Exam. It is expected that students taking this course will take the Advanced Placement examination given in mid-May by the College Board.

RESEARCH AND PROBLEM SOLVING COURSES

SCIENTIFIC RESEARCH 1 credit
Prerequisite: One year high school science and teacher recommendation Full year

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 will have the option to take the course for a third year as a senior.

ENVIRONMENTAL SCIENCE PROBLEM SOLVING 1/2 credit
Prerequisite: Biology & Chemistry, Environmental Studies Second semester
OR AP Environmental Science or Accelerated Science I and II.

Environmental Problem Solving challenges students to find solutions to real world problems in environmental science and sustainability. Unlike traditional courses that are content driven, this course focuses on learning and developing the process and skills necessary for solving problems encountered in the real world. Over the duration of the course, students are presented with actual problems taken from industry and society, which have a focus on environmental or sustainability issues. Students are then expected to work collaboratively to both research their problem and develop a working solution. Some examples of the problems that will be tackled include: redesigning a wind turbine to maximize energy efficiency and finding ways of diverting and treating contaminated rainwater runoff in a neighborhood. While some problems will involve a simple oral or written communication of the proposed solution, other problems will involve the physical development and creation of a product or engineering design.

ENGINEERING AND APPLIED PHYSICS 1/2 credit
Prerequisite: Physics (any level), or concurrent enrollment in physics (any level) Either semester

Engineering and 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.

CREATIVE TECHNOLOGICAL SOLUTIONS (CATS) to REAL- WORLD PROBLEMS 1/2 credit
Prerequisite: Successful completion of 8th grade and Algebra 1 Either semester

The CreAting 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.

3-D DESIGN AND ENGINEERING 1/2 credit
Prerequisite: Successful completion Geometry Either semester

The Thinking in 3-D 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 deign. 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.

MATERIALS AND DESIGN (MAD) SCIENCE 1/2 credit
STEM or Science
Prerequisite**:** Successful completion of 9th grade

Material Science is a multi-disciplinary 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, creation of prototypes and testing.

CHEMISTRY

CHEMISTRY HONORS 1 credit
Prerequisite: Biology, Enrollment in Algebra 2 and teacher recommendation Full year

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 a 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.

CHEMISTRY A 1 credit
Prerequisite: Biology, Completion of Algebra 1, concurrent enrollment in Algebra 2 strongly encouraged Full year

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 a 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 B 1 credit
Prerequisite: Biology Full year

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.

ADVANCED PLACEMENT CHEMISTRY 1 credit
Prerequisite: Completion of Chemistry or Accelerated Science I & II, A- (A level), B- (Honors) Full year

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 mid-May by the College Board.

COMPUTER SCIENCE

INTRODUCTION TO PROGRAMMING 1/2 credit
Prerequisite: Algebra 1 Either Semester

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 1/2 credit
Prerequisite: Introduction to Programming Either Semester

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.

BUILDING WEB APPLICATIONS 1/2 credit
Prerequisite: Introduction to Web Programming Either Semester

Building Web Applications continues the investigation of modern web programming we began 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

EMBEDDED SYSTEMS PROGRAMMING 1/2 credit
Prerequisite: Intro to Programming or AP Computer Science Principles B Semester
And recommendation from teacher of either course

Embedded systems are special-purpose systems in which the computer is programmed to perform pre-defined 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 Advanced Placement Computer Science to the hardware and firmware constraints of the devices they are using and develop a well-rounded vision of the computing ecosystem.

AP COMPUTER SCIENCE PRINCIPLES 1 credit
Prerequisite: Successful completion of Introduction to Programming is required Full Year
for Sophomores and recommended for juniors and seniors

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.

EARTH SCIENCES

EARTH SCIENCE 1 credit
Full year

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, The Solar System and Beyond. The coursework will include readings, projects, labs/activities, and tests/quizzes.

SOLAR SYSTEM ASTRONOMY 1/2 credit
First semester

Solar System Astronomy is a tour of Earth's neighborhood in space that includes the Sun, planets, the planets' moons and rings, the asteroids and meteoroids, comets, the Oort Cloud and the 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 1/2 credit
Prerequisite: Chemistry or Accelerated Science I and Algebra 2 Second semester

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.

METEOROLOGY 1/2 credit
Either semester

Students will gain a background in the physical processes associated with the atmosphere and atmospheric events. They will look at case studies and learn about humankind's capability to pollute and inadvertently modify atmospheric processes. Students learn how to identify optics in the sky such as sundogs, pillars, and halos. They will interpolate atmospheric data that they collect in the lab in order to forecast. Assessment will be based on lab work, tests/quizzes, projects and homework.

PHYSICAL OCEANOGRAPHY 1/2 credit
Prerequisite: Successful completion of Biology and Chemistry Accelerated Science I & II Either semester

This course is designed for those students who would like a deeper understanding of the ocean and its physical processes. Emphasis will be placed on the relationships between the different ocean processes. Human society’s impact on the ocean and the global and local changes occurring will be explored. Topics will include sediments, wave dynamics, ocean circulation, global warming, air-sea interactions, tides, and coastal areas. Evaluation will be based on lab reports, projects, article reflections, and written tests and quizzes.

PHYSICS

PHYSICS HONORS 1 credit
Prerequisite: Chemistry, Algebra 2H and enrollment in Pre-Calculus H encouraged Full year

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.

PHYSICS A 1 credit
Prerequisite: Algebra 2 and enrollment in Pre-Calculus A encouraged Full year

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 B 1 credit

Prerequisite: Chemistry Full year

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.

AEROSPACE SCIENCE 1/2 credit
Prerequisite: One year high school science, Either semester

Aerospace combines aspects of aviation history, technology, procedures, careers and the space program. It includes aerodynamics, airplane systems and instruments, weight and balance, regulations, air navigation and air traffic control. Selected reading includes *The Right Stuff*, followed by a short paper. Students may build a model airplane. 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.

A.P. PHYSICS 1 1 credit
Prerequisite: Completion of Physics (A-) Accelerated Science I & II, A- (A level), B- (Honors) and PreCalculus Full year
Guideline: Completion of Physics with at least an A- and 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 mid-May by the College Board.

A.P. PHYSICS C: MECHANICS AND E&M 1 credit
Prerequisite: Completion of Physics or Accelerated Science I & II, A- (A level), B- (Honors) and enrollment in Calculus BC Full year

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 mid-May by the College Board.

SOCIAL STUDIES

SOCIAL STUDIES COURSE SEQUENCE

9th Grade	10th Grade	11th Grade	12th Grade	
Global Themes H	AP U.S. History	AP U.S. Government & Politics	AP U.S. Government & Politics	Required Courses
Global Themes A	U.S. History H	American Government	American Government	
Global Themes B	U.S. History A			
		African Studies	African Studies	
		Contemporary World Studies	Contemporary World Studies	
		East Asian Studies	East Asian Studies	
		Latin American Studies	Latin American Studies	
		Middle East Studies	Middle East Studies	
		African Studies*	African Studies*	Elective Courses (Minimum of one required for graduation)
		Anthropology	Anthropology	
		Current Issues	Current Issues	
		Contemporary World Studies*	Contemporary World Studies*	
		East Asian Studies*	East Asian Studies*	
		Environmental Studies	Environmental Studies	
		Introduction to Economics	Introduction to Economics	
		Understanding Psychology	Understanding Psychology	
		Psychology of Child Development	Psychology of Child Development	
		Latin American Studies*	Latin American Studies*	
		Middle East Studies*	Middle East Studies*	
		Women in History	Women in History	
		AP European History	AP European History	
		AP Macro/Microeconomics	AP Macro/Microeconomics	
		AP U.S. History	AP U.S. History	
		AP World History	AP World History	

- *All Freshmen must take Global Themes*
- *All Sophomores must take U.S. History*
- *American Government (American Government or AP U.S. Government and Politics), Area Studies and Elective Requirements may be filled either Junior or Senior Year*
- **Area Studies courses may also be taken as electives if the Area Studies Requirement has been been met*
- *AP U.S. History may be taken as an elective if U.S. History A or U.S. History H were completed during grade 10*

FRESHMEN
Must earn credit in Global Themes B, Global Themes A, or Global Themes Honors

SOPHOMORES
Must earn credit in U.S. History A , U.S. History Honors, or AP United States History

JUNIORS & SENIORS:
All students must earn credit in an additional one and one-half (1 ½) credits in Social Studies in their junior or senior year. These courses must be distributed as follows:

½ credit of an Area Study
½ credit of American Government
½ credit of an additional elective

The American government requirement can be met by taking the ½ year American Government course, or by taking the full year A.P. United States Government and Politics course. The A.P. course fulfills only the government requirement in this case—students must still take an additional elective. See the list of all electives below.

Summer School
The ½ year American Government 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 United States History and met the departmental writing standards
- have earned credit or are enrolled for a minimum of 0.5 credit in social studies **beyond the graduation requirement for the academic year immediately preceding or following the summer in which the course is taken**
- Receive approval from the Department Chair

Social Studies Course Descriptions

GRADE 9 COURSES
Required of all freshmen — 1 credit
See level descriptions below — Full year

GLOBAL THEMES
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 modern world history, 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 (civics, history, economics and geography) to evaluate the contemporary implications of historical developments. The course is organized in five units: An Introduction to Modern World History, Imperialism, Global Crisis/Conflict, The Cold War and Its Legacy, and The Contemporary World. Within each unit there's a contemporary connection where students explore the relevance of the material in today's world.

GLOBAL THEMES B
The B-level course is designed for students who may require more support during the transition from the middle to the high school social studies curriculum. The course addresses themes in the curriculum with a regional focus in order to support the development of critical and global thinking. Students have time and focus in class to develop organizational, reading, writing, and presentation skills. The emphasis on organization and skill building in this course prepares students for A Level U.S. History during their sophomore year.

GLOBAL THEMES A
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 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 writing skills, and the ability to think critically and globally about essential questions.

GLOBAL THEMES HONORS
The Honors-level course is rigorous and intellectually demanding, designed for students who are ready to advance their skills as independent learners and researchers. This entails a significant amount of reading both primary source and high-level secondary source material, as well as sharing the knowledge they've gained with classmates. Students will study topics in more depth and complexity, and be required to do more writing and more critical analysis than in Global Themes A. 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.

GRADE 10 COURSES

Prerequisite: Global Themes — 1 credit
Required of all sophomores — Full year
See level descriptions below

U.S. HISTORY

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 then 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, 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 A

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. Much emphasis will be placed on a student's ability to read with a purpose, write with analysis and make cohesive verbal arguments.

U.S. HISTORY HONORS

Guideline: Completion of Global Themes with at least an A- or Global Themes Honors with at least a B- and teacher recommendation
U.S. History Honors is a rigorous and intellectually demanding course that requires a significant amount of writing and independent research. There is a great emphasis placed on student self-assessment and contributions to class discussion. The successful student in this class is a strong independent reader, and one who is willing to take intellectual risks in their speaking and writing. 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.

ADVANCED PLACEMENT U.S. HISTORY — 1 credit
Guideline: Grade in Global Themes A of at least an A- or Global Themes Honors of at least a B- and teacher recommendation. — Full year
A summer assignment will be required.
This course is open to sophomores, juniors, and seniors

A.P. U.S. History is a rigorous and intellectually demanding survey of American History and culture that assumes students possess a high level of interest and competence. 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.

This course is designed to help students think like a historian and the development of thinking processes. 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 A.P. exam in May.

GRADES 11 AND 12 COURSES

AMERICAN GOVERNMENT REQUIREMENT OPTIONS:

AMERICAN GOVERNMENT — 1/2 credit
Prerequisite: Completion of U.S. History — Either semester
Open to juniors and seniors only.

American Government is a required, one-semester course, open to juniors and seniors. The objective of the course is for students to build an appreciation for the intricacies of governance on the federal, state and local levels as preparation for being active participants in the democratic process. It is an activity-based course designed to illustrate how the legislative, judicial, and executive branches of government operate. 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 and write persuasive papers about contemporary issues and historically significant court cases. Students will also be assessed on their speaking and listening skills, especially during simulations.

A.P. U.S. GOVERNMENT AND POLITICS 1 credit
Prerequisite: Completion of U.S. History Full year
Note: If this course is used to satisfy the American Government graduation requirement, it does not count toward the social studies elective requirement.
Guideline: Teacher recommendation and completion of one of the following:

- American Government with at least an A-
- U.S. History with at least an A-
- U.S. History Honors with at least a B
- AP U.S. History with at least a B
- Open to juniors and seniors only
- A summer assignment may be required.

A.P. U.S. Government and Politics is a demanding 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. As such, the course requires far more effort and commitment from students than the typical high school course.

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 encouraged to take the Advanced Placement exam in May. Students must complete the course in order to satisfy the American Government graduation requirement.

WE THE PEOPLE (WTP) A.P. U.S. GOVERNMENT AND POLITICS 1 credit
Full Year

Prerequisite: Teacher recommendation specifically for the We the People section
Guidelines:
Overrides into this course are not permitted
Maximum number of students is 25
A qualifying application for participation in We the People is possible
Students will be informed of acceptance into this course/program by the Social Studies Department Coordinator
The We The People course follows the same curriculum as the A.P. U.S. Government and 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 is required.

AREA STUDIES REQUIREMENT OPTIONS:

CONTEMPORARY WORLD STUDIES 1/2 credit
Prerequisite: U.S. History (any level) Either semester
Open to juniors and seniors only

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.
Beginning the 2017-18 school year, students can earn for college credit (there is a fee) by taking this class through the UConn Early College Experience Program.

AFRICAN STUDIES 1/2 credit
Prerequisite: U.S. History (any level) Either semester
Open to juniors and seniors only.

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.

EAST ASIAN STUDIES 1/2 credit
Prerequisite: U.S. History (any level) Either semester
Open to juniors and seniors only.

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 1/2 credit
Prerequisite: U.S. History (any level) Either semester
Open to juniors and seniors only.

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 1/2 credit
Prerequisite: U.S. History (any level) Either semester
Open to juniors and seniors only.

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 COURSE OFFERINGS:

ADVANCED PLACEMENT EUROPEAN HISTORY 1 credit
Prerequisite: Completion of U.S. History Full year
Guideline: Grade in U.S. History A of at least an A- or
U.S. History Honors. of at least a B- and teacher recommendation
Open to juniors and seniors only.
A summer assignment will be required.

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.

ADVANCED PLACEMENT MACRO/MICROECONOMICS 1 credit
Prerequisite: Completion of U.S. History and completion of Algebra 2 Full year
Guideline: Grade in U.S. History A of at least an A- or U.S. History Honors. of at least a B- and teacher recommendation
Open to juniors and seniors only.
A summer assignment may be required.

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. All students are expected to take the AP exam in May. Students can expect a summer assignment.

ADVANCED PLACEMENT UNITED STATES GOVERNMENT AND POLITICS 1 credit
Prerequisite: Completion of U.S. History Full year
Guideline: Grade in U.S. History A of at least an A- or U.S. History Honors. of at least a B- and teacher recommendation.
Note: This course may be taken for elective credit if the student has passed the semester American Government course (2960).
A summer assignment will be required.
See full course description above.

ADVANCED PLACEMENT UNITED STATES HISTORY 1 credit
Prerequisite: Completion of Global Themes Full year
Guideline: Completion of Global Themes A with at least an A-
or Global Themes Honors with at least a B- and teacher recommendation.
Note: This course may be taken for elective credit if the student has completed U.S. History in grade 10
A summer assignment will be required.
See full course description above.

ADVANCED PLACEMENT WORLD HISTORY 1 credit
Prerequisite: Completion of U.S. History Full year
Guideline: Grade in U.S. History A of at least an A- or U.S. History Honors of at least a B- and teacher recommendation.
Open to juniors and seniors only.
A summer assignment may be required.

AP World History is a rigorous and intellectually demanding 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.

ANTHROPOLOGY 1/2 credit
Prerequisite: U.S. History (any level) Either semester
Open to juniors and seniors only.

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 1/2 credit
Prerequisite: U.S. History (any level) Either semester
Open to juniors and seniors only.

The Current Issues elective course is designed for students who are interested in learning more about issues facing contemporary America, while exploring local issues that reveal bigger questions about our society. Topics will be drawn from a broad spectrum of social science areas, including, but not limited to political issues, the state of the American economy, human and civil rights, and cultural trends. The specific content of the course will, by necessity, be fluid. Students will be able to direct some elements of the course through current events throughout the semester and personal interests. Class activities will include reading, analyzing and discussing online and print periodicals, student presentations, as well as evaluation of current and archived video resources. Grades will be based on tests, quizzes, class discussions, and projects.

ENVIRONMENTAL STUDIES 1/2 credit
Prerequisite: U.S. History (any level) Either semester
Open to juniors and seniors only.

The Environmental 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 1/2 credit
Prerequisite: U.S. History (any level) Either semester
Open to juniors and seniors only.

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.

UNDERSTANDING PSYCHOLOGY (formerly Intro. to Psychology) 1/2 credit
Prerequisite: U.S. History (any level) Either semester
Open to juniors and seniors only.

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.

PSYCHOLOGY OF CHILD DEVELOPMENT 1/2 credit
Prerequisite: U.S. History (any level) Either semester
Open to sophomores, juniors and seniors only.

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.

WOMEN IN HISTORY 1/2 credit
Prerequisite: U.S. History (any level) Either semester
Open to juniors and seniors only

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

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 counselor.

TECHNOLOGY

TECHNOLOGY EDUCATION 1 1/2 credit
Prerequisite: None Either semester

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, skate boards, 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 transferrable to real world applications.

TECHNOLOGY EDUCATION 1 1 credit
Prerequisite: None Full year

This course is similar to the ½ year Technology Education 1 class (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 1/2 credit
Prerequisite: Technology Education 1 Either semester

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 CO_2 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 transferrable to real world applications.

ADVANCED TECHNOLOGY EDUCATION
Prerequisite: Technology Education 1 and 2 1/2 credit
Either semester

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

All Stage productions are an outgrowth of Theater Department classes. Students in the program have the opportunity of participating 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 credit Full Year / 1/2 credit Full Year

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 1: Acting Fundamentals (4 days Full Year)	1 credit
Theater 1: Acting Fundamentals/ with Freshman Band (shared)	.5 Theatre/ .5 Music
Theater 1: Acting Fundamentals/ with Freshman Orchestra (shared)	.5 Theatre/ .5 Music
Theater 1: Acting Fundamentals/Treble Chorus or Anima Cantorum (shared)	.5 Theatre/ .5 Music

THEATER 2: ADVANCED ACTING — 1/2 credit
Prerequisite: Theater 1 — Full year

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. YOU MAY TAKE 2 SECTIONS OF THEATRE 2 IN THE SAME YEAR.

Theater 2: Advanced Acting (2 days for full year)	1 credit
Theater 2: Advanced Acting (2 days for full year)	.5 credit
Theater 2: Advanced Acting/ Band (shared)	.5 Theatre/ .5 Music
Theater 2: Advanced Acting/ Orchestra-Strings (shared)	.5 Theatre/ .5 Music
Theater 2: Advanced Acting/ Staples Anima Cantorum or Bella Voce (shared)	.5 Theatre/ .5 Music

THEATER 3: ACTING TECHNIQUE — 1 credit
Prerequisite: Theater 2 — Full year

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. MAY BE ELECTED FOR CREDIT EACH YEAR.

THEATER 3: DIRECTING — 1 credit
Prerequisite: Theater 2 — Full year

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. MAY BE ELECTED FOR CREDIT EACH YEAR.

COSTUME / DESIGN THEATER — 1/2 credit / Second semester

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 — 1/2 credit / Second semester

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.

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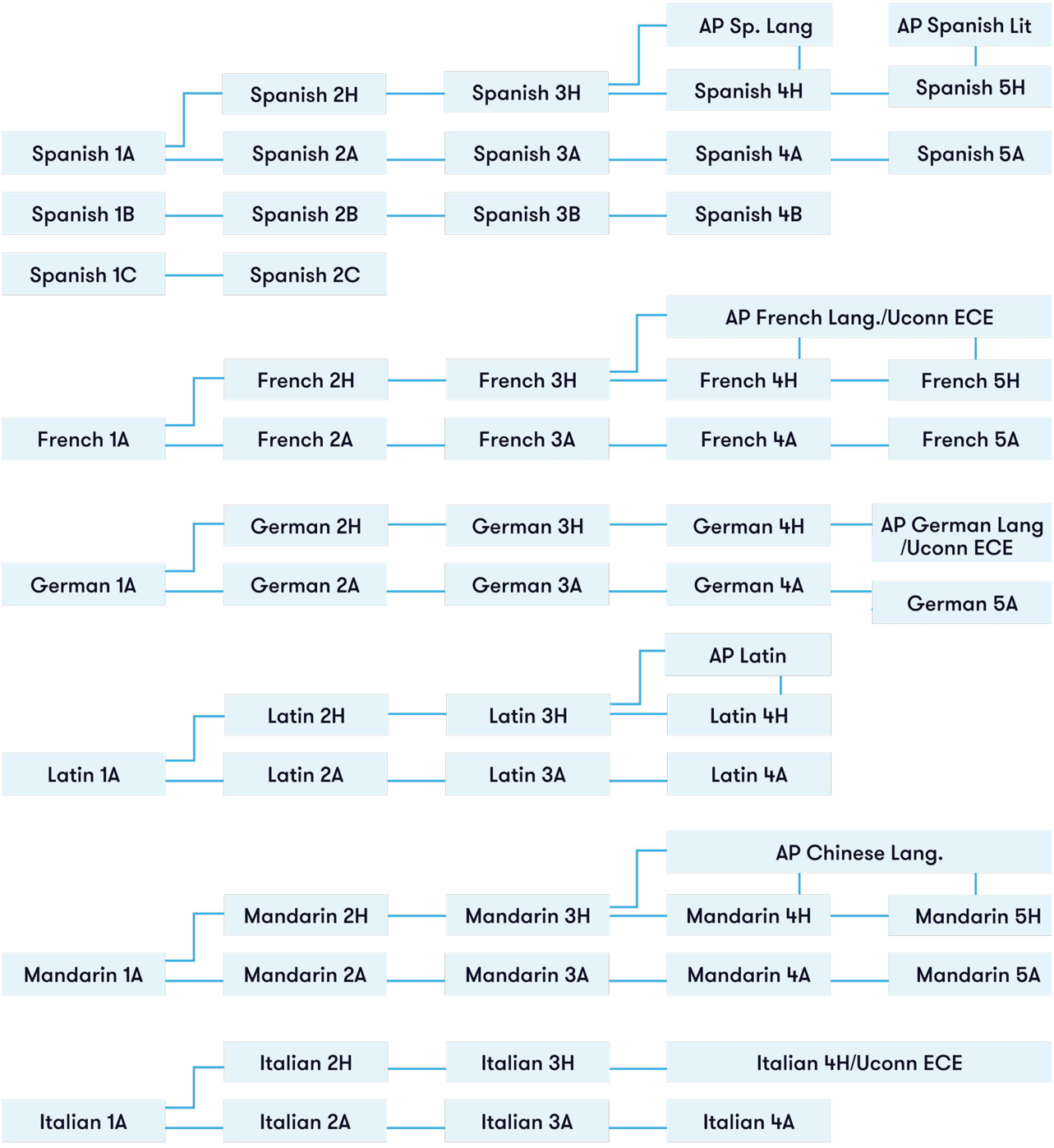
WORLD LANGUAGES

COURSE SEQUENCE



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.

LATIN 1A 1 credit
Prerequisite: none Full year
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 - 1C CE). 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, the city of Rome and its Empire.

LATIN 2A 1 credit
Prerequisite: Latin 1 Full year

Students in Latin 2A 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 credit
Prerequisite: Latin 1 Full year
Guideline: Teacher recommendation and/or A- grade in Latin 1

Latin 2H 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 3A 1 credit
Prerequisite: Latin 2 Full year
Students in Latin 3A 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 credit
Prerequisite: Latin 2H Full year
Guideline: Teacher recommendation and/or A- grade in Latin 2H

Latin 3H 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 4A 1 credit
Prerequisite: Latin 3 Full year
Students in Latin 4A 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 credit
Prerequisite: Latin 3H Full year
Guideline: Teacher recommendation and/or A- grade in Latin 3H

Latin 4H 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.

ADVANCED PLACEMENT LATIN 1 credit
Prerequisite: Latin 3H or Latin 4H Full year
Full year Guideline: Teacher recommendation and/or A- grade in Latin 3H or 4H

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.

GERMAN 1A 1 credit
Prerequisite: None Full year

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 2A 1 credit
Prerequisite: German 1 Full year
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 credit
Prerequisite: German 1 Full year
Guideline: Teacher recommendation and/or A- grade in German 1

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 3A 1 credit
Prerequisite: German 2 Full year
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 credit
Prerequisite: German 2 Honors Full year
Guideline: Teacher recommendation and/or A- grade in German 2H

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 A.P. courses, because of the breadth and depth of the material covered.

GERMAN 4 HONORS GERMAN 4 1 credit
GERMAN 5 HONORS GERMAN 5A 1 credit
Guideline: Teacher recommendation and/or A- grade in German 3H Full year

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.

ADVANCED PLACEMENT GERMAN LANGUAGE 1 credit
Prerequisite: German 4 Honors Full year
Guideline: Teacher recommendation and/or A- grade in 4H

This A.P. 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.

THIS A.P. COURSE ALSO OFFERS EARLY COLLEGE EXPERIENCE CREDITS FROM THE UNIVERSITY OF CONNECTICUT - read below

The University of Connecticut Office of Educational Partnerships has accepted Staples High School's A.P. German Language course worthy of UConn course designation. This program stresses the importance of offering an early college experience as a concurrent enrollment program. The UConn ECE is an academic program dedicated to providing high school students access to, and preparation for, higher education. Upon completion of the work in the AP/ UConn course with a minimum average of C per semester, enrolled students can receive up to six college credits from UConn. These credits are accepted at over 130 colleges and universities across the country.

UCONN COURSE 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 COURSE 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.

FRENCH 1A 1 credit
Prerequisite: None Full year

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 2A 1 credit
Prerequisite: French 1 Full year

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 credit
Prerequisite: French 1 Full year
Guideline: Teacher recommendation and/or A- grade in French 1

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 3A 1 credit
Prerequisite: French 2 Full year

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 credit
Prerequisite: French 2 Honors Full year
Guideline: Teacher recommendation and/or A- grade in French 2H

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 A.P. courses, because of the breadth and depth of the material covered.

FRENCH 4A 1 credit
Prerequisite: French 3 Full year

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 credit
Prerequisite: French 3 Honors Full year
Guideline: Teacher recommendation and/or A- grade in French 3H

This course serves as a bridge between the French 3 Honors course, which is a textbook based proficiency course, and the A.P. 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 5A 1 credit
Prerequisite: French 4 Full year

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 credit
Prerequisite: French 4 Honors Full year
Guideline: Teacher recommendation and/or A- grade in French 4H

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.

ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE 1 credit
Prerequisite: Completion of French 3H or 4 Honors Full year
Guideline: Teacher recommendation and/or A- grade in French 3H or 4H

The A.P. French Language course has the following description:
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:

- The ability to understand spoken French in various contexts;
- 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;
- 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. A.P. credit for this course is given only to students who complete the year-long course at Staples High School. This course has a summer reading requirement.

THIS A.P. COURSE ALSO OFFERS EARLY COLLEGE EXPERIENCE CREDITS FROM THE UNIVERSITY OF CONNECTICUT - read below

The University of Connecticut Office of Educational Partnerships has accepted Staples High School's A.P. French Language course worthy of UConn course designation. This program stresses the importance of offering an early college experience as a concurrent enrollment program. The UConn ECE is an academic program dedicated to providing high school students access to, and preparation for, higher education. Upon completion of the work in the A.P./UConn course with a minimum average of C per semester, enrolled students can receive up to six college credits from UConn. These credits are accepted at over 130 colleges and universities across the country.

UCONN FREN3250 (Fall sem) – GLOBAL CULTURE IN FRENCH I
Three credits
The study of French and Francophone culture through fiction, nonfiction, journalism and film with an emphasis on perfecting both oral and written expression through discussion, presentations, and composition on assigned topics.

UCONN COURSE FREN3268 (Spring Sem) – GRAMMAR AND COMPOSITION
Three credits
Advanced study of French texts and extensive written practice in a variety of form ranging from compositions, essays, summaries, reflection papers and email correspondence.

SPANISH 1C 1 credit
Guidelines: Teacher and/or counselor recommendation and /or student demonstrates a need for additional support in second language learning. Full year

The Spanish 1C 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 which 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 2C 1 credit
Prerequisite: Spanish 1C Full year
Guideline: Teacher and/or counselor recommendation

In the Spanish 2C 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 1A & **SPANISH 1B** 1 credit each
Prerequisite: None Full year

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 2A 1 credit
Prerequisite: Spanish 1 Full year
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 2B 1 credit
Prerequisite: Spanish 1 Full year
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 student learning needs, and the assessments will provide the support needed to maximize student performance.

SPANISH 2 HONORS 1 credit
Prerequisite: Spanish 1 Full year
Guideline: Teacher recommendation and/or A- grade in Spanish 1

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 3A 1 credit
Prerequisite: Spanish 2 Full year
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 3B 1 credit
Prerequisite: Spanish 2 Full year
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 HONORS 1 credit
Prerequisite: Spanish 2 Honors Full year
Guideline: Teacher recommendation and/or A- grade in Spanish 2H

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 A.P. courses, because of the breadth and depth of the material covered.

SPANISH 4A 1 credit
Prerequisite: Spanish 3 Full year
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 4B 1 credit
Prerequisite: Spanish 3 Full year
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 HONORS 1 credit
Prerequisite: Spanish 3 Honors Full year
Guideline: Teacher recommendation and/or A- grade in Spanish 3H

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 which 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 5A 1 credit
Prerequisite: Spanish 4 Full year
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 credit
Prerequisite: Spanish 4 Honors Full year
Guideline: Teacher recommendation and/or A- grade in Spanish 4H

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.

ADVANCED PLACEMENT SPANISH LANGUAGE AND CULTURE 1 credit
Prerequisite: Completion of Spanish 4 Honors or Spanish 3H Full year
Guideline: Teacher recommendation and/or B+ in Spanish 4 Honors or A- in Spanish 3 Honors

The A.P. Spanish Language and Culture course has the following description:
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 year-long course at Staples High School. This course has a summer reading and writing requirement.

ADVANCED PLACEMENT SPANISH LITERATURE AND CULTURE 1 credit
Prerequisite: Completion of A.P. Spanish Language Full year
Guideline: Teacher recommendation and/or at least a B- in A.P. Span. Language and Culture

The A.P. 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.

MANDARIN CHINESE 1A 1 credit
Prerequisite: none Full year

In this beginning course, students learn pronunciation patterns, tones and basic grammatical structures. For oral speaking and listening, approximately 500 words (written in Pin Yin) are introduced. For reading and writing, students will learn 400 Chinese characters. (Units on Chinese history and culture complement the language portion of the course). Open to students with no previous background in Chinese.

MANDARIN CHINESE 2A 1 credit
Prerequisite: Mandarin Chinese 1 Full year
This course is a continuation of the pronunciation patterns, tones and grammatical structures introduced in either middle school Mandarin or high school Mandarin 1A. The remainder of Easy Steps to Chinese Book 2 and the first half of Easy Steps to Chinese Book 3 will reinforce the grammar and vocabulary covered in Easy Steps to Chinese Books 1 and 2 and will introduce approximately 250 new vocabulary words in both pinyin and Chinese characters. As the year progresses, students will gain more exposure to hearing the target language being spoken in class. 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 2H 1 credit
Prerequisite: Mandarin Chinese 1 Full year
Guideline: Teacher recommendation and/or A- grade in Mandarin 1

This course is a continuation of the pronunciation patterns, tones and grammatical structures introduced in either middle school Mandarin or high school Mandarin 1A. The remainder of Easy Steps to Chinese Book 2 and Easy Steps to Chinese Book 3 will reinforce the grammar and vocabulary covered in Easy Steps to Chinese Books 1 and 2 and will introduce approximately 300 new vocabulary words in both pinyin and Chinese characters. Most of the instruction will be in the target language and students will be expected to speak in Mandarin most of the time. 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 3A 1 credit
Prerequisite: Mandarin Chinese Full year

This course is a continuation of the pronunciation patterns, tones and grammatical structures introduced in Mandarin 2A. The remainder of Easy Steps to Chinese Book 3 and three-quarters of Easy Steps to Chinese Book 4 will reinforce the grammar and vocabulary covered in Easy Steps to Chinese Books 2 and 3 and will introduce approximately 250 new vocabulary words in both pinyin and Chinese characters. As the year progresses, students will gain more exposure to hearing the target language being spoken in class and will increasingly be expected to communicate in class in the target language. 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 3H 1 credit
Prerequisite: Mandarin Chinese 2 Honors Full year
Guideline: Teacher recommendation and/or A- grade in Mandarin 2 Honors

This course is a continuation of the pronunciation patterns, tones and grammatical structures introduced in Mandarin 2H. Easy Steps to Chinese Book 4 and half of Easy Steps to Chinese Book 5 will reinforce the grammar and vocabulary covered in Easy Steps to Chinese Books 2 and 3 and will introduce approximately 350 new vocabulary words in both pinyin and Chinese characters. Pinyin will appear less frequently throughout the textbook and workbook as students will be expected to read and understand Chinese characters. Most of the instruction will be in the target language and students will be expected to speak in Mandarin most of the time. 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 4A 1 credit
Prerequisite: Mandarin Chinese 3 Full year

This course is a continuation of the pronunciation patterns, tones and grammatical structures introduced in Chinese 1, Chinese 2 and Chinese 3. Book Four reinforces the grammar and vocabulary from Books One, Two and Three and contains approximately 350 new vocabulary words in both pinyin and Chinese characters. Some pinyin is included in the textbook and workbook for oral practice, but students are encouraged to practice reading and writing skills without the aid of pinyin. Dictionary skills are taught in Book 4 in order to extend the student's learning skills so that they will become independent learners of Chinese. 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 will serve to improve the students listening and speaking proficiency.

MANDARIN CHINESE 4H 1 credit
Prerequisite: Mandarin Chinese 3 Honors Full year
Guideline: Teacher recommendation and/or A- grade in Mandarin 3H

This course is a continuation of the pronunciation patterns, tones and grammatical structures introduced in Chinese 1H, Chinese 2H and Chinese 3H. Chinese Made Easy Book Four reinforces the grammar and vocabulary from Books One, Two and Three, and contains approximately 350 new vocabulary words in both pinyin and Chinese characters. Some pinyin is included in the textbook and workbook for oral practice, but students are encouraged to practice reading and writing skills with characters. Supplementing the textbook and workbook are units on various aspects of Chinese history, culture and current events. Frequent visits to the Language Lab will serve to improve the student's listening and speaking proficiency. With few exceptions, instruction will be in the target language, and students will be expected to communicate primarily in Mandarin Chinese.

MANDARIN CHINESE 5A 1 credit
Prerequisite: Mandarin Chinese 4H or 4A Full year
Mandarin Chinese 5 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. Students will explore both contemporary and historical Chinese culture. Course content includes 4 major units of studies: weather and travel, food and festivals, neighborhood and traveling, and family and friends. Within each unit, some of the essential questions include: How are special celebrations similar or different in China and the U.S.? How does the rise of living standards in China impact the travel industry around the Pacific region?

MANDARIN CHINESE 5H 1 credit
Prerequisite: Mandarin Chinese 4H Full year
Guideline: Teacher recommendation and/or A- grade in Mandarin Chinese 4H

Mandarin Chinese 5 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. Students will explore both contemporary and historical Chinese culture. Course content includes 4 major units of studies: China and Spring Festival, weather and travel, summer vacation and entertainment, cuisine and volunteer work. Within each unit, some of the essential questions include - How does a non-traditional nuclear family impact one's life? How does the rise of living standards in China impact the travel industry around the Pacific region? How are birthdays celebrated similarly or differently in China and the U.S? How is the China and Spring Festival celebrated in different regions of China and in the U.S.?

ADVANCED PLACEMENT CHINESE LANGUAGE AND CULTURE 1 credit
Prerequisite: Mandarin Chinese 4H/5H Full year
Guideline: Teacher recommendation and/or A- grade in Mandarin Chinese 4H/5H

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- 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/climate, etc.

ITALIAN 1A 1 credit
Prerequisite: None Full year
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 2A 1 credit
Prerequisite: Italian 1A Full year

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 2H 1 credit
Prerequisite: Italian 1A Full year
Guideline: Teacher recommendation and/or a final grade of A- or higher in Italian 1A

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 2A, students will utilize expanded vocabulary and finer grammatical points to make their speaking and writing more detailed.

ITALIAN 3A 1 credit
Prerequisite: Italian 2A Full year
Italian 3A 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 3A 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 3H 1 credit
Prerequisite: Italian 2 Honors Full year
Guideline:-Teacher recommendation and/or a final grade of A- or higher in Italian 2H

Italian 3H 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 3H 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 3A, students will utilize expanded vocabulary and finer grammatical points to make their speaking and writing more detailed.

ITALIAN 4A 1 credit
Prerequisite: Italian 3A Full year
Italian 4A 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 4H 1 credit
Prerequisite: Italian 3H Full year
Guideline: Teacher recommendation and/or a final grade of A- or higher in Italian 3H

Italian 4H 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.

Italian 4H is also an Early College Experience course run through the University of Connecticut. Therefore, the subject material and the assessment standards are commensurate with a college level course.

ITALIAN 4 HONORS COURSE ALSO OFFERS EARLY COLLEGE EXPERIENCE CREDITS FROM UNIVERSITY OF CONNECTICUT

The University of Connecticut Office of Educational Partnerships has accepted Staples High School's Italian 4 Honors course worthy of UConn course designation. This program stresses the importance of offering an early college experience as a concurrent enrollment program. The UConn ECE is an academic program dedicated to providing high school students access to, and preparation for, higher education. Upon completion of the work in the AP/UConn course with a minimum average of C per semester, enrolled students can receive up to six college credits from UConn. These credits are accepted at over 130 colleges and universities across the country. See UConn course below:

UCONN COURSE ILCS3239 (Fall Sem) - COMPOSITION & CONVERSATION 1

This course provides a review of the modes and time frames necessary to make students' oral and written expression more precise. They apply what they have learned over the past three years to discuss contemporary issues and the Italian culture.

UCONN COURSE ILCS3240 (Springl Sem) - COMPOSITION & CONVERSATION 1

This is the second half of the first semester course. Students will use their grammar skills and rich vocabulary to discuss film literature, music and contemporary issues in Italian. They will use these skills to express themselves in writing as well.