



This booklet has been prepared to acquaint students and parents with the varied offerings of our schools in grades 9 through 12. During these years, students will have the opportunity to plan individual programs of study with the help of parents, teachers, and school counselors, giving careful thought to the preparation necessary to accomplish their educational, personal, and career goals.

Janet M. Robinson, Ph.D.
Superintendent of Schools

Linda A. Gejda, Ed.D.
Assistant Superintendent//Curriculum

SECONDARY SCHOOL ADMINISTRATION

Bunnell High School Nancy C. Dowling, Ed.D, Principal..... 203-385-4250
Stratford High School John Dellapiano, Principal203-385-4230

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Stratford Public Schools provide a free appropriate public education for all disabled/handicapped students. If you know of a disabled/handicapped student in need of services, contact the Pupil Services Office at 203-385-4225.

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Changes may be necessary due to budget, staffing and scheduling constraints. Every effort has been made to check information for accuracy.

STRATFORD PUBLIC SCHOOLS

DISTRICT MISSION STATEMENT

The mission of the Stratford school community is to ensure that all students acquire the knowledge, character, and 21st century skills to succeed through high quality learning experiences and community partnerships within a culture of diversity and respect.

STANDARDS FOR A GRADUATING STUDENT

Students who graduate from the Stratford Public Schools will:

1. Achieve Stratford's curriculum standards in each area of instruction.
2. Achieve Stratford's technology standards.
3. Exhibit the Six Pillars of Character as school citizens and in other forums.
4. Demonstrate strong oral and written communications skills.
5. Become independent learners.
6. Generate, access, process, analyze, and use information from a variety of sources.
7. Acknowledge the roles and responsibilities of democratic citizenship.
8. Engage in health-enhancing behaviors that reduce health risks.
9. Demonstrate productive work habits and work ethic.
10. Work both independently and collaboratively.
11. Incorporate creative expression in the learning process.
12. Apply effective problem-solving and decision-making strategies to the solution of real-world problems.

Bunnell and Stratford High School

HIGH SCHOOL CORE VALUES

Students will acquire content knowledge, strengthen higher-order thinking, and develop character in order to address 21st century challenges.

OUR LEARNING EXPECTATIONS

All students...

1. will use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks. (*Academic*)
2. will work independently and collaboratively to solve problems and accomplish goals. (*Civic-Social*)
3. will communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes. (*Academic*)
4. will demonstrate innovation, flexibility and adaptability in thinking patterns, work habits and working/learning conditions. (*Academic*)
5. will effectively apply the analysis, synthesis and evaluation processes that enable productive problem solving. (*Academic*)
6. will value and demonstrate personal responsibility, character, cultural understanding and ethical behavior. (*Civic-Social*)
7. will show competence in all core academic subjects and other fields of interest, including the ability to clearly and effectively communicate content information in multiple formats. (*Academic*)

CONNECTICUT CORE STANDARDS IN ENGLISH LANGUAGE ARTS & MATHEMATICS

Connecticut's Core Standards have been adopted as the result of a national and state-wide effort to prepare students for careers and postsecondary learning. The intent of the standards is to provide high-quality instruction with the focus on student learning and success. The standards do not tell teachers what to teach, but give students, teachers, and the community a basis for the knowledge and skills needed for college and the workforce.

The state has adopted the Common Core for English Language Arts and Mathematics. The major focus for the Language Arts Standards is to expose students to increasingly more complex text as they head towards college or careers. Although classic and contemporary literature is part of the standards, there is an emphasis on reading more informational text across all disciplines including science, social studies, math, and technology. There is also an emphasis on being able to write informational and argumentative text, and to do research using a variety of print, digital, and visual media.

The Connecticut Core State Standards in Mathematic provide students with a deep understanding of the skills and concepts needed to solve problems. The emphasis is more on application through extended, deep thinking performance tasks. In high school, mathematical modeling to improve decision making with real-life challenges and problems is stressed.

The Connecticut Core State Standards in English Language Arts and Mathematics are guiding the Stratford Public Schools' development and implementation of all curricula.

INFORMATION FOR STUDENTS AND PARENTS

SELECTION OF SUBJECTS

Each student's schedule must include the required subjects for each year and those subjects which meet promotion and graduation requirements. Part of the decision depends on the student's future plans, whether for higher education, industry, business, or a variety of other choices. Stratford's high schools provide opportunities for all students to explore a wide variety of concepts in art, music, business, family and consumer science, technology education, physical education, health and world languages, as well as in language arts, mathematics, science, and social studies. Course offerings are dependent upon staffing and enrollment.

Students must be enrolled in a minimum of five courses per semester that meet five days a week. Some subjects may be available only at certain grade levels, and some have "prerequisites." A prerequisite may establish a grade requirement or require the completion of another course before the desired course may be studied. Some courses may be offered every other year. Students should plan their programs accordingly.

A carefully selected program each year will help students attain the district standards for a Stratford graduate. A balance of studies will help develop skills necessary for immediate job entry, as well as continuation into higher education and will enrich the student's experiences, provide lifetime skills, and further the understanding of others and the world in general.

A school counselor assists each student in planning a program which is appropriate to personal needs, interests, and abilities. Parents are urged to take an active part in helping their children make wise decisions regarding the selection of courses and are encouraged to consult with the school counselor concerning the subject selection for each year. Parent's signature on the student's final course selection sheet will be solicited.

Levels of Instruction

Among the courses offered in both high schools, courses in the core academic content areas (English, Mathematics, Science, Social Studies) are leveled as Advanced Placement (AP), Honors, and College Prep (CP).

English 1 (grade 9) and English 12th grade half year courses and all half year social studies courses are offered as College Prep (CP) with an Honors option. All courses in elective content areas (Art, Career and Technology Education, Music, World Language) are offered as College Prep (CP) unless noted (Honors or AP).

Each student's level of instruction is determined by the school and is based on teacher recommendation, test results, and past achievement. Each student's level may vary from subject to subject. Any questions regarding course levels should be directed to the student's school counselor.

Transferred Credits

For the complete Transfer of Credits Policy Number 6172.61 visit:

http://www.stratfordk12.org/uploaded/District/Board_of_Education/TransferofCreditsPolicy617261.pdf

Online Courses

For the complete Online Courses Policy number 6172.6 visit:

http://www.stratfordk12.org/uploaded/District/Board_of_Education/1OnlineCoursesPolicy6172.pdf

College Credit Courses

Students enrolled at Stratford and Bunnell High Schools have several options to earn college credit for courses they take in high school:

- *Advanced Placement* courses may be offered in English Language, English Literature, US History, Psychology, Spanish, French, Music Theory, Statistics, Calculus AB, Calculus BC, Biology, Physics, Chemistry and AP Computer Science. All students are expected to take the AP exam in May. Earning college credit is at the discretion of the college or university based on the score achieved on the AP exam.
- University of Connecticut approved *Early College Experience* courses, which may be co-taught with AP courses, are offered in a number of subjects. A full description of UConn ECE courses can be found in this booklet. Please refer to the table of contents for a full description.
- Students can earn college credit through the University of New Haven for Project Lead The Way/ Pre-Engineering courses offered at Stratford High School. Refer to the table of contents for a full description.
- Students can earn college credit through Lincoln Technical Institute Shelton Campus for completing Bakeshop or Culinary Arts. Refer to the table of contents for a full description.
- Housatonic Community College approved *College Career Pathways* credit offered in a number of subjects. For a full description of these programs, please refer to the table of contents.
- University of Bridgeport college credit may be offered in various subjects (subject to approval).

Least Restrictive Environment

All educational programs and activities for students with disabilities will be provided in the least restrictive environment in accordance with the requirements of the Individuals with Disabilities Act (IDEA) and with Connecticut General Statutes 10-76a-1 (L) as indicated by the Individual Education Plan (IEP).

PROMOTION AND GRADUATION REQUIREMENTS
HIGH SCHOOL CREDIT REQUIREMENT*

	Full Promotion	Deficient But Promoted	Retained
Promotion to:	Credits	Credits	Credits
Grade 10	5.5	4.5	Below 4.5
Grade 11	11.0	10.0	Below 10.0
Grade 12	16.0	15.0	Below 15.0
Graduation	21.0		

*All students will need to meet proficiency on all state standardized testing or an alternative assessment.

GRADING SYSTEM

Parents receive reports of their student’s progress four times each year (November, February, April, and June)

Superior	Average
A+ 97 - 100	C+ 77 - 79
A 93 - 96	C 73 - 76
A- 90 - 92	C- 70 - 72
Above Average	Passing
B+ 87 - 89	D+ 67 - 69
B 83 - 86	D 65 - 66
B- 80 - 82	
Failure	
F 50-64	

First Honors: A- Average (89.5 or above) with no grade below a B

Second Honors: B- Average (85.5) with no grade below a C

GRADUATION REQUIREMENTS

I. Introduction

To graduate from the Stratford Public Schools a student must have earned a minimum of 21 credits and must have met the credit distribution requirements. In addition, the student must have satisfactorily achieved proficiency on state standardized testing (SAT and NGSS Science Test) or an alternative assessment. Students entering Stratford and Bunnell High Schools must meet or exceed the state defined proficiency standard.

II. Credit Distribution Requirement

English	4 Units
Mathematics	3 Units
Social Studies	3 Units
(To include .5 Civics)	
Science	2 Units
Personal Finance	.5 Unit
Health & Physical Education	1.5 Units
Arts or Career & Technical Education *	1 Unit
Electives	<u>6 Units</u>
	21 Units

*Courses in Art, Annual Writing, Creative Writing, Business Education, Family and Consumer Science, Technology Education, Health and Medical Careers, Computers, Theater Arts and Vocal Production, Journalism, and Music satisfy this requirement.

SYSTEMS OF GRADING CALCULATIONS

1. GPA (Grade Point Average)

This calculation is computed electronically by the IT Department in PowerSchool at the end of each school year and is printed on each student's high school transcript for each completed high school year.

To calculate a student's simple grade-point average, GPA, the numerical grade in the PowerTeacher gradebook is converted to the following scale:

GRADE	CUT-OFF %	DESCRIPTION	GRADE POINTS
A+	97	SUPERIOR	4.300
A	93	SUPERIOR	4.000
A-	90	SUPERIOR	3.700
B+	87	GOOD	3.300
B	83	GOOD	3.000
B-	80	GOOD	2.700
C+	77	AVERAGE	2.300
C	73	AVERAGE	2.000
C-	70	AVERAGE	1.700
D+	67	POOR	1.300
D	65	POOR	1.000
WF	-	WITHDRAWAL FAIL	0.000
WP	-	WITHDRAWAL PASS	0.000
Ex	0	EXCUSED	0.000
F	0	FAILING	0.000

Satisfactory/unsatisfactory grades and grades for physical education, intensive reading/math, and health are not included in calculating the simple GPA.

GPA is calculated in PowerSchool using the following formula for College Prep (CP) courses through Advanced Placement/UConn Early College Experience courses:

$$\text{GPA} = \frac{\sum (\text{course GPA} * \text{earned course credits})}{\text{potential total credits}}$$

2. QUALITY-POINT RATIO

Stratford Public Schools use a Quality-Point Ratio (QPR) to determine class rank. The QPR is calculated at the end of each school year. QPR is to be reflective of course difficulty as well as student grades. To determine a student's weighted rank, grades are weighted for the difficulty of courses the student has taken. The QPR scale is a different scale than the scale used for the simple GPA. For example, Advanced Placement and UConn ECE courses are weighted higher than Honors courses. Honors courses are weighted higher than College Prep (CP) courses. Both the QPR and weighted GPA class rankings are reported to colleges, with the students' college applications, after six semesters as well as on all final transcripts. Final weighted ranks to determine class valedictorians and salutatorians are computed following the end of the third marking period of the senior year.

To calculate a student's class rank, we first determine the classification of the courses as follows:

- AP/ECE courses include all Advanced Placement, UConn Early College Experience courses, and select Project Lead the Way courses.
- HONORS courses include all courses designated Honors courses.
- COLLEGE PREP (Formerly Level 1 and Level 2 courses) and undesignated elective courses.
- UNLEVELED courses include all physical education, reading, common core math and health, as well as any courses graded with satisfactory/unsatisfactory grades.

Sophomore, Juniors and Seniors, please note your transcripts may include courses labeled Level 1 or Level 2 that were taken prior to 2018/2019.

Next, we convert the student's letter grade to quality points using the following chart:

	UNLEVELED (not included)	LEVEL 2	COLLEGE PREP (Formerly Level 1)	HONORS	AP/ECE
A+ (97-100)	3.1	3.3	3.6	4.0	4.5
A (93-96)	3.0	3.2	3.5	3.9	4.4
A- (90-92)	2.9	3.1	3.4	3.8	4.3
B+ (87-89)	2.8	3.0	3.3	3.7	4.2
B (83-86)	2.7	2.9	3.2	3.6	4.1
B- (80-82)	2.6	2.8	3.1	3.5	4.0
C+ (77-79)	2.4	2.6	2.9	3.3	3.9
C (73-76)	2.2	2.4	2.7	3.1	3.8
C- (70-72)	2.0	2.2	2.5	2.9	3.7
D+ (67-69)	1.8	2.0	2.3	2.7	3.6
D (65-66)	1.6	1.8	2.1	2.5	3.0
F (0 - 64)	0.0	0.0	0.0	0.0	0.0

Finally, rank is calculated using the following formula for Level 2 through AP/ECE courses only:

$$\text{QPR} = \left[\frac{\sum (\text{course quality point} * \text{earned course credits})}{\text{potential total credits}} \right]$$

Because different districts use different course weights, it can be misleading to compare QPRs. For an example, one local district weighs an A+ in advanced placement classes as a 5.0, another weighs it 15.0 and a third does not weight it at all! For this reason, many colleges do not accept QPRs. To avoid confusion, the Stratford Public Schools does not release QPRs and only uses them to determine class rank.

3. HONOR ROLL

In order to earn First Honors, a student must have an average of 89.5, with no grade in the Cs or lower. In order to earn Second Honors, a student must have an average of 85.5, with no grade in the Ds or Fs. Physical Education and Health grades, however, are not included when determining honor roll.

EXAMPLE:

<u>Course Title</u>	<u>Marking Period 1</u>	<u>PowerTeacher Grade book</u>
CHEM H	B+	87
US HISTORY CP	A+	99
ENG 3 CP	B	84
ALGEBRA 2 CP	C	75
CERAMICS	A-	90
PHYS ED	A	94

While the grades are good, a "C" does appear, thus making First Honors impossible. Therefore, next calculate for Second Honors. Remember, Physical Education does not count for honor roll. The grades are: 87, 99, 84, 75 and 90. Adding these grades equals 435, and then divided by 5, which equals 87. So, yes, this student has earned Second Honors.

21st CENTURY LEARNING

The High School Rubrics for 21st Century Learning

Today's high school students must learn to locate, analyze, collaborate, interpret and communicate information and solve problems logically. To succeed in the 21st century, everyone will need to be proficient in all of these skills and will have to use technology to demonstrate proficiency. Colleges, universities, and the business community are clear that these skills are truly "essential" to the success of all students as they pursue post-secondary education and careers.

All high school courses in the Stratford Public Schools contain assessments of these 21st century skills, and all courses provide multiple opportunities for students to learn and apply these 21st century skills in visual, oral, and written work. Stratford High School and Bunnell High School have developed school-wide rubrics to be used to assess every student in every course. These rubrics guide our students to practice and master 21st century skills throughout their high school years and provide a way for teachers to measure students' mastery of these essential skills. The six rubrics measure student performance in the following areas:

- Collection of Information/Information Literacy
- Collaboration
- Communication
- Creativity
- Critical Thinking
- Character/Personal Responsibility



High school teachers review these rubrics with students prior to undertaking assessments during the school year. Students are assessed several times in each class and teachers rate their performance and record each student's performance. Parents and students receive reports at the end of the first and second semester summarizing each student's progress in mastering these 21st century skills.

Over four years of high school, all students are expected to meet the excellent or proficient standards in each of these six 21st century skills. All high school students and their parents will receive reports at the end of the first and second semester summarizing the student's progress in each course in which he/she is enrolled. The report is based on 4 point scale and measures the student's progress towards mastery of six 21st century skills. The ratings are as follows:

4 = Excellent, 3 = Proficient, 2 = Sufficient, 1 = Insufficient

At this time, these reports do not affect a student's class rank or grade-point average and are not released to post-secondary colleges or employers.

ATHLETICS IN COLLEGE

The National Collegiate Athletic Association (NCAA) is an association of member colleges that make certain rules governing eligibility, recruiting and financial aid. In order to participate in intercollegiate athletics at an NCAA Division I or II institution and be eligible to receive athletically-based financial aid, you must register with the NCAA Eligibility Center and meet eligibility standards. The registration process should start at the beginning of your **sophomore year**.

To register, prospective student athletes should access the registration materials by visiting the Eligibility Center website at: <http://www.ncaa.org/student-athletes/future/eligibility-center>
From the homepage, scroll down and click on the Student-Athlete Registration box, which will link the student-athlete to the necessary information. Paper forms are no longer available. **Student-athletes must complete the initial eligibility form on-line. There is a fee to register with the Eligibility Center.** Once the registration form is completed, students must notify their guidance counselor so a transcript can be sent to the NCAA Eligibility Center.

All SAT and ACT test scores must be reported to the NCAA Eligibility Center directly from the testing agency. Test scores will not be accepted if reported on a high school transcript. When registering for the SAT or ACT, you must input the NCAA Eligibility Center code of **9999** to send your scores directly to the NCAA Eligibility Center. **If you are planning on playing a sport in college, please notify your school counselor and athletic director as early as possible to review the NCAA requirements and registration procedures.**

All prospective student-athletes intending to enroll in an NCAA Division I or II institution must also complete the NCAA Amateurism Certification questionnaire.

Students are advised to become familiar with the requirements of the Eligibility Center:

- ◆ Core units for certification
- ◆ GPA as it relates to the Eligibility Center Index of SAT/ACT scores
- ◆ Stratford's "List of NCAA approved Core Courses"

Division I Full Qualifier Requirements:

- Complete 16 core courses.
- 10 of the 16 core courses must be completed before the seventh semester (senior year) of high school.
- 7 of the 10 core courses completed must be in the area of English, Math or Science.
- Earn a core-course GPA of at least 2.3.
- Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale.
(Visit the NCAA Eligibility Center at:
<http://www.ncaa.org/student-athletes/future/eligibility-center>)
- Graduate high school.

Division II Full Qualifier Requirements:

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.0.
- Earn an SAT combined score of at least 820 or an ACT sum score of at least 68.
- Graduate high school.

Important -- If a student took the SAT before March 2016 and then took the redesigned SAT at a later date, the NCAA Eligibility Center will not combine section scores from the former and redesigned SAT when determining his or her initial eligibility. The NCAA Eligibility Center will only combine section scores from the same version of the test. Because the redesigned SAT varies in design and measures different academic concepts than the former SAT, the Eligibility Center will apply the college Board's concordance tables when performing academic certifications for students with redesigned SAT scores. To compare SAT scores, go to: <http://www.ncaa.org/student-athletes/future/test-scores>

Core Course Requirements

DIVISION I 16 Core Courses
4 years of English
3 years of mathematics (Algebra I or higher)
2 years of natural /physical science (1 year of lab if offered by high school)
1 years of additional English, mathematics or natural/physical science
2 years of social science
4 years of additional courses (from any area above, foreign language or comparative religion/philosophy)

DIVISION II 16 Core Courses
3 years of English
2 years of mathematics (Algebra I or higher)
2 years of natural /physical science (1 year of lab if offered by high school)
3 years of additional English, mathematics or natural/physical science
2 years of social science
4 years of additional courses (from any area above, foreign language or comparative religion/philosophy)

For students enrolling full time at an NCAA Division 1 or 2 college or university, there are three possible academic outcomes:

1. Full qualifier: May practice, compete and receive athletic scholarships during their first year of enrollment.
2. Academic Redshirt: May receive athletic scholarships during their first year of enrollment and may practice during their first academic term but may NOT compete during the first year of enrollment.
3. Non-qualifier: Cannot practice, receive athletic scholarships or compete during their first year of enrollment.

For more information visit: <http://www.ncaa.org/student-athletes>

COLLEGE/POST SECONDARY INFORMATION

Admission requirements for colleges vary greatly, but general guidelines like those below can be very helpful for students in planning their program at Stratford High School and Bunnell High School.

Highly Selective Colleges

English - 4 units

Mathematics - 4 units

Science - 4 units

Social Studies - 3 units

World Language - 3 or 4 years of the same language

Fine Arts - Recommended

Extracurricular or volunteer activities that indicate leadership and initiative

Top 10% of the class

Computer Competency

Very Competitive Colleges

English - 4 units

Mathematics - 3 or 4 units

Science - 3 units
Social Studies - 3 units
World Language - 3 or 4 years of the same language
Fine Arts - Recommended
Extracurricular or volunteer activities over multiple years that indicate leadership and initiative
Top 25 % of the class
Computer Competency

Competitive Colleges

English - 4 units
Mathematics - 3 units
Science - 2 or 3 units
Social Studies - 2 units
World Language - 2 years of the same language
Fine Arts - Recommended
Extracurricular activities or volunteer participation
Top 2/3 of the class
Computer Competency

POST SECONDARY INFORMATION FOR CAREER AND TECHNOLOGY EDUCATION

Many exciting career opportunities do not require a traditional four-year college degree. Changing technology and intense competition from other industrialized nations have increased the knowledge levels students will require if they are to reach their full potential in the occupations they enter as adults.

There are several levels of post-high school training students can consider if they do not wish to attend a four-year college or university yet wish to continue their education after high school.

Apprenticeship Programs

An apprenticeship is a job where the worker or apprentice learns a trade. The apprenticeship usually lasts about four years and consists of on-the-job training as well as classroom instruction. Training is administered and funded by a sponsor, and there are approximately 100,000 apprenticeship openings each year. Graduates are registered to receive certificates of completion from the U.S. Department of Labor or federally approved state apprentice agencies.

Certificate Programs

Certificate programs are designed primarily to assist students in securing employment and to emphasize skills required for that employment. Courses are designed for persons who do not seek a degree but wish to develop skills in a specialty area. Students may take courses at community colleges or specialty vocational schools which offer a number of programs.

Associate Degree Programs

Associate degree programs are usually two years in length and are offered at community or junior colleges. Students may enroll in a terminal program which grants an associate degree or a transfer program which allows students to continue their education at a four-year college or university. There are many opportunities for students in both traditional course offerings and in specialized technical areas. Students completing these programs are eligible for many entry level occupations which offer growth opportunities.

Technical Education Programs

There are numerous opportunities available for students who wish to pursue technical training in order to compete in an increasingly complex vocational environment. Technical education programs prepare students for a variety of occupations requiring scientific and technical knowledge. These programs train students for entry level positions in rapidly growing fields with excellent growth potential. The Connecticut Community Technical Colleges offer a wide variety of courses and programs for students interested in this type of post-high school planning.

Students wishing additional information regarding any of the above mentioned programs should contact their counselor. We strongly encourage **all** students to visit the school counseling office. Students can explore career information in detail.

HOMEWORK

For the complete Stratford Public Schools Homework Policy, please visit:

http://www.stratfordk12.org/uploaded/District/Board_of_Education/5HomeworkPolicy6154.pdf

STUDENT EXPENSES

Some courses may require payment of a materials fee or tuition fee if the course is eligible for college credit. Some courses involve opportunities for field trips or special out-of-school programs. Several of these involve expenses for transportation or admission. Students who are eligible for federal free or reduced price school lunches can request a waiver of these fees by contacting the school's principal.

HIGH SCHOOL ATTENDANCE POLICY

Please refer to the district website for this policy, please visit:

http://www.stratfordk12.org/uploaded/District/Board_of_Education/AttendancePolicy5113_2015.pdf

HIGH SCHOOL STUDENT ACTIVITIES/ATHLETICS

Student Organizations

Participation in student activities is encouraged and offers the student the opportunity to explore, develop and widen his/her interests, and develop leadership skills. These activities reflect the needs and interest of currently enrolled students.

For a complete listing of student organizations, please refer to each high school web site.

Driver Education

Announcements of the Driver Education schedule will be made in the schools and in the press for fall, winter, spring, and summer sessions. The classroom phase will be conducted in afternoon or in evening classes at one or both high schools. Behind-the-wheel instruction is by individual arrangement. A fee is charged for both the classroom and behind-the-wheel instruction. A student must be sixteen years old to participate in Driver Education.

Athletics

The athletic program includes sports on the varsity, junior varsity and freshman level for both boys and girls.

- | | |
|----------------|--|
| Fall Sports: | Football, Soccer, Girls' Swimming, Cross Country, Girls' Volleyball, Cheerleading, Dance Team and Unified Sports |
| Winter Sports: | Basketball, Boys' Swimming, Wrestling, Bowling, Cheerleading, Dance Team, Rifle Team (BHS only), Indoor Track and Unified Sports |
| Spring Sports: | Baseball, Softball, Track, Tennis, Golf, Lacrosse and Unified Sports |

SCHOOL COUNSELING SERVICES

School Counseling Department

Stratford's school counseling department offers a comprehensive program of services and curriculum designed to respond to the developmental needs of all students in grades 6-12. The program facilitates student development in three major areas: Academic, Career, and Personal/Social.

Naviance is a college and career readiness platform that helps connect academic achievement to post-secondary goals. This comprehensive college and career readiness solution empowers students and families to connect learning and life and provides schools and districts with the information they need to help students prepare for life after high school. It also allows students to create a plan for their futures by helping them discover their individual strengths and learning styles and explore college and career options based on their results.

ASSESSMENT PROGRAM INFORMATION

State and district testing requirements have recently undergone great transition. While district personnel oversee testing throughout the district, the school counseling department in each high school facilitates the administration of appropriate tests at each school.

NGSS Science Test (grade 11) will assess student mastery of the Next Generation Science Standards. These standards emphasize scientific learning across three dimensions including cross-cutting concepts, science and engineering practices, and disciplinary core ideas. The assessment will include the domains of life science, physical science, and earth/space science and will be administered online to all students.

Connecticut Statewide CTE Assessment is a state mandated test for all students in a sequential career and technical education program who take at least two full credits in a sequence of courses. The test is designed to measure skill proficiency in 18 areas of concentration in Connecticut's CTE (Career and Technology Education) performance standards and competencies.

The Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test is a test of critical reading, mathematical and writing abilities offered only once a year to students in grades 8/9 (PSAT) 10 and 11 (NMSQT). From the PSAT the student gains significant information from the scores, which can be utilized in developing post high school plans. Moreover, scholarship awards by foundations and other groups are made on the basis of the grade 11 scores achieved on this test.

The SAT College Admission Exam, the SAT Subject Tests, and the ACT College Readiness Assessment are different tests designed for college admission. The test(s) the student takes will be determined by the requirements for admission that are specified by the individual college. A brief explanation of each of these tests follows.

SAT College Admission Exam is a test of math and evidence based reading and writing with an optional writing test and is required by many two-year and four-year colleges, technical schools, and hospital-training schools. Students usually take this test in grade 11 and/or at the beginning of Grade 12. The SAT's are administered seven times a year. Students should visit <https://www.collegeboard.org/> or see their counselors for test dates and locations.

The Connecticut SAT School Day is the required Connecticut State Assessment for grade 11 public school students for language arts and mathematics. It has two sections, evidence based reading and writing and mathematics. The test focuses on the skills and knowledge that evidence shows are needed most for college and career success. It reflects what students are already learning in their classrooms in mathematics and English language arts with a literacy focus on topics from science, history and social studies.

SAT Subject Tests are designed to test students' knowledge in the specific academic areas. The following achievement tests are available: U.S. History, World History, Biology, Chemistry, French, German, Hebrew, Italian, Latin, Japanese, Korean, Chinese, Literature, Mathematics Level I, Mathematics Level II, Physics, and Spanish.

ACT College Readiness Test is a national college admission examination that consists of tests in English, mathematics, reading, science and an optional writing test. Actual testing time is 2 hours and 55 minutes. Students should visit <http://www.act.org/content/act/en/products-and-services/the-act.html> or see their counselors for test dates and locations.

Advanced Placement Tests are taken by students who are enrolled in Advanced Placement classes. Students may be granted college credit on the basis of scores received on these tests. These three-hour tests are given in May. Advanced Placement students are expected to sit for the examination, provided by the College Board, at the end of the course.

Accuplacer is an on-line test given by some colleges and universities as part of the enrollment process to determine placement in math, reading, and writing. College academic advisors will use Accuplacer test results along with information about the student's academic background, goals, and interests to

help the student take courses that match skill level and best opportunities for success. It is administered to students in their senior year when requested by a college or university.

Armed Services Vocational Aptitude Battery (ASVAB) is a two and one-half hour test designed for all military services to measure the potential of the high school student in electronic, general mechanical, motor mechanical, clerical, administrative, and general technical areas. Testing is voluntary, and the student is under no obligation to join any branch of the service.

PUPIL PERSONNEL SERVICES

The Department of Pupil Personnel Services is responsible for providing ancillary services to Stratford schools. These include health, speech and language, school counseling, psychological services, and social work services. In addition, special education programs for students with disabilities are administered and supervised by the Department of Pupil Personnel Services according to the mandates of the Individuals with Disabilities Education Act (IDEA) and Sections 10-76 a-j of the General Statutes of the State of Connecticut. The department also oversees the education of children with disabilities who cannot be educated within our district due to the severity of their disability and who are placed in regional public and private special education schools. Homebound instruction is also provided by the Department of Pupil Personnel Services. The Director of Pupil Personnel Services also serves as the District Coordinator for students needing accommodations under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. To access these services for any student, a parent or guardian may contact the school counselor who will initiate a referral to the Planning & Placement Team or the Section 504 coordinator for the school.

HEALTH SERVICES

The school nurse provides nursing services to school students. The following services are offered for students:

1. Assessment of health needs.
2. Initial treatment of injuries or illnesses.
3. Monitoring of chronic illnesses.
4. Medication administration and monitoring of specialized health care, as required for students to function effectively and remain in school.
5. Health promotion and teaching, individually and in small groups.
6. Screening, referral, and follow-up of student's visual, auditory, or postural concerns.
7. Immunization review.
8. Communicable disease control.
9. Liaison with parents, teachers, and community health care providers.

Connecticut State Law and the Board of Education require each student to have a complete physical examination and up-to-date immunizations by a licensed health care provider during the tenth grade. No student will be allowed to begin the eleventh grade without complying with this requirement.

Students transferring into the Stratford schools are required to have up-to-date immunizations and a report of a student physical assessment completed.

Every effort will be made to contact a student's parents or person(s) designated by the parent(s) in the event of a significant illness or emergency. It is necessary for parents to notify the school when there are changes in home or work telephone numbers, or changes in person(s) designated to respond in an emergency. Parents are responsible for all medical treatment including ambulance transportation and/or emergency room fees.

The school nurse should be consulted for questions about mandated health requirements or assistance with health concerns.

ALPHA – ALTERNATIVE HIGH SCHOOL PROGRAM

The ALPHA Program provides an alternative learning experience for high school students. The program provides small instructional classes, attention to individual academic and social needs, and an environment that minimizes the distractions.

ALPHA is a program of choice with students applying for enrollment through a referral via their high school administration and school counselors. Students and their families participate in all aspects of the enrollment process and an interview is required. ALPHA students remain connected to their base high schools and may participate in all extra-curricular activities. Students are required to meet the same academic requirements for graduation as their peers at the district's traditional high schools.

Interested students or parents should contact their school counselor or administrator at the high school for more information. Acceptance is based upon the high school recommendation, administrative approval, an interview with ALPHA administration, and a visitation to the program.

CONTINUING EDUCATION

High School Summer School Policy (Grades 9-12)

For students in Grades 9 through 12 the following eligibility requirements and restrictions apply to summer school courses:

- To be eligible to take a summer school course, the student:
 1. Must pass at least two quarters of the course during the school year **or**
 2. Must earn a final grade above 50% **and**
 3. Must not have more absences in the school-year course than allowed by the district's high school attendance policy **or**
 4. Must have successfully petitioned the school Attendance Review Team for waiver of the attendance requirement.
- No more than two courses per year and no more than eight courses total during the student's entire 9 through 12 course sequence may be completed for credit in summer school. Students are expected to attend school every day, therefore; vacations will not be allowed during this time. There is a tuition cost per class.

Evening High School – Credit Diploma Program (Not available to students currently enrolled in K-12 day program.)

The Credit Diploma Program is available to any Stratford adult resident (any 17 year and older student who has officially withdrawn from school) who wishes to complete his/her secondary education. Each applicant must present an official transcript from his/her last high school attended. In addition, each 17 and 18 year old student must present an official signed withdrawal form from his/her last previous high school. Students who successfully complete the required twenty high school course credits will receive a High School Diploma from the Stratford Board of Education. Courses for credit are available in grades nine through twelve in both academic and elective areas. Some courses are offered on-line (Virtual High School). For further information, contact the Continuing Education Department at 203-385-4270.

GED® Test Preparation Program —Not available to students currently enrolled in K-12 program)

The GED® Test Preparation Program is available to any Stratford resident who is at least 17 years old, officially withdrawn from school and wishes to receive a State of Connecticut High School Diploma by passing the four sections of the GED® Test. In order to apply for the GED® examination, an individual must be 17 years of age or older and no longer enrolled in school. At the time of test registration, individuals 17 and 18 years old must submit documentation from the last previous high school, and

demonstrate the following: proof of having been either officially withdrawn from school for at least six months or the class with which they entered ninth grade (or would have entered if never enrolled in high school) has already graduated. For further information, contact the Continuing Education Department at 203-385-4270.

University of Connecticut Early College Experience

UConn Early College Experience (ECE) provides academically motivated students with the opportunity to take university courses while in high school. These challenging courses allow students to preview college work, build confidence in their readiness for college, and earn college credits that provide both an academic and a financial head-start on a college degree and other postsecondary opportunities. UConn ECE instructors are high school teachers certified as adjunct professors by the University. UConn ECE faculty fosters independent learning, creativity and critical thinking - all important for success in college and careers. Both high schools in Stratford offer UConn ECE courses in English, math, science, social studies, family and consumer sciences, world languages and music. To support rigorous learning, University of Connecticut academic resources (including library and online classroom access) are available to all UConn ECE students.

Students who register for these courses must earn a prerequisite grade determined by the University of Connecticut (typically “C” or better but may be department specific) and adhere to all course requirements. Students must register for courses in the spring of the preceding school year and may add/drop courses by a specific date in the fall (additional fee charged). The cost of a 3 credit course is approximately \$125 and the cost of a 4 credit course is approximately \$160. This fee will be billed directly to the family in the fall. Courses will be offered at both high schools based on enrollment and the availability of teachers certified by the University of Connecticut.

The following courses *may* be offered at both high schools:

<u>Stratford Courses</u>	<u>Equivalent UConn ECE Courses</u>
AP Biology	BIO 1107 Principles of Biology I (4 credits) BIO 1108 Principles of Biology II (4 credits)
AP Chemistry	CHEM 1127Q General Chemistry I (4 credits) CHEM 1128Q General Chemistry II (4credits)
AP Physics 1 AP Physics 2	PHYS 1201Q General Physics I (4 credits) PHYS 1202Q General Physics II (4 credits)
AP English Language	ENGL 1010 Seminar in Academic Writing (4 credits)
AP English Literature	ENGL 1011 Seminar in Writing Through Literature (4 credits)
AP Statistics	STAT 1100QC Elementary Concepts of Statistics (4 credits)
AP French	FREN 3250 Global Culture in French (3 credits)
AP Spanish	SPAN 3178: Intermediate Spanish Composition (3 credits)
Music Theory	MUSI 1011 Fundamentals of Music I (3 credits)
AP Music Theory	MUSI 1011 Fundamentals of Music I (3 credits) MUSI 1012 Intro. to Ear Training (3 credits)
Ind. & Family Development	HDFS1070 Individual and Family Development (3 credits)
AP U.S. History	HIST1501 United States History to 1877 (3 credits) HIST1502 United States History since 1877 (3 credits)

At the *student's request*, the University of Connecticut's Official Transcripts Office provides evidence of each ECE course completion through an official transcript which will be sent to their college of choice at no cost.

University of New Haven College Credit

Students who are enrolled in the following Pre-Engineering, **Project Lead The Way (PLTW)** courses are eligible to apply for the "Exemplary Student Recognition Program" through the University of New Haven (UNH). They can receive a college credit transcript if they meet all program requirements.

The PLTW program offered at Stratford High School was granted full certification by a PLTW National Affiliate College (University of New Haven). Students have the opportunity to receive college credit from UNH or from participating colleges throughout the country.

Note: If students apply to colleges other than UNH, they may request that an official transcript be sent to that college. Each college and university and each academic program establishes its own policies for accepting transfer credit. There is a minimal tuition cost per course.

University of New Haven PLTW Course Equivalents

- Introduction to Engineering Design = UNH course ME201 (2 semester credits)
- Principles of Engineering = UNH course EE155 (3 semester credits)
- Digital Electronics = UNH course EAS207 (3 semester credits)
- Civil Engineering & Architecture = No articulation currently
- Engineering Design & Development = UNH course EAS109 (2 semester credits)

College Career Pathways (CCP)

Housatonic Community College Credit Program

The **College Career Pathways Program** is designed to provide high school students with an enhanced program in Career and Technology Education. **After completing prerequisites, students can earn college credit in the following core technology courses:**

- Introduction to Medical Careers 3-4
- Accounting 1
- Intro to Early Childhood Education 1-2

The program enables high school students to earn credits in a technical field. These credits can be used at all Connecticut two-year colleges and may be used at any four-year college if negotiated by the student. Students must achieve a "C" or better grade in the course and teacher recommendation to receive any credits. To apply for this program, a student must be enrolled in one of the Career and Technology Education programs listed above and have at least a 2.0 GPA. Colleges reserve the right to review student CCP records prior to approval.

Other College Credit Bearing Programs

University of Bridgeport

Accounting 1

Principles of Engineering

Lincoln Technical Institute

Exploring Culinary Arts 1 & 2

Bakeshop 1 & 2

Career & Technology Education

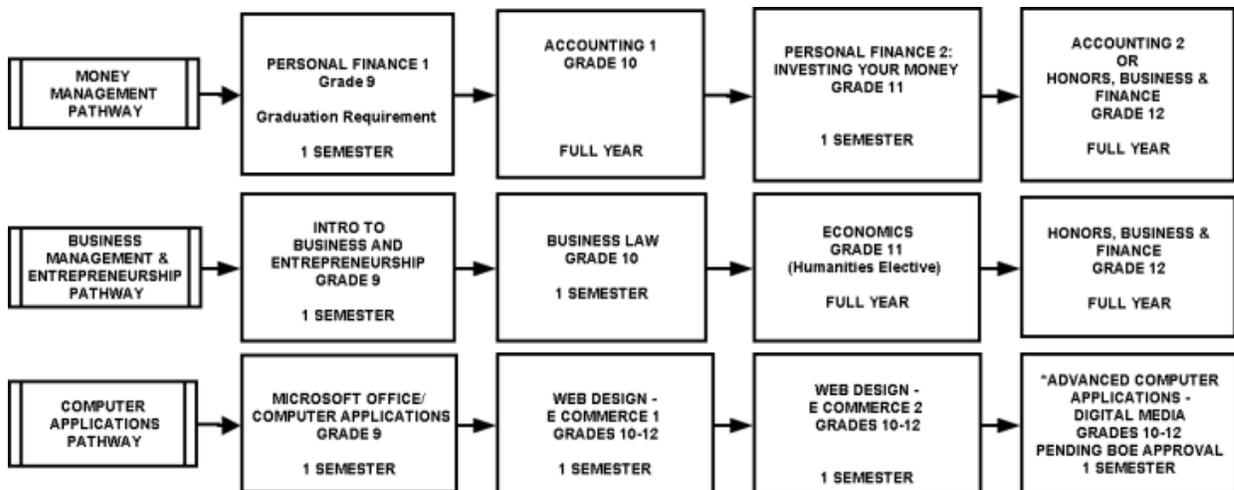
Career Pathways

Preparing Today's Students for Tomorrow's Careers

Business & Finance
 Culinary Arts
 Medical Careers
 Child & Family Studies
 Engineering & Architecture STEM
 Manufacturing & Transportation STEM
 Communications

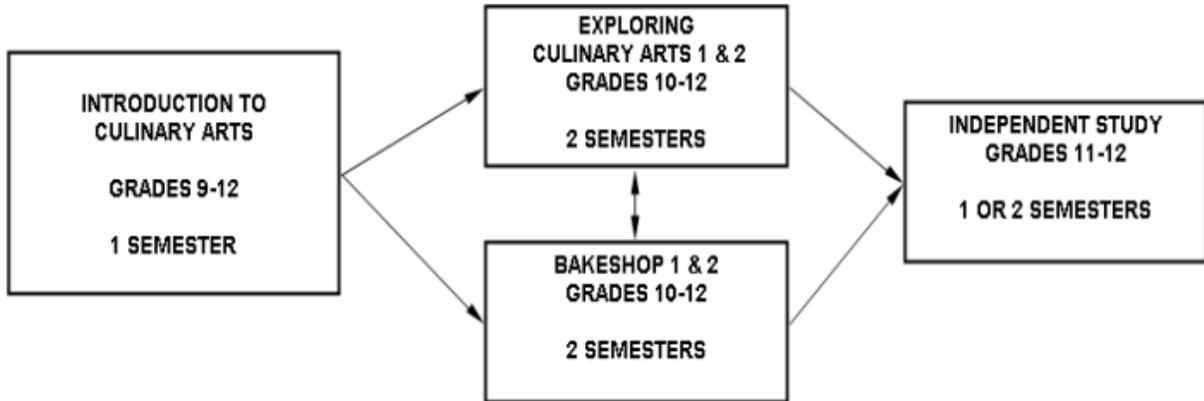
BUSINESS & FINANCE

According to *The Princeton Review*, the #1 college major is Business Administration and Management. By participating in the Business & Finance Pathways, you will develop highly valuable transferable skills such as leadership, creativity, communication, collaboration and critical thinking skills. Suggested courses of study in the Business & Finance Pathway include:



CULINARY

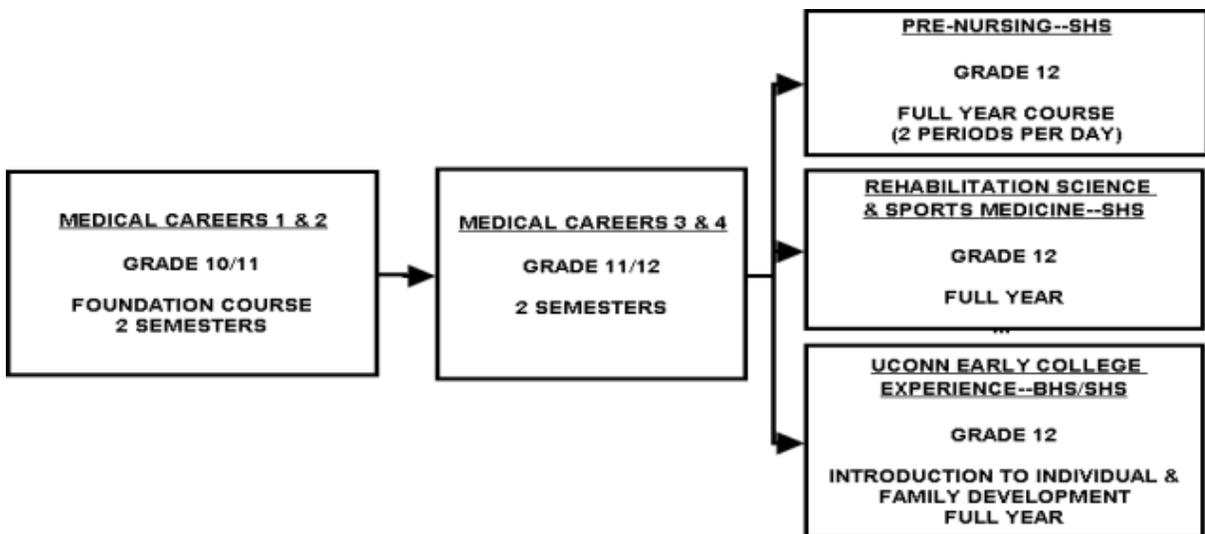
If you're thinking about a career in culinary, the restaurant industry is thriving! As one of the largest private-sector employers, the restaurant industry employs 12.9 million people. The number of jobs for chefs, head cooks, and food preparation and serving supervisors is expected to increase by 9% through 2020. Suggested courses of study include:



MEDICAL CAREERS

According to the Bureau of Labor Statistics, the health care and social assistance industry will create 28% of all new jobs in the U.S. from 2010 to 2020. That means 5.7 million new jobs in that time period. In addition, wages and salaries for these individuals are on the rise.

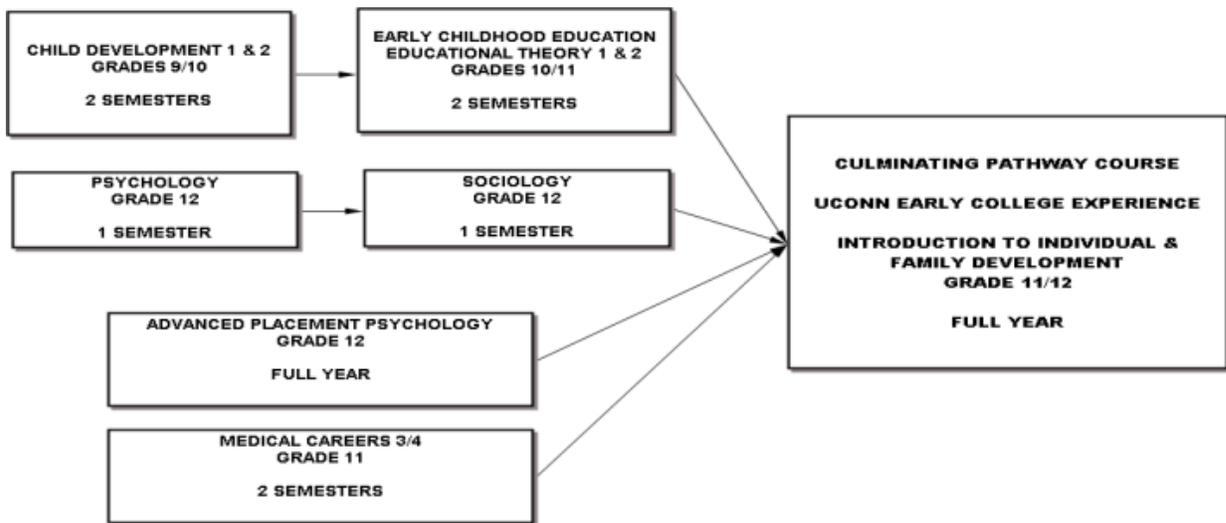
Suggested courses in the Medical Careers Pathway include:



CHILD AND FAMILY STUDIES

If you would like to contribute to society by helping others, consider a career in Child and Family Studies. Careers in this cluster include teachers, social workers, psychologists, therapists, childcare workers, and more.

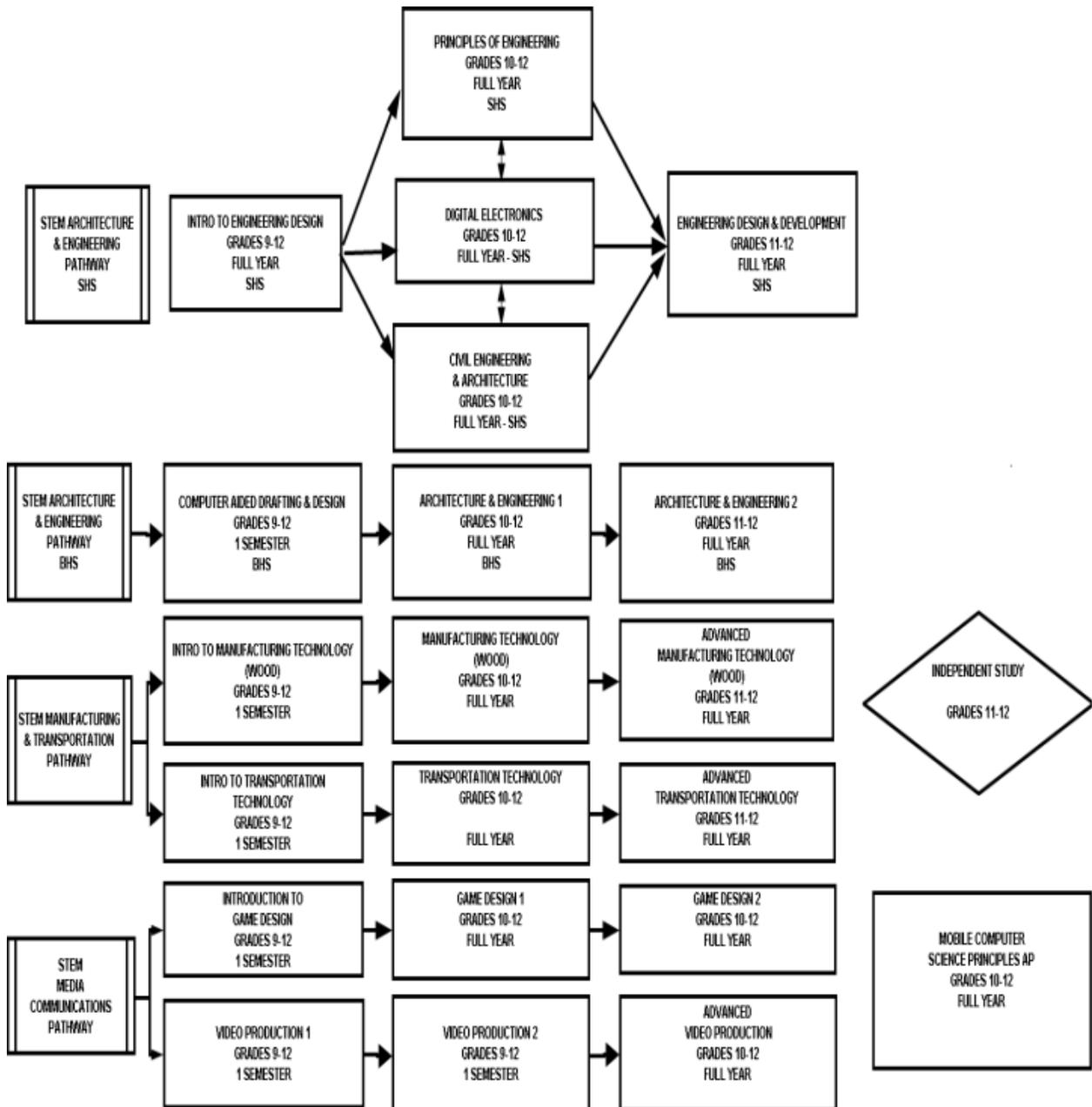
Suggested courses in the Child and Family Studies Pathway include:



SCIENCE, TECHNOLOGY, ENGINEERING, MATH

As the world changes with the latest technologies, there will be an increased demand for highly skilled, innovative professionals to continue the trend. It is clear that most jobs of the future will require a basic understanding of math and science. In fact, 10-year employment projections by the U.S. Department of Labor show that of the 20 fastest growing occupations projected for 2020, 15 of them require significant mathematics or science preparation.

Suggested courses of study in the STEM Pathways include:



CAREER DEVELOPMENT INITIATIVES

Grades 6-12

The Career Portfolio Tool (Naviance) helps students translate their career and education exploration into concrete plans for success. The program offers a variety of assessments including career interest inventories, college search programs, learning styles assessments and financial aid/scholarship searches.

Grade 10 Career Shadowing

Students identify their career preferences and are matched with local businesses, elementary and middle schools, hospitals, colleges, and training centers that agree to host the student for the day. These shadowing experiences give students some insight into the demands and responsibilities of specific careers, as well as day to day activities. The early formation of career plans can motivate students to continue in school and gain the education necessary to achieve their goals.

Grades 11-12 Internship/Extended Learning Experience

.5 credits – 60 hours

Opportunities are offered to juniors and seniors who want to gain experience and learn more about a particular career field. Depending on the student's career pathway, the student is placed at an internship site, which will complement their interests and skills. Whether the student is selecting a college major or looking for a career, participating in an internship can be a very valuable experience.

Grades 9-12 Mentoring Programs offered to high school students include:

- ❑ **School-Based Mentoring Program**-establishes a relationship with a caring adult who listens attentively to a student who would benefit from positive support and encouragement from an adult role model.
- ❑ **ACE Mentoring Program**-after school program for students interested in careers in Architecture, Construction Management or Engineering. Students work with industry professionals on authentic projects designed to expose them to related careers and educational opportunities.
- ❑ **Electronic Mentoring Program**-connects students electronically with mentors who are employees or college students of medical centers, social service agencies, businesses, and educational institutions. The purpose of this program is for students to gain a better knowledge of diverse professions and the education and skills required to attain their career goals. Students communicate with mentors through a secure website on a weekly basis.

OTHER PROGRAMS

Community Service

0.5 Credit

The Community Service program provides an opportunity for students in grades 9-12 to earn credit for volunteer service to a non-profit or governmental agency. A 0.5 credit is awarded for completion of 60 hours of Community Service which includes at least 10 hours of classroom instruction. Students cannot earn more than 0.5 credits toward graduation for Community Service. Students must provide their own transportation. Volunteer service must not interfere with the normal school day.

Internship or Work Experience

0.5 to 1.0 credits

Students in their junior or senior years may register for work experience programs in the high schools' main office, guidance office, and library or health center. This option provides students with work based learning, structured training and mentoring opportunity. Through these work experiences, students acquire the knowledge and skills appropriate to a specific career and the general work expectations of promptness, commitment and persistence that can serve them in all careers. Work experience is scheduled in place of a study hall and students earn credit based upon the number of periods and number of semesters scheduled. Work experience courses are graded on an S/U scale for successful or unsuccessful performance, respectively. Grade determination is made by the student's work experience supervisor based on job performance.

DESCRIPTION OF SECONDARY COURSES

ART

Graduation Requirement: All students must earn one credit in Arts or Career & Technical Education classes.

CORE COURSES

<u>COURSE TITLE</u>	<u>UNITS</u>	<u>GRADES OFFERED</u>
Design	1	9 10 11 12
Fine Art I	1	10 11 12
Fine Art II	1	11 12
Crafts I	1	10 11 12
Crafts II	1	11 12
Advertising Art/Graphic Design	1	11 12
Advanced Art	.4 -1	11 12
Advanced Placement Studio Art**	1	12
Independent Study	.4 -1	11 12

SEMESTER COURSES

<u>COURSE TITLE</u>	<u>UNITS</u>	<u>GRADES OFFERED</u>
Drawing	.5	9 10 11 12
Photography	.5	9 10 11 12
Sculpture	.5	9 10 11 12
Ceramics	.5	9 10 11 12
Web Design and Digital Art	.5	10 11 12
Advanced Web Design and Flash Animation	.5	10 11 12
Independent Study	.4 -1	11 12

It is recommended that all students take Design prior to taking other art courses. Several courses require the successful completion of Design as a prerequisite.

Illustration/Core Art Category

Design
 Drawing
 Fine Arts I*
 Fine Arts II*
 Advanced Art*
 Advertising Art/Graphic Design*
 Advanced Placement Studio Art**
 Independent Study*

Commercial Art Category

Design
 Drawing
 Photography
 Advertising Art/Graphic Design*
 Web Design and Digital Art 1*
 Web Design and Digital Art 2*
 Independent Study*

3-D Art Category

Design
 Sculpture
 Ceramics
 Crafts 1*
 Crafts 2*
 Independent Study*
 Independent Study *

* Courses with a prerequisite requirement.

** Opportunity for college credit.

ART CORE COURSES Grades 9-12

All art courses meet the Arts graduation requirement

Design

1 Unit, 5 Periods

This course provides a thorough grounding in the elements (line, shape, form, texture, color, value, space) of design, with actual hands-on experiences in a wide variety of media. Design is the core course for all learning in the art department and prepares the student for a path that will lead to a career in visual arts. Preparation of a portfolio is required. This course serves as a prerequisite for other Art courses.

Prerequisite: None (Note: There is a \$10.00 material fee requirement for this class.)

Fine Art I**1 Unit, 5 Periods**

This intermediate level art class emphasizes drawing, painting and design experiences through the exploration of still life, figure drawing, and landscape composition. Primary materials to be used are pen and ink, watercolor, pencil, acrylics, pastels, colored ink and mixed media. Preparation of a portfolio is required. **Prerequisite: Design (Note: There is a \$10.00 material fee requirement for this class.)**

Fine Art II**1 Unit, 5 Periods**

The advanced art student will be exposed to a wide range of experiences in non-objective design, drawing, painting, printmaking, art technology and independent study to develop the student's aesthetic and personal style. Preparation of a portfolio is required. **Prerequisite: Fine Arts I (Note: There is a \$10.00 material fee requirement for this class.)**

Crafts I**1 Unit, 5 Periods**

This course will introduce the student to the field of crafts, providing him/her with the opportunity to combine his/her imagination with the basic tools and time proven techniques. Areas of focus include: fibers, jewelry design, and clay modeling. Some extra materials may need to be supplied by the student. **Prerequisite: Design (Note: There is a \$10.00 material fee requirement for this class.)**

Crafts II**1 Unit, 5 Periods**

The student will learn advanced craft techniques, resulting in more sophisticated and imaginative works, through the use of unusual materials and more complex tools and equipment. Some extra materials may need to be supplied by the student. **Prerequisite: Crafts I (Note: There is a \$10.00 material fee requirement for this class.)**

Advertising Art/Graphic Design**1 Unit, 5 Periods**

Advertising/Commercial Art is an advanced course of study that provides instruction in computer layout, art media and design principles to create sophisticated solutions for use in the everyday work place. Preparation of a portfolio is required. **Prerequisite: Design, Fine Art I (Note: There is a \$10.00 materials fee and portfolio submission fee required.)**

Advanced Art or Independent Study**.4 - 1 Unit, 2-5 Periods**

Students may contract with a staff member for an individualized program of study that focuses on in-depth experience for advanced experimentation in the media of the student's choice. A portfolio is required. Flexible scheduling is available with instructor's permission. **Prerequisite: Approval of the instructor, approval of the Fine Arts Coordinator, and completion of a planned program of studies that includes a grade of B+ or better in Design, Fine Arts I, and Fine Arts II and a history of portfolio work. (Note: There is a \$10.00 materials fee and portfolio submission fee required.)**

Advanced Placement Studio Art**1 Unit, 5 Periods**

The College Entrance Examination Board prepares the requirements for this course. Advanced Placement Studio Art should be taken by the student who seriously wants to pursue a career in art and has the self-discipline and commitment to spend time beyond the school day preparing for the Advanced Placement Portfolio. A portfolio is required for evaluation. The portfolio is submitted to the College Board for evaluation. Flexible scheduling with instructor's permission. **Prerequisite: Approval of the instructor, approval of the Fine Arts Coordinator, and completion of a planned program of studies that includes a grade of B or better in Design, Fine Art I, and Fine Art II and a history of portfolio work. (Note: There is a \$10.00 material fee requirement for this class.)**

ART SEMESTER COURSES**Drawing****.5 Unit, 5 Periods (Offered both semesters)**

Drawing is a semester course for the student who wants to learn to draw or to improve personal drawing skills. Course work is devoted to the exploration of pencil, pen and mixed media rendering techniques for the portrayal of realistic and imaginary subject matter. Preparation of a portfolio is required. **Prerequisite: None (Note: There is a \$10.00 material fee requirement for this class.)**

Photography

.5 Unit, 5 Periods (1/2 year)

The course objective is to learn to capture artistic photographs with a digital camera. Subject matter will vary from landscapes to portraits. Photography prepares the student to use a variety of photographic equipment. Students are requested to provide their own digital cameras; cell phone cameras are not acceptable. School cameras are available on a very limited basis. **Prerequisite: None. Design is recommended but not required prior to taking this course. (Note: There is a \$10.00 material fee requirement for this class.)**

Sculpture

.5 Unit, 5 Periods (1/2 year)

This course applies the elements of design and the imagination to produce three-dimensional additive and subtractive sculptural forms. The materials used include clay, metal, wood, paper, fabric, and plastics, which are formed into free standing, relief, or suspended structures. **Prerequisite: None. Design is recommended but not required. (Note: There is a \$10.00 material fee requirement for this class.)**

Ceramics

.5 Unit, 5 Periods (1/2 year)

The student will progress through a variety of challenging experiences with clay involving traditional and contemporary ceramic techniques used by the skilled craftsmen. This course also offers the basis for an individual avocation in adult life. **Prerequisite: None. Design is recommended but not required. (Note: There is a \$10.00 material fee requirement for this class.)**

Web Design and Digital Art

.5 Unit, 5 Periods (first semester)

This course is designed for students who want to create Computer art using the latest software to build personal Websites from scratch. Students will work with HTML and Dreamweaver to create websites and will learn to master important Digital Art software programs such as Adobe Illustrator and Photoshop, programs used in the professional workplace. Projects include logo design, animation and web page design. **Prerequisite: Design or Drawing recommended.**

Web Design and Digital Art 2

.5 Unit, 5 Periods (second semester)

This course is designed for students who want to continue their work in creating and designing Digital art for the Web, Print as well as Mobile Devices. Students will continue to work with the latest computer graphic and web designing software. This course will allow students to experience building their computer graphic skills with Dreamweaver, Flash Animation, InDesign as well as Javascript. **Prerequisite: A grade of "C+" or higher in Web Design and Digital Art 1.**

CAREER & TECHNOLOGY EDUCATION **BUSINESS EDUCATION**

Graduation Requirement: All students must earn one credit in Arts or Career & Technical Education classes.

<u>COURSE TITLE*</u>	<u>UNITS</u>	<u>GRADES OFFERED</u>
Microsoft Office/Computer Applications	.5	9 10 11 12
Business Management & Entrepreneurship	.5	9 10 11 12
Business Law	.5	9 10 11 12
Web Design/E-Commerce 1 (SHS)	.5	9 10 11 12
Web Design/E-Commerce 2 (SHS)	.5	9 10 11 12
Personal Finance 1 (Graduation Requirement)	.5	9 10 11 12
Personal Finance 2: Investing Your Money	.5	9 10 11 12
Medical Careers 2	.5	10 11 12
Accounting 1 (CCP)**	1	10 11 12
Accounting 2	1	11 12
Honors Business and Finance	1	11 12

* See Career Pathways Program section for sequence of courses.

**CCP-College Career Pathways program offers an opportunity to earn college credit

Microsoft Office/Computer Applications (9-12)

.5 Unit, 5 Periods (1/2 year)

This course is designed for students to develop computer skills in Microsoft's integrated software package that includes Word Processing (Word), Spreadsheet (Excel), and Presentation Graphics (PowerPoint).

According to the CT Department of Labor, Microsoft Office Professional is the world's most widely used software package. **Prerequisite: none**

Business Management & Entrepreneurship (9-12) **.5 Unit, 5 Periods (1/2 year)**

This course is designed to introduce students to the business world. Students develop an idea or concept into an actual business venture. They will identify key factors that will help them decide if their idea represents a real business opportunity. Students will study the interplay between marketing, manufacturing, financing, accounting and management. Students develop skills necessary to promote business ideas, test their feasibility and complete a business plan. This course offers hands-on activities in addition to various guest speakers. **Prerequisite: none**

Business Law (9-12) **.5 Unit, 5 Periods (1/2 year)**

This course is designed to provide all students with a better understanding of the legal world in which they work and live. Students learn essential concepts of law including their rights and responsibilities as citizens and employer/employees. Some of the business topics discussed include: employment law, property law, contracts, minors, leases, bill of sale, agency law and white-collar crime. **Prerequisite: none**

Web Design/E-Commerce 1 (9-12) (SHS) **.5 Unit, 5 Periods (1/2 year)**

In this hands-on computer class, students will learn how to plan, design, develop and evaluate an effective website for a business or an individual client using industry-standard professional web tools. Intellectual property laws and copyright laws are discussed. Among the software used in this class are: Adobe Photoshop, Illustrator, GoLive and Flash. Students will learn how to design sites using HTML and how to make the sites search-engine-friendly and user-friendly. Businesses today are including websites, E-commerce and E-publishing in their marketing plans and business plans. Students will learn how to become the technically skilled employees needed to achieve these goals. **Prerequisite: none**

Web Design/E-Commerce 2 (9-12) (SHS) **.5 Unit, 5 Periods (1/2 year)**

Intended for students who want to build more complex sites, expand their knowledge of website development and electronic commerce strategies, and incorporate advanced web-marketing techniques. **Prerequisite: C or better in Web Design and E-Commerce 1**

Personal Finance 1 (9-12) ***Graduation Requirement** **.5 Unit, 5 Periods (1/2 year)**

Beginning with the Class of 2019, all graduating seniors will be mandated to take a Personal Finance class in order to meet graduation requirements. Personal Finance helps students build a solid foundation for financial independence and future financial decisions. Students will learn about saving, spending, and credit. Topics will include preparing a monthly budget, planning for college expenses, buying a car, renting an apartment, investing their money and more. Guest speakers will enhance classroom activities. **Prerequisites: none**

Personal Finance 2: Investing Your Money (9-12) **.5 Unit, 5 Periods (1/2 year)**

This course will explore various vehicles for investing including stocks, bonds, and mutual funds. The world of investing and the operation of the stock market are the key components of this course. Students will evaluate and analyze many investment options in a collaborative environment. Emphasis is placed on developing the skills of global awareness, collaboration, oral and written communication, critical thinking, problem solving and a well-defined work ethic. Students will participate in the Stock Market Game. **Prerequisite: C or better in Personal Finance 1**

Introduction to Medical Careers 2 (10-12) **.5 Unit, 5 Periods (1/2 year)**

This is the second semester (spring) of Introduction to Health & Medical Careers. Students will continue to explore the various careers in the health and medical industries and will have an opportunity to develop an individual career portfolio. Guest speakers from the health and medical career cluster will enhance classroom activities and students will participate in an electronic mentoring program. Participation in the Health & Medical Careers Expo and service learning project opportunities will also be available. **(Medical Careers Pathway course) Prerequisite: Successful completion of Medical Careers 1**

Accounting 1 (CCP credit) (10-12) **1 Unit, 5 Periods (full year)**

This course will focus on the rules and procedures for keeping accurate records and the use of this information to make wise personal and business decisions. Preparation of financial statements, accounting practices for business (service or merchandising), and procedures for completing payroll activities are

among the topics covered. This course provides an in-depth study of specific accounting problems for proprietorships and partnerships utilizing manual and computer-based accounting systems. Eligible students can receive college credit for this course as part of the CCP program with the University of Bridgeport and Housatonic Community College.

Please note: Successful completion of Accounting 1 (full year course) may be applied as a mathematics credit for graduation. Students must complete Algebra 1, Geometry and Algebra 2 or be concurrently enrolled in Algebra 2 before Accounting can be used for math credit. Students will have the option to use the credit as a math credit or as an elective credit.

Accounting 2 (11-12)

1 Unit, 5 Periods (full year)

This course deals with basic financial reporting issues for corporations such as the identification of the users and uses of financial accounting information, the processing and recording of economic transactions, the preparation of financial statements and the interpretation of financial data. Emphasis is placed on automated accounting procedures. **Prerequisite: C or better in Accounting 1 and teacher recommendation**

Honors Business and Finance (11-12)

1 Unit, 5 Periods (full year)

This advanced level business and finance course will be offered to juniors and seniors who are interested in majoring in the business and finance industry. This course will look at the global picture of business and finance and how it relates to the consumer. It will also introduce students to business and international banking concepts and various financially related careers through units such as financial planning, budgeting, credit management, insurance, business ethics, investments, bankruptcies, taxes, business concepts, marketing, International business and entrepreneurship. **Prerequisite: Algebra 2 C or better**

FAMILY AND CONSUMER SCIENCES

Graduation Requirement: All students must earn one credit in Arts or Career & Technical Education classes.

<u>COURSE TITLE*</u>	<u>UNITS</u>	<u>GRADES OFFERED</u>			
Introduction to Culinary Arts	.5	9	10	11	12
Exploring Culinary Arts 1	.5		10	11	12
Exploring Culinary Arts 2	.5		10	11	12
Bakeshop 1	.5		10	11	12
Bakeshop 2	.5		10	11	12
Child Development 1	.5	9	10	11	12
Child Development 2	.5	9	10	11	12
Intro to Early Childhood Education	.5		10	11	12
Intro to Early Childhood Education (CCP)**	.5		10	11	12
Intro to Individual & Family Dev. (ECE)***	1			11	12
Culinary Assist	.5/1			11	12

*See Career Pathways Program section for sequence of courses.

**CCP-College Career Pathways Credit (Housatonic Community College)

***ECE-Early College Experience Credit (University of Connecticut)

Culinary Arts Career Pathway Courses

Introduction to Culinary Arts (9-12)

.5 Unit, 5 Periods (1/2 year)

This course is for students who are interested in learning about all aspects of food. Topics include consumerism, nutrition, safe food storage, kitchen safety, measurement and equivalents, terminology and cooking techniques. Emphasis will be placed on proper cooking and preparation techniques in the areas of fruits, vegetables, breads, grains, meats, poultry, dairy and pastry products. Students will learn life-long skills necessary for developing and maintaining healthy diets. **Prerequisite: none**

Exploring Culinary Arts 1 (10-12)

.5 Unit, 5 Periods (1/2 year)

This course is designed for students interested in a career in professional food services. Topics of study include careers in the food service industry, use and care of commercial equipment and tools, techniques of

quantity cooking, meal planning, and kitchen sanitation and safety. Students run a take-out restaurant. This course is open to students in grades 10-12. Exploring Culinary Arts can be taken concurrently with Bakeshop. **Prerequisite: C or better in Introduction to Culinary Arts, or permission of instructor**

Exploring Culinary Arts 2 (10-12)

.5 Unit, 5 Periods (1/2 year)

This course is designed for students interested in a career in professional food services. The course strengthens and expands the culinary art skills learned in Culinary Arts I. Topics of study include menu planning, restaurant management, kitchen organization, dining room management and careers in the food service industry. The students run a sit down restaurant as part of the program. Eligible students can receive college-credit for this course as part of our articulation agreement with Lincoln Technical Institute. Students must have maintained a C (2.0 GPA) or higher and must have maintained high attendance. This course is open to students in grades 10-12. Exploring Culinary Arts can be taken concurrently with Bakeshop. **Prerequisite: C or better in Culinary Foods 1 or permission of instructor**

Bakeshop 1 (10-12)

.5 Unit, 5 Periods (1/2 year)

This course is designed to provide students with an understanding of the principles of Baking and Pastry Making utilizing commercial equipment and techniques. Students will learn about safety and sanitation; the primary function of ingredients; baking formulas; weights and measurements; and proper maintenance, cleaning and storage of equipment. The students will experiment with Cookies, Quick Breads, Yeast Breads, Pies and Pastries, Dessert Sauces. The course is designed to give students exposure to careers within the culinary field. This course is open to students in grades 10-12. This course can be taken concurrently with Exploring Culinary Arts. **Prerequisite: C or better in Introduction to Culinary Arts, or permission of instructor**

Bakeshop 2 (10-12)

.5 Unit, 5 Periods (1/2 year)

This course is designed for students interested in careers in the Culinary Industry. The course expands on the skills and techniques learned in Bakeshop I. Advanced topics include Creams and Custards, Meringues, Chocolate Work, Garnishing and Plating, Pastry Techniques, Cakes, Frostings, Icings and Careers in the Baking Industry. In addition, students will prepare a variety of products for the “Red and Gold Café” which is a student operated restaurant and other community functions. Eligible students can receive college-credit for this course as part of our articulation agreement with Lincoln Technical Institute. Students must have maintained a C (2.0 GPA) or higher and must have maintained high attendance. This course is open to students in grades 10-12. Exploring Culinary Arts can be taken concurrently with Bakeshop. **Prerequisite: C or better in Bakeshop 1 or permission of instructor**

Culinary Assist (11/12)

.5 Unit or 1 Unit

Students who have completed two years in the Culinary Pathway may work by contract with a staff member on an individual program focusing on in-depth experiences of the Culinary Industry. **Prerequisite: Permission of Instructor**

Child And Family Studies Career Pathway

Child Development 1 (9-12)

.5 Unit, 5 Periods (1/2 year)

This course covers human growth and development from the prenatal stages through infancy. Topics will include: decision making, roles and responsibilities of a parent, prenatal care, care of the newborn and infant and the importance of early literacy intervention in the development of children. **Prerequisite: none**

Child Development 2 (9-12)

.5 Unit, 5 Periods (1/2 year)

This course includes the study of the toddler with emphasis on the physical, intellectual, emotional, and social development. The course will also focus on positive discipline, appropriate activities for young children, reading and language development. Anyone who desires a career in education or working with children should consider this course. **Prerequisite: C or better in Child Development 1**

Introduction To Early Childhood Education (CCP) (10-12)

.5 Unit, 5 Periods (1/2 year)

This course includes the study of the preschooler with the emphasis on their physical, intellectual, emotional, and social development. Careers involving young children are explored. Students interested in social work, psychology, education, nursing, and the expanding fields of childcare are encouraged to take

this course. **It is highly recommended that Child Development be taken prior to this college level course.**

Introduction To Early Childhood Education(CCP) (10-12) .5 Unit, 5 Periods (1/2 year)

This college level course is designed for students interested in careers working with children and will include trends in early childhood education with opportunities to observe and work with preschool children. Eligible students can receive college-credit for this course as part of our College Careers Pathway program with Housatonic Community College. **Prerequisite: C or better in Early Childhood Education**

Theory 1

Introduction to Individual & Family Development (UConn Early College Experience) (Grade 11-12) 1 Unit, 5 Periods (full year)

This college level course is highly recommended for students who are preparing for careers in education, human services, psychology, family studies, social work, and health occupations. Admission is based on academic performance, attendance, and citizenship. It is an introduction to the general study of human development from conception through old age. The course examines physical, intellectual, social, and emotional growth across the life span, emphasizing that development results from the interdependence of these areas at every stage. The course requires 40 hours beyond the classroom which could include an internship/extended learning experience. Students will have the opportunity to apply for college credit in the UConn Early College Experience Program. **Prerequisite: B or better in English Level 1 and/or teacher recommendation**

MEDICAL CAREERS PATHWAY

Graduation Requirement: All students must earn one credit in Arts or Career & Technical Education classes.

<u>COURSE TITLE*</u>	<u>UNITS</u>	<u>GRADES OFFERED</u>		
Introduction to Medical Careers 1 & 2	.5/.5	10	11	12
Medical Careers 3 & 4 (CCP)**	.5/.5		11	12
Pre-Nursing	2.0			12
Rehabilitation Science & Sports Medicine	1.0			12

**See Career Pathway Program section for sequence of courses.*

*** CCP – College Careers Pathway Credit (Housatonic Community College)*

Students in Medical Careers 3 & 4, Pre-Nursing and Rehabilitation Science have the opportunity to take these courses at an Honors level. Students who choose this option will receive Honors credit. To motivate and recognize students who want to deepen their knowledge, understanding and application of key concepts in this non-leveled course, all students have the option to earn Honors distinction and Honors weight on their high school transcript by contracting up for the “Honors component.” Descriptions and explanations of additional assignments and higher expectations for the Honors component will be provided to students in September. **Eligible students can receive college credit for Medical Careers 3-4 as part of the CCP program with Housatonic Community College.**

Introduction to Medical Careers 1 (Grades 10-12) .5 Unit, 5 Periods (1/2 Year—fall semester)

This is an introductory elective course offered in the fall. It is designed to give students an opportunity to learn about and explore careers in the health and medical fields. Students will gain the knowledge and insight into the attitudes and skills needed to experience employment opportunities in the health care field. **Prerequisite: none**

Introduction to Medical Careers 2 (Grades 10-12) .5 Unit, 5 Periods (1/2 Year—spring semester)

This is the second semester of Introduction to Medical Careers. Students will continue to explore the various careers in the health and medical industries and will have an opportunity to develop an individual career portfolio, in addition to, an electronic portfolio that will be a collection of work that tells the story of their efforts, progress, and achievements. Guest speakers from the health and medical career cluster will enhance classroom activities. Service learning project opportunities will also be available. **Prerequisite: C or better in Medical Careers 1**

Medical Careers 3 & 4 (Grades 11-12) (CCP)

.5 Units Each, 5 Periods

Medical Careers 3 & 4 is open to qualified juniors and seniors who have successfully completed the full year of Introduction to Medical Careers 1 & 2. Admission is based on academic performance, attendance, and citizenship. Students will acquire current, realistic, and accurate information about the numerous opportunities and career choices in medical careers. They will develop skills that will prepare them for further study and/or entry into the health care field. Students will participate in an organized, extended, hands-on experience during the school year in a clinical setting under the supervision of a certified health care professional. Students must earn a grade of C or better in Medical Careers 3 to be eligible for Medical Careers 4. **Prerequisite: C or better in Medical Careers 1/2. Student must also meet specific course admission requirements (based on school citizenship, attendance/tardies, academic performance, and teacher recommendations). See instructor for exact program requirements. Eligible students can receive college credit for Medical Careers 3-4 as part of the CCP program with Housatonic Community College.**

Pre-Nursing Program SHS (Grade 12)

2.0 Units, Double Period (Full Year)

This is a full year double period course for students entering their senior year. Admission is based on academic performance, attendance, and citizenship. During this time, students learn the theory and skills necessary for entry into the health care setting. In the spring, students spend one day a week at a clinical site where, under the supervision of the instructor, they provide hands on patient care. The remainder of the week is spent in the high school classroom where students continue to expand their knowledge and skills.

This program follows the guidelines set forth by the Connecticut State Department of Health, as well as the Connecticut State Department of Education, which state that all students must complete a total of 60 clinical hours. **Successful completion of this program and the state exam leads to registration as a Certified Nursing Assistant and/or Medical Assistant. Prerequisite: C or better in Medical Careers 3 & 4. Student must also meet specific course admission requirements (based on school citizenship, attendance/tardiness, academic performance, and teacher recommendations). See instructor for exact program requirements.**

Rehabilitation Science and Sports Medicine SHS (Grade 12)

1.0 Unit, 5 Periods (Full Year)

In this full year course, students learn the theory and skills necessary for entry into the health care setting in rehabilitation therapy. In the spring, students spend one day a week at a clinical site where, under the supervision of the instructor, they provide hands on patient care. The remainder of the week is spent in the high school classroom where students continue to expand their knowledge and skills.

This program follows the guidelines set forth by the Connecticut State Department of Health, as well as the Connecticut State Department of Education, which state that all students must complete a total of 60 clinical hours. **Successful completion of this program and the state exam leads to registration as a Certified Physical Therapy Aide. Prerequisite: C or better in Medical Careers 3 & 4. Student must also meet specific course admission requirements (based on school citizenship, attendance/tardiness, academic performance, and teacher recommendations). See instructor for exact program requirements.**

TECHNOLOGY EDUCATION

Graduation Requirement: All students must earn one credit in Arts or Career & Technical Education classes.

<u>COURSE TITLE</u>	<u>UNITS</u>	<u>GRADES OFFERED</u>			
<i>Communications Pathway-Media*</i>					
Introduction to Video Game Design	.5	9	10	11	12
Video Game Design 1	1		10	11	12
Video Game Design 2 (Honors)	1			11	12
AP Mobile Computer Science Principles	1		10	11	12
<u>COURSE TITLE</u>	<u>UNITS</u>	<u>GRADES OFFERED</u>			
<i>Communications Pathway- Video/Film*</i>					
Video Production 1	.5	9	10	11	12
Video Production 2	.5	9	10	11	12
Advanced Video Production	1		10	11	12

<i>STEM Manufacturing Pathway (Wood Technology)*</i>					
Introduction to Manufacturing Technology	.5	9	10	11	12
Manufacturing Technology	1		10	11	12
Advanced Manufacturing Technology	1			11	12
<i>STEM Transportation Pathway (Automotive Technology)*</i>					
Introduction to Transportation Technology	.5	9	10	11	12
Transportation Technology	1		10	11	12
Advanced Transportation Technology	1			11	12
<i>STEM Engineering Pathway SHS*</i>					
Introduction to Engineering Design (UNH)**	1	9	10	11	12
Principles of Engineering Honors (UNH) (UB)**	1		10	11	12
Civil Engineering and Architecture	1		10	11	12
Digital Electronics (Weighted the same as AP) (UNH)**	1			11	12
Engineering Design & Development Honors (UNH)	1				12
<i>STEM Architecture/Engineering Pathway BHS*</i>					
Computer Aided Drafting & Design	.5	9	10	11	12
Architecture & Engineering 1	1		10	11	12
Architecture & Engineering 2	1			11	12
Technology Education-Independent Study	.5, 1				12

**See Career Pathway Program section for sequence of courses.*

***Opportunity to earn transferable college credit through the University of New Haven (UNH) or University of Bridgeport (UB)*

Communications Pathway (Game Design)

Introduction To Video Game Design (9-12)

.5 Units, 5 Periods (1/2 year)

In this class students will analyze game theory and game mechanics from a game maker's perspective. After students understand the fundamental concepts of creating various board games, they will be introduced to 2D gaming software. Students will use multiple sources in a self-directed environment to create a variety of interactive video games. This course will serve as a foundation for the process of video game design. **Prerequisite: none**

Video Game Design 1 (10-12)

1 Unit, 5 Periods (full year)

This class is a continuation of Introduction to Video Game Design. Video Game design students will perform critical analyses of video games in order to gain a better understanding of play mechanics. Students will continue to work with 2D gaming software while learning game design techniques. These skills will enable the student to assemble interactive and engaging experiences for the users of their systems and applications. As part of the learning experience, students will gain valuable skills that will lead to the use of 3D gaming software that introduces the learner to basic animation tools and techniques. **Prerequisite: C or better - Introduction to Video Game Design**

Video Game Design 2, Honors (11-12)

1 Unit, 5 Periods (full year)

This course will share introductory game design techniques enabling the student to assemble interactive and engaging experiences for the users of their systems and applications. As part of the learning experience, students will gain valuable skills while using the Unity 3D application development environment. Concepts that will be covered include: lighting effects, rendering video, special effects such as explosions and glow, and editing video and sound. The final project is to create an animation that teaches a lesson. **Prerequisite: C or better - Video Game Design 1**

Mobile Computer Science Principles (AP) (10-12)

1 Unit, 5 Periods (full year)

In this course students will learn computer science by building socially useful mobile apps. In addition to programming and computer science principles, the course is project-based and emphasizes writing, communication, collaboration, and creativity. This course is supported by the Mobile Computer Science

Principles Project (Mobile CSP), an NSF-funded effort to provide a broad and rigorous introduction to computer science based on App Inventor, a mobile programming language for Android devices. The course is based on the College Board's emerging Advanced Placement (AP) Computer Science Principles curriculum framework for introductory computer science. **Prerequisite: successful completion of Algebra 1 with a grade of C or better**

Communications Pathway (Video/Film)

Video Production 1 (9-12)

.5 Unit, 5 Periods (1/2 year)

This course introduces the basics of video production utilizing a personal camcorder and video editing equipment. Students study video technologies, basic equipment operation, video composition, basic lighting, audio production planning, and visual storytelling. Students work in groups to create video projects utilizing post-production editing.

Prerequisite: none

Video Production 2 (9-12)

.5 Unit, 5 Periods (1/2 year)

This course is a continuation of Video Production I in a video studio production setting. Students learn studio production planning, lighting, and audio along with basic video engineering. Students practice all crew positions including floor director, camera operator, lighting technician, audio technician, technical director and program director. **Prerequisite: C or better in Video Production 1**

Advanced Video Production (10-12)

1 Unit, 5 Periods (full year)

Various production techniques for a variety of video applications are included in this advanced video course. These techniques include theatrical, news gathering, informational, and documentary-style productions. Students focus on pre-production planning and combining studio and field production into a final presentation. As part of this course, students will help produce programming for broadcast.

Prerequisite: C or better in Video Production 2

Manufacturing Pathway STEM

Introduction to Manufacturing (9-12)

.5 Unit, 5 Periods (1/2 year)

In this course students are introduced to the materials, processes and equipment that can be found in the manufacturing industry. Students are exposed to different career opportunities in the construction and manufacturing industries. Students will also be introduced to the safe use of tools needed to process materials in the industry. Additionally, students will be introduced to Computer Aided Manufacturing (CAM) as well as CNC operations. This will include two-dimensional geometry, tool paths, and set up.

Prerequisite: none

Manufacturing Technology (10-12)

1 Unit, 5 Periods (full year)

Students are instructed on the safe use of stationary and portable power equipment used in the construction and manufacturing industries to complete a project and learn about job-site safety. Students will continue to grow their knowledge of Computer Aided Manufacturing (CAM) as well as CNC operations. This will include three-dimensional geometry, tool paths, and set up. A small structure will be designed and constructed with a variety of materials and construction techniques. Students will be introduced to joinery and more advanced manufacturing techniques. **Prerequisite: C or better in Introduction to Manufacturing Technology**

Advanced Manufacturing Technology (11-12)

1 Unit, 5 Periods (full year)

Students will investigate careers in the manufacturing industry and utilize tools and equipment to design and manufacture projects. In this advanced class, students will expand their skills acquired from the foundations class and demonstrate knowledge of a variety of industrial materials and processes. Some of the tools and equipment that will be used include CAD/CAM, MasterCAM, Solidworks, CNC Router. Projects and equipment may vary between schools. **Prerequisite: C or better in Manufacturing Technology**

Transportation Pathway STEM (Automotive Technology)

Introduction to Transportation (Automotive) (9-12) .5 Unit, 5 Periods (1/2 year)

This course includes a study of the various ways in which society has used natural forces and different fuels to power machines. These fuels include water, wind, solar, electrical, and nuclear as well as fossil. Students will study the theory, maintenance, and repair of the small internal combustion engines and electric motors. **Prerequisite: none**

Transportation Technology (Automotive) (10-12) 1 Unit, 5 Periods (full year)

This course is designed to allow students to develop skills necessary for work in the Automotive and Transportation technology industry. An emphasis is placed on Powertrain, exhaust, lubrication and cooling systems. Problem-solving activities related to transportation systems (air, land, space and water) are also covered. **Prerequisite: C or better in Introduction to Transportation Technology I**

Advanced Transportation Technology (Automotive) (11-12) 1 Unit, 5 Periods (full year)

This course introduces the student to troubleshooting automotive and other transportation systems. Other areas of study will include dismantling and assembling mechanical and electrical components of brake, suspension systems. The use of computerized diagnostic equipment will also be discussed. Activities will include development of alternate fuel vehicles such as solar electric and hybrid vehicles. **Prerequisite: C or better in Transportation Technology**

Engineering & Architecture Pathway STEM

SHS

(Project Lead the Way)

Introduction to Engineering Design (9-12) SHS 1 Unit, 5 Periods (full year)

This is the first course in the Project Lead the Way Engineering Pathway. Knowledge and skills attained in this course will be used in subsequent PLTW courses. In this course students will use the design process to complete a variety of problem-based activities. Students will become proficient in the use of Autodesk Inventor, which is a state of the art Computer Aided Design software package. Students will solve design problems as they develop, create, and analyze product models. Students will study the design concepts of form and function then use technology to translate conceptual design into reproducible products.

Pre-requisite or Co-requisite: Algebra 1

Principles of Engineering Honors (10-12) SHS 1 Unit, 5 Periods (full year)

This course will continue to help students understand the field of engineering and engineering technology. Students develop problem-solving skills by tackling real-world engineering problems. Through theory and practical hands-on experiences, students address the emerging social and political consequences of technological change. Students will learn about engineering, design process, communication and documentation, engineering systems, statics, **robotics**, materials and materials testing, thermodynamics, engineering for quality and reliability and dynamics. **Prerequisite: Introduction to Engineering Design**

Civil Engineering and Architecture (10-12) SHS 1 Unit, 5 Periods (full year)

Civil Engineering and Architecture is the study of the design and construction of residential and commercial building projects. The course includes an introduction to many of the varied factors involved in building design and construction including building components and systems, structural design, storm water management, site design, utilities and services, cost estimation, energy efficiency, and careers in the design and construction industry. The major focus of the CEA course is to expose students to the design and construction of residential and commercial building projects, design teams and teamwork, communication methods, engineering standards, and technical documentation. **Prerequisite: Introduction to Engineering Design or permission of instructor**

Digital Electronics (Weighted the same as Advanced Placement) (10-12) SHS 1 Unit, 5 Periods (full year)

How do robots make decisions? How does my calculator work? What does an electrical engineer do? These and many more questions are waiting for you to find the answers in the Digital Electronics™ course. Digital electronics is so embedded in your daily life, from listening to music to withdrawing money from a bank, that it has invaded many other areas of engineering. This course is designed to teach you about

applied logic, which introduces you to the basics of electronics and digital systems – the building blocks to many products you use. This course is important for anyone exploring a career in engineering or engineering technology. The course includes topics on Basic Electron Theory, Electron Laws, Number Systems, Logic Systems, Boolean Algebra, Microprocessors, and a Student Self-Directed Project. Digital Electronics is weighted as an AP (advanced placement) level course. **Prerequisite: Introduction to Engineering Design**

Engineering Design & Development Honors (11-12) SHS 1 Unit, 5 Periods (full year)

This course allows the student to design a solution to a technical problem of their choosing. They have the chance to eliminate one of the *“Don’t you hate it when…” statements of the world.* This is an engineering research course in which students will work in teams to research, design, test and construct a solution to an open-ended engineering problem. The team presents and defends their solution to a panel of outside reviewers at the conclusion of the course. The EDD course allows students to apply all the skills and knowledge learned in previous PLTW courses. The course also engages students in time management and teamwork skills, a valuable set of skills for students. **Prerequisite: Introduction to Engineering Design plus two of the other three PLTW courses offered**

Engineering & Architecture Pathway STEM
BHS

Computer-Aided Drafting and Design (9-12) - BHS .5 Unit, 5 Periods (1/2 year)

Students will develop skills, understanding and knowledge of the correct use and application of technical drawings as they pertain to architectural and engineering concepts. Emphasis is placed on the skills required for basic print reading, graphic note-taking, and project development and planning. Students will engage in the design process through concept development, freehand sketching, and finished working drawings. The students will be introduced to 2D and 3D computer-based design software that will allow them to convert work into a digital format. The course will expand the uses of the computer as a drafting tool in the manufacturing process through laser and 3D printing applications. Activities will include developing a wide range of skills utilized in various design applications including engineered and architectural drawings. **Prerequisite: none**

Architecture & Engineering 1 - BHS 1 Unit, 5 Periods (full year)

In this course, students will apply mathematical and scientific knowledge with technical skills and problem-solving techniques to develop solutions for a variety of real-world problems. Several engineering disciplines will be covered, including civil, mechanical and environmental. There will be a heavy emphasis on mechanical engineering and the use of the Vex **robotics** system. This course will also focus on the study of residential architectural concepts such as the home design process, building codes, conventions in producing architectural drawings, room layout and relationships, and aesthetic considerations and functionality. Students will develop proficiency in the use of architectural design software and parametric solid modeling software. **Prerequisite: C or better Computer-Aided Drafting and Design**

Architecture & Engineering 2 - BHS 1 Unit, 5 Periods (full year)

This is the third course of a three course pathway which will continue to build the students understanding of architecture and various engineering disciplines. Students will collaborate on the design and documentation of a commercial facility within a project design team. Students will conduct a site analysis/survey, and learn about site considerations important to the function of the building including land use and development, parking lot and road design and construction, storm water management, utilities and power supply, water supply, and landscaping. Students will also perform a structural analysis of the building and will document their work using 3D architectural software. This course will also provide opportunity for the students to engage in the design and development of advanced manipulative tools and programming using the Vex robotic system. **Prerequisite: C or better Architecture and Engineering 1**

Technology Education- Independent Study (12) .5 Unit, 5 Periods or 1 Unit, 5 Periods (full year)

Students who have completed three years in a Technology Education cluster may work by contract with a staff member on an individual program focusing on in-depth experiences in terms of craftsmanship and experimentation with technique. **Prerequisite: Permission of Instructor**

ENGLISH/LANGUAGE ARTS and READING

<u>COURSE TITLE</u>	<u>UNITS</u>	<u>GRADES OFFERED</u>				
<u>Required</u>						
English 1	1	9				
English 2	1		10			
English 3	1			11		
Reading	.5	9	10	11	12	
AP Language (UConn ECE)	1			11	12	
American Experience Honors*	2			11		
AP Literature (UConn ECE)	1			11	12	
Visual Images	.5				12	
Poetry and Music	.5				12	
Dystopias and Utopias in Literature and Life	.5				12	
Public Speaking and Activism	.5				12	
Sports Literature/Sports Journalism	.5				12	
<u>Electives</u>						
Journalism 1	1	9	10	11	12	
Journalism 2	1	9	10	11	12	
Journalism 3	1	9	10	11	12	
Journalism 4 Honors	1				12	
Creative Writing 1	1	9	10	11	12	
Creative Writing 2	1	9	10	11	12	
Creative Writing 3	1	9	10	11	12	
Creative Writing 4 Honors	1				12	
Annual Writing and Editing 1, 2	1		10	11	12	
Annual Writing and Editing 3 Honors	1				12	

*Both English and Social Studies credits are available for this course.

Reading/Writing A, B, C, D, E, F

.5 Unit each Section, 5 Periods (1/2 year)

Students in all grades are placed into the course as a result of scores on district and standardized measures and performance in school. The emphasis for this course will be on reading, writing and analyzing strategies. Literary and non-fiction texts will be used to teach, model, and develop reading skills and strategies so students will internalize them and use them in all of their courses. Individual courses will be offered based on student needs at each school. Courses may be repeated for credit.

English 1 (Honors Option)

1 Unit, 5 Periods (1 year)

This course is integrated with the study of literary genres using complex text, and an emphasis on argumentative and informational writing. Students are expected to become independent learners who develop their own interpretations and generalizations from concepts using close reading skills and questioning strategies. *To motivate and recognize students who want to deepen their knowledge, understanding and application of key concepts, all students have the option to earn Honors distinction and Honors weight on their high school transcript by signing up for the "Honors component."* Descriptions and explanations of additional assignments and higher expectations for the Honors component will be provided to students at the beginning of the course.

English 2 College Prep (CP)

1 Unit, 5 Periods (1 year)

In grade 10, students do extensive writing and reading with emphasis on Common Core Standards throughout the school year. Students are encouraged to evaluate literature and non-fiction text using critical theory, close reading skills, and questioning strategies. **Prerequisite: Students must successfully pass English 1.**

English 2 Honors is a course available for those students who have passed English 1 and have a teacher recommendation. In addition to the curriculum listed under English 2 College Prep, this course stresses extensive reading and writing and includes additional literary selections.

English 3 College Prep (CP)

1 Unit, 5 Periods (1 year)

Students in Grade 11 continue to develop and strengthen their writing and reading abilities. There is an emphasis on composition which focuses on the connection between complex text, text dependent questions, and writing. A review prior to the SAT/ACT is a functional part of the course of study. **Prerequisite: Students must successfully pass English 2.**

English 3 Honors is a course available for those students who have passed English 2 and have a teacher recommendation. In addition to the curriculum listed under English 3 College Prep, this course stresses extensive reading and writing and includes additional literary selections.

English 3 AP: Language & Composition

1 Unit, 5 Periods (1 year)

This full year course is designed to teach the skills needed to succeed in a college level English course. This course is an in-depth study of various genres of American literature through the lens of rhetoric and prepares students for the Advanced Placement examination in language. **Note: Students are expected to take the Advanced Placement tests offered by the College Board.** Where UConn ECE is offered, students must successfully complete the course with a grade of C or above in order to receive University credit. UConn credits are transferable to many colleges and universities. There is a nominal processing fee per credit charged to students wishing to obtain UConn credit. **Prerequisite: Successful completion of English 2 in addition to Department Head and teacher recommendation.**

American Experience Honors

2 Units, 10 periods (1 year)

The American Experience combines new perspectives on the study of 20th century United States history, government, law, literature, art, music, film, and popular culture. Meeting two consecutive class periods each day, it consists of two full year Honors Level courses now open to juniors who are college bound. **Prerequisites: Successful completion of English 2 and two years of social studies and teacher recommendation.**

Grade 12 Choices and Requirements

To fulfill the senior English requirement, students choose either **English 4 AP Literature and Composition** or two of the following courses: **Poetry and Music, Public Speaking and Activism, Dystopias and Utopias in Literature and Life, Sports Literature/Sports Journalism, Visual Images.**

English 4 AP: Literature & Composition

1 Unit, 5 Periods (1 year)

This full year course is designed to teach the skills needed to succeed in a college level English course and meets the requirements for senior English. This course prepares students for the Advanced Placement examination in literature. **Note: Students are expected to take the Advanced Placement tests offered by the College Board.** Where UConn ECE is offered, students must successfully complete the course with a grade of C or above in order to receive University credit. UConn credits are transferable to many colleges and universities. There is a nominal processing fee per credit charged to students wishing to obtain UConn credit. **Prerequisite: Successful completion of English 3 or AP Language in addition to Department Head and teacher recommendation.**

Poetry and Music (12) (Honors Option)

.5 Unit, 5 Periods (1/2 year)

Interested in writing lyrics or poems? Interested in analyzing music lyrics as well as poetry? This course will give students the opportunity to write and analyze poems and/or lyrics while focusing on the concepts of authorship and critical thought. Students will analyze how lyricists and poets act as authors to convey their ideas in a credible and creative manner. This course taken in conjunction with an additional half year course meets the requirements for senior English. **Prerequisite: Successful completion of English 3 or AP Language; may be taken concurrently with English 3 or any AP English class per Department Head and/or Principal approval** *To motivate and recognize students who want to deepen their knowledge, understanding and application of key concepts, all students have the option to earn Honors distinction and Honors weight on their high school transcript by signing up for the "Honors component." Descriptions and explanations of additional assignments and higher expectations for the Honors component will be provided to students at the beginning of the course.*

Public Speaking and Activism (12) (Honors Option)

.5 Unit, 5 Periods (1/2 year)

How can we effectively create speeches to convey our stories and/or perspectives in a convincing, thoughtful, and appealing manner? If you want to have an impact and "change the world," your speaking voice must be credible and engaging. Learning from master speakers and master writers allows the budding activist or public speaker to gain agreement, ignite change, and shift perspective or simply be

heard and considered. This course taken in conjunction with an additional half year course meets the requirements for senior English. **Prerequisite: Successful completion of English 3 or AP Language; may be taken concurrently with English 3 or any AP English class per Department Head and/or Principal approval** *To motivate and recognize students who want to deepen their knowledge, understanding and application of key concepts, all students have the option to earn Honors distinction and Honors weight on their high school transcript by signing up for the “Honors component.” Descriptions and explanations of additional assignments and higher expectations for the Honors component will be provided to students at the beginning of the course.*

Dystopias & Utopias in Literature & Life (12) (Honors Option) **.5 Unit, 5 Periods (1/2 year)**

As children, we hear fairy tales designed to teach us lessons about the world, but then we learn that the fairy tales often started as gruesome horror stories. Is a utopian society possible or does every fairy tale ultimately become a dystopia? Could competing utopian societies exist in a culminating, multifaceted and equal society? This course will explore modern, young adult and classical dystopias and utopias to explore the concepts of authorship and critical thought. This course taken in conjunction with an additional half year course meets the requirements for senior English. **Prerequisite: Successful completion of English 3 or AP Language; may be taken concurrently with English 3 or any AP English class per Department Head and/or Principal approval** *To motivate and recognize students who want to deepen their knowledge, understanding and application of key concepts, all students have the option to earn Honors distinction and Honors weight on their high school transcript by signing up for the “Honors component.” Descriptions and explanations of additional assignments and higher expectations for the Honors component will be provided to students at the beginning of the course.*

Sports Literature/Sports Journalism (12) (Honors Option) **.5 Unit, 5 Periods (1/2 year)**

What does it take to write a successful story about sports? How is sports literature similar to and different from biographies, autobiographies, game summaries, play by plays, and reporting of sports? What does authorship mean when an author is writing a play by play? How can we become critical consumers of information about sports? This course allows students to read, write, and produce short and extended texts of both fiction and non-fiction with sports as a main focus. This course taken in conjunction with an additional half year course meets the requirements for senior English. **Prerequisite: Successful completion of English 3 or AP Language; may be taken concurrently with English 3 or any AP English class per Department Head and/or Principal approval** *To motivate and recognize students who want to deepen their knowledge, understanding and application of key concepts, all students have the option to earn Honors distinction and Honors weight on their high school transcript by signing up for the “Honors component.” Descriptions and explanations of additional assignments and higher expectations for the Honors component will be provided to students at the beginning of the course.*

Visual Images (12) (Honors Option) **.5 Unit, 5 Periods (1/2 year)**

This course combines the study of visual images and literature, culture, art, and music. Students will explore and make connections among issues related to world and American visual images and literature including: world and American contributions to filmmaking, music, and art, Shakespeare film adaptations, and research, narrative, informational/explanatory, argumentative and journal writing. This course taken in conjunction with an additional half year course meets the requirements for senior English. **Prerequisite: Successful completion of English 3 or AP Language; may be taken concurrently with English 3 or any AP English class per Department Head and/or Principal approval** *To motivate and recognize students who want to deepen their knowledge, understanding and application of key concepts, all students have the option to earn Honors distinction and Honors weight on their high school transcript by signing up for the “Honors component.” Descriptions and explanations of additional assignments and higher expectations for the Honors component will be provided to students at the beginning of the course.*

Electives

The following courses are enrichment courses and may be elected in grades 9, 10, 11 and/or 12 in addition to any required English course. **Courses will be offered based on student enrollment.**

Journalism 1, 2 and 3 **1 Unit, 5 Periods (1 year)**

This course teaches the fundamentals of journalistic writing and makeup of a newspaper. Students in this course write for the high school newspaper. The course is also open to selected and highly recommended

students interested in the following aspects of journalism: photography, art, and business. Students who are enrolled in Journalism 2 and 3 are responsible for the entire publication of the high school newspaper. This includes writing news stories, feature stories, editorials, sports stories, photojournalism, and advertising materials. **Prerequisite: Teacher recommendation.**

Journalism 4 Honors

1 Unit, 5 Periods (1 year)

This is an Honors course in journalism offered to students who have completed Journalism 1, 2, and 3. This course is available for those students who have demonstrated superior ability in journalism and the ability to work independently. **Prerequisite: Teacher recommendation**

Creative Writing 1, 2, and 3

1 Unit, 5 Periods (1 year)

Offered to students in grades nine, ten, eleven, and twelve, who have an interest in writing, the class will stress the fundamentals of writing, especially the writing of short stories, informal essays, and verse. Students will have the opportunity to publish their writing and analyze and evaluate each other's writing. This course is conducted as a workshop. Students who are enrolled in Creative Writing 2 and 3 will serve as editors for the school literary magazine.

Creative Writing 4 Honors

1 Unit, 5 Periods (1 year)

This is an Honors course in writing offered to students who have completed Creative Writing 1, 2, and 3. This course is conducted as a workshop. Students will analyze and evaluate each other's writing. Students will serve as editors for the school literary magazine. **Prerequisite: Teacher recommendation**

Annual Writing and Editing 1, 2

1 Unit, 5 Periods (1 year)

This course is offered to students in grades ten, eleven, and twelve who have an interest in writing, photography, graphic design, and editing. This class will stress: writing in a journalistic style, correct grammar and usage, vocabulary development, use of computer software, composing and editing on a computer, meeting deadlines, financial management, and the publication of the yearbook. **Prerequisite: Teacher recommendation**

Annual Writing and Editing 3 Honors

1 Unit, 5 Periods (1 year)

This is an Honors course which is offered to students in grades ten, eleven, and twelve who have an interest in writing, photography, graphic design, and editing. This class will stress: writing in a journalistic style, correct grammar and usage, vocabulary development, use of computer software, composing and editing on a computer, meeting deadlines, financial management, and the publication of the yearbook. **Prerequisite: Teacher recommendation.**

HEALTH EDUCATION

<u>COURSE TITLE</u>	<u>UNITS</u>	<u>GRADES OFFERED</u>
<i>Required</i>		
Health 9	.3	9
Health 12	.2	12

<u>COURSE TITLE</u>	<u>UNITS</u>	<u>GRADES OFFERED</u>
<u>Electives</u>		
C.P.R./First Aid	.1	10 11 12
E.M.R. (BHS)	.5	10 11 12
E.M.T.	1.0	10 11 12
Wellness in the 21 st Century	.5	11 12

Health 9 **.3 Unit, 3 Periods (1/2 year)**
 Students will be required to pass for graduation a one semester, comprehensive health course. Focus will be on examination of lifestyles and making responsible decisions leading to the total wellness of the individual and family. Topics will include, but are not limited to, substance abuse, HIV/AIDS prevention education, family living, nutrition, consumer information, and stress and coping skills. Wellness integration with physical education will be linked with the following topics: nutrition and exercise, body composition, weight control, and exercise and stress management.

Health 12 **.2 Unit, 2 Periods (1/2 year)**
 Students will be required to pass for graduation an interdisciplinary course relating to current health issues and concerns. Focus will be on decision making and life skills as they apply to adolescent and adult health topics. Topics will include, but are not limited to, lifestyles, substance use/abuse, sexuality, family living, diseases, suicide prevention, death and dying, and other health concerns.

E.M.R. (Grades 10-12) (BHS) **.5 Unit, 5 Periods (1/2 Year)**
 This elective course is designed to train students to be Emergency Medical Responder (first responders). Students will learn skills of first aid and C.P.R. as well as defibrillation. There will be training in lifting and moving, airway and oxygen adjuncts, medical and trauma emergencies, childbirth, infants, and children.
Prerequisite: Must be 16 years of age. The course will follow state and national guidelines. Completion of the course requirements and standards can lead to E.M.R. certification (must be 16 years of age). A small book/certification fee may be required. This course may be available for credit in the evening through the Stratford Volunteer EMS Association.

E.M.T. (Offsite) **1 Unit, 2 nights/week (1/2 Year)**
 This elective course is designed to train students to be emergency medical technicians (ambulance workers). Students will learn skills of advanced first-aid and CPR as well as defibrillation. The training includes: patient assessment, lifting and moving, airway and oxygen adjuncts, medical and trauma emergencies, childbirth, infants, children and geriatrics and EMS operations. There are also clinical opportunities at Bridgeport and St. Vincent’s hospitals and ambulance observation with Stratford EMS.
Prerequisite: This course is offered for a tuition fee in the evenings, offsite.

Wellness in the 21st Century **.5 Unit, 5 Periods (1/2 Year)**
 Students may choose the “Wellness” course in their Junior or Senior year. This course will combine health and physical education by having two days a week in the classroom and three days a week in the gymnasium. The major topics to be covered are fitness, nutrition, and stress management. The course will provide instruction in knowledge, experiences and skills needed to promote wellness for individuals and society. Students will learn about and participate in a variety of activities, self-assessments and unique program planning. **Prerequisite: none.**

MATHEMATICS

<u>COURSE TITLE</u>	<u>UNITS</u>	<u>GRADES OFFERED</u>
Integrated Mathematics	1	9
Common Core Math Support	.1 - .5 ⁺	9 10 11
Algebra 1	1	9
Geometry	1	9 10
Algebra 2	1	9 10 11
Pre-Calculus	1	10 11 12
Calculus Honors	1	11 12
AP Calculus AB	1	11 12
AP Calculus BC	1	11 12
AP Statistics	1	12
College Algebra	.5	11 12
Trigonometry	.5	11 12
Statistics 1	.5	11 12
Statistics 2	.5	11 12
SAT	.5 ⁺	10 11 12

+ Units do not count toward mathematics graduation requirement.

Integrated Mathematics

1 Unit, 5 Periods

This course will focus on the acquisition of the basic math skills, introductory algebra concepts, and introductory geometry concepts. Real-world and technical applications will be extended and analyzed. Materials related to statistical concepts, data organization, interpretation, measurement, and modeling are utilized. Career awareness, applications, calculator, and computer activities are integrated where appropriate. **Prerequisites: Placement determined by benchmark scores, teacher recommendation, and student ability.**

Common Core Math Support

.1-.5 Unit each semester, 1-5 Periods

This class is designed to offer support for students to work on their algebraic skills needed in order be successful with the common core standards for mathematics in Algebra 1. Students that are eligible for this course must have a teacher recommendation from their Integrated Mathematics/Pre-Algebra Teacher in the fall or their Algebra 1 teacher in the Spring. Course may be repeated for credit.

Algebra 1

1 Unit, 5 Periods

This course introduces the student to the language and fundamentals of algebra and the real number system. Students develop an understanding of important concepts, skills, procedures and ways of thinking, reasoning, and modeling in algebra. Students investigate math concepts, utilizing interactive problems in motivating everyday situations and developing mathematical skills through investigations and projects. **Prerequisites: Successful Completion of Pre-Algebra or Integrated Mathematics. College Prep or Honors level determined by a data-driven teacher recommendation process.**

Geometry

1 Unit, 5 Periods

This course includes plane geometry and components of solid, coordinate, and transformational geometry. It helps the student to develop spatial, inductive, and deductive reasoning skills. The course includes computer and calculator activities and real life applications. Students investigate geometry concepts utilizing interactive problems in everyday situations and develop mathematical skills through investigations, projects, and modeling. **Prerequisites: Successful Completion of Algebra 1. College Prep or Honors level determined by a data-driven teacher recommendation process.**

Algebra 2

1 Unit, 5 Periods

This course builds upon concepts learned in Algebra I and Geometry and expands to include work in functions and relations, polynomial functions, exponentials and logarithms, rational algebraic expressions, irrational algebraic expressions, and sequences and series. A heavy emphasis is placed upon non-routine problem solving, modeling, and math applications. Technology is integrated where appropriate. Students

are encouraged to have TI-84+ calculator. **Prerequisites: Successful Completion of Algebra 1. College Prep or Honors level determined by a data-driven teacher recommendation process.**

Pre-Calculus

1 Unit, 5 Periods

This course contains topics such as trigonometric functions and their applications, linear regression and curve fitting, probability/statistics, matrices, polar coordinates/parametric equations, complex numbers/infinite series, and limits and derivatives. Non-routine problem solving, use of calculator, and computer activities are heavily integrated throughout the course. The Honors level covers content in more depth. Independent study projects are required. **Use of graphing calculator required. Prerequisites: Successful Completion of Algebra 2. College Prep or Honors level determined by a data-driven teacher recommendation process.**

Calculus Honors

1 Unit, 5 Periods

This course is designed to give college bound students the opportunity to learn the concepts of calculus as noted below. The practical aspects of calculus are emphasized without the Advanced Placement Examination preparation. This is a UConn ECE course for registered students. Students may earn UConn credits by fulfilling requirements. **Use of graphing calculator required. Prerequisites: Successful Completion of Pre-Calculus.**

AP Calculus AB

1 Unit, 5 Periods

This course is designed to develop the students' understanding of the concepts of calculus and provide experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed geometrically, numerically, analytically, and verbally. The connections among these representations are also important. Through the use of the unifying themes of derivatives, integrals, limits, approximation, and applications and modeling, the course becomes a cohesive course. Students are *expected* to take the Advanced Placement Examination offered by the College Board. This is a UConn ECE course for registered students. Students may earn UConn credits by fulfilling requirements. **Use of graphing calculator required. Prerequisites: Successful Completion of Pre-Calculus. Placement determined by data-driven teacher recommendation and Department Head approval.**

AP Calculus BC

1 Unit, 5 Periods

This course is an extension of Calculus AB. Common topics require a similar depth of understanding. Both courses are challenging and demanding. Students are *expected* to take the Advanced Placement Examination offered by the College Board. This is a UConn ECE course for registered students. Students may earn UConn credits by fulfilling requirements. **Use of graphing calculator required. Prerequisites: Successful Completion of AP Calculus AB. Placement determined by data-driven teacher recommendation and Department Head approval.**

AP Statistics

1 Unit, 5 Periods

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. AP Statistics is divided into four major themes: exploratory analysis, planning a study, probability, and statistical analysis. Students need to have a graphing calculator and computer technology as tools and are *expected* to take the Advanced Placement Examination offered by the College Board. This is a UConn ECE course for registered students. Students may earn UConn credits by fulfilling requirements. **Use of graphing calculator required. Prerequisites: Successful Completion of Algebra 2. Placement determined by data-driven teacher recommendation and Department Head approval.**

College Algebra

.5 Unit, 5 Periods

This course is designed to better prepare students in the area of algebraic understanding before moving on to an undergraduate program. It will focus on problem solving, real-world applications, modeling, and the appropriate use of technology while reinforcing skills learned in Algebra 1 and 2. Course content will include a thorough look at equations and inequalities, systems of equations, functions, data analysis, conics, exponents and logarithms. **Prerequisite: Successful Completion of Algebra 2**

Trigonometry

.5 Unit, 5 Periods

Trigonometry is the study of how sides and angles of triangles are related to each other. This course will focus on the concepts of trigonometric functions, relations among these functions, solutions of triangles and their application to real-world problems, circular functions and their graphs including units of measure are also analyzed. **Prerequisite: Successful Completion of Algebra 2**

Statistics 1

.5 Unit, 5 Periods

This course provides the student with statistical methods of collecting, organizing, representing, and analyzing data. Principles of probability such as the counting principle, combinations and permutations, and tree diagrams will be explored. **Prerequisite: Successful Completion of Algebra 2**

Statistics 2 (Pending Board of Education Approval)

.5 Unit, 5 Periods

This course builds upon the work completed in Statistics 1. Students will focus on the application of statistical methods to make predictions about populations in a real world context. **Prerequisite: Successful Completion of Statistics 1**

SAT Prep

.5 Unit, 5 Periods

This course is intended to offer support and practice to help students increase their success on the mathematics portion of the SAT/ACT. Students will review topics covered in the Math SAT/ACT, practice SAT/ACT type problems, complete timed and untimed practice SAT/ACT tests and analyze the results of these practice tests. This class is for review; it is not intended as instruction in new topics in mathematics. Students are encouraged to have TI-84+ calculator.

MUSIC

Graduation Requirement: All students earn one credit in Arts or Career & Technology Education Classes

<u>COURSE TITLE</u>	<u>UNITS</u>	<u>GRADES OFFERED</u>
Full Year Courses		
Concert Choir*	1	9 10 11 12
Select Choir *	1	9 10 11 12
Concert Band *	1	9 10 11 12
String Orchestra*	1	9 10 11 12
Wind Ensemble Honors*	1	9 10 11 12
Music Theory	1	10 11 12
AP Music Theory	1	11 12
Sectional Band (Percussion/ guitar, keyboards, drums)*	1	9 10 11 12
Theatre Arts and Vocal Production	1	9 10 11 12
Advanced Theatre Arts & Vocal Production	1	10 11 12
Semester Courses		
Music Technology	.5	10 11 12
Introduction to the Guitar	.5	10 11 12
Introduction to the Piano	.5	10 11 12

* Course can be repeated for credit

Grades 9 – 12

All music courses meet the Arts graduation requirement.

Concert Choir

1 Unit, 5 Periods

This course is an elective for grades 9-12 students and includes rehearsal and performance of choral literature of all styles and periods. Fundamentals of rhythm and tonality, and music reading are emphasized in this course. Participation in performances is required. **Prerequisite: None**

Select Choir

1 Unit, 5 Periods

This course is an elective for grades 9-12 advanced students and includes rehearsal and performance of choral literature of all styles and periods. A successful audition is required to participate in this course. Participation in performances is required. **Prerequisite: Audition**

Concert Band

1 Unit, 5 Periods

Students from grades 9-12 may elect concert band if they have previous experience on a band instrument. Emphasis will be placed on the development of aural and technical skills, by rehearsing/performing literature from a variety of musical styles. Activities are required in addition to the regular allotted school time. Each band member is expected to participate at home football games, concerts, graduation, the Memorial Day Parade, and other civic activities as scheduled. **Prerequisite: Prior experience playing a band instrument. (Note: There is a \$15.00 instrument usage fee for this class for students who use the school's instruments, including percussion)**

String Orchestra

1 Unit, 5 Periods

This course is an elective for grades 9-12 students. Students who elect strings will study violin, viola, cello, or double bass in a class and ensemble setting. Performance and participation are important elements in a string ensemble. (Offered at SHS only) **Prerequisite: Prior experience playing a string instrument is required. (Note: There is a \$15.00 instrument usage fee for this class for students who use the school's instruments.)**

Wind Ensemble Honors

1 Unit, 5 Periods

This Honors-level course is offered by audition to advanced instrumentalists. It is designed to develop advanced aural and instrumental skills, and to experience challenging musical literature. Members will be expected to fulfill the same requirements as Concert Band. **Prerequisite: Audition (Note: There is a \$15.00 instrument usage fee for this class for students who use the school's instruments.)**

Music Theory

1 Unit, 5 Periods

This course is a study of the melodic and harmonic structure of music. It is designed for the student with formal music training and will focus on advanced techniques in the use of computers, keyboards, and traditional methods. Those with an interest in the music industry and/or in a career in music should consider this course. Through the use of computers, keyboards, and traditional methods, students will learn to read, compose, and perform arrangements and original music. It is open to students in grades 10-12. Students accepted into the UConn Early College Experience Program (ECE) course earn 3 college credits for Fundamentals of Music I from the University of Connecticut if they earn a UConn grade of C or better. The students are required to take an exit exam for this course that is provided by the UConn Music Department. **Prerequisite: A basic knowledge of music concepts and the ability to read music is required.**

AP Music Theory

1 Unit, 5 Periods

This course is a study of the melodic and harmonic structure of music. It is designed for the serious music student and will focus on advanced techniques in musicianship. Participants are expected to take the AP exam offered by the College Board. Students accepted into the UConn Early College Experience Program (ECE) course earn 3 college credits for Fundamentals of Music I and an additional 3 credits for Introduction to Ear Training from the University of Connecticut if they earn a UConn grade of C or better. The students are required to take an exit exam for each course that is provided by the UConn Music Department. Note: Students who have already taken Music Theory and earned UConn credit for Fundamentals of Music I will only have the opportunity to earn credit for Introduction to Ear Training. **Prerequisite: Approval of the instructor, approval of the Fine Arts Coordinator, completion of a planned program of studies that includes a grade of B or better in three years of music electives including music theory.**

Music Technology

.5 Unit, 5 Periods (1/2 Year)

Students will explore the fast growing field of music technology using state of the art equipment. Participants will learn to write and arrange music using computers and MIDI. They will utilize the Internet and a variety of music programs to explore popular and other styles of music. Careers in music will also be explored. **Prerequisite: None. Course may not be offered every year.**

Introduction to Guitar

.5 Unit, 5 Periods (1/2 Year)

Students will learn to play and read music using acoustic guitars in a group setting. Each participant will have access to a guitar for school use only. **Prerequisite: None. Course may not be offered every year.**

Introduction to Piano

.5 Unit, 5 Periods (1/2 Year)

Students will learn to play and read music using electronic keyboards in a group setting. Each participant will have access to a keyboard. **Prerequisite: None. Course may not be offered every year.**

Sectional Band (Percussion/Rhythm Section)

1 Unit, 5 Periods

This course is offered to students who study percussion (drums), mallet percussion (xylophone), guitar, and keyboard. Students will study all aspects of percussion and develop ensemble skills and technique through the preparation and performance of Marching Band/Concert Band/Percussion Ensemble literature.

Prerequisite: Prior experience playing a band instrument is required.

Theatre Arts and Vocal Production

1 Unit, 5 Periods

This is a course for learning stage and performance techniques. Overall production aspects such as performing, costuming, lighting, set design, make-up, directing, and stage movement and vocal technique or production will be considered. **Prerequisite: None.**

Advanced Theatre Arts and Vocal Production

1 Unit, 5 Periods

This course is a continuation of the work in Theatre Arts and Vocal Production and can only be taken by students completing Theatre Arts and Vocal Production successfully. The course will be divided into four areas: drama workshop, writing workshop, reading workshop, and production workshop. Emphasis will be on performance. May be repeated for credit. **Prerequisite: Theatre Arts and Vocal Production and/or teacher recommendation.**

PHYSICAL EDUCATION

COURSE TITLE

UNITS

GRADES OFFERED

Required

Physical Education

.5

9

Physical Education

.5

10

Project Adventure (Optional PE requirement).

.5

10

Physical Education (as space permits)

11 12

Students will be required to pass 3 years (or 6 semesters) of physical education for high school graduation. All students must take physical education each year until the requirement is fulfilled.

Physical Education – Grade 9

.5 Unit, 5 Periods

Students will be encouraged to develop an optimum level of health-related physical fitness, acquire knowledge of fitness concepts, and understand the significance of lifestyle upon one’s health and fitness. The course will also provide an overview of physical education activities available in the instructional program.

Physical Education- Grade 10

.5 Unit, 5 Periods

Students are offered a wide range of individual, dual, and team activities in a coeducational program that emphasizes lifetime sports and health related fitness. Selection of activities by students will provide opportunities to further refine specific sports skills.

Elective – Physical Education – Grades 11 and 12 (as space permits)

.5 Unit, 5 Periods

Students are offered a wide range of individual, dual, and team activities in a coeducational program that emphasizes lifetime sports and health related fitness. Selection of activities by students will provide opportunities to further refine specific sports skills.

Project Adventure/PE

.5 Unit, 5 Periods

Project Adventure is an adventure-based program available to students as an alternative for the physical education experience. The program is as an indoor-outdoor experience that uses a variety of challenges and rope courses in a non-competitive and problem-solving atmosphere. Credit is awarded at .5 units per semester.

SCIENCE

Science is more than a body of facts, theories, and laws; it is an active, directed method of asking and answering questions about the world around us. All science courses offered by Stratford Public Schools use the inquiry approach and incorporate laboratory experiences as an integral part of the learning process. Many courses are offered at various levels to meet the individual needs of the students.

<u>COURSE TITLE</u>	<u>UNITS</u>	<u>GRADES OFFERED</u>		
Studies in Science A	.5	9		
Studies in Science B	.5	9		
Biology	1	10	11	
Chemistry*	1.4		11	12
Physics*	1.4		11	12
Environmental Science	0.5		11	12
Forensic Science	0.5		11	12
Biodiversity	0.5		11	12
Human Anatomy and Physiology*	1.2		11	12
AP/UConn ECE Biology*	1.6		11	12
AP/UConn ECE Chemistry*	1.6		11	12
AP/UConn ECE Physics 1*	1.6		11	12
AP/UConn ECE Physics 2*	1.6			12

*If a student is placed on Homebound Instruction during this course, laboratory credit may be lost depending on the amount of time spent out of school because lab components to the course would not be able to be completed.

Studies in Science (SIS) A

.5 Unit, 5 Periods

This semester course is organized around the Next Generation Science Standards which focus on three-dimensional learning across the domains of disciplinary core ideas, crosscutting concepts, and science/engineering practices. SIS A will focus on earth science and energy systems. **College Prep or Honors level determined by a data-driven teacher recommendation process. Honors Level students must be concurrently enrolled in Geometry or Algebra 2.**

Studies in Science (SIS) B

.5 Unit, 5 Periods

This semester course is organized around the Next Generation Science Standards which focus on three-dimensional learning across the domains of disciplinary core ideas, crosscutting concepts, and science/engineering practices. SIS B will focus on environmental biology. **College Prep or Honors level determined by a data-driven teacher recommendation process. Honors Level students must be concurrently enrolled in Geometry or Algebra 2.**

Biology

1 Unit, 5 Periods

The course addresses various topics including basic biochemistry, energy and the cell, DNA, genetics, ecology, and microbiology with some learning techniques in biotechnology. Several levels of instruction and labs are offered to meet the needs, interests, and abilities of all students. Honors Biology is designed primarily for students with an interest and the ability to pursue an Honors program (Honors Chemistry, and AP Biology/Chemistry or Physics) in the high school. **College Prep or Honors level determined by a data-driven teacher recommendation process.**

Chemistry

1.4 Units, 7 Periods

This course consists of the study of the composition of matter and the changes it undergoes. The structure of the atom and its combinations are studied with an emphasis on the principles that can be applied to a variety of substances and everyday occurrences. This course is considered a laboratory course by colleges and universities. **Prerequisites: Successful Completion of Biology and Algebra 1. College Prep or Honors level determined by a data-driven teacher recommendation process.**

Physics

1.4 Units, 7 Periods

This physics course covers all of the recognized topics of traditional physics such as mechanics, heat, light, sound, electricity, and magnetism. The Honors level focuses on the areas of classical physics and includes the study of kinematics, forces, momentum, and energy during the first semester. During the second semester, students will study waves, fluid mechanics and optics. Physics is recommended as preparation for college, and should be taken by all students who plan to pursue a career in science or a science related field. It is considered a laboratory course by colleges and universities. **Prerequisites: Successful Completion of Chemistry and Algebra 2. College Prep or Honors level determined by a data-driven teacher recommendation process.**

Environmental Science

.5 Unit, 5 Periods

This course offers an in depth look at how ecological systems are interconnected and how an effect on one ecosystem can cause a far reaching effect on other systems. Factors affecting distribution of organisms, such as physical and biotic elements are investigated along with man's influence on different ecosystems. Scientific equipment will be used to investigate and formulate conclusions about a specific ecosystem under study. Risk-benefit relationships will be explored through this program. The offering of this course is contingent upon sufficient enrollment and funding. **Prerequisites: Successful Completion of Biology and participation in two years of Science. Open to juniors and seniors only.**

Forensic Science

.5 Unit, 5 Periods

This course offers a look into the world of forensic science focusing on the techniques and materials used in analyzing physical evidence. Topics discussed include basic criminalistics, fingerprinting, DNA fingerprinting, blood stain patterns, use of hair and fibers, and document analysis. The offering of this course is contingent upon sufficient enrollment and funding. **Prerequisites: Successful Completion of Biology and participation in two years of Science. Open to juniors and seniors only.**

Biodiversity

.5 Unit, 5 Periods

Biodiversity is an elective science course open to all students, with a focus on living organisms in the biosphere. The course is a one semester course designed to provide a hands on classroom lab and field study experience. The two main areas of study will include a unit exploring the plant kingdom and a unit exploring the animal kingdom with a focus on vertebrate biology. Students will perform a variety of inquiry based experiments including interdisciplinary school to career activities linked to fine art, technology education, and math. The course is aligned with components of the Connecticut Science Frameworks for enrichment in biology and covers all of the grade 9-10 content standards for scientific inquiry, literacy, and numeracy. The offering of this course is contingent upon sufficient enrollment and funding. **Prerequisites: Successful Completion of Biology and participation in two years of Science. Open to juniors and seniors only.**

Human Anatomy and Physiology

1.2 Units, 6 Periods

This course offers the structure and function of all major body systems, nutrition, and personal health. This course is recommended for students interested in health related careers or as background for students interested in the structure and functioning of their own bodies. This course includes a dissection experience. **Prerequisites: Successful completion of a lab science class or Department Head approval. College Prep or Honors level determined by a data-driven teacher recommendation process.**

Advanced Placement (AP) Biology UConn/ECE BIOL 1107 / BIOL 1108

This course is designed to be the equivalent of a two-semester college introductory biology course usually taken by biology majors during their first year. Students that enroll in this course have the opportunity to earn, through an Advanced Placement Exam, college credits while in high school. Students accepted into the UConn Early College Experience Program course earn four (4) college credits each for BIOL1107 and BIOL1108 from the University of Connecticut if they earn a UConn grade of C or better. The major areas covered by the course are molecular and cell biology, animal anatomy and physiology, ecology, and evolution, genetics, and plant biology. Major themes covered include science as a process, evolution, energy transfer, continuity and change, structure and function, regulation, interdependence in nature and science, technology, and society. The laboratory experience is an important component of the course. Appropriate labs will be assigned that will provide students with the opportunity to learn a variety of skills, facts, principles, and concepts of introductory level biology covered in lectures, reading, and discussions. **Note:** All students are expected to take the Advanced Placement Examination offered by the College

Board. **College Prep or Honors level determined by a data-driven teacher recommendation process and Department Head approval.**

Advanced Placement (AP) Chemistry UConn/ECE CHEM 1127Q / CHEM 1128Q

This course presents an in-depth study of chemistry comparable to that offered in a college inorganic chemistry course. Topics will include thermodynamics, various equilibria, electrochemistry, and precipitation reactions. Students should have a strong mathematical background to ensure successful preparation for the Advanced Placement Chemistry Exam. **Note:** All students are expected to take the AP Examination. **Placement determined by data-driven teacher recommendation and Department Head approval.**

Advanced Placement Physics 1/UConn PHYS 1201Q

AP Physics 1 is the equivalent of a first-semester college course in algebra-based physics, designed to be taught over a full academic year. This course is part of the UConn Early College Experience program and will give enrolled students the opportunity to earn four (4) college credits for PHYS 1201Q from UConn if they earn a grade of C or better. The course covers kinematics; Newton's Laws of Motion (including gravitation); momentum; work, energy, and power; circular motion and rotation (including conservation of angular momentum); oscillations; mechanical waves; Coulomb's Law and basic DC circuits; and fluids and thermal physics. The objective of the course is to have students develop the skills and intuition to be able to solve college-level physics problems while applying their deep conceptual understanding of the content through inquiry labs. As the course progresses, multi-concept problems and labs are the norm. **Note:** All students are required to take an exit exam that is provided by the UConn Physics Department and are expected to take the AP examination offered by the College Board. **Prerequisites: Successful Completion of Chemistry and Algebra 2. Co-requisite: Pre-Calculus. Placement determined by data-driven teacher recommendation and Department Head approval.**

Advanced Placement Physics 2/UConn PHYS 1202Q

AP Physics 2 is the equivalent of a second-semester college course in algebra/trigonometry-based physics, designed to be taught over a full academic year. This course is part of the UConn Early College Experience program and will give enrolled students the opportunity to earn four (4) college credits for PHYS 1202Q from UConn if they earn a grade of C or better. The course covers fluid mechanics; heat and temperature; kinetic theory and thermodynamics; electrostatics (including fields and potentials); conductors and capacitors; electric circuits (including RC circuits); magnetic fields and electromagnetism (including Faraday's Law and Lenz's Law); physical and geometric optics; atomic physics and quantum effects; and nuclear physics. The objective of the course is to have students develop the skills and intuition to be able to solve college-level physics problems while applying their deep conceptual understanding of the content through inquiry labs. As the course progresses, multi-concept problems and labs are the norm. All students are required to take an exit exam that is provided by the UConn Physics Department and are expected to take the AP examination offered by the College Board. **Prerequisites: Successful Completion of AP Physics 1/UConn PHYS 1201Q and Pre-Calculus. Note: Students who have not earned credit for UConn PHYS 1201Q cannot enroll in UConn PHYS 1202Q through the ECE program.**

SOCIAL STUDIES

<u>COURSE TITLE</u>	<u>UNITS</u>	<u>GRADES OFFERED</u>	
World Studies	1	9	
United States History	1	10	
AP United States History (UConn ECE)	1	10	
Civics	.5	11	
American Experience - <i>Honors</i> *	2	11	
AP US Government and Politics**	1	11	12
Economics	.5	11	12
Foreign Policy/International Relations	.5	11	12
Psychology	.5	11	12
Sociology	.5	11	12
AP Psychology***	1	11	12
<u>Electives</u>			
Economics	.5	11	12
Foreign Policy/International Relations	.5	11	12
Psychology	.5	11	12
Sociology	.5	11	12
AP Psychology***	1	11	12
AP US Government and Politics**	1	11	12

*Both English and Social Studies credits are available for this course. Students must still take Civics for half a year.

**This course fulfills the Civics requirement as well as the requirement for an additional half year course.

***Students must still take Civics for half a year.

World Studies College Prep (CP) (Required of all ninth grade students) 1 Unit, 5 Periods (1 year)
 Civilization's growth to modern times is surveyed. Students will use expository and argumentative writing skills, emphasized in both English and social studies classes, in writing about topics relevant to the content of World Studies. 21st Century and Common Core Standards are also reinforced. **Prerequisite: Students must successfully pass 8th grade social studies.**

World Studies Honors is a course available for those students who have passed 8th grade Social Studies and have a teacher recommendation. In addition to the curriculum listed under World Studies College Prep, this course stresses extensive reading and writing and includes additional topics.

Grade 10 Choices and Requirements

Students in grade 10 must enroll in at least one United States History course. This requirement can be fulfilled by enrollment in the United States History course or AP US History.

United States History College Prep (CP) 1 Unit, 5 Periods (1 year)

This survey course typically addresses westward expansion, the growth of Industrial America, the United States on the world stage (World Wars I and II), the United States as a post-World War II leader, and the United States into modern times. 21st Century and Common Core Standards are also reinforced. **Prerequisite: Students must successfully pass 9th grade social studies.**

United States History Honors is a course available for those students who have passed 9th grade Social Studies and have a teacher recommendation. In addition to the curriculum listed under United States History College Prep, this course stresses extensive reading and writing and includes additional topics.

Students who have taken Advanced Placement United States History are not eligible for this course.

Advanced Placement United States History 1 Unit, 5 Periods (1 year)

AP U.S. History is a challenging course that is designed to be equivalent of a freshman college course and to provide students with the necessary content knowledge and skills to successfully pass the AP U.S. History Exam. Solid reading and writing skills, along with a willingness to devote considerable time to

homework and study are necessary to succeed. **Note: Students enrolled in this course are expected to take the Advanced Placement Test in United States History.** Where UConn ECE is offered, students must successfully complete the course with a grade of C or above in order to receive University credit. UConn credits are transferable to many colleges and universities. There is a nominal processing fee per credit charged to students wishing to obtain UConn credit. **Prerequisite: Satisfactory completion of 9th grade social studies in addition to Department Head and teacher recommendation.**

Grade 11 Choices and Requirements

In grade 11, students will choose one of the following options (Economics, Sociology, Psychology, or Foreign Policy/International Relations) in addition to the required half-year Civics Course. Students enrolled in American Experience or Advanced Placement Psychology will also take a half year of Civics, but will not be required to take an additional half year course. Students can also choose AP U.S. Government and Politics to fulfill their Civics requirement as well as their requirement for an additional half credit in social studies.

Civics (Required of all students-11th grade) Fall or Spring **.5 Unit, 5 Periods (1/2 year)**
This course involves the study of the rights and responsibilities of citizens to participate in and shape public policy, how the various levels of government are structured and function, the impact of liberty and equality on the individual, and how major world events impact U.S. security and the individual lives of all citizens. **Prerequisite: Successful completion of 10th grade social studies.** *To motivate and recognize students who want to deepen their knowledge, understanding and application of key concepts, all students have the option to earn Honors distinction and Honors weight on their high school transcript by signing up for the "Honors component." Descriptions and explanations of additional assignments and higher expectations for the Honors component will be provided to students at the beginning of the course.*

Advanced Placement U.S. Government and Politics **1 Unit, 5 Periods (1 year)**
AP U.S. Government and Politics is a challenging course which places the U.S. Constitution at the core of all work and provides students with the necessary content knowledge and skills to successfully pass the AP U.S. Government and Politics Exam. Heavy emphasis is placed on the reading and analysis of foundational documents and Supreme Court cases. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study are necessary to succeed. **Note: Students enrolled in this course are expected to take the Advanced Placement Test in U.S. Government and Politics.** **Prerequisite: Satisfactory completion of 10th grade social studies in addition to Department Head and teacher recommendation.** *Students may not take this course concurrently with Civics.*

Economics (Honors Option) **.5 Unit, 5 Periods (1/2 year)**
How do incentives influence choice? What type of competition exists between buyers and sellers? How does competition influence a market? How effective have economic policies been in terms of benefits and costs to a nation? How do economic policies impact the individual? How are globalization trends affecting citizens in terms of daily living such as labor, rights, the environment, and resource distribution? This course fosters economic thinking letting students use numbers, data, and patterns to explore economic decision-making including the role of scarcity, exchange and markets, national economies, and global economies. This course taken in additional to Civics fulfills the graduation requirement in social studies. **Prerequisite: Successful completion of 10th grade social studies.** *To motivate and recognize students who want to deepen their knowledge, understanding and application of key concepts, all students have the option to earn Honors distinction and Honors weight on their high school transcript by signing up for the "Honors component." Descriptions and explanations of additional assignments and higher expectations for the Honors component will be provided to students at the beginning of the course.*

Foreign Policy/International Relations (Honors Option) **.5 Unit, 5 Periods (1/2 year)**
This course will analyze current international policies addressing the concerns of nation states while analyzing the reasons behind international policy decision-making. This course may include participation in an Internet foreign policy simulation with a variety of different high schools as well as participation in the Yale Model United Nations. This course taken in additional to Civics fulfills the graduation requirement in social studies. **Prerequisite: Successful completion of 10th grade social studies.** *To motivate and recognize students who want to deepen their knowledge, understanding and application of key concepts, all students have the option to earn Honors distinction and Honors weight on their high school transcript by*

signing up for the “Honors component.” Descriptions and explanations of additional assignments and higher expectations for the Honors component will be provided to students at the beginning of the course.

Psychology (Honors Option)

.5 Unit, 5 Periods (1/2 year)

This course is devoted to the study of human behavior and is designed to enlarge the students' awareness of themselves and others. This course taken in addition to Civics fulfills the graduation requirement in social studies. **Prerequisite: Successful completion of 10th grade social studies.** *To motivate and recognize students who want to deepen their knowledge, understanding and application of key concepts, all students have the option to earn Honors distinction and Honors weight on their high school transcript by signing up for the “Honors component.” Descriptions and explanations of additional assignments and higher expectations for the Honors component will be provided to students at the beginning of the course.*

Sociology (Honors Option)

.5 Unit, 5 Periods (1/2 year)

This course involves a study of people in society using case studies and employing the inquiry method. Investigation is made into sociological methods and into developing understanding of the relationship between physical environment and social problems. This course taken in addition to Civics fulfills the graduation requirement in social studies. **Prerequisite: Successful completion of 10th grade social studies.** *To motivate and recognize students who want to deepen their knowledge, understanding and application of key concepts, all students have the option to earn Honors distinction and Honors weight on their high school transcript by signing up for the “Honors component.” Descriptions and explanations of additional assignments and higher expectations for the Honors component will be provided to students at the beginning of the course.*

The American Experience –Honors

2 Units, 10 Periods (1 year)

The American Experience combines new perspectives on the study of 20th century United States history, government, law, literature, art, music, film, and popular culture. Meeting two consecutive class periods each day, it consists of two full year Honors Level courses. Note: Students in this course will still be required to take Civics. **Prerequisite: Successful completion of completion of English 2 and two years of social studies and teacher recommendation.**

Advanced Placement Psychology

1 Unit, 5 Periods (1 year)

AP Psychology is intended to be equivalent to a freshman college course and is designed to provide students with the necessary content knowledge and skills to successfully pass the AP Psychology exam. Students will examine human behavior, including the history its study, various theories, case studies, and simulations. Note: Students in this course will still be required to take Civics. **Note: Students enrolled in this course are expected to take the Advanced Placement Test in Psychology. Prerequisite: Successful completion of the previous year in social studies in addition to Department Head and teacher recommendation.** *Students may not take this course concurrently with Psychology.*

Electives

Seniors may enroll in the following courses provided there is room after juniors are enrolled.

Economics (Honors Option)

.5 Unit, 5 Periods (1/2 year)

Foreign Policy/International Relations (Honors Option)

.5 Unit, 5 Periods (1/2 year)

Advanced Placement Psychology

1 Unit, 5 Periods (1 year)

Psychology (Honors Option)

.5 Unit, 5 Periods (1/2 year)

Sociology (Honors Option)

.5 Unit, 5 Periods (1/2 year)

Advanced Placement U.S. Government and Politics

1 Unit, 5 Periods (1 year)

SPECIAL EDUCATION

Stratford Public Schools offer a continuum of special education and related services during the student's secondary school years including transition planning to meet the individual needs of identified special education students. In accordance with the Individuals with Disabilities Act (IDEA), students receive their instruction in the Least Restrictive Environment (LRE), which is determined by a Planning and Placement Team (PPT)/Individual Educational Plan (IEP) meeting. When appropriate, these recommendations are reviewed and modified based on student need and performance. Students are educated in the Least Restrictive Environment (LRE) which may range from general education classes to classes involving specially designed instruction.

The academic portion of a student's program includes the four major content areas—English, Mathematics, Science and Social Studies—as well as other classes required for graduation. Depending on student need, there may be greater emphasis on acquiring daily living and prevocational skills across content areas through a combination of classroom instruction and work experience.

The following are examples of our Special Education services:

Collaborative/Consultative Practices

Special education and regular education staff work together to deliver services. **Student services are determined by the Planning and Placement Team (PPT)/Individual Educational Plan (IEP) meeting.**

Resource Support Students are offered specially designed instruction to support specific student needs in the areas of literacy, numeracy and transition as well as identified classroom needs as outlined in their individualized education plan (IEP). Resource teachers consult regularly with other staff to monitor student performance and progress. **Student services are determined by the Planning and Placement Team (PPT)/Individual Educational Plan (IEP) meeting.**

Learning Center These courses are designed to meet the individual needs of the students who are placed in self-contained classes through their Planning and Placement (PPT) Teams. The curriculum provides a planned and coordinated program of study that is directed towards successful individual outcomes for students in the area of mathematics and English language arts. **Student services are determined by the Planning and Placement Team (PPT)/Individual Educational Plan (IEP) meeting.**

Living Skills Classes (Transition Classes) These classes are designed to meet the needs of students with significant disabilities to help prepare students for real world expectations and make the transition from high school to post secondary training and employment. Transition programs provide instruction in the areas of vocation, independent living, self-help skills and community awareness. **Student placement is determined by the Planning and Placement Team (PPT)/Individual Educational Plan (IEP) meeting.**

STEPS (Support for the Enhancement of Pro Social Skills)

(Currently located at Bunnell High School and Wooster Middle School)

STEPS is designed to meet the individual needs of the students who require support services and a structured environment. Instruction may be provided in the general education classroom or within the STEPS classroom. The curriculum provides a planned and coordinated program of study that is directed towards successful outcomes for students. **Students are placed in the program through their Planning and Placement Teams (PPT).**

SAILS (Stratford's Academic and Independent Living Skills)

(Currently located at Flood Middle School and Bunnell High School)

SAILS is designed to provide support and instruction in a structured environment for students requiring one to one or small group instruction to meet academic, behavior, and adaptive living skill needs. **Student placement is determined by the Planning and Placement Team (PPT)/Individual Educational Plan (IEP) meeting.**

WORLD LANGUAGES/ESOL

<u>COURSE TITLE</u>	<u>UNITS</u>	<u>GRADES OFFERED</u>			
French 1	1	9	10	11	12
French 2	1	9	10	11	12
French 2 Honors	1	9	10	11	12
French 3	1		10	11	12
French 3 Honors	1		10	11	12
French 4 Honors	1			11	12
French 5 AP	1			11	12
Spanish 1	1	9	10	11	12
Spanish 2	1	9	10	11	12
Spanish 2 Honors	1	9	10	11	12
Spanish 3	1		10	11	12
Spanish 3 Honors	1		10	11	12
Spanish 4	1		10	11	12
Spanish 4 Honors	1			11	12
Spanish 5 AP	1			11	12
Latin 1	1	9	10	11	12
Latin 2	1		10	11	12
Latin 2 Honors	1		10	11	12
Latin 3	1			11	12
Latin 3 Honors	1			11	12
Latin 4 Honors	1			11	12

The table above indicates the expected sequence of courses by grade levels. Exceptions will be made on an individual basis for students with exceptional linguistic ability or who are native speakers of the language. Budget allocations will determine grade level offerings.

Honor level sections will be offered to students who demonstrate stronger preparation, commitment, and potential. These sections will follow curricular goals similar to their regular level counterparts, but will engage students in more rigorous and in-depth study at an accelerated pace. Classes will be conducted primarily in the target language with greater emphasis placed upon speaking, reading, and extended writing skills. Honors courses at the 3rd and 4th levels will introduce and build upon the proficiency skills and competencies required for success on the pathway toward Advanced Placement and University of Connecticut Early College Experience studies.

French 1, Spanish 1

1 Unit, 5 Periods

This course will introduce high school students to the fundamental sounds, structures, patterns, and symbols necessary to communicate in the target language. Students will acquire basic listening, speaking, reading, and writing skills and develop a growing knowledge and sensitivity to the cultural elements, including geography, history, behaviors, and values, which distinguish the countries and societies represented by that language. **Prerequisite: None**

French 2, Spanish 2, French 2 Honors, Spanish 2 Honors

1 Unit, 5 Periods

This course will review, reinforce, and expand upon the language and cultural learning that took place during the first year course. Greater emphasis will be placed upon communicating more accurately and effectively in the four modalities - listening, speaking, reading, and writing. Students will significantly expand their knowledge and correct use of vocabulary, idiomatic expressions, and grammatical structures, and deepen their cultural understanding and sensitivity. **Prerequisite: Successful completion of French 1, Spanish 1 and teacher recommendation and / or approval of World Language Coordinator. Prerequisite for French 2 Honors, Spanish 2 Honors: Grade of B+ or better in French 1, Spanish 1 and teacher recommendation and/or successful completion of an oral proficiency assessment and writing sample as designated and approved by the World Language Coordinator.**

French 3, Spanish 3, French 3 Honors, Spanish 3 Honors

1 Unit, 5 Periods

This course will review, reinforce, and expand upon the language and cultural learning that took place during the second year course, but greater effort will be made to engage students in the use of the target

language as the primary vehicle of communication. Students will read and respond to selected classical and contemporary materials and advance their skills significantly in the four modalities - listening, speaking, reading, and writing. All language and culture topics will be studied in greater depth as students prepare for the challenges of higher level study in the 4th and 5th year classes, including Honors and AP. **Prerequisite:** Successful completion of French 2, Spanish 2 and teacher recommendation and / or approval of World Language Coordinator. **Prerequisite for French 3 Honors, Spanish 3 Honors: Grade of B+ or better in Spanish 2 or 2H or French 2 or 2 H and teacher recommendation and/or successful completion of an oral proficiency assessment and writing sample as designated and approved by the World Language Coordinator.**

Spanish 4

1 Unit, 5 Periods

This course is recommended for students who wish to develop their language skills for college placement and/or future careers. The target language becomes the primary language and highly intensive practice is conducted in the four modalities - listening, speaking, reading, and writing. Students will learn to communicate at a level, which demonstrates advanced understanding and competency. **Prerequisite: Successful completion of Spanish 3 or 3 H and teacher recommendation and / or successful completion of an oral proficiency assessment and writing sample as designated and approved by the World Language Coordinator.**

French 4 Honors, Spanish 4 Honors

1 Unit, 5 Periods

This course is especially recommended for students who wish to develop their language skills for college placement and/or future careers, and is required for those preparing to take the Advanced Placement language course and exam. The target language becomes the primary language and highly intensive practice is conducted in the four modalities - listening, speaking, reading, and writing. Students will read selected classical and contemporary materials, research information, write essays, poetry, and critiques, differentiate between formal and informal speaking and writing, refine grammar, and learn to communicate at a level, which demonstrates advanced understanding and competency. **Prerequisite: Grade of B+ or better in French 3 or 3 H, Spanish 3 or 3H and teacher recommendation and / or successful completion of an oral proficiency assessment and writing sample as designated and approved by the World Language Coordinator.**

French 5 Advanced Placement, Spanish 5 Advanced Placement, French Early College Experience, Spanish Early College Experience - University of Connecticut

1 Unit, 5 Periods

This college level course prepares students to take the College Board Advanced Placement examination and emphasizes superior comprehension of the target language in all four modalities - listening, speaking, reading, and writing. Students will participate in extensive language review and literary study and demonstrate an exceptional ability to express ideas and opinions, orally and in writing, with fluency, accuracy, sophisticated vocabulary and advanced structures. Students are strongly encouraged to take the Advanced Placement Examination, which upon passing, may qualify them for college credit. In addition, AP students may simultaneously earn University of Connecticut ECE (Early College Experience) equivalent credit for a semester course in French (3250) or Spanish (3178) respectively. **Prerequisite: Grade of B+ or better in 4 Honors and teacher recommendation and / or successful completion of an oral proficiency assessment and writing sample, as designated and approved by the World Language Coordinator.**

Latin 1

1 Unit, 5 Periods

This course will introduce high school students to the fundamental sounds, structures, patterns, and symbols necessary to communicate in Latin. Students will acquire basic listening, speaking, reading, and writing skills and develop a growing knowledge of Roman culture, including its geography, history, mythology, customs, and values. Students will quickly recognize Latin study as an excellent resource for strengthening their English language skills, given the multitudinous English derivatives. **Prerequisite: None. Recommended: A score of proficiency or higher in reading.**

Latin 2, Latin 2 Honors

1 Unit, 5 Periods

This course will review, reinforce, and expand upon the language and cultural learning that took place during the first year course. Greater emphasis will be placed upon communicating more accurately and effectively in the four modalities - listening, speaking, reading, and writing. Students will significantly

expand their knowledge and correct use of vocabulary, idiomatic expressions, grammatical structures, and English derivatives, and deepen their cultural understanding and appreciation. Continued study in mythology and history will reveal greater aspects of Roman life, customs, and values and their connection to present-day culture. **Prerequisite: Grade of C+ or better in Latin I, and teacher recommendation.**
Prerequisite for Latin 2 Honors: Grade of B+ or better in Latin 1 and teacher recommendation.

Latin 3, Latin 3 Honors

1 Unit, 5 Periods

This course will review, reinforce, and expand upon the language and cultural learning that took place during the second year course and focus more heavily upon learning advanced grammatical structures such as the subjunctive mood and passive voice. Students will read selected classical materials, continue their study of mythology, history, and culture, and advance their skills significantly in the four modalities - listening, speaking, reading, and writing. All language topics, especially English derivatives, will be studied in much greater depth as students prepare for the challenges of higher level study at the 4 Honors level.

Prerequisite: Grade of C+ or better in Latin II, and teacher recommendation. Prerequisite for Latin 3 Honors: Grade of B+ or better in Latin 2 or 2 H and teacher recommendation.

Latin 4 Honors

1 Unit, 5 Periods

This course is especially recommended for students who wish to develop their language skills for college placement and/or future careers. Latin becomes the primary language and highly intensive practice is conducted in the four modalities - listening, speaking, reading, and writing. At this level, students will read authentic Latin prose and poetry selected from such classical authors as Catullus, Ovid, Martial, and Vergil, continue their study of mythology, history, and their exploration of English derivatives, and communicate at a level, which demonstrates advanced understanding and competency. **Prerequisite: Grade of B+ or better in Latin 3 or 3 H and teacher recommendation.**

English for Speakers of Other Languages (ESOL)

This program is available to English Language Learners (ELLs), who have been identified as needing instruction and support to increase their English language proficiency and comprehension in their mainstream classes. Direct instruction in English, including vocabulary development, reading comprehension, and the writing process are offered, as well as Resource, individualized, and small group tutoring. Identified students are scheduled for support, based upon on their level of English proficiency. The ESOL staff, in consultation with the student’s guidance counselor, administers a testing process to determine appropriate academic placement and support for each ELL entering the Stratford Public Schools. The ESOL program is presently offered at Stratford High School and Flood Middle School only.

<u>Course Title</u>	<u>Units</u>		<u>Grades Offered</u>			
ESOL English 1	1	9	10	11	12	
ESOL English 2	1	9	10	11	12	
ESOL English 3	1	9	10	11	12	
ESOL Science	1	9	10	11	12	
ESOL American History, Part 1	1	9	10	11	12	
ESOL American History, Part 2	1	9	10	11	12	
ESOL Resource	.2/.3	9	10	11	12	

ESOL English 1

1 Unit, 5 Periods

This course is designed for the English Language Learner (ELL) in grades 9-12 with little or no English language proficiency. Students will gradually improve their listening, speaking, reading, spelling, and writing skills and expand their English vocabulary. Instruction will be designed to meet individual student needs. It is recommended that students at this level also enroll in ESOL American History. **Prerequisite: Less than one year of ESOL English instruction or teacher recommendation.**

ESOL English 2

1 Unit, 5 Periods

This course will review, reinforce, and expand upon the language and cultural learning that took place during the first year course. Students will continue to improve their listening, speaking, reading, spelling, and writing skills and expand their English vocabulary. In addition to communication skills, the course will provide intensive language practice in reading and writing skills and focus upon the analysis of facts and details and reader response skills. Students at this level of English proficiency may enroll in ESOL

American History. **Prerequisite: This course is open to students in grades 9-12 with less than two years of ESOL English instruction or by teacher recommendation.**

ESOL English 3

1 Unit, 5 Periods

This course will review, reinforce, and expand upon the language and cultural learning that took place during the second year course. Students will continue to expand their vocabulary and improve their listening, speaking, reading, spelling, and writing skills through readings and class discussions of selected American literary works and essay writing. Reading skills will also focus on analysis and interpretation as well as identification of facts and details. With English department approval, highly proficient ELLs may enroll in regular English department course offerings. **Prerequisites: At least two years of ESOL English instruction or teacher recommendation.**

ESOL Studies in Science

1 Unit, 5 Periods

This introductory course parallels selected units in general science courses offered in grades 9 and 10, and uses a sheltered English approach to render course material more comprehensible for the English Language Learner (ELL). Students will learn to communicate their observations and ideas in English and build subject-related vocabulary. When ready, the student will be encouraged to move into regular mainstream course offerings. **Prerequisite: Teacher recommendation.**

ESOL American History, Part 1 and Part 2

Part 1 - 1 Unit, 5 Periods

Part 2 - 1 Unit, 5 Periods

The ESOL American History course is designed to give English Language Learners (ELLs) an overview of American history from the colonial period through the present, with emphasis placed upon the immigrant experience. Students will become familiar with the traditions and philosophies of a democracy, and will develop an understanding of American culture and its institutions. A sheltered English approach will render course material more comprehensible. Selections from American Literature and a modified research project will be included to enhance students' understanding of historic events. Part I is a yearlong course, which concludes with the Civil War. Part II is also a yearlong course that begins with Reconstruction to the present. Part I and Part II are offered in alternating years. **Prerequisite: Open to all ESOL students enrolled in ESOL English courses or with permission of the teacher.**

ESOL Resource (offered both semesters)

.2 or .3 Unit, 2 or 3 Periods

This course offers the English Language Learner (ELL) the opportunity to work with ESOL staff members to meet individual and small group needs. Areas of focus may include study, help, and/or guidance. **Prerequisite: Permission of the teacher.**