

# PROGRAM OF 2021/2022 STUDIES



*Designed by Michael Beaudoin, Class of 2021*

**Staples High School**  
70 North Avenue, Westport, CT 06880  
203-341-1201

**The Westport Public School System affirms non-discriminatory practices in employment and in educational opportunity.**

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

**Complaint Procedures**

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

**Superintendent of Schools**

Thomas Scarice  
Westport Public Schools  
110 Myrtle Avenue  
Westport, CT 06880  
203-341-1025

**Title VI and Section 504 Coordinator**

Michael Rizzo  
Assistant Superintendent for Pupil Personnel Services  
Westport Public Schools Pupil Services Office  
110 Myrtle Avenue  
Westport, CT 06880  
203-341-1250

**Title VII and IX Coordinator**

John Bayers  
Director of Human Resources and  
General Administration  
Westport Public Schools  
110 Myrtle Avenue  
Westport, CT 06880  
203-341-1004

**Title IX Compliance Officers, Staples High School**

Chase Dunlap, Class of 2022  
James Farnen, Class of 2023  
Patrick Micinilio, Class of 2025  
Parthena Proskinitopoulos, Class of 2024

**Board of Education**

Candice Savin, Chair  
Karen Kleine, Vice Chair  
Elaine Whitney, Secretary  
Youn Su Chao  
Lee Goldstein  
Liz Heyer  
Jeannie Smith



## STAPLES HIGH SCHOOL

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70 North Avenue, Westport, Connecticut 06880

Dear Staples High School Students,

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

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

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

Sincerely,

Staples High School Administration and Guidance Department

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

## ADMINISTRATION AND GUIDANCE STAFF CONTACT INFORMATION

### **Principal and Assistant Principals**

Stafford W. Thomas, Jr., Principal	203-341-1201
Chase Dunlap, Assistant Principal (Class of 2022)	203-341-1280
James Farnen, Assistant Principal (Class of 2023)	203-341-5190
Patrick Micinilio, Assistant Principal (Class of 2025)	203-341-1280
Parthena Proskinitopoulos, Assistant Principal (Class of 2024)	203-341-5190
Rosemarie Ampha, Assistant Principal for Special Education	203-341-1240

### **Department Coordinators**

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

### **Guidance Department**

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

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

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## GRADUATION REQUIREMENTS

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

<u>Subject Area</u>	<u>Minimum Credits Required</u>
<b>English (1.0 each year)</b>	<b>4.0</b>
<i>All students must complete and pass a major research paper in grade 10.</i>	
<b>Math</b>	<b>3.0</b>
<b>Science</b>	<b>2.0</b>
<b>Social Studies</b>	<b>3.5</b>
• Global Themes	1.0
• U.S. History	1.0
• Civics	.5
• Area Study	.5
• Additional Course	.5
<b>World Language</b>	<b>2.0</b>
<i>Any one World Language in sequence</i>	
<b>Health &amp; Physical Education</b>	<b>3.0</b>
<b>Arts</b>	<b>1.5</b>
<i>Minimum .5 credits Fine Arts and .5 credits Practical Arts; remaining .5 credits either area.</i>	
<b>Fine Arts</b>	
• Art, Music, Theater	
<b>Practical Arts</b>	
•	
• 3-D Design & Engineering	• Psychology of Child Development
• Academic Support	• Relationships
• Accounting	• Scientific Research
• Advanced Journalism	• Stagecraft
• Bridge Program	• Study Skills
• Career Exploration	• Technology Education
• Community Service	• Wellness Seminar
• Computer Science	
• Costume Design	
• Creative Tech. Solutions	
• Culinary Arts	
• Engineering & Applied Physics	
• E.S.O.L.	
• Financial Decision Making	
• Graphic Design	
• Lifeguard Training	
• Materials & Design Science	
• Media	
• Music Technology	
• Personal Financial Management	

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

**Additional Credits** **6.0**

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

**Total Minimum Credits Required** **25.0**

Students in the **Class of 2023 and beyond** must earn at least 26 credits across the following areas:

<u>Subject Area</u>	<u>Minimum Credits Required</u>
<b>Humanities</b>	<b>9.0</b>
<ul style="list-style-type: none"> <li>• English 4.0</li> <li>• Social Studies 3.0               <ul style="list-style-type: none"> <li>• Global Themes 1.0</li> <li>• U.S. History 1.0</li> <li>• Civics .5</li> <li>• Area Study .5</li> </ul> </li> <li>• Visual and Performing Arts 1.0</li> <li>• Open Humanities 1.0</li> </ul>	
<i>Any additional course(s) in English, Social Studies, Visual and Performing Arts, or World Languages</i>	
<b>STEAM</b>	<b>9.0</b>
<ul style="list-style-type: none"> <li>• Math 3.0</li> <li>• Science 3.0</li> <li>• Open STEAM 3.0</li> </ul>	
<i>Any additional courses in Math, Science, Technology Education, or Media, or listed below:</i>	
<ul style="list-style-type: none"> <li>• Advanced Journalism</li> <li>• AP Macro/Microeconomics</li> <li>• AP Music Theory</li> <li>• Animation</li> <li>• Digital Foundations Honors</li> <li>• Environmental Social Studies</li> <li>• Graphic Design 1 &amp; 2</li> <li>• Graphic Narratives &amp; Visual Literacies</li> <li>• Introduction to Economics</li> <li>• Music Technology</li> <li>• Photography 1 &amp; 2</li> <li>• Stagecraft</li> <li>• Theater 3: Directing</li> <li>• Understanding Psychology</li> </ul>	
<b>World Languages</b>	<b>2.0</b>



*Any one World Language in sequence*

**Health and Physical Education** **2.5**

- Health 1.0
- Physical Education 1.5

**Mastery-Based Diploma Requirement** **1.0**

**Additional Credits** **2.5**

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

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

**Total Minimum Credits Required** **26.0**

### COURSE LOAD REQUIREMENTS

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

<u>Grade</u>	<u>Minimum Number of Classes</u>
9	7
10-12	6

### COURSE LEVELS

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

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

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

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

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

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

### GRADE POINT AVERAGE

For students in the class of 2021, two cumulative grade point averages (GPAs) are calculated: Overall GPA and Academic GPA. For students in the class of 2022 and beyond, two cumulative GPAs are calculated: Unweighted GPA and Weighted GPA. All GPAs are calculated on a 4.0 scale.

Through the end of junior year, GPAs are calculated based on final grades for completed courses. Courses in progress are also listed on the transcript, without a grade. After the first semester of senior year is completed, a seventh-semester GPA is calculated for seniors only that is used for year-end awards and reported to colleges on the mid-year transcript. The seventh-semester GPA includes final grades for completed first semester senior courses and first semester grades for full-year senior courses in progress.

Grades from courses taken at other high schools are not included in the Staples GPAs.

Staples does not assign class rank.

### Class of 2021

**Overall GPA:** The Overall GPA includes grades in all courses taken at Staples, including academic, elective, and Health & Physical Education courses. Grades are not weighted and are assigned values according to the chart below:

	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F/W F
<b>All Courses</b>	4.3 3	4.0 0	3.6 7	3.3 3	3.0 0	2.6 7	2.3 3	2.0 0	1.6 7	1.3 3	1.0 0	0.6 7	0.00

**Academic GPA:** The Academic GPA includes grades in English, Math, Science, Social Studies, World Language, and Honors/AP courses in Art and Music. Grades are weighted by their instructional level and assigned values according to the chart below:

Level	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F/W F
<b>Advanced Placement</b>	5.0 0	4.6 7	4.3 3	4.0 0	3.6 7	3.3 3	3.0 0	2.6 7	2.3 3	2.0 0	1.6 7	1.3 3	0.00
<b>Honors</b>	4.6 7	4.3 3	4.0 0	3.6 7	3.3 3	3.0 0	2.6 7	2.3 3	2.0 0	1.6 7	1.3 3	1.0 0	0.00
<b>A</b>	4.3 3	4.0 0	3.6 7	3.3 3	3.0 0	2.6 7	2.3 3	2.0 0	1.6 7	1.3 3	1.0 0	.67	0.00
<b>B</b>	4.0 0	3.6 7	3.3 3	3.0 0	2.6 7	2.3 3	2.0 0	1.6 7	1.3 3	1.0 0	.67	.33	0.00
<b>C</b>	3.6 7	3.3 3	3.0 0	2.6 7	2.3 3	2.0 0	1.6 7	1.3 3	1.0 0	.67	.33	.16	0.00

### Class of 2022 & Beyond

**Unweighted GPA:** The Unweighted GPA includes grades in all courses taken at Staples, including academic, elective, and Health & Physical Education courses. Grades are not weighted and are assigned values according to the chart below:

	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F/W
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													<b>F</b>
<b>All Courses</b>	4.3 3	4.0 0	3.6 7	3.3 3	3.0 0	2.6 7	2.3 3	2.0 0	1.6 7	1.3 3	1.0 0	0.6 7	0.00

**Weighted GPA:** The Weighted GPA includes grades in all courses taken at Staples, including academic, elective, and Health & Physical Education courses. Grades are weighted by their instructional level and assigned values according to the chart below:

Level	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F/W F
<b>College Level</b>	5.0 0	4.6 7	4.3 3	4.0 0	3.6 7	3.3 3	3.0 0	2.6 7	2.3 3	2.0 0	1.6 7	1.3 3	0.00
<b>Honors</b>	4.6 7	4.3 3	4.0 0	3.6 7	3.3 3	3.0 0	2.6 7	2.3 3	2.0 0	1.6 7	1.3 3	1.0 0	0.00
<b>College &amp; Career Prep</b>	4.3 3	4.0 0	3.6 7	3.3 3	3.0 0	2.6 7	2.3 3	2.0 0	1.6 7	1.3 3	1.0 0	0.6 7	0.00

- College Level Weight: Advanced Placement Courses, Dual Enrollment Courses, Differential Equations, Multivariable Calculus
- Honors Weight: Honors Courses
- College & Career Prep Weight: All other grades from all subject areas, including A, B, and C level academic, non-leveled elective, and Health & Physical Education courses

*Note: Independent Learning Experiences and any other courses taken Pass/Fail are not included in the computation of GPAs.*

### NCAA ELIGIBILITY CENTER LIST OF DENIED COURSES

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

#### **English**

- Advanced Journalism
- Critical Analysis of Film & Literature
- Food in Literature (English)
- Graphic Narratives & Visual Literacies

#### **Math**

- Applied Math
- Algebra 1 C, 2 C
- Financial Algebra
- Geometry C
- Accounting
- Personal Financial Management

- Financial Decision Making

### Science

- 3-D Design & Engineering
- Animal Behavior
- Applied Algorithmic Design
- Creative Technological Solutions to Real-World Problems
- Embedded Systems Programming
- Horticulture
- Materials & Design Science
- Medical Terminology
- Mobile APP Development

### Social Studies

- Global Themes B (*no longer active; for Class of 2021 only*)

### World Language (considered ‘Additional Core Courses’)

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

## COURSE SELECTION AND SCHEDULING PROCESS

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

- Successes and difficulties in current courses and courses previously taken
- Course and level recommendations made by the student’s teachers
- Input from school counselor and other knowledgeable school staff (e.g., PPT/504 team)
- Graduation requirements of Staples High School
- Course descriptions, prerequisites, and guidelines found in the *Program of Studies*
- Knowledge and skills expected within potential career choices
- NCAA eligibility core course requirements
- Subject area requirements for prospective colleges and universities
- Feelings of pressure experienced around grades and achievement
- Capacity to cope with stress and problem-solve through challenging situations
- Genuine personal interests and opportunities for enrichment and enjoyment
- Out of school commitments, time management skills, and level of independent work habits to balance various demands

For students who plan to attend a four-year college directly after Staples, most institutions consider the strength of a student’s curriculum and the student’s grades to be the most important factors in the admission process. That being said, the Staples High School administration, school counselors, and faculty advocate for the importance of taking an *appropriately challenging* program that balances a student’s academic aspirations with their emotional well-being.

### Course Recommendations – January

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

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

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

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

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

### **Course Selection - February/March**

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

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

### **Master Schedule Development - April/May**

Throughout April and May, the administration processes student course requests, determines whether courses have sufficient enrollment to run, the number of sections for each course, and staffing needed,

and creates the master schedule. The master schedule is developed based on the course requests made by students. Every effort will be made to offer a sufficient number of sections to meet all student requests for a course. However, a course may be cancelled if there is not a sufficient number of student requests or due to staffing, facility, and/or budgetary limitations. Conversely, when more students sign up for a course than can be accommodated, a limited number of seats may be offered in that course. Alongside of the master schedule development, the Board of Education and town finalizes its budget to determine staffing levels and available resources for the coming school year.

### **Finalizing Schedules - June/Summer**

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

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

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

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

### **SCHEDULE CHANGES**

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

<b><u>Permitted Schedule Changes</u></b>	<b><u>Deadline</u></b>
Change as a result of successful completion of an approved summer acceleration course	Start of the upcoming school year
Change as a result of a failed course from the previous year	Start of the upcoming school year
Correction to a course scheduled in error by the school	Start of the upcoming school year
Change needed to meet a Staples graduation requirement or specific, documented college or post-secondary institution's requirements (e.g., NCAA, UK, California state university)	Start of the upcoming school year
Add a course to fill an incomplete schedule or insufficient number of credits	Start of the upcoming school year
Add a course during an unscheduled period if there is space available and doesn't require another change in the	End of the 4th school day of the current term

schedule	
Drop a course to take a free period with parent/guardian permission	End of the 30th school day of the current term (see course withdrawal policy below)
Change to a lower level in the same course with parent/guardian permission and teacher recommendation (i.e., from AP to Honors, Honors to A, A to B, or B to C of the same course; note: many AP courses do not allow for level changes, as there's no similar course at the Honors or A level)	No set deadline (see guidelines below)
Change to a higher level in the same course with parent/guardian permission, current teacher recommendation, and department coordinator approval (i.e., C to B, B to A, A to Honors, or Honors to AP of the same course)	No set deadline; only considered in rare circumstances and after a reasonable time window has passed for current teacher to fairly assess student

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

### Level Changes

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

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

There is no deadline to make a level change in the same course (i.e., from AP to Honors, Honors to A, A to B, or B to C of the same course). However, level changes cannot be made within the last five school days within each term. Many AP courses do not allow for level changes, as there's no similar course offered at the Honors or A level (e.g., AP English Language and Composition, AP European History, AP Environmental Science). Should a student in an AP course without a similar course offered at the Honors or A level find the course to be too difficult once the deadline to add a new course has passed, he or she would need to drop the AP course altogether without credit and add a replacement course for a future term (see course withdrawal policy below).

To facilitate a level change in a course, the student should consult with their teacher, school counselor, and parent/guardian. After demonstrating that all other options have been exhausted, if the student still wishes to make the level change, written permission from the parent/guardian to the school counselor is

required, along with a recommendation from the teacher to make the change. The school counselor will then attempt to make the schedule change with the least amount of disruption to the student's schedule while keeping class sizes balanced.

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

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

### **Course Withdrawals**

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

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

Full-Year Class	After the 30th school day of the term, the student will receive a W (Withdrawn) up to the last day of the 1st semester. At the beginning of the 2nd semester, the student will receive a WP (Withdrawn Passing) if the student is passing the class at that time or a WF (Withdrawn Failing) if the student is failing the class at that time.
First Semester Class	After the 30th school day of the term, the student will receive a W (Withdrawn) up to the last day of the 1st quarter. At the beginning of the 2nd quarter, the student will receive a WP (Withdrawn Passing) if the student is passing the class at that time or a WF (Withdrawn Failing) if the student is failing the class at that time.
Second Semester Class	After the 30th school day of the term, the student will receive a W (Withdrawn) up to the last day of the 3rd quarter. At the beginning of the 4th quarter, the student will receive a WP (Withdrawn Passing) if the student is passing the class at that time or a WF (Withdrawn Failing) if the student is failing the class at that time.
Note: W or WP will not be factored into the student's GPA. WF will be factored into the student's GPA.	

### **CREDIT RECOVERY DUE TO FAILURE OF A COURSE OR POOR ATTENDANCE**

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



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

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

### **COURSE ACCELERATION**

#### **Westport Continuing Education (WCE) High School Academics**

Westport Continuing Education High School Academics provides opportunities for students to take a limited number of Staples High School classes during the summer for advancement or to study subjects that time during the regular school year does not allow. Check the WCE website for the *High School Academics Registration Form* and deadline for registration at [www.westportcontinuinged.com](http://www.westportcontinuinged.com).

Students should be aware of the following:

- Register early! Westport Continuing Education determines if a class runs based on enrollment. A minimum number of students is required in order for the class to run.
- Staples students seeking to enroll in a for-credit summer course must obtain prior written approval from their school counselor and the department coordinator of the class to be taken. The school counselor and department coordinator indicate their approval via signature on the *Westport Continuing Education High School Academics Registration Form*.
- The hours of class time required for credit will be equivalent to the hours of instruction during the school year.
- Given the pace of classes, perfect attendance and punctuality are expected. If a student misses more than two days of class for any reason, credit will not be granted.
- Courses follow the prescribed Staples High School curriculum and use prescribed Staples High School assessments.
- Enrollment in the follow-up course at Staples during the school year is contingent upon successful completion of the summer course, teacher recommendation, and seat availability in the follow-up course, which is not guaranteed.
- For Westport Continuing Education High School Academics summer courses taken during the high school years (starting with the summer between grades 8 and 9), credit will appear on the student's Staples transcript for the upcoming school year, and the grade will be factored into the student's grade point average.
- For Westport Continuing Education High School Academics courses taken during the summer between grades 7 and 8 or earlier, the course and grade will appear on the student's Staples transcript for the upcoming school year, but no high school credit will be awarded and the grade will not be factored into the student's grade point average.
- The deadline to drop a for-credit Westport Continuing Education High School Academics summer course without record and have the course removed from the student's Staples transcript

is the end of the fifth day of the class. If the student withdraws from the course after this date, the student will receive a W (Withdrawn) on their Staples transcript and no credit will be given.

- The deadline to request pass/fail grading in a for-credit Westport Continuing Education High School Academics summer course is the end of the fifth day of the class.
- No refunds will be given for withdrawals from for-credit courses.

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

If you have questions, contact WCE ([www.westportcontinuinged.com](http://www.westportcontinuinged.com)).

### **Courses Through Other Educational Institutions**

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

1. The student discusses the request with his or her school counselor, including the appropriateness of the course and its implications at Staples.
2. The student completes the *Pre-Approval Form for Coursework Outside Staples High School*, available on the SHS Guidance website (<http://shs.westportps.org/departments/guidance/forms>), attaching a copy of the course description/syllabus and instructor information. The deadline for requests is June 1 for summer acceleration courses.
3. The school counselor checks that course prerequisites have been fulfilled, then signs off on the pre-approval form if approved.
4. The appropriate department coordinator reviews the student's pre-approval form and accompanying documentation, indicates any department or course-specific conditions or requirements that the student must fulfill, and signs off on the form if approved.
5. The student enrolls in and completes the course. Summer acceleration courses must be completed by August 15.
6. Upon successful completion of the course, and no later than August 20 for summer courses, the student provides his or her school counselor with an official transcript reflecting the final grade and credit awarded by the other educational institution.
7. To assure that the appropriate course standards have been met and for proper placement, the student will be required to take a comprehensive midterm exam, final exam, and/or other comparable assessment. (Note: This requirement may be waived at the discretion of the department coordinator.)

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

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

### **World Language Immersion Programs and Acceleration**

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

### **PERSONALIZED LEARNING**

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

### **PLATO Online Courses**

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

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

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

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

- Only students in grades 10-12 are eligible to take elective-based online courses.
- The student must be in good standing in terms of academics, behavior, and attendance and demonstrate fit for the rigorous, independent demands of an online learning environment.
- All prerequisites must be met in order to take the course.
- For online elective courses, the student must select from approved courses where there is no equivalent Staples course.

- An approved PLATO course may count toward the six required courses each semester for a student to be considered fully enrolled.
- Online elective course enrollment cannot exceed 1.0 credit per school year.
- Online elective courses are semester courses. Students are expected to complete the course within the semester they are enrolled.
- Online elective courses may be used to fulfill elective credit requirements only, not to fulfill specific subject area graduation requirements.

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

Students engaging in PLATO courses for elective purposes should be taking the course with the intent of new learning that is not offered by Staples. If a student is enrolled in a course that then indicates a strong prior knowledge, the student will not be eligible for course credit. Prior knowledge will be determined by the amount of exemptions a student has in a module based on the pretest assessment. If a student is exempt from 30 percent or more of the class material, it will be considered ineligible for credit.

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

### **Independent Learning Experiences**

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

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

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

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

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

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

### Community Service Credit

Students are eligible to earn credit for community service they have completed (.5 credit for 60 hours). Credit may only be earned for community service conducted while enrolled as a Staples student and outside of the school day, starting with the summer between grades 8 and 9. Students may earn no more than .5 credit for community service per school year. For the classes of 2021 and 2022, community service credit counts toward fulfilling the practical arts graduation requirement. For the class of 2023 and beyond, community service credit counts toward fulfilling the electives/additional credits graduation requirement. Community service does not count toward the number of courses a student is required to take each semester in order to be considered fully enrolled. Students receive a grade of Pass for community service, which is not calculated in the grade point average. Students must complete the *Community Service Credit Form* describing their service experience and provide a signed letter from their supervisor that verifies the activity and number of hours completed.

### University of Connecticut Courses Through Early College Experience (ECE)

[UConn Early College Experience](#) is a concurrent enrollment program for motivated high school students. Students can take UConn courses at Staples for both high school and college credit for a fraction of the cost of normal college tuition. 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 post-secondary opportunities. The UConn ECE courses at Staples High School are:

UConn Course	Staples Course
HRTS 1007: Introduction to Human Rights	Contemporary World Studies
FREN 3250: Global Culture in French I/ FREN 3268: Grammar and Composition	AP French Language and Culture
GERM 3233: Building Language Skills through Culture I/ GERM 3255: 20 <sup>th</sup> Century German Literature	AP German Language and Culture
ILCS 3239: Italian Composition & Conversation I/ ILCS 3240: Italian Composition & Conversation II	Italian 4 Honors

Teachers for these courses have been certified as UConn ECE Affiliate Faculty through UConn. Upon completion of the course with a passing grade, enrolled students will receive college credits from UConn. These credits are accepted at 87% of colleges and universities across the country. Starting with the class of 2022, ECE courses will be designated on the student's Staples transcript along with the UConn ECE grade weighted at the college course level in the GPA.

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

The NCC High School Partnership program is designed for highly motivated, academically qualified students. Juniors and seniors with a 3.0 or higher grade point average are eligible to apply for this

program. NCC covers the cost of tuition and registration fees; the student must purchase books, supplies, and any lab fees if necessary. Interested students must complete the Accuplacer Test to determine their eligibility for college-level courses. Students may take up to two HSP courses per semester, outside of regular school hours; summer courses are not available through HSP, but may be taken at the student's expense. Students earn college credit for a successfully completed course that can be used toward a degree or certificate at NCC or transferred to another college. (Note: Some colleges will not accept transfer credit for a college course taken while in high school.) A student may apply an HSP course toward the minimum 6 courses required for full-time enrollment status at Staples. Students must select a course where there is no equivalent course offered at Staples.

Starting with the class of 2022, in addition to the college credits earned, students will also earn 1.0 Staples High School credit for an HSP one-semester course, which counts toward the student's high school elective graduation requirements. The course name, letter grade assigned by NCC, and high school credit will appear on the Staples transcript. The grade will be weighted at the college course level in the GPA.

For more information, visit the [SHS Guidance website](#).

### **Regional Center for the Arts**

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

### **Staples Pathways Academy**

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

As for all students at SHS, Class of 2023 Pathways Academy students must earn 26 credits to meet their graduation requirements and Class of 2022 Pathways Academy students must earn 25 credits. Pathways Academy students are expected to earn a minimum of two credits per semester or four credits per school year within the Academy program. The Pathways Academy operates during the first four periods of the school day. Students may then enroll in electives, Health and Physical Education courses, World Language, community service, work-study, or internship opportunities through the end of the school day and beyond. The academic expectations of the Pathways Academy are the same as traditional core classes, and all Pathways classes are A-level. Pathways allows for more opportunities for students to earn

course credits based on non-traditional learning methods such as individualized instruction, peer coaching, project-based learning, interdisciplinary projects, experiential learning, standards-based instruction and learning, and community service.

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

Students attend Pathways Academy classes during periods 1-4. There are community meetings that allow Pathways Academy teachers the opportunity to check in with students and confirm the plan for the day. There is an expectation that all Pathways Academy students will continue to attend, meet the requirements of, and pass their elective courses taken outside of the Pathways schedule, as these courses are not offered within the Pathways Academy.

For more information, students should see their school counselor.

## **ALTERNATIVES TO STAPLES HIGH SCHOOL**

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

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

### **Agriscience Program – Westhill High School**

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

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

The Center for Global Studies is a magnet school-within-a-school committed to preparing students to become citizens of our global society. Our 290 students learn Arabic, Chinese, or Japanese, study the cultures and history of Asia or the Middle East, read literature from around the world, and travel on two-week study tours to broaden their understanding of the world. We are proud to expand our program

to include the rigorous International Baccalaureate Diploma Program. The IB mission is simple--by educating students we can create a better world. The IB learner profile expresses the IB mission statement in action. The CGS is located within Norwalk's Brien McMahon High School, a comprehensive high school that was completely renovated in 2005. The result is a beautiful building that is home to a diverse student population of more than 1,700 students. CGS occupies a section of the west wing of the building, and classrooms are equipped with Smartboards and chromebooks. There is a large community room for cultural events and a working kitchen where students cook international foods. Students choose to come to CGS from all over Fairfield County. They study language, literature, and history in the CGS and enroll in global studies-themed math, science, art, gym, health, and other electives through Brien McMahon HS.

### **JM Wright Technical High School**

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

### **The Sound School**

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



## FOUR-YEAR COURSE PLAN

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

### **Class of 2022**

<u>Subject Area</u>	<u>Grade 9</u>	<u>Grade 10</u>	<u>Grade 11</u>	<u>Grade 12</u>
English (4.0) 1.0 English 9 1.0 English 10 2.0 Additional Courses				
Math (3.0)				
Science (2.0)				
Social Studies (3.5) 1.0 Global Themes 1.0 U.S. History .5 Civics .5 Area Study .5 Additional Course				
World Languages (2.0) <i>Any one world language in sequence</i>				
Health & PE (3.0)				
Arts (1.5) <i>Min. .5 Fine Arts and .5 Practical Arts; remaining .5 either area</i>				
Additional Credits (6.0)				
Total Each Year  <i>Total minimum credits required: 25.0 credits</i>				

**Class of 2023 and Beyond**

<b><u>Subject Area</u></b>	<b><u>Grade 9</u></b>	<b><u>Grade 10</u></b>	<b><u>Grade 11</u></b>	<b><u>Grade 12</u></b>
<i>Humanities</i> English (4.0) 1.0 English 9 1.0 English 10 2.0 Additional Courses				
<i>Humanities</i> Social Studies (3.0) 1.0 Global Themes 1.0 U.S. History .5 Civics .5 Area Study				
<i>Humanities</i> Visual & Performing Arts (1.0)				
<i>Humanities</i> Open Humanities (1.0) <i>Any additional course(s) in English, Social Studies, Visual &amp; Performing Arts, or World Languages</i>				
<i>STEAM</i> Math (3.0)				
<i>STEAM</i> Science (3.0)				
<i>STEAM</i> Open STEAM (3.0) <i>Any additional courses in Math, Science, Technology Education, Media, or other selected courses</i>				
World Languages (2.0) <i>Any one world language in sequence</i>				
Health & PE (2.5)				
Mastery-Based Diploma Requirement (1.0)				
Additional Credits (2.5)				
Total Each Year <i>Total minimum credits required: 26.0 credits</i>				

## COURSE INDEX

<u>Course Title</u>	<u>Level</u>	<u>Offered</u>	<u>Credit</u>	<u>Grade</u>	<u>Offered</u>
<b><u>ACADEMIC SUPPORT</u></b>					
Academic Support		S1, S2	.5	9 10	11 12
Bridge 9 Program		Full-Year	1.0	9	
Bridge 10 Program		Full-Year	1.0	10	
Wellness Seminar		S1, S2	.5	9 10	11 12
<b><u>ART</u></b>					
<i><u>2-DIMENSIONAL ARTS COURSES</u></i>					
Drawing		S1, S2	.5	9 10	11 12
Advanced Drawing		S1, S2	.5	9 10	11 12
Studio Art Honors	H	S1, S2	.5		11 12
AP Studio Art: Drawing	AP	Full-Year	1.0		11 12
Oil Painting		S1, S2	.5	9 10	11 12
Painting Big		S1, S2	.5	9 10	11 12
Silkscreen		S1, S2	.5	9 10	11 12
Advanced Silkscreen		S1, S2	.5	9 10	11 12
Watercolor		S1, S2	.5	9 10	11 12
Advanced Painting		S1, S2	.5	9 10	11 12
<i><u>MEDIA ARTS/TECHNOLOGY COURSES</u></i>					
Animation		S1, S2	.5	9 10	11 12
Graphic Design 1		S1, S2	.5	9 10	11 12
Graphic Design 2		S1, S2	.5	9 10	11 12
Photography 1		S1, S2	.5	9 10	11 12
Photography 2		S1, S2	.5	9 10	11 12
Digital Foundations Honors	H	Full-Year	1.0		11 12
<i><u>3-DIMENSIONAL ARTS COURSES</u></i>					
Ceramics		S1, S2	.5	9 10	11 12
Advanced Ceramics		S1, S2	.5	9 10	11 12
Jewelry Making		S1, S2	.5	9 10	11 12
Advanced Jewelry Making		S1, S2	.5	9 10	11 12
Pottery		S1, S2	.5	9 10	11 12
Advanced Pottery		S1, S2	.5	9 10	11 12
Sculpture		S1, S2	.5	9 10	11 12
Advanced Sculpture		S1, S2	.5	9 10	11 12
AP Studio Art: 3-D Design	AP	Full-Year	1.0		11 12
<b><u>CULINARY ARTS</u></b>					
Culinary Arts 1		S1, S2	.5	10	11 12
Culinary Arts 2		S1, S2	.5	10	11 12
Advanced Culinary Arts		Full-Year	1.0		11 12
Food in Literature (Culinary)		S1, S2	.5		11 12

## **ENGLISH**

### **GRADE 9 COURSES**

English 9	A	Full-Year	1.0	9
English 9 Honors	H	Full-Year	1.0	9

### **GRADE 10 COURSES**

English 10	A	Full-Year	1.0	10
English 10 Honors	H	Full-Year	1.0	10

### **GRADES 11 & 12 COURSES**

Advanced Journalism	A	Full-Year	1.0	10	11	12	
AP English Language and Composition	AP	Full-Year	1.0		11	12	
AP English Literature and Composition	AP	Full-Year	1.0		11	12	
British Literature	A	S1, S2	.5		11	12	
Children's Literature	A	S1, S2	.5		11	12	
Contemporary American Literature	A	S1, S2	.5		11	12	
Critical Analysis of Film & Literature	A	S1, S2	.5		11	12	
Food in Literature (English)	A	S1, S2	.5		11	12	
Gothic & Horror Literature	A	S1, S2	.5		11	12	
Graphic Narratives & Visual Literacies	A	S1, S2	.5		11	12	
Introduction to Journalism	A	S1, S2	.5	9	10	11	12
Irish Literature	A	S1, S2	.5		11	12	
Literature of Gender, Sex, & Identity	A	S1, S2	.5		11	12	
Mythology & the Bible as Literature (A-level)	A	S1, S2	.5		11	12	
Mythology & the Bible as Literature Honors	H	Full-Year	1.0		11	12	
Nonfiction & New Literacies	A	S1, S2	.5		11	12	
Reading & Writing Fiction	A	S1, S2	.5		11	12	
Reading & Writing Poetry	A	S1, S2	.5		11	12	
Rhetoric & Persuasion	A	S1, S2	.5		11	12	
Shakespeare	A	S1, S2	.5		11	12	
Sports Literature, Research, & Composition	A	S1, S2	.5		11	12	
Voices of Protest in American Literature	A	S1, S2	.5		11	12	
World Literature	A	S1, S2	.5		11	12	

## **ESOL**

English for Speakers of Other Languages		Full-Year	1.0	9	10	11	12
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## **HEALTH & PHYSICAL EDUCATION**

### **GRADE 9 COURSES**

Freshman Health (Health)		Q1, Q4	.25	9
Freshman Mind & Body (Health)		Q2, Q3	.25	9
Freshman Aquatic Activities (PE)		Q2, Q3	.25	9
Freshman Team Games (PE)		Q1, Q4	.25	9

### **GRADE 10 COURSES**

Sophomore Wellness (Health)	Q1,Q4	.25	10
Sophomore Cooperative Games (PE)	Q1,Q4	.25	10
Sophomore Lifetime Activities (PE)	Q2,Q3	.25	10
Sophomore Racquet Games (PE)	Q2,Q3	.25	10

**GRADE 11 REQUIRED COURSES**

Junior Health	Q1, Q2, Q3, Q4	.25	11
The Mind & Physical Performance	Q1, Q2, Q3, Q4	.25	11

**HEALTH & PHYSICAL EDUCATION ELECTIVE COURSES**

Dance	Q1, Q2, Q3, Q4	.25	11 12
High Performance Fitness	Q1, Q2, Q3, Q4	.25	11 12
Lifeguard Training	S1, S2	.5	10 11 12
Physical Education Leaders	S1, S2	.5	11 12
Team Physical Education	Q1, Q2, Q3, Q4	.25	11 12
Unified Physical Education	S1, S2	.5	10 11 12
Yoga	Q1, Q2, Q3, Q4	.25	11 12

**MATH**

Applied Math	C	Full-Year	1.0	9 10 11 12
Algebra 1 C	C	Full-Year	1.0	9 10 11
Algebra 1 B	B	Full-Year	1.0	9 10
Algebra 1 A	A	Full-Year	1.0	9 10
Geometry C	C	Full-Year	1.0	10 11 12
Geometry B	B	Full-Year	1.0	10 11
Geometry A	A	Full-Year	1.0	9 10
Geometry Honors	H	Full-Year	1.0	9 10
Algebra 2 C	C	Full-Year	1.0	11 12
Algebra 2 B	B	Full-Year	1.0	10 11 12
Algebra 2 A	A	Full-Year	1.0	9 10 11
Algebra 2 Honors	H	Full-Year	1.0	9 10 11
Financial Algebra	C	Full-Year	1.0	12
Pre-Calculus B	B	Full-Year	1.0	10 11 12
Pre-Calculus A	A	Full-Year	1.0	10 11 12
Pre-Calculus Honors	H	Full-Year	1.0	10 11
Calculus Honors	H	Full-Year	1.0	11 12
AP Calculus AB	AP	Full-Year	1.0	11 12
AP Calculus BC	AP	Full-Year	1.0	11 12
Calculus BC Plus	AP	Full-Year	1.0	11 12
Multivariable Calculus	AP	Full-Year	1.0	11 12
Differential Equations	AP	Full-Year	1.0	11 12
AP Statistics	AP	Full-Year	1.0	10 11 12
Statistics & Probability	A	S1, S2	.5	11 12
Advanced Statistics in the Social Sciences	A	S2	.5	11 12
Accounting	A	Full-Year	1.0	11 12
Discrete Math	A	S1, S2	.5	11 12
Personal Financial Management	A	S1, S2	.5	11 12
Financial Decision Making in the Digital Age	A	S2	.5	11 12

## MEDIA

Advanced Video Editing	S1, S2	.5	9	10	11	12
Audio Production 1	S1, S2	.5	9	10	11	12
Audio Production 2	S1, S2	.5	9	10	11	12
Narrative Film Production	S1, S2	.5	9	10	11	12
Radio Production 1	S1, S2	.5	9	10	11	12
Radio Production 2	S1, S2	.5	9	10	11	12
TV Studio & Documentary Production 1	S1, S2	.5	9	10	11	12
TV Studio & Documentary Production 2	S1, S2	.5	9	10	11	12

## MUSIC

### MUSIC ENSEMBLES

Anima Cantorum	Full-Year	1.0	9	10	11	12
Anima Cantorum – Shared	Full-Year	.5	9	10	11	12
Bella Voce	Full-Year	1.0	10	11	12	
Bella Voce – Shared	Full-Year	.5	10	11	12	
Choralaires	Full-Year	1.0		11	12	
Choralaires – Shared	Full-Year	.5		11	12	
Treble Chorus	Full-Year	1.0	9	10	11	
Treble Chorus – Shared	Full-Year	.5	9	10	11	
Freshman Concert Band	Full-Year	1.0	9			
Freshman Concert Band – Shared	Full-Year	.5	9			
Sophomore Concert Band	Full-Year	1.0	10			
Sophomore Concert Band – Shared	Full-Year	.5	10			
Symphonic Band	Full-Year	1.0			11	12
Symphonic Band – Shared	Full-Year	.5			11	12
Freshman Orchestra Strings	Full-Year	1.0	9			
Freshman Orchestra Strings – Shared	Full-Year	.5	9			
Sophomore Orchestra Strings	Full-Year	1.0	10			
Sophomore Orchestra Strings – Shared	Full-Year	.5	10			
Symphonic Orchestra Strings	Full-Year	1.0			11	12
Symphonic Orchestra Strings – Shared	Full-Year	.5			11	12

### MUSIC ELECTIVE ENSEMBLES

Chamber Orchestra	Full-Year	1.0	9	10	11	12
Jazz Ensemble	Full-Year	1.0	9	10	11	12
Orphenians	Full-Year	1.0	9	10	11	12

### CLASSROOM MUSIC COURSES

AP Music Theory	AP	Full-Year	1.0	10	11	12	
Beginning Piano		S1, S2	.5	9	10	11	12
Music Technology		S1, S2	.5	9	10	11	12

## SCIENCE

### MULTIDISCIPLINARY SCIENCE

Accelerated Science 1	A	Full Year	1.0	9		
Accelerated Science 2	A	Full Year	1.0	10		

LIFE SCIENCE COURSES

Biology B	B	Full-Year	1.0	9		
Biology A	A	Full-Year	1.0	9		
Biology Honors	H	Full-Year	1.0	9		
AP Biology	AP	Full-Year	1.0		11	12
AP Environmental Science	AP	Full-Year	1.0		11	12
Anatomy & Physiology	A	Full-Year	1.0	10	11	12
Animal Behavior (not offered 2021-22)	A	S1, S2	.5	10	11	12
Biotechnology (not offered 2021-22)	A	S1, S2	.5	10	11	12
Environmental Science	A	S1, S2	.5		11	12
Forensics	A	S1, S2	.5	10	11	12
Horticulture	A	S1, S2	.5	10	11	12
Marine Biology	A	S1, S2	.5	10	11	12
Medical Terminology	A	S1, S2	.5	10	11	12
Zoology	A	S1, S2	.5	10	11	12

CHEMISTRY COURSES

Chemistry B	B	Full-Year	1.0	10	11	12
Chemistry A	A	Full-Year	1.0	10	11	12
Chemistry Honors	H	Full-Year	1.0	10	11	12
AP Chemistry	AP	Full-Year	1.0		11	12

PHYSICS COURSES

Physics B	B	Full-Year	1.0		11	12
Physics A	A	Full-Year	1.0		11	12
Physics Honors	H	Full-Year	1.0		11	12
AP Physics 1	AP	Full-Year	1.0		11	12
AP Physics C: Mechanics & E&M	AP	Full-Year	1.0		11	12

EARTH SCIENCE COURSES

Earth Science	A	Full-Year	1.0	10	11	12
Solar System Astronomy	A	S1	.5	9	10	11
Stars, Galaxies, & the Universe	A	S2	.5	10	11	12

COMPUTER SCIENCE COURSES

AP Computer Science Principles	AP	Full-Year	1.0	10	11	12
Applied Algorithmic Design	A	S1, S2	.5	9	10	11
Building Web Applications	A	S1, S2	.5	9	10	11
Embedded Systems Programming (not offered 2021-22)	A	S2	.5	10	11	12
Introduction to Programming	A	S1, S2	.5	9	10	11
Introduction to Web Programming	A	S1, S2	.5	9	10	11
Mobile App Development	A	S1, S2	.5	10	11	12

ENGINEERING COURSES

3-D Design & Engineering	A	S1, S2	.5	9	10	11
Aerospace Science	A	S1, S2	.5	10	11	12
CreActive Technological Solutions	A	S1, S2	.5	9	10	11
Engineering & Applied Physics	A	S1, S2	.5	10	11	12

Materials & Design (MAD) Science	A	S1, S2	.5	9 10 11 12
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**RESEARCH COURSES**

Scientific Research	A	Full-Year	1.0	10 11 12
Scientific Research	A	Full-Year + S1	1.5	10 11 12

**SOCIAL STUDIES**

**GRADE 9 COURSES**

Global Themes	A	Full-Year	1.0	9
Global Themes Honors	H	Full-Year	1.0	9

**GRADE 10 COURSES**

U.S. History	A	Full-Year	1.0	10
U.S. History Honors	H	Full-Year	1.0	10
AP U.S. History	AP	Full-Year	1.0	10 11 12

**GRADES 11 & 12: CIVICS COURSES\***

AP U.S. Government and Politics	AP	Full-Year	1.0	11 12
AP U.S. Gov. and Politics (We the People)	AP	Full-Year	1.0	11 12
U.S. Government	A	S1, S2	.5	11 12
Current Issues: U.S. Media & Politics	A	S1, S2	.5	11 12

*\*Civics courses may also be taken as electives if the Civics requirement has been met.*

**GRADES 11 & 12: AREA STUDY COURSES\***

African Studies	A	S1, S2	.5	11 12
Contemporary World Studies (option for UCONN ECE)	A	S1, S2	.5	11 12
East Asian Studies	A	S1, S2	.5	11 12
Latin American Studies	A	S1, S2	.5	11 12
Middle East Studies	A	S1, S2	.5	11 12

*\*Area Study courses may also be taken as electives if the Area Study requirement has been met.*

**GRADES 11 & 12: ELECTIVE COURSES**

AP European History	AP	Full-Year	1.0	11 12
AP Macro/Microeconomics	AP	Full-Year	1.0	11 12
AP U.S. History	AP	Full-Year	1.0	10 11 12
AP World History: Modern	AP	Full-Year	1.0	11 12
African American, Black, Latino, and Puerto Rican Studies ( <i>pending BOE approval</i> )	A	Full-Year	1.0	11 12
Anthropology	A	S1, S2	.5	11 12
Environmental Social Studies	A	S1, S2	.5	11 12
Introduction to Economics	A	S1, S2	.5	11 12
Psychology of Child Development	A	S1, S2	.5	11 12
Understanding Psychology	A	S1, S2	.5	11 12
Women in Society	A	S1, S2	.5	11 12

**TECHNOLOGY EDUCATION**

Technology Education 1		S1, S2	.5	9 10 11 12
Technology Education 1		Full-Year	1.0	9 10 11 12



Technology Education 2	S1, S2	.5	9	10	11	12
Advanced Technology Education	S1, S2	.5	10	11	12	

### **THEATER**

Theater 1: Acting Fundamentals	Full-Year	1.0	9	10	11	12
Theater 1: Acting Fundamentals – Shared	Full-Year	.5	9	10	11	12
Theater 1: Acting Fundamentals	S1	.5	9	10	11	12
Theater 2: Advanced Acting	Full-Year	1.0	10	11	12	
Theater 2: Advanced Acting	Full-Year	.5	10	11	12	
Theater 2: Advanced Acting – Shared	Full-Year	.5	10	11	12	
Theater 3: Acting Technique	Full-Year	1.0		11	12	
Theater 3: Directing	Full-Year	1.0		11	12	
Costume/Design Theater	S2	.5	9	10	11	12
Stagecraft: Scene Design & Construction	S2	.5	9	10	11	12

### **WORLD LANGUAGES**

French 1 A	A	Full-Year	1.0	9	10	11	12
French 2 A	A	Full-Year	1.0	9	10	11	12
French 2 Honors	H	Full-Year	1.0	9	10	11	12
French 3 A	A	Full-Year	1.0	9	10	11	12
French 3 Honors	H	Full-Year	1.0	9	10	11	12
French 4 A	A	Full-Year	1.0		11	12	
French 4 Honors	H	Full-Year	1.0		11	12	
French 5 A	A	Full-Year	1.0		11	12	
French 5 Honors	H	Full-Year	1.0		11	12	
AP French Language and Culture (option for UCONN ECE)	AP	Full-Year	1.0		11	12	
German 1 A	A	Full-Year	1.0	9	10	11	12
German 2 A	A	Full-Year	1.0	9	10	11	12
German 2 Honors	H	Full-Year	1.0	9	10	11	12
German 3 A	A	Full-Year	1.0	9	10	11	12
German 3 Honors	H	Full-Year	1.0	9	10	11	12
German 4 A	A	Full-Year	1.0		11	12	
German 4 Honors	H	Full-Year	1.0		11	12	
German 5 A	A	Full-Year	1.0		11	12	
German 5 Honors	H	Full-Year	1.0		11	12	
AP German Language (option for UCONN ECE)	AP	Full-Year	1.0		11	12	
Italian 1 A	A	Full-Year	1.0	9	10	11	12
Italian 2 A	A	Full-Year	1.0	9	10	11	12
Italian 2 Honors	H	Full-Year	1.0	9	10	11	12
Italian 3 A	A	Full-Year	1.0	9	10	11	12
Italian 3 Honors	H	Full-Year	1.0	9	10	11	12
Italian 4 A	A	Full-Year	1.0		11	12	
Italian 4 Honors (option for UCONN ECE)	H	Full-Year	1.0		11	12	
Latin 1 A	A	Full-Year	1.0	9	10	11	12
Latin 2 A	A	Full-Year	1.0	9	10	11	12
Latin 2 Honors	H	Full-Year	1.0	9	10	11	12

Latin 3 A	A	Full-Year	1.0	9	10	11	12
Latin 3 Honors	H	Full-Year	1.0	9	10	11	12
Latin 4 A	A	Full-Year	1.0			11	12
Latin 4 Honors	H	Full-Year	1.0			11	12
AP Latin	AP	Full-Year	1.0			11	12
Mandarin Chinese 1 A	A	Full-Year	1.0	9	10	11	12
Mandarin Chinese 2 A	A	Full-Year	1.0	9	10	11	12
Mandarin Chinese 2 Honors	H	Full-Year	1.0	9	10	11	12
Mandarin Chinese 3 A	A	Full-Year	1.0	9	10	11	12
Mandarin Chinese 3 Honors	H	Full-Year	1.0	9	10	11	12
Mandarin Chinese 4 A	A	Full-Year	1.0			11	12
Mandarin Chinese 4 Honors	H	Full-Year	1.0			11	12
Mandarin Chinese 5A	A	Full-Year	1.0			11	12
Mandarin Chinese 5 Honors	H	Full-Year	1.0			11	12
AP Chinese Language and Culture	AP	Full-Year	1.0			11	12
Spanish 1 C	C	Full-Year	1.0	9	10	11	12
Spanish 1 B	B	Full-Year	1.0	9	10	11	12
Spanish 1 A	A	Full-Year	1.0	9	10	11	12
Spanish 2 C	C	Full-Year	1.0	9	10	11	12
Spanish 2 B	B	Full-Year	1.0	9	10	11	12
Spanish 2 A	A	Full-Year	1.0	9	10	11	12
Spanish 2 Honors	H	Full-Year	1.0	9	10	11	12
Spanish 3 B	B	Full-Year	1.0	9	10	11	12
Spanish 3 A	A	Full-Year	1.0	9	10	11	12
Spanish 3 Honors	H	Full-Year	1.0	9	10	11	12
Spanish 4 B	B	Full-Year	1.0			11	12
Spanish 4 A	A	Full-Year	1.0			11	12
Spanish 4 Honors	H	Full-Year	1.0			11	12
Spanish 5 A	A	Full-Year	1.0			11	12
Spanish 5 Honors	H	Full-Year	1.0			11	12
AP Spanish Language and Culture	AP	Full-Year	1.0			11	12
AP Spanish Literature and Culture	AP	Full-Year	1.0			11	12



# ACADEMIC SUPPORT

## **ACADEMIC SUPPORT**

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

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

## **BRIDGE 9 PROGRAM**

*1.0 credit                      Grade 9                      Full-Year*  
*Prerequisite: Recommendation by a member of the student's school team*

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

## **BRIDGE 10 PROGRAM**

*1.0 credit                      Grade 10                      Full-Year*  
*Prerequisite: Recommendation by a member of the student's school team*

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

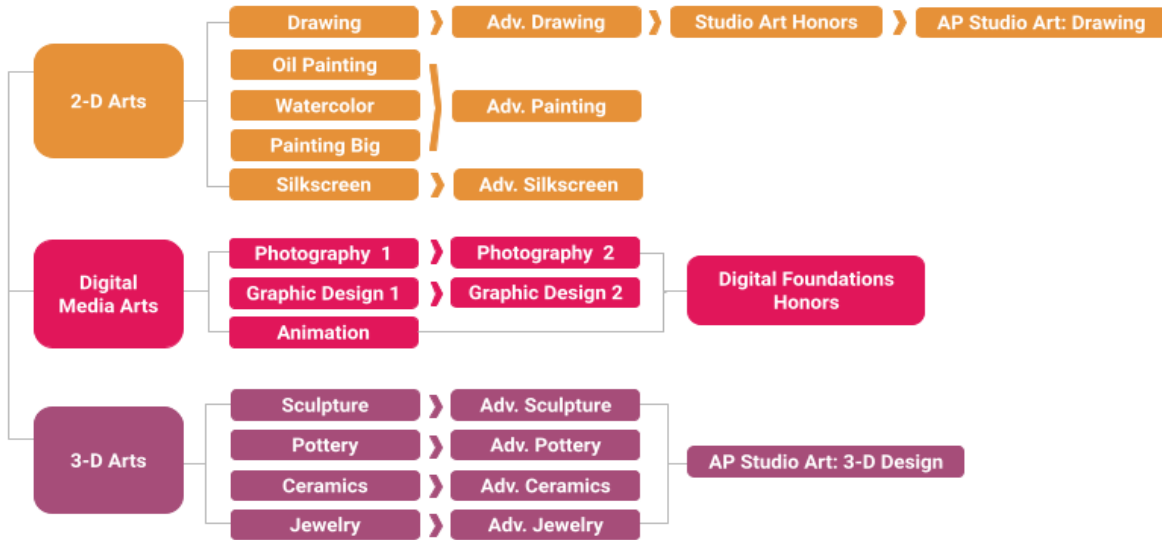
## **WELLNESS SEMINAR**

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

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



# ART



## ART DEPARTMENT OVERVIEW

The Visual Arts program at Staples High School offers an extensive selection of courses in a variety of art media. All courses expand and build on the knowledge of formal art concepts and composition, as well as drawing from observation, creative problem-solving skills, communication, and personal expression. Students have the opportunity to explore a variety of art media at the beginner and advanced levels, including 2D, 3D, and Digital Media Arts.

Drawing is an excellent foundation for every art course offered, and students who will pursue post-secondary studies at an art school or a career in art are encouraged to begin their art studies as early in their high school career as possible to ensure adequate training for portfolio development. It is important that students explore a variety of art media in order to become a well-rounded artist.

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

### 2-DIMENSIONAL ARTS COURSES

#### **DRAWING**

.5 credit

Grades 9, 10, 11, 12

SI, S2

Prerequisite: None

This is an introductory course open to all students who are serious about learning to draw from observation, regardless of skill and ability. Theories of perception, fundamentals of visual thinking, and skill building are covered through set-ups, the study of perspective and an introduction to shading. It is

recommended that those students who are interested in pursuing a post-secondary experience in art take this course.

### **ADVANCED DRAWING**

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

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

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

### **STUDIO ART HONORS**

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

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

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

### **AP STUDIO ART: DRAWING**

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

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

### **OIL PAINTING**

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

This is an introductory course for students interested in learning how to use oil paint to express their ideas. Students will gain knowledge of art concepts and techniques unique to this media while creating paintings in a variety of genres such as still life, portraiture, and free choice subjects.

### **PAINTING BIG**

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

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

This is an introductory course that will allow students to learn to create large acrylic paintings. Students will develop various themes for paintings (pop culture, abstract, historic, cartoon, folk art, etc.) then will design, lay out, and learn how to transfer their concept to a large format painting. In addition to learning various techniques and media, important art concepts such as the use of color and principles of design and composition will be covered.

### **SILKSCREEN**

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

*Prerequisite: None*

This is an introductory course for students who want to explore silkscreen media to produce fine art prints, cards, T-shirts, etc. With this form of printmaking, students learn how to make stencils to transfer their designs onto paper or fabric. Students will gain knowledge of art concepts and craftsmanship skills while creating unique prints.

### **ADVANCED SILKSCREEN**

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

*Prerequisite: Silkscreen*

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

This course is a continuation of Silkscreen with instruction of more challenging techniques and an introduction of additional silkscreen and other printmaking media. Students will further develop their craftsmanship skills and have more freedom to explore personally expressive works.

### **WATERCOLOR**

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

*Prerequisite: None*

This is an introductory course for students interested in learning how to use watercolor paint to express their ideas. Students will gain knowledge of art concepts and techniques unique to this media while creating paintings in a variety of genres such as still life, portraiture, and free choice subjects.

### **ADVANCED PAINTING**

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

*Prerequisite: Oil Painting, Painting Big, or Watercolor*

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

This course offers the opportunity to continue the study of painting in any or all of four painting media: Oil Paint, Watercolor, Acrylic, and Digital. Emphasis is on interpretation and developing their own style and voice with paint. Students will further develop their craftsmanship skills and have more freedom to explore personally expressive works.

### **MEDIA ARTS/TECHNOLOGY COURSES**

#### **ANIMATION**

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

*Prerequisite: None*

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

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

### **GRAPHIC DESIGN 1**

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

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

### **GRAPHIC DESIGN 2**

*.5 credit                      Grades 9, 10, 11, 12                      SI, S2*  
*Prerequisite: Graphic Design 1*

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

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

### **PHOTOGRAPHY 1**

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

This is an introductory course on photography, cameras, and editing skills. Students will gain an understanding of how to creatively capture images using the DSLR cameras provided in class. Emphasis is placed on compositional awareness, creative camera controls, and personal expression. Photographs will be managed digitally. Editing techniques such as color correction, black and white conversion, and multi-layer compositing will be explored through the use of software including Adobe Photoshop. Celebrated works by past and present photographers will be examined to help develop a personal aesthetic sense and concept of theme-based imagery.

### **PHOTOGRAPHY 2**

*.5 credit                      Grades 9, 10, 11, 12                      SI, S2*  
*Prerequisite: Photography 1*

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

This course offers an opportunity to further refine technical camera skills while continuing to foster aesthetic thought through the exploration of digital art as a mode for personal expression and communication. Students conceptualize ideas and generate unique series of images using sophisticated

methods of image manipulation including HDR photography, camera RAW processing, and various Photoshop techniques. Students should be able to work independently.

### **DIGITAL FOUNDATIONS HONORS**

*1.0 credit                      Grades 11, 12                      Full-Year*

*Prerequisite: Graphic Design 1; plus either Graphic Design 2, Advanced Drawing, Animation, or Photography 1; plus course instructor's recommendation*

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

Homework utilizes Adobe Creative Suite software and will be assigned weekly. Students will have access to the computer lab space in the Art Department and Library Media Center.

### **3-DIMENSIONAL ARTS COURSES**

#### **CERAMICS**

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

*Prerequisite: None*

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

#### **ADVANCED CERAMICS**

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

*Prerequisite: Ceramics*

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

This course is for students who want to continue exploring clay hand building and explore more advanced techniques. Students should be able to work independently.

#### **JEWELRY MAKING**

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

*Prerequisite: None*

This is an introductory course designed for students who want to develop skills in creating wearable jewelry art. Students will learn the fundamental process of jewelry making in addition to creating rings, pins, bracelets, necklaces and other jewelry. Personal expression will be encouraged and explored through specific design projects.

#### **ADVANCED JEWELRY MAKING**

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

*Prerequisite: Jewelry Making*

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



This course is for those students who want to continue creating wearable art and explore more advanced techniques. Students should be able to work independently.

### **POTTERY**

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

This is an introductory course where students will learn to create symmetrical forms and sculptures on the wheel. A strong emphasis on form and function will guide the creation of the projects. Excellence in both the technical and aesthetic realms of clay expression will be stressed. Beginning glazing techniques will be employed to create beautiful and functional pottery. Handbuilding techniques will also be introduced to enhance original pottery designs.

### **ADVANCED POTTERY**

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

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

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

### **SCULPTURE**

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

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

### **ADVANCED SCULPTURE**

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

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

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

### **AP STUDIO ART: 3-D DESIGN**

*1.0 credit                      Grades 11, 12                      Full-Year*  
*Prerequisite: Two semesters of Ceramics, Jewelry Making, Pottery, and/or Sculpture; one semester of Advanced Ceramics, Advanced Jewelry Making, Advanced Pottery, or Advanced Sculpture; course instructor's recommendation*

This course is for highly motivated students who are seriously interested in the study of the art; the course demands significant commitment. Students will submit a portfolio for evaluation at the end of the year. For this portfolio, students are asked to demonstrate mastery of 3-D design through their chosen medium including, but not limited to, figurative or non-figurative ceramics and pottery.



# CULINARY ARTS

## **CULINARY ARTS 1**

*.5 credit*                      *Grades 10, 11, 12*                      *SI, S2*  
*Prerequisite: None*

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

## **CULINARY ARTS 2**

*.5 credit*                      *Grades 10, 11, 12*                      *SI, S2*  
*Prerequisite: Culinary Arts 1*

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

## **ADVANCED CULINARY ARTS**

*1.0 credit*                      *Grades 11, 12*                      *Full-Year*  
*Prerequisite: Culinary Arts 1, Culinary Arts 2*

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

## **FOOD IN LITERATURE (CULINARY)**

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

*Note: Enrollment in this course is limited, and a lottery will be used to select students. If selected, students must commit to taking the course and may only drop or change if there is a conflict with a different course and with administrative approval. Students must register for both Food in Literature (Culinary) and Food in Literature (English) in the same semester.*

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



# ENGLISH

## Grades 9 & 10 Core and Elective Courses

<u>Grade 9 Core Courses</u>	<u>Grade 9 Elective Courses</u>	<u>Grade 10 Core Courses</u>	<u>Grade 10 Elective Courses</u>
English 9 English 9 Honors	Introduction to Journalism	English 10 English 10 Honors	Introduction to Journalism Advanced Journalism

## Grades 11 & 12 Elective Courses

<u>Full-Year Elective Courses</u>	<u>Semester Elective Courses*</u>
Advanced Journalism AP English Language and Composition AP English Literature and Composition Mythology & the Bible as Literature Honors	British Literature Children's Literature Contemporary American Literature Critical Analysis of Film & Literature Food in Literature (English) Gothic & Horror Literature Graphic Narratives & Visual Literacies Introduction to Journalism Irish Literature Literature of Gender, Sex, & Identity Mythology & the Bible as Literature (A-level) Nonfiction & New Literacies Reading & Writing Fiction Reading & Writing Poetry Rhetoric & Persuasion Shakespeare Sports Literature, Research, & Composition Voices of Protest in American Literature World Literature  <i>*While all semester elective courses are considered A-level, be sure to read content descriptions carefully.</i>

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

## **GRADE 9 COURSES**

Freshmen must take English 9 or English 9 Honors. Units of study will focus on essential questions of identity and being while incorporating full class, small group, and independent reading across multiple genres and forms. While learning outcomes and CCSS for ninth grade students are similar for each level, honors-level classes assume students are able to work more independently, read and write at a more complex and sophisticated level with a higher degree of stamina, and demonstrate a greater degree of comfort with abstract and original thinking. We recognize that ninth grade students are individuals, each maturing at their own developmental pace. As such, students should be placed in the level that is most appropriately challenging for him or her.

### **ENGLISH 9**

*1.0 credit*

*Grade 9*

*Full-Year*

*Prerequisite: None*

The hallmark of an A-level course is that it challenges a student's ability to exert purposeful effort in order to develop as a critical thinker. Units of study will focus on essential questions of identity, self, and society while incorporating full class, small group, and independent reading across multiple genres such as novels, short stories, poems, essays, and other media. Students will write in a variety of genres for a variety of purposes, composing shorter and more sustained pieces each quarter. This course focuses on analysis of literature and the development of analytical writing skills, with special emphasis on organization and supporting evidence. Emphasis is placed upon the process of writing, frequent revisions, and conferencing with the teacher. All writing is assessed using departmental writing rubrics for Argument, Informative, Research, and Narrative writing. In addition to reading and writing work, students will develop speaking and listening skills through independent presentations as well as small and large group discussions, engage in regular and unit-driven study of vocabulary, grammar, and usage, and are expected to maintain an active independent reading life.

### **ENGLISH 9 HONORS**

*1.0 credit*

*Grade 9*

*Full-Year*

*Prerequisite: None*

*Teacher recommendation required*

The hallmark of an honors-level course is the depth of critical and original thinking required, as well as the amount of independent work. Honors-level classes assume students are able to work more independently, read and write at a more complex and sophisticated level and with a higher degree of stamina, and demonstrate a greater degree of comfort with abstract and original thinking. Units of study will focus on essential questions of identity and being while incorporating full class, small group, and independent reading across multiple genres and forms such as novels, short stories, poems, essays, and other media. Students will write in a variety of genres for a variety of purposes, composing shorter and more sustained pieces each quarter. Emphasis is placed upon the process of writing, frequent revisions, and conferencing with the teacher. All writing is assessed using departmental writing rubrics for Argument, Informative, Research, and Narrative writing. In addition to reading and writing work, students will develop speaking and listening skills through independent presentations as well as small and large group discussions, engage in regular and unit-driven study of vocabulary, grammar, and usage, and are expected to maintain an active independent reading life.

*Note: This course focuses on analysis of complex literature, refinement of analytical writing skills, intensive study of vocabulary, refinement of grammar and usage, and continued development of speaking,*

listening, and viewing skills. Students entering this course are expected to assume more independent responsibility for their work and to make a sustained commitment in terms of time and effort to longer, more abstract reading and writing assignments. All writing is assessed using departmental writing rubrics for Argument, Informative, Research, and Narrative writing. In addition to the core texts, students are challenged by an additional literature unit taught each quarter, as well as a quarterly independent reading requirement.

## **INTRODUCTION TO JOURNALISM**

.5 credit

Grades 9, 10, 11, 12

SI, S2

Prerequisite: None

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

Designed as a prerequisite class for students who may have an interest in taking Advanced Journalism and joining the school newspaper staff of *Inklings*, this class focuses on developing the journalistic skills needed for publishing the three types of newspaper writing: news, features, and opinions. Students will learn how to write leads, headlines, and captions. They will practice conducting interviews, organizing stories, and editing articles. Students will also study concepts essential to producing a good paper: history of journalism, ethics in the media, balanced reporting, First Amendment rights and responsibilities, and use of technology (i.e., photography, videography, and/or podcasting). Introduction to Journalism is required for any student seeking an editorial position on *Inklings*.

## **GRADE 10 COURSES**

Sophomores must take English 10 or English 10 Honors. Units of study will focus on essential questions specific to the range of identities and diverse voices that contribute to the American experience. Students will engage in deeper study in full class, small group, and independent reading across multiple genres such as novels, short stories, poems, essays, and other media. Similar to the ninth grade English course, students will write in a variety of genres for a variety of purposes, composing shorter and more sustained pieces each quarter. While learning outcomes and CCSS for tenth grade students are similar for each level, honors-level classes assume students are able to work more independently, read and write at a more complex and sophisticated level with a higher degree of stamina, and demonstrate a greater degree of comfort with abstract and original thinking. We recognize tenth grade students are individuals, each maturing at their own developmental pace. A student should be placed in the level that is most appropriately challenging for him or her.

### **ENGLISH 10**

1.0 credit

Grade 10

Full-Year

Prerequisite: English 9 or English 9 Honors

The hallmark of an A-level course is that it challenges a student's ability to exert purposeful effort in order to develop as a critical thinker. Units of study for English 10 will focus on essential questions specific to the range of identities and diverse voices that contribute to the American experience, while incorporating full class, small group, and independent reading across multiple genres such as novels, short stories, poems, essays, and other media. Students will also develop research skills and strategies for nonfiction reading. Similar to the ninth grade English course, students will write in a variety of genres for a variety of purposes, composing shorter and more sustained pieces each quarter. This course focuses on analysis of literature and as well as research-based arguments, introducing students to basic rhetorical appeals and emphasizing audience awareness, organization and supporting evidence. Emphasis is placed

upon the process of writing, frequent revisions, and conferencing with the teacher. All writing is assessed using departmental writing rubrics for Argument, Informative, Research, and Narrative writing. In addition to reading and writing work, students will develop speaking and listening skills through independent presentations as well as small and large group discussions, engage in regular and unit-driven study of vocabulary, grammar, and usage, and are expected to maintain an active independent reading life.

## **ENGLISH 10 HONORS**

*1.0 credit*

*Grade 10*

*Full-Year*

*Prerequisite: English 9 or English 9 Honors*

*Teacher recommendation required*

The hallmark of an honors-level course is the depth of critical and original thinking required, as well as the amount of independent work. Honors-level classes assume students are able to work more independently, read and write at a more complex and sophisticated level and with a higher degree of stamina, and demonstrate a greater degree of comfort with abstract and original thinking. Units of study for English 10 will focus on essential questions specific to the range of identities and diverse voices that contribute to the American experience, while incorporating full class, small group, and independent reading across multiple genres such as novels, short stories, poems, essays, and other media. Similar to the ninth grade English course, students will write in a variety of genres for a variety of purposes, composing shorter and more sustained pieces each quarter. This course focuses on analysis of literature and as well as research-based arguments, introducing students to basic rhetorical appeals and emphasizing audience awareness, organization, and supporting evidence. Emphasis is placed upon the process of writing, frequent revisions, and conferencing with the teacher. All writing is assessed using departmental writing rubrics for Argument, Informative, Research, and Narrative writing. In addition to reading and writing work, students will develop speaking and listening skills through independent presentations as well as small and large group discussions, engage in regular and unit-driven study of vocabulary, grammar, and usage, and are expected to maintain an active independent reading life.

*Note: English 10 Honors is an advanced class for students who, in their freshman English year, demonstrated a compelling interest in reading, a high degree of proficiency in analytical thinking and writing, and a desire to challenge themselves.*

## **INTRODUCTION TO JOURNALISM**

*.5 credit*

*Grades 9, 10, 11, 12*

*S1, S2*

*Prerequisite: None*

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

Designed as a prerequisite class for students who may have an interest in taking Advanced Journalism and joining the school newspaper staff of *Inklings*, this class focuses on developing the journalistic skills needed for publishing the three types of newspaper writing: news, features, and opinions. Students will learn how to write leads, headlines, and captions. They will practice conducting interviews, organizing stories, and editing articles. Students will also study concepts essential to producing a good paper: history of journalism, ethics in the media, balanced reporting, First Amendment rights and responsibilities, and use of technology (i.e., photography, videography, and/or podcasting). Introduction to Journalism is required for any student seeking an editorial position on *Inklings*.

## **ADVANCED JOURNALISM**

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

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

Advanced Journalism is a class for students who, after successfully completing Intro to Journalism, want to join *Inklings*. Students entering this course are expected to take on a role and position of the paper and website (i.e., staff writer, editor, social media director, business director, creative director, managing editor, editor-in-chief, etc.) and assume the responsibility of producing a quality newspaper and website with excellent writing, the highest ethics, and effective layout. All writing in this course will be published either in the newspaper or on the website. The paper requires articles to be timely, well researched, and well written. In addition to writing, students are expected to produce videos, podcasts, photographs, and graphics that will be published either in the newspaper or on the website. If any assignment does not meet *Inklings'* publishing standards, it cannot earn a grade. Participation is also a graded expectation that may require up to four before or after school commitments per quarter. If a student wants to be a member of the club, *Inklings*, enrollment in Advanced Journalism is mandatory.

*\*Note: Not approved as an NCAA core course in English*

## **GRADES 11 & 12 COURSES**

Juniors and seniors must take either one of the full-year courses or two semester courses of their choice each year. Full-year courses include Advanced Journalism, AP English Language and Composition, AP English Literature and Composition, and Mythology & the Bible as Literature Honors. Juniors and seniors may also take elective courses in addition to a full-year course, if desired.

### **ADVANCED JOURNALISM**

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

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

Advanced Journalism is a class for students who, after successfully completing Intro to Journalism, want to join *Inklings*. Students entering this course are expected to take on a role and position of the paper and website (i.e., staff writer, editor, social media director, business director, creative director, managing editor, editor-in-chief, etc.) and assume the responsibility of producing a quality newspaper and website with excellent writing, the highest ethics, and effective layout. All writing in this course will be published either in the newspaper or on the website. The paper requires articles to be timely, well researched, and well written. In addition to writing, students are expected to produce videos, podcasts, photographs, and graphics that will be published either in the newspaper or on the website. If any assignment does not meet *Inklings'* publishing standards, it cannot earn a grade. Participation is also a graded expectation that may require up to four before or after school commitments per quarter. If a student wants to be a member of the club, *Inklings*, enrollment in Advanced Journalism is mandatory.

*\*Note: Not approved as an NCAA core course in English*

### **AP ENGLISH LANGUAGE AND COMPOSITION**

1.0 credit                      Grades 11, 12                      Full-Year



*Prerequisite: English 9, English 10*  
*Teacher recommendation required*

Close reading and analysis of multiple texts is required during the summer prior to the course. The College Board writes that “the AP English Language and Composition course is intended to provide high school students who are interested in studying and writing various kinds of analytic or persuasive essays on non-literary topics with a college-level English option in language, rhetoric, and expository writing.” The Staples AP English Language and Composition course will offer students the opportunity to analyze works of nonfiction for ideas and rhetorical structure. Nonfiction readings of varying lengths will serve as models for the students’ own writing. Students will write non-literary essays in the modes of analysis and argument. Student work will be assessed using college-level AP standards.

Four big ideas serve as threads running throughout the course. Revisiting them and applying them in a variety of contexts helps students to develop deeper conceptual understanding.

- Rhetorical Situation: Individuals write within a particular situation and make strategic writing choices based on that situation
- Claims and Evidence: Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments.
- Reasoning and organization: Writers guide understanding of a text’s lines of reasoning and claims through that text’s organization and integration of evidence.
- Style: The rhetorical situation informs the strategic stylistic choices that writers make.

The course will prepare students to take the AP English Language and Composition Exam at the end of the year. A summer assignment is required.

*Note: There is no course offered at the Honors or A level similar to AP English Language and Composition. Should a student find the course to be too difficult once the deadline to add a new course has passed, he or she would need to drop AP English Language and Composition altogether without credit and add a replacement course for a future term (see course withdrawal policy).*

## **AP ENGLISH LITERATURE AND COMPOSITION**

*1.0 credit                      Grades 11, 12                      Full-Year*

*Prerequisite: English 9, English 10*  
*Teacher recommendation required*

The College Board writes that in AP English Literature and Composition, “Students cultivate their understanding of literature through reading and analyzing texts as they explore concepts like character, setting, structure, perspective, figurative language, and literary analysis in the context of literary works.”

The course provides an introduction to the major genres, cultures, and historical periods of English literature, and teachers select primary texts from the College Board’s list of appropriate titles and authors. Representative authors include Chinua Achebe, Elizabeth Bishop, Charlotte Brontë, Gwendolyn Brooks, Kate Chopin, Joseph Conrad, John Donne, Louise Erdrich, William Faulkner, Langston Hughes, Zora Neale Hurston, Kazuo Ishiguro, Ian McEwan, Toni Morrison, Sylvia Plath, and William Shakespeare. The reading expectations, particularly in terms of complexity and pace, are significantly higher than in other courses.

Students write frequently to develop thinking, interpret literary texts, express themselves, and reflect on their development as writers. Student work is assessed using the College Board’s rubrics and the highest

levels of the English Department's common rubrics. In addition, this course features a major project in which students develop a Literary Exploration essay. Through a series of drafts, students independently investigate a topic of their choice using multiple fiction and critical texts and develop an extended essay synthesizing these texts and multiple points of view.

The course will prepare students to take the AP English Literature and Composition Exam at the end of the year. In the summer before the course begins, students will closely read and analyze three independently chosen pieces of literary text as part of preparing for the Literary Exploration paper; students will also read a novel assigned to the entire class which is studied in depth at the very beginning of the course.

*Note: There is no course offered at the Honors or A level similar to AP English Literature and Composition. Should a student find the course to be too difficult once the deadline to add a new course has passed, he or she would need to drop AP English Language and Composition altogether without credit and add a replacement course for a future term (see course withdrawal policy).*

### **BRITISH LITERATURE**

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

This course offers a survey of major English authors and time periods from *Beowulf* to something of the contemporary scene. Students will read widely and closely, focusing on the relationship between form and content. Students will also explore the historical context which impacts works of English literature. Works studied will include poetry, plays, novels, and essays. Students will leave the class with a sense of some of England's major authors and texts, as well as a richer understanding of how the conversation between life and literature is enriched by writing about the texts that we have read.

### **CHILDREN'S LITERATURE**

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

Students in Children's Literature will analyze picture books, fairy tales, poetry, classic and contemporary chapter books, as well as whole class novels. Students will consider literary, cultural, and psychological implications of literature for children. In addition, students will explore the impact of early reading experiences on their individual reading identities and moral development using Jim Trelease's *The Read-Aloud Handbook* as a seminal text on childhood literacy. Learning experiences will include read-aloud sessions with elementary and preschool children, analytical essays, picture book presentations, and the composition of an original children's book. Literature analyzed will include works such as the Grimm and Perrault Fairy Tales, *Charlotte's Web*, *George*, and *Harry Potter and the Sorcerer's Stone*. These texts will be paired with selected critical readings from more complex and theoretical texts, such as von Franz's *The Interpretation of Fairy Tales*, Bettelheim's *The Uses of Enchantment*, and Molly Bang's *Picture This!*, to name a few.

### **CONTEMPORARY AMERICAN LITERATURE**

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

This course will explore the rich territory of American literature of the last 25 years, as well as its relationship to popular culture. The course will be structured around several essential questions: How does literature reflect gender, race, and class in American society? How do authors use their writing to define and explore what it means to be American? What literary techniques do authors use to explore

these questions and definitions? Students will read works from a variety of genres that reflect the contemporary American experience, including short stories, novels, poems, and plays. Students will analyze these rich texts through analytical discussion and essay writing; students will also use these texts as mentors for writing and workshopping creative material like their own stories, poems, and plays.

### **CRITICAL ANALYSIS OF FILM & LITERATURE**

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

*Prerequisite: English 9, English 10*

*Note: This course focuses on the development of analytical writing.*

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

*\*Note: Not approved as an NCAA core course in English*

### **FOOD IN LITERATURE (ENGLISH)**

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

*Prerequisite: English 9, English 10*

*Note: Enrollment in this course is limited, and a lottery will be used to select students. If selected, students must commit to taking the course and may only drop or change if there is a conflict with a different course and with administrative approval. Students must register for both Food in Literature (Culinary) and Food in Literature (English) in the same semester.*

Food writing is about putting food in context through experimentation with cooking and a variety of writing styles. This double-period course with Culinary Arts enables rigorous analysis and practice in reading and writing high-quality, challenging models and material, while also experimenting in the test kitchen, given students' thematic studies. Students will express their writers' voices through creating and maintaining a digital portfolio that showcases the variety of food writing from the semester's studies, and inspired by their experiences in the test kitchen. Through the study of mentor texts, students will study and craft food memoirs and poems, restaurant reviews, and research-based feature articles and/or videos. They will conduct interviews, engage in menu writing and learn how to incorporate photography and videos into their writing. Using their experiences in the kitchen, students will be able to authentically adapt, develop, and hone their food writing abilities to effectively communicate with their audience.

*\*Note: Not approved as an NCAA core course in English*

### **GOTHIC & HORROR LITERATURE**

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

*Prerequisite: English 9, English 10*

This course will introduce students to the Gothic literature genre, as well as a variety of horror-themed texts. Students will learn about the history of the genre, from the 19th century Gothic literature that gave

rise to the iconic monsters of Western culture, through the contemporary phenomena of urban legend and horror films. Students will develop an appreciation for the unique ability of Gothic and horror writers to generate feelings of terror and dread. Students will have opportunities to analyze the social, political and cultural significance of this genre. The course will include both fiction and nonfiction texts from authors such as Edgar Allan Poe, H.P. Lovecraft, Stephen King, and Joyce Carol Oates. Students will understand and apply language and craft techniques of the genre in creating their own original urban-legend, multi-genre piece.

### **GRAPHIC NARRATIVES & VISUAL LITERACY**

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

This interdisciplinary course will introduce students to the graphic literature medium. In doing so, students will learn about the history of comics from the advent of the daily strip through the rise of the comic book and its heroes into the underground and contemporary graphic book. Students will develop an appreciation for the unique ability that comics and graphic works of literature possess to both show and tell a story. Students will have opportunities to analyze the social, political, and cultural significance of this medium by studying various genres. The course will include both fiction and nonfiction as well as informational readings. The course will require students to write analytical and creative papers, culminating in the creation of their own original graphic literature piece in order to show the complexities and conflicts surrounding a global issue. Students will be using industry-standard technology (*Photoshop, Illustrator*).

*\*Note: Not approved as an NCAA core course in English*

### **INTRODUCTION TO JOURNALISM**

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

*Note: Introduction to Journalism is a prerequisite for Advanced Journalism.*

Designed as a prerequisite class for students who may have an interest in taking Advanced Journalism and joining the school newspaper staff of *Inklings*, this class focuses on developing the journalistic skills needed for publishing the three types of newspaper writing: news, features, and opinions. Students will learn how to write leads, headlines, and captions. They will practice conducting interviews, organizing stories, and editing articles. Students will also study concepts essential to producing a good paper: history of journalism, ethics in the media, balanced reporting, First Amendment rights and responsibilities, and use of technology (i.e., photography, videography, and/or podcasting). Introduction to Journalism is required for any student seeking editorial positions on *Inklings*.

### **IRISH LITERATURE**

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

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

## **LITERATURE OF GENDER, SEX, & IDENTITY**

.5 credit

Grades 11, 12

SI, S2

*Prerequisite: English 9, English 10*

This course is designed for students who are interested in analyzing the various depictions of gender in literature and media and the consequences of those depictions. Students will discover the difference between sex and gender and its impact on the creation of identity. The emphasis will fall on not only how authors have created gender archetypes through the portrayal of women and men in literature, but also the implications of those archetypes. Students will analyze a wide variety of texts, including children's literature, novels, short stories, poetry, plays, and nonfiction articles. Students will also consider the role of media, from film to advertising, in the construction of gender. The course will require students to write analytical and creative papers that examine the literature and media, participate consistently in class discussions, and make connections to their own experiences. Any student interested in how gender norms impact their own world is encouraged to enroll.

## **MYTHOLOGY & THE BIBLE AS LITERATURE (A-LEVEL)**

.5 credit

Grades 11, 12

SI, S2

*Prerequisite: English 9, English 10*

This semester-long course is designed to provide those with an interest in the subject the opportunity to learn about and examine the purpose of mythology, the hero's journey, and beliefs and archetypes across various cultures and time periods. Students will study texts from various cultures, including but not limited to: Greek, Norse, Babylonian, and Japanese, along with the Hebrew Bible and the Christian New Testament. Throughout this course, students will examine *creation myths, hero myths, flood myths, and apocalypse myths*, along with others. Students will deepen critical reading skills while engaging with these classic texts by identifying patterns and values, making connections within and across texts, and applying these ideas to our contemporary experience. Throughout this course, students will write multiple creative and analytical compositions, design and deliver presentations, and participate in small group activities and Socratic discussions.

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

## **MYTHOLOGY & THE BIBLE AS LITERATURE HONORS**

1.0 credit

Grades 11, 12

Full-Year

*Prerequisite: English 9, English 10*

*Teacher recommendation required*

Mythology and the Bible as Literature Honors is a challenging year-long elective course. The hallmark of an honors-level elective is the depth of critical and original thinking, the accelerated pace of instruction and learning, and the amount of independent work required. In this course, students will study a variety of world myths, sections of the Hebrew Bible and the Christian New Testament, novels, short stories, poems, and films, as well as history, culture, and art in order to investigate the archetypes that organize and influence cultural expressions of belief. As students identify and analyze these connections, they will come to understand how humans attempt to explain, shape, order, and structure their experience in the world. Students will continue to develop critical and analytical reading skills, refine writing skills, and engage in in-depth discussions to advance speaking and listening skills.

## **NONFICTION & NEW LITERACIES**

.5 credit

Grades 11, 12

SI, S2

*Prerequisite: English 9, English 10*

This course will explore a broad range of nonfiction texts, ranging from essays and documentaries to new media and emerging digital platforms. The course will emphasize texts that have value for traits unrelated to their subjects; students will grow as writers of nonfiction as they explore the approaches of nonfiction writers who seek to describe, understand, entertain, or persuade. In addition, students will explore how graphic imagery shapes the process of understanding and how new technologies have impacted the geography of reading.

### **READING & WRITING FICTION**

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

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

### **READING & WRITING POETRY**

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

This course will help students understand both the craft and the art of poetry as well as how poems are created and why they are valuable. Students will be expected to write and read widely, exploring works from numerous poets and various time periods. Together, students will examine poetic craft, with special attention paid to how poets use literary devices to construct meaning. Much emphasis will be placed on learning to read a poem for deeper understanding as well as the proper techniques for reading poems aloud. Throughout the course, students will create their own poems, strengthening their voices through a variety of writing exercises. There is an expectation that students will participate in workshop and share pieces frequently. The aim of this course is to eradicate the notion that poetry is antiquated and elitist, and instead to show that poetry can be accessible, entertaining, and relevant to our everyday lives. Students can expect, therefore, to gain not only a knowledge of the nature, history, and variety of poetry, but also to gain greater skill, insight, and pleasure as readers, writers, and thinkers.

### **RHETORIC & PERSUASION**

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

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

## **SHAKESPEARE**

*.5 credit*

*Grades 11, 12*

*SI, S2*

*Prerequisite: English 9, English 10*

Why is William Shakespeare the best known and most studied author in the English language for the last four hundred years? This course aims to answer that question by helping students to increase their understanding and enjoyment of both Shakespeare's work and of dramatic literature and theater more broadly. Students will study multiple works of Shakespeare, as well as material on his life, the culture and history of the period, and the characteristics of the Elizabethan stage. Discussions and compositions will center on plot structure, characterization, major themes, and stage-to-film comparisons. As this class is focused on theater as a cooperative art, there is an expectation that students will read aloud and engage in interactive classroom activities. While students explore Shakespeare's language through critical lenses, they will learn to situate Shakespearean drama in its historical moment and consider the implications of his work in contemporary society.

## **SPORTS LITERATURE, RESEARCH, & COMPOSITION**

*.5 credit*

*Grades 11, 12*

*SI, S2*

*Prerequisite: English 9, English 10*

This course will use sports as a lens to explore, discuss, research, evaluate, and reflect upon society and culture. Students will be asked to suspend beliefs of sports as solely a form of entertainment, and instead critically think about how and why sports can be used as a way to examine a particular society or culture. The course will begin with an introduction to sports journalism and how this genre has become a fundamental way to critically analyze the impact of sports on society. The class will then engage in social and cultural issues (such as race and gender) and how these issues are reflected and represented in sport at a local, national, and global level. Students will read a variety of texts across genres, including informational, argumentative, documentary, and journalistic forms. Students will be expected to write critically, thoughtfully, and consistently as they analyze arguments, research contemporary issues, and evaluate the interconnection of sports and society on a national and global scale.

## **VOICES OF PROTEST IN AMERICAN LITERATURE**

*.5 credit*

*Grades 11, 12*

*SI, S2*

*Prerequisite: English 9, English 10*

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

## **WORLD LITERATURE**

*.5 credit*

*Grades 11, 12*

*SI, S2*

*Prerequisite: English 9, English 10*

This course focuses on ways that writers around the globe represent their fellow citizens' everyday lives as they encounter work, war, poverty, family, school, leisure, and love. Students will seek to understand

the commonalities among all peoples. Students will read modern fiction, poetry, and critical essays by internationally acclaimed authors from Asia, South and Central America, the Middle East, Africa and the Caribbean. In addition, the literature will be studied in contexts: cultural, political, historical, and in terms of gender, race and class. Students will conduct research, work independently and in small groups, and share their work with others as they expand their knowledge of other cultures through literature.





## E.S.O.L.

### **ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (E.S.O.L.)**

*1.0 credit*

*Grades 9, 10, 11, 12*

*Full-Year*

*Prerequisite: None*

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

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



# HEALTH AND PHYSICAL EDUCATION

## **HEALTH AND PHYSICAL EDUCATION DEPARTMENT OVERVIEW**

The Health and Physical Education Department empowers students to be mentally, physically, socially, and emotionally healthy. Staples High School students are provided with a variety of experiences designed to develop their overall well-being. The Health and Physical Education program is designed to develop physical and health literacy as well as the social and emotional skills that students need in order to effectively manage emotions, set goals, have empathy for others, develop positive relationships, and make responsible decisions. This is done through the below listed course offerings.

### **FRESHMAN HEALTH AND PHYSICAL EDUCATION PROGRAM**

All freshmen are required to take two quarters of Health and two quarters of Physical Education. The freshman Health and Physical Education curriculum includes the following required courses:

- Freshman Health (Health)
- Mind & Body (Health)
- Aquatic Activities (PE)
- Team Games (PE)

In the Health courses, topics will include decision-making, goal setting, analyzing influences, mindfulness, personal fitness, nutrition, substance abuse, sexually transmitted diseases (including HIV/AIDS education), and suicide prevention. The PE courses will help support students' physical, social, emotional, and mental development through individual, small group, team, and lifetime activities. Students will learn to identify, analyze, and improve their individual physical skills and levels of fitness as well as develop effective social interactions.

### **SOPHOMORE HEALTH AND PHYSICAL EDUCATION PROGRAM**

All sophomores are required to take one quarter of Health and three quarters of Physical Education. The sophomore Health and Physical Education curriculum includes the following required courses:

- Wellness (Health)
- Cooperative Games (PE)
- Lifetime Activities (PE)
- Racquet Games (PE)

The state-mandated Connecticut Physical Fitness Assessment is administered to all sophomore students. Students will actively participate in a variety of activities to experience and reinforce healthy lifelong habits through individual, small group, lifetime, and large group activities. Students will continue to identify and improve their individual physical skills and levels of fitness. Additionally, students will develop their interpersonal skills and group problem-solving skills. The Wellness course helps students develop self-management skills such as time management, organizational techniques, stress resilience,

and handling emotions. The course also includes understanding depression and anxiety, the impact of substances on the mind and body, and taking care of one's sexual and reproductive health.

Sophomores may take Lifeguard Training (see prerequisites) or Unified Physical Education (see prerequisites) in lieu of Racquet Games and Cooperative Games. Students will be scheduled for Wellness and Lifetime Activities if enrolled in either Lifeguard Training or Unified Physical Education.

### **JUNIOR HEALTH AND PHYSICAL EDUCATION PROGRAM**

Juniors are required to take one quarter of Health and one quarter of Physical Education. The Health and Physical Education curriculum include the following required courses:

- Junior Health
- The Mind & Physical Performance

The Junior Health course includes topics on diversity, HIV/AIDS and discrimination, substance abuse, and violence prevention. The Mind & Physical Performance course is designed to help students develop the skills to learn any physical activity, increasing the likelihood that students will continue to be physically active throughout their lives. They will learn specific tools for developing physical skills and develop the self-efficacy to engage in new and/or challenging physical endeavors.

Juniors may take Lifeguard Training (see prerequisites) or Unified Physical Education (see prerequisites) in lieu of The Mind & Physical Performance. Students will be scheduled for Junior Health if enrolled in either Lifeguard Training or Unified Physical Education.

### **HEALTH AND PHYSICAL EDUCATION ELECTIVES**

#### **DANCE**

*.25 credit*                      *Grades 11, 12*                      *Q1, Q2, Q3, Q4*

This course may be taken as additional credit beyond the 1.5 PE credit requirement. It is designed to meet the need for self-expression, fitness, and enjoyment. Students will have the opportunity to express themselves by learning, choreographing, and performing several dance forms. These include, but are not limited to: line, ballroom, social, hip-hop, and Zumba. By evaluating, collaborating, and engaging in multiple dance forms, students will have the chance to analyze the similarities and differences between each form and how they meet their individual desires and preferences.

#### **HIGH PERFORMANCE FITNESS**

*.25 credit*                      *Grades 11, 12*                      *Q1, Q2, Q3, Q4*

This course may be taken as additional credit beyond the 1.5 PE credit requirement. It is designed for students who want to develop a level of fitness that will improve performance in athletics and other physical endeavors. By the end of this class, students will have increased their strength and endurance and be able to apply knowledge of advanced workout techniques to their independent workout sessions.

#### **LIFEGUARD TRAINING**

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

*Prerequisite: Student must:*

- *Be able to swim 300 meters (12 lengths of the pool) continuously using freestyle (100 meters), breaststroke (100 meters), and choice (100 meters)*

- *Be able to swim 20 meters and do a surface dive to retrieve a diving block at a depth of approximately 7-10 feet, before returning to the pool deck using a rescue kick*
- *Be able to tread water with just legs for 2 minutes*
- *Have participated in and passed Freshman Aquatic Activities*
- *Be at least 15 years of age at the conclusion of the course*

*Note: Enrollment in this course is limited, and a lottery will be used to select students. If selected, students must commit to taking the course and may only drop or change if there is a conflict with a different course and with administrative approval. Students who take this course will earn .5 credits in Physical Education. Sophomores taking Lifeguard Training will be scheduled for Wellness and Lifetime Activities in the opposite semester. Juniors taking Lifeguard Training are required to take Junior Health in addition to Lifeguard Training; The Mind & Physical Performance may be taken as an elective, but is not required.*

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

### **PHYSICAL EDUCATION LEADERS**

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

*Prerequisite: Must be a junior or senior in good standing who has:*

- *Intermediate swimming skills (passed Freshman Aquatic Activities)*
- *Met the “Healthy Fitness Zone” on all CT Physical Fitness Assessments*
- *Earned a cumulative “B” average in SHS Health and Physical Education courses*
- *Health or Physical Education teacher recommendation*

Physical Education Leaders focuses on the development of leadership qualities and skills. The primary goal of this course is to provide opportunities for learning those leadership skills that are necessary to assist with departmental classes. As PE Leaders, students will assist in all facets of instruction and classroom procedures (i.e., setup and breakdown of equipment, recording/displaying results, transitioning activities), and design and post a bulletin board for the locker room, hallway, and/or activity areas. Leaders will engage in skill analysis, fitness assessment, use of technology, recognition of common errors and error correction, teaching techniques and officiating skills, and assist in goal setting and working toward accomplishing these goals.

### **TEAM PHYSICAL EDUCATION**

*.25 credit                      Grades 11, 12                      Q1, Q2, Q3, Q4*

This course may be taken as additional credit beyond the 1.5 credit PE requirement. It is designed for students who enjoy team-based activities. Students will further develop their understanding of formations and strategies as they relate to specific sports.

### **UNIFIED PHYSICAL EDUCATION**

.5 credit

Grades 10, 11, 12

S1, S2

*Prerequisite: Must be a student in good standing who has:*

- *Earned a cumulative “B” average in Health and Physical Education courses*
- *Health or Physical Education teacher recommendation*
- *Course Instructor Recommendation*

*Note: Course enrollment is limited and based on student needs. Sophomores taking Unified Physical Education must take Wellness and Lifetime Activities in the opposite semester. Juniors taking Unified Physical Education are required to take Junior Health in addition to Unified Physical Education; The Mind & Physical Performance may be taken as an elective, but is not required.*

This course combines students with and without special needs to participate in a developmentally appropriate physical education class. Students will work together to increase competence and confidence in a variety of lifetime activities that will develop sport specific skills, fitness, and wellness. Students will learn about various disabilities and how to make appropriate accommodations for successful participation. The desired outcome will be to develop the necessary skills to be physically active for a lifetime, increase self-esteem, and develop new friendships. Students in this class will participate in a variety of competitions organized by the Connecticut Interscholastic Athletic Conference throughout the school year.

## **YOGA**

.25 credit

Grades 11, 12

Q1, Q2, Q3, Q4

This course may be taken as additional credit beyond the 1.5 credit PE requirement. It is designed for students to participate in and learn various yoga techniques that benefit the physical and mental wellness of the individual. Through this class, students will be able to demonstrate various yoga poses and understand the health benefits associated with each pose. Students will practice various breathing, meditation, and relaxation techniques to help reduce stress and improve overall well-being. Students will learn how to utilize yoga props and adjust poses to safely meet the needs of each individual. By the end of this class, students will create their own yoga sequences so they may continue incorporating yoga into their daily life.

## **SENIOR HEALTH REQUIREMENT**

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

## **WESTPORT CONTINUING EDUCATION SUMMER PHYSICAL EDUCATION**

.25 credit

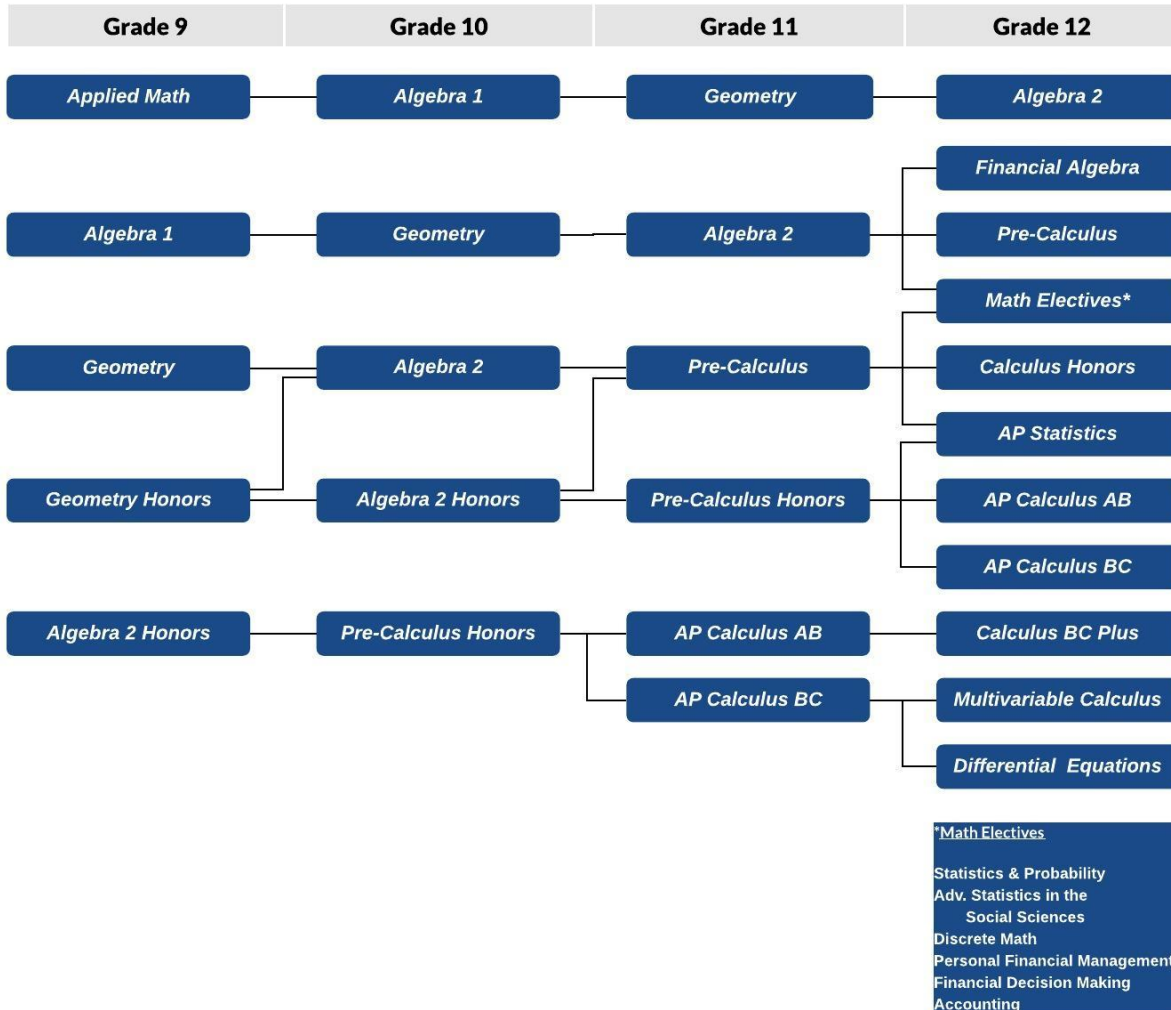
Grades 10, 11, 12

Summer

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



# MATHEMATICS



## APPLIED MATH

1.0 credit

Grades 9, 10, 11, 12

Full-Year

Prerequisite: None

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

*\*Note: Not approved as an NCAA core course in Math*

**ALGEBRA 1 C**

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

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

*\*Note: Not approved as an NCAA core course in Math*

**ALGEBRA 1 B****ALGEBRA 1 A**

*1.0 credit*                      *Grades 9, 10*                      *Full-Year*  
*Prerequisite: Applied Math or Math 8*

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

**GEOMETRY C**

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

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

*\*Note: Not approved as an NCAA core course in Math*

**GEOMETRY B****GEOMETRY A**

*1.0 credit*                      *Grades 9, 10, 11*                      *Full-Year*  
*Prerequisite: Algebra 1*  
*Teacher recommendation required*

This course studies area, perimeter, surface area, volume, logic, building blocks of geometry, congruence, similarity, right triangle trigonometry, and properties of triangles, polygons, quadrilaterals and circles. Algebra skills are embedded in each unit. The A-level and B-level courses differ in pacing and depth of study.

**GEOMETRY HONORS**

*1.0 credit*                      *Grades 9, 10*                      *Full-Year*  
*Prerequisite: Algebra 1*  
*Guideline: A- or higher in Algebra 1*

*Teacher recommendation required*

This course covers all topics covered in Geometry A, but at a faster pace with more depth and rigor. In addition, Geometry Honors includes the study of paragraph proofs, coordinate proofs, and more challenging two-column proofs. Students are expected to not only have mastered the skills learned in Algebra 1, but also have a deep conceptual understanding of them as they are embedded in each unit in Geometry Honors.

### **ALGEBRA 2 C**

*1.0 credit*                      *Grades 11, 12*                      *Full-Year*  
*Prerequisites: Algebra 1, Geometry*

This course reviews and extends topics from Algebra 1. Topics include solving, graphing, and writing linear equations with applications, an introduction to general function properties, absolute value equations and graphs, quadratics with applications, simplifying and evaluating exponential and radical expressions, and operations and graphing polynomial functions. Technology, including calculators, is incorporated into the course.

*\*Note: Not approved as an NCAA core course in Math*

### **ALGEBRA 2 B**

#### **ALGEBRA 2 A**

*1.0 credit*                      *Grades 9, 10, 11, 12*                      *Full-Year*  
*Prerequisite: Algebra 1, Geometry*  
*Teacher recommendation required*

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

### **ALGEBRA 2 HONORS**

*1.0 credit*                      *Grades 9, 10, 11*                      *Full-Year*  
*Prerequisite: Geometry Honors*  
*Guideline: B+ or higher in Geometry Honors*  
*Teacher recommendation required*

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

### **FINANCIAL ALGEBRA**

*1.0 credit*                      *Grade 12*                      *Full-Year*



*Prerequisite: Geometry*

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

*\*Note: Not approved as an NCAA core course in Math*

### **PRE-CALCULUS B**

### **PRE-CALCULUS A**

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

*Prerequisite: Algebra 2*

*Guideline: B- or higher in Algebra 2 A to take Pre-Calculus A; A or higher in Algebra 2 B to take Pre-Calculus A*

*Teacher recommendation required*

This course is a study of functions. Students are expected to be proficient in the skills learned in Algebra 1 and Algebra 2 and be able to apply them to newly learned functions. This course will cover additional properties of functions, transformations of functions, rational, exponential, logarithmic, and trigonometric functions. Problem solving and mathematical modeling is a fundamental tenet of the course. The A-level and B-level courses differ in pacing and depth of study.

### **PRE-CALCULUS HONORS**

*1.0 credit                      Grades 10, 11                      Full-Year*

*Prerequisite: Algebra 2 Honors*

*Guideline: B or higher in Algebra 2 Honors*

*Teacher recommendation required*

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

### **CALCULUS HONORS**

*1.0 credit                      Grades 11, 12                      Full-Year*

*Prerequisite: Pre-Calculus*

*Guideline: B- or higher in Pre-Calculus A or A- or higher in Pre-Calculus B*

*Teacher recommendation required*

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

**AP CALCULUS AB**

*1.0 credit                      Grades 11, 12                      Full-Year*

*Prerequisite: Pre-Calculus A or higher*

*Guideline: A- or higher in Pre-Calculus A or B- or higher in Pre-Calculus Honors*

*Teacher recommendation required*

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

**AP CALCULUS BC**

*1.0 credit                      Grades 11, 12                      Full-Year*

*Prerequisite: Pre-Calculus Honors*

*Guideline: A- or higher in Pre-Calculus Honors*

*Teacher recommendation required*

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

**CALCULUS BC PLUS**

*1.0 credit                      Grades 11, 12                      Full-Year*

*Prerequisite: AP Calculus AB*

*Teacher recommendation required*

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

**MULTIVARIABLE CALCULUS**

*1.0 credit                      Grades 11, 12                      Full-Year*

*Prerequisite: AP Calculus BC*

*Teacher recommendation required*

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

## **DIFFERENTIAL EQUATIONS**

*1.0 credit*                      *Grades 11, 12*                      *Full-Year*  
*Prerequisite: AP Calculus BC*  
*Teacher recommendation required*

This course is a study of ordinary differential equations. Topics include solving methods for various types of differential equations, initial value problems, physical applications, systems of linear differential equations, series solutions, numerical methods, LaPlace Transforms, Fourier Series, and an introduction to partial differential equations. Evaluation of student performance is based on assessments.

## **AP STATISTICS**

*1.0 credit*                      *Grades 10, 11, 12*                      *Full-Year*  
*Prerequisite: Algebra 2 A or Algebra 2 Honors*  
*Guideline: A or higher in Algebra 2 A or B or higher in Algebra 2 Honors*  
*Teacher recommendation required*

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

## **STATISTICS & PROBABILITY**

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

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

## **ADVANCED STATISTICS IN THE SOCIAL SCIENCES**

*.5 credit*                      *Grades 11, 12*                      *S2*  
*Prerequisite: Statistics & Probability*

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

## **ACCOUNTING**

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

This course presents the whole accounting cycle for both a service business organized as a proprietorship and a merchandising business organized as a corporation. Topics studied include the accounting equation, recording and analyzing transactions, cash control systems, posting to ledgers and journals, payroll, and financial statements. In addition, topics such as ethics, accounting in the real world, business structures, and accounting and career exploration are also covered. Evaluation will be based on assessments, homework, class work, working papers, and simulations. This is a great class for students planning to study business in college or for those who would someday like to be a business owner.

*\*Note: Not approved as an NCAA core course in Math*

### **DISCRETE MATH**

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

*Prerequisite: Algebra 2 B or higher*

*Guideline: B or higher in a B-level course; C or higher in an A-level course*

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

### **PERSONAL FINANCIAL MANAGEMENT**

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

*Prerequisite: B or higher in Algebra 2 B; C or higher in Algebra 2 A or higher*

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

*\*Note: Not approved as an NCAA core course in Math*

### **FINANCIAL DECISION MAKING IN THE DIGITAL AGE**

*.5 credit                      Grades 11, 12                      S2*

*Prerequisite: Personal Financial Management or 90% or above on prerequisite knowledge test; C or higher in Personal Financial Management*

This course is intended to further student knowledge in financial literacy with emphasis on the financial life cycle. The course will build upon and extend topics introduced in Personal Financial Management, such as, financial goal setting, investments, insurance and retirement planning. In addition, students will be introduced to the financial tools used in wealth creation, protection and distribution.

*\*Note: Not approved as an NCAA core course in Math*

### **WESTPORT CONTINUING EDUCATION SUMMER GEOMETRY A**

*1.0 credit                      Grades 8, 9, 10, 11                      Summer*

*Prerequisite: Algebra 1*

*Note: This course is offered during the summer through Westport Continuing Education for credit recovery or advancement. Staples students seeking to enroll must obtain prior written approval from their school counselor and the math department coordinator. The school counselor and department coordinator indicate their approval via signature on the Westport Continuing Education High School Academics Registration Form.*

This course studies area, perimeter, surface area, volume, logic, building blocks of geometry, congruence, similarity, right triangle trigonometry, and properties of triangles, polygons, quadrilaterals and circles. Algebra skills are embedded in each unit.



# MEDIA

## **ADVANCED VIDEO EDITING**

.5 credit

Grades 9, 10, 11, 12

SI, S2

*Prerequisite: None*

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

## **AUDIO PRODUCTION 1**

.5 credit

Grades 9, 10, 11, 12

SI, S2

*Prerequisite: None*

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

## **AUDIO PRODUCTION 2**

.5 credit

Grades 9, 10, 11, 12

SI, S2

*Prerequisite: Audio Production 1 or course instructor's recommendation*

*Note: This course can be taken multiple times or considered for an independent learning experience with teacher and department coordinator approval.*

Audio Production 2 the second of a two-part course designed to sequentially and systematically move student thinking forward by further developing student skill sets and awareness of conceptual and practical content introduced and developed in Audio Production 1. During Audio Production 2, students will continue to engage in collaborative project-based learning in the art audio production while further exploring and building skills and awareness of both analog and digital audio technology, microphones,

recording techniques, audio signal flow, Digital Audio Workstations (DAW) session management and file exchange, integration of MIDI with audio tracks. In addition, signal processing, editing and professional mixing techniques will also be explored and discussed as a way to introduce and inspire students of ways to move their thinking forward. Through a comprehensive study that blends both historical and modern audio production perspectives, students gain a deeper insight to how the exciting world of audio production has evolved and where it is headed. Students are involved in the audio recording of SHS music and theater productions, producing and engineering SHS student ensembles, bands, and other recording artists, and assisting in the production of SHS audio artifacts used for WWPT Westport 90.3 FM.

### **NARRATIVE FILM PRODUCTION**

*.5 credit*

*Grades 9, 10, 11, 12*

*SI, S2*

*Prerequisite: None*

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

### **RADIO PRODUCTION 1**

*.5 credit*

*Grades 9, 10, 11, 12*

*SI, S2*

*Prerequisite: None*

Radio Production 1 is the first of a two-part course designed to develop student skills and awareness through collaborative project-based learning that embeds computer and information technology for the purpose of media communications. This course supports career and technical education (CTE) that prepares students for postsecondary education that can lead to industry certification, an associate, or baccalaureate degree. During Radio Production 1, students explore and develop ways to inform, entertain, market, and produce media messages via written and oral/aural audio communications. In addition, students gain hands-on experience learning to operate mixing consoles, electronic computer hardware, and software as well as specific telecommunications systems. Students also explore and learn management principles involved in strategic planning, resource allocation, production methods, and coordination of people and resources. Further, students implement social and collaborative communication skills for the purpose of live radio and internet broadcasting on WWPT – Westport, 90.3 FM. Students who complete Radio Production 1 develop the essential skills required for pre- and post-broadcast production of media audio artifacts that contribute to the importance of becoming a literate consumer and responsible and ethical producer of media.

### **RADIO PRODUCTION 2**

*.5 credit*

*Grades 9, 10, 11, 12*

*SI, S2*

*Prerequisite: Radio Production 1 or course instructor's recommendation*

*Note: This course can be taken multiple times or considered for an independent learning experience with teacher and department coordinator approval.*

Radio Production 2 is the second of a two-part course designed to sequentially and systematically move student thinking forward by further developing skills and awareness of conceptual and practical content introduced and developed in Radio Production 1. This course supports career and technical education (CTE) that prepares students for postsecondary education that can lead to industry certification, an associate, or baccalaureate degree. During Radio Production 2, students independently select strategies that reinforce their current knowledge and skills needed to support careers in media, computer, and information technology. In addition, Radio Production 2 students focus on personal reflections and peer-to-peer evaluation of media products generated. Further, students enrolled are required to regularly explain strategies and workflows with media technologies.

### **TV STUDIO & DOCUMENTARY PRODUCTION 1**

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

*Prerequisite: None*

TV Studio & Documentary Production 1 is the first of a two-part course designed to develop student skills and awareness through collaborative project-based learning that embeds computer and information technology for the purpose of video and audio media communications. This course supports career and technical education (CTE) that prepares students for postsecondary education that can lead to industry certification, an associate, or baccalaureate degree. During TV Studio & Documentary Production 1, students explore and survey different methods used by industry professionals and media influencers regarding how to effectively inform, entertain, engage, and build audiences through the production of video and audio media communications. In addition, students gain hands on experience with industry hardware and software such as video switcher consoles and electronic computer hardware and software. Also, students explore and learn management principles involved in strategic planning, resource allocation, production methods, and coordination of people and resources. Further skills include operating field and studio video equipment, voiceover techniques, audio capture, and fundamental video editing/production workflows. Lastly, students learn the technical essentials required for distributing content on the web and the workflows required for preparing content for online platforms.

### **TV STUDIO & DOCUMENTARY PRODUCTION 2**

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

*Prerequisite: TV Studio & Documentary Production 1 or course instructor's recommendation*

*Note: This course can be taken multiple times or considered for an independent learning experience with teacher and department coordinator approval.*

TV Studio & Documentary Production 2 is the second of a two-part course designed to sequentially and systematically move student thinking forward by further developing student skills and awareness of conceptual and practical content introduced and developed in TV Studio & Documentary Production 1. This course supports career and technical education (CTE) that prepares students for postsecondary education that can lead to industry certification, an associate, or baccalaureate degree. During TV Studio & Documentary Production 2, students independently select strategies that reinforce their current knowledge and skills needed to support careers in media, computer, and information technology. In addition, students focus on personal reflections and peer-to-peer evaluation of products generated. Further, students enrolled are required to regularly explain strategies and workflows with media technologies.





# MUSIC

<u>Grade 9 Music Ensembles</u>	<u>Grade 10 Music Ensembles</u>	<u>Grades 11 &amp; 12 Music Ensembles</u>
<p>Anima Cantorum (<i>tenor and bass voices</i>)            Treble Chorus (<i>soprano and alto voices</i>)            Freshman Concert Band            Freshman Orchestra Strings</p>	<p>Anima Cantorum (<i>tenor and bass voices</i>)            Bella Voce (<i>by audition; soprano and alto voices</i>)            Treble Chorus (<i>first-year soprano and alto voices</i>)            Sophomore Concert Band            Sophomore Orchestra Strings</p>	<p>Anima Cantorum (<i>tenor and bass voices</i>)            Bella Voce (<i>by audition; soprano and alto voices</i>)            Choralaires (<i>by audition; all voice parts</i>)            Treble Chorus (<i>first-year soprano and alto voices</i>)            Symphonic Band            Symphonic Orchestra Strings</p>
<p><u>Elective Ensembles (Grades 9-12)</u></p> <p>Orphenians            Jazz Ensemble            Chamber Orchestra  <i>*Elective ensembles are by audition only; rehearsals are held after school.</i></p>		<p><u>Classroom Music Courses (Grades 9-12)</u></p> <p>Beginning Piano            Music Technology            AP Music Theory</p>

*Note: Winds, brass, and percussion students (grades 9-12) who are interested in full orchestra should register for band only. Students will be selected for full orchestra by the band and orchestra directors at a later date.*

## MUSIC DEPARTMENT OVERVIEW

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

9th and 10th grade music students have three scheduling options (students must select a single 1.0 credit course or two .5 credit/shared courses; students may not take a single .5 credit music course only):

- Students who play one instrument only should register for one music ensemble. Students will earn 1.0 credit for this one course.

- Students who play multiple instruments, including voice (e.g., voice/violin, trumpet/cello, percussion/voice), should register for two .5 credit/shared music ensembles. Students will earn .5 credit for each course, and the period is divided equally between the two courses.
- Students who wish to take theater and a freshman or sophomore music ensemble should register for one .5 credit/shared music ensemble and either Theater I: Acting Fundamentals (grade 9) or Theater 2: Advanced Acting (grade 10). Students will earn .5 credit for Theater and .5 credit for the music ensemble, and the period is divided equally between the two courses.

11th and 12th grade students who play multiple instruments, including voice (e.g., voice/violin, trumpet/cello, percussion/voice), and wish to enroll in shared music courses must obtain director approval prior to registering. Students who are enrolled in two shared courses will earn .5 credit for each course, and the period is divided equally between the two courses.

## **MUSIC ENSEMBLES**

### **ANIMA CANTORUM**

*.5 or 1.0 credit                      Grades 9, 10, 11, 12                      Full-Year*  
*Prerequisite: None*

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

### **BELLA VOCE**

*.5 or 1.0 credit                      Grades 10, 11, 12                      Full-Year*  
*Prerequisite: Selection based on audition and completion of at least one year of Treble Chorus*

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

### **CHORALAIRES**

*.5 or 1.0 credit                      Grades 11, 12                      Full-Year*  
*Prerequisite: Selection based on audition and completion of at least one year of SHS vocal experience*

Choralaires is an advanced vocal ensemble that is available by audition to 11th and 12th grade students of every voice part (SATB) who have successfully completed at least one year of singing in a vocal ensemble at Staples High School. Curriculum emphasizes an advanced level of musical literacy, vocal pedagogy, personal vocal growth, and performance practice. Performance opportunities include but are not limited to the fall choral concert, Candlelight, youth concert, and spring choral concert.

### **TREBLE CHORUS**

*.5 or 1.0 credit                      Grades 9, 10, 11                      Full-Year*  
*Prerequisite: None*

Treble Chorus is open to all students, grades 9-11, who sing in the soprano or alto vocal range. No previous singing experience is necessary. Emphasis is on personal vocal development within an ensemble setting and music literacy. Students who wish to take Treble Chorus in addition to an instrumental ensemble or Theater have a .5 credit option where the period would then be divided equally between the two courses. Performance opportunities include the fall choral concert, Candlelight, and spring choral concert.

### **FRESHMAN CONCERT BAND**

*.5 or 1.0 credit*

*Grade 9*

*Full-Year*

*Prerequisite: None*

Freshman Concert Band is open to all 9th grade students who play a wind or percussion instrument. The Freshman Concert Band studies musically challenging band literature appropriate to the grade level. In order to provide diverse learning opportunities and foster student independence and leadership, sectional rehearsals and chamber music workshops are integrated into the class structure. This ensemble combines with members of Freshman Orchestra Strings for several concerts each year for performance of full orchestra repertoire. The Freshman Concert Band performs at concerts and the Memorial Day Parade.

### **SOPHOMORE CONCERT BAND**

*.5 or 1.0 credit*

*Grade 10*

*Full-Year*

*Prerequisite: None*

Sophomore Concert Band is open to all 10th grade students who play a wind or percussion instrument. The Sophomore Concert Band studies musically challenging band literature appropriate to the grade level. In order to provide diverse learning opportunities and foster student independence and leadership, sectional rehearsals and chamber music workshops are integrated into the class structure. This ensemble combines with members of Sophomore Orchestra Strings for several concerts each year for performance of full orchestra repertoire. The Sophomore Concert Band performs at concerts and the Memorial Day Parade.

### **SYMPHONIC BAND**

*.5 or 1.0 credit*

*Grades 11, 12*

*Full-Year*

*Prerequisite: None*

Symphonic Band, SHS's premiere band ensemble, is open to juniors and seniors who play a wind or percussion instrument. The Symphonic Band studies musically challenging band literature of a significant level of difficulty. In order to provide diverse learning opportunities and foster student independence and leadership, sectional rehearsals and chamber music workshops are integrated into the class structure. This ensemble combines with members of the Symphonic Orchestra Strings for several concerts each year for performance of full orchestra repertoire. The Symphonic Band performs at concerts and the Memorial Day Parade.

### **FRESHMAN ORCHESTRA STRINGS**

*.5 or 1.0 credit*

*Grade 9*

*Full-Year*

*Prerequisite: None*

Students in Freshman Orchestra Strings perform and study varied orchestral literature. Freshman Orchestra Strings is open to all 9th grade string players (violin, viola, cello, and bass). The curriculum focuses on music literacy and refining fundamental technique and skills within an ensemble setting. Weekly, 15-minute in-school lessons are provided for students who need

additional assistance. Lessons are scheduled during a free period, before or after school, or concurrently during an ensemble. Priority is given to students who do not study with a private teacher outside of school. This ensemble combines with members of Freshman Concert Band for several concerts each year for performance of full orchestra repertoire. Freshman Orchestra Strings performs at several concerts during the school year.

### **SOPHOMORE ORCHESTRA STRINGS**

*.5 or 1.0 credit*

*Grade 10*

*Full-Year*

*Prerequisite: None*

Students in Sophomore Orchestra Strings study significant orchestral literature. Sophomore Orchestra Strings is open to all sophomore string players (violin, viola, cello, and bass). The curriculum focuses on expanding music literacy and refining technique and skills within an ensemble setting. Weekly, 15-minute in-school lessons are provided for students who need additional assistance. Lessons are scheduled during a free period, before or after school, or concurrently during an ensemble. Priority is given to students who do not study with a private teacher outside of school. This ensemble combines with members of Sophomore Concert Band for several concerts each year for performance of full orchestra repertoire. The Sophomore Orchestra Strings performs at several concerts during the school year.

### **SYMPHONIC ORCHESTRA STRINGS**

*.5 or 1.0 credit*

*Grades 11, 12*

*Full-Year*

*Prerequisite: None*

Students in Symphonic Orchestra Strings study significant and standard orchestral literature. Symphonic Orchestra Strings is open to all junior and senior string players (violin, viola, cello, and bass.) The curriculum focuses on expanding music literacy and demonstrating mastery of technique and skills within an ensemble setting. Weekly, 15-minute in-school lessons are provided for students who need additional assistance. Lessons are scheduled during a free period, before or after school, or concurrently during an ensemble. Priority is given to students who do not study with a private teacher outside of school. This ensemble combines with members of Symphonic Band for several concerts each year for performance of full orchestra repertoire. The Symphonic Orchestra Strings performs in several concerts during the school year.

### **INSTRUMENTAL MUSIC LESSONS**

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

### **ELECTIVE ENSEMBLES**

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

### **CHAMBER ORCHESTRA**

*1.0 credit*

*Grades 9, 10, 11, 12*

*Full-Year*

*Prerequisite: Selection based on audition*

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

### **JAZZ ENSEMBLE**

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

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

### **ORPHENIANS**

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

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

### **CLASSROOM MUSIC COURSES**

#### **AP MUSIC THEORY**

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

AP Music Theory students will develop the ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. The student will develop aural, sight-singing, written, compositional, and analytical exercises. Students will solve compositional problems and become proficient in part-writing. Students will receive ear-training and skills for aural identification and dictation notation. The curriculum for this course has been designed in cooperation with the AP Testing Service and will prepare students to take the AP Music Theory exam in May.

#### **BEGINNING PIANO**

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

Beginning Piano is a one-semester class that focuses on using keyboards and MIDI controllers as a way to unlock personal musical creativity and the opportunity to work alone and collaboratively with others. This course is designed for students who are music enthusiasts and musicians with the desire to learn more about the music making process. Through a series of hands-on projects that involve

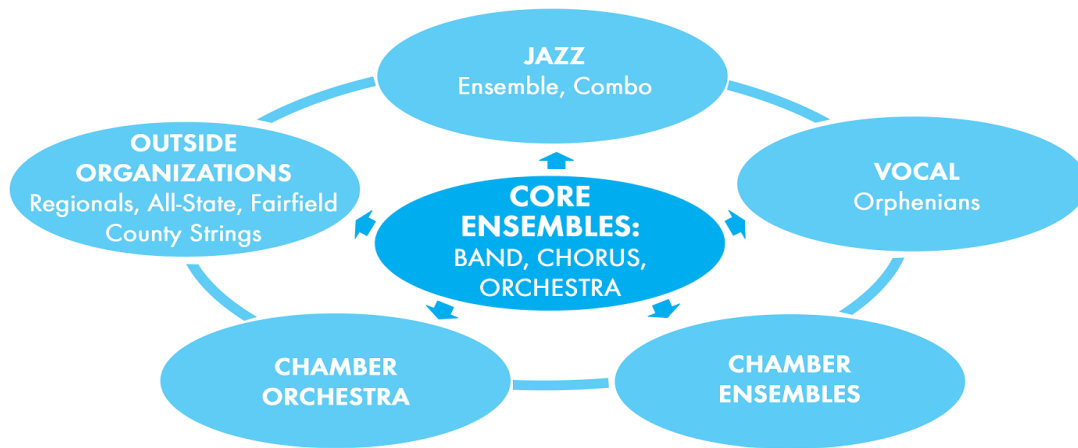
recording, programming, and mixing activities, students will learn workflow strategies that will boost their music learning, efficiency, and productivity with modern tools and resources. Popular folk songs and traditional melodies are utilized to teach basic concepts. No previous musical experience is necessary.

**MUSIC TECHNOLOGY**

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

*Prerequisite: None*

Music Technology is a one-semester class for students in grades 9-12. Over the course of the semester, students utilize music software and digital instruments to create, compose, and respond to various musical elements and fundamentals. Songs and musical arrangements are studied to identify how each piece utilizes the basic elements of music (tempo, rhythm, pitch, melody, harmony, form, and style). Students use music applications to create, edit, manipulate and arrange musical compositions in a style similar to the ones studied in class. Students demonstrate their understanding of these musical components by generating original compositions and/or arrangements in a variety of musical styles (jazz, rock, Latin, reggae, techno, pop, etc.). This course may be repeated for credit with teacher and department coordinator approval.





# SCIENCE

<u>Grade 9 Core Courses</u>	<u>Grade 10 Core Courses</u>	<u>Grade 11 Core Courses</u>
Accelerated Science 1 Biology B Biology A Biology Honors	Accelerated Science 2 Chemistry B Chemistry A Chemistry Honors	Physics B Physics A Physics Honors
<u>Life Science Elective Courses</u>	<u>Physical Science (Chemistry and Physics) Elective Courses</u>	<u>Computer Science and Engineering Elective Courses</u>
Full Year Courses:  AP Biology AP Environmental Science Anatomy & Physiology Scientific Research*  Semester Courses:  Animal Behavior <i>(not offered 2021-22)</i> Biotechnology <i>(not offered 2021-22)</i> Environmental Science Forensics Horticulture Marine Biology Medical Terminology Zoology	Full Year Courses:  AP Chemistry AP Physics 1 AP Physics C: Mechanics & E&M Earth Science Scientific Research*  Semester Courses:  Solar System Astronomy Stars, Galaxies, & the Universe	Full Year Courses:  AP Computer Science Principles Scientific Research*  Semester Courses:  3-D Design & Engineering Aerospace Science Applied Algorithmic Design Building Web Applications CreActive Technological Solutions (CATS) Embedded Systems Programming <i>(not offered 2021-22)</i> Engineering & Applied Physics Introduction to Programming Introduction to Web Programming Materials & Design Science Mobile APP Development

*\*Scientific Research may be taken for either (a) one full year or (b) one and one half years (the full-year course plus an additional semester), starting sophomore year. Since the topics can fall into any scientific*

*or technical category, Scientific Research can be considered either a life science, physical science, or computer science/engineering elective.*

## **SCIENCE DEPARTMENT OVERVIEW**

The science program at Staples High School aims to provide a broad exposure to scientific disciplines and prepare students to be scientifically literate citizens. For the class of 2021 and 2022, all students are required to take two years of science and recommended to take at least three years of science. For the class of 2023 and beyond, all students are required to take at least three years of science. Students can either take Accelerated Science 1 and 2 followed by one credit of science electives, or they can take one year each of Biology, Chemistry, and Physics. The program offers a wide range of elective courses, including numerous semester electives as well as full-year electives and AP courses. Students who wish to pursue science in college are encouraged to take Scientific Research as a way to further express their curiosity about science and develop their own unique scientific investigation.

## **CORE COURSES**

### **MULTIDISCIPLINARY SCIENCE COURSES**

#### **ACCELERATED SCIENCE 1**

#### **ACCELERATED SCIENCE 2**

*2.0 credits*

*Grade 9, 10*

*Two Years*

*Prerequisite for Accelerated Science 1: Enrollment as a SHS student*

*Prerequisite for Accelerated Science 2: Accelerated Science 1*

*Teacher recommendation required*

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

### **BIOLOGY COURSES**

#### **BIOLOGY B**

*1.0 credit*

*Grade 9*

*Full-Year*

*Prerequisite: Enrollment as a SHS student*

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

#### **BIOLOGY A**

*1.0 credit*

*Grade 9*

*Full-Year*

*Prerequisite: Enrollment as a SHS student*

*Teacher recommendation required*



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

### **BIOLOGY HONORS**

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

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

### CHEMISTRY COURSES

#### **CHEMISTRY B**

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

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

#### **CHEMISTRY A**

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

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

#### **CHEMISTRY HONORS**

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

This course is for those students who have excellent mathematical and critical thinking skills. Concepts studied in chemistry will be approached in greater depth, and in a manner that necessitates more student independence. Students will find mathematics and language arts skills useful for this course. Major topics

include atomic structure, periodic properties, chemical bonding and reactions, stoichiometry, thermodynamics, kinetics, equilibrium, gas laws, solids, liquids, solutions, acids and bases, electrochemistry, and some organic and nuclear chemistry. Three periods per week are spent in the classroom, and one extended period is spent in the laboratory. Evaluation is based on written tests, quizzes, laboratory reports, research projects, and homework.

### PHYSICS COURSES

#### **PHYSICS B**

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

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

#### **PHYSICS A**

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

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

#### **PHYSICS HONORS**

*1.0 credit*                      *Grades 11, 12*                      *Full-Year*  
*Prerequisite: Chemistry, Algebra 2 Honors*  
*Guideline: Concurrent enrollment in Pre-Calculus Honors or higher*  
*Teacher recommendation required*

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

### ELECTIVE COURSES

#### LIFE SCIENCE COURSES

## **AP BIOLOGY**

*1.0 credit                      Grades 11, 12                      Full-Year*

*Prerequisite: Chemistry or Accelerated Science 2*

*Guideline: A- or higher in either Chemistry A or Chemistry B or Accelerated Science 2; B- or higher in Chemistry Honors*

*Teacher recommendation required*

*Note: Space in this course is limited and priority is given to seniors.*

This course is designed for academically talented students wishing to acquire a high level of understanding and skill development in a university level biology class. It is expected that students taking this course will take the Advanced Placement examination given in May by the College Board. Students will be responsible for the content of extensive study guides and reading material. Class time shall be devoted to illustrating major principles and concepts in content areas. Topics studied will highlight cell energetics, photosynthesis, genetics, evolution, ecology, plant biology, the prokaryotes, protista, fungi, the invertebrates, and vertebrates. Evaluation will be based on tests, research, essays, and labs. A summer assignment may be required.

## **AP ENVIRONMENTAL SCIENCE**

*1.0 credit                      Grades 11, 12                      Full-Year*

*Prerequisite: Chemistry or Accelerated Science 2*

*Guideline: A- or higher in Biology A or B- or higher in Biology Honors; A- or higher in Chemistry A or B- or higher in Chemistry Honors; A- or higher in Accelerated Science 2*

*Teacher recommendation required*

*Note: Space in this course is limited and priority is given to seniors.*

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

## **ANATOMY & PHYSIOLOGY**

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

*Prerequisite: Biology or Accelerated Science 1*

Anatomy & Physiology delves further into the structure and function of human cells, tissues, and organ systems, disease, as well as human fetal development and human and mammalian evolution (with special emphasis placed on diagnosis, treatment, surgical techniques, holistic medicine, forensic medicine, and bioethics). Detailed dissection of both cats and fetal pigs is a required part of this course. Evaluation will be based on both traditional and lab-practicum examinations, laboratory investigations, homework,

participation, internet research, dramatizations, drawing, and other forms of model making. All students are required to produce an end-of-year project illustrating their understanding of the anatomical and physiological connections among the body systems. This course covers material similar to St. Vincent's College Human Biology course. Students are able to earn college credits from this course upon their enrollment at St. Vincent's.

### **SCIENTIFIC RESEARCH**

*1.0 or 1.5 credits                      Grades 10, 11, 12                      Full-Year or Full-Year + SI*

*Prerequisite: One year of high school science*

*Teacher recommendation required for all students; enrolling in optional third semester is contingent upon completion of a research project in the first year and teacher and department coordinator approval*

Students enroll in this course for one year with the option to add one additional semester. The overall goal of the course is to help students produce original research in a field of their choice. Students are introduced to research techniques and the use of the scientific method, statistics, and basic laboratory techniques to produce a research project. Students communicate with authors of scientific journal articles or outside mentors and propose a research hypothesis and experimental design. Students will conduct their own research, gather and statistically analyze their data, and report their findings to the scientific community. Students will enter local, state, and national science competitions and seek publication of their completed research. Students will be assessed on and will self-assess their oral presentations, portfolios, and written reports. Students who enroll in the class have the option to enroll in a third semester the following school year with teacher and department coordinator approval. The purpose of the additional semester is to give students time to complete a project that extends over the summer and prepare submissions to various state and local science competitions.

### **ANIMAL BEHAVIOR**

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

*Prerequisite: Biology or Accelerated Science 1*

*Note: This course will be offered in alternating school years (not offered 2021-22).*

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

*\*Note: Not approved as an NCAA core course in Science*

### **BIOTECHNOLOGY**

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

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

*Note: This course will be offered in alternating school years (not offered 2021-22).*

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

## **ENVIRONMENTAL SCIENCE**

*.5 credit*

*Grades 11, 12*

*SI, S2*

*Prerequisite: None*

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

## **FORENSICS**

*.5 credit*

*Grades 10, 11, 12*

*SI, S2*

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

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

## **HORTICULTURE**

*.5 credit*

*Grades 10, 11, 12*

*SI, S2*

*Prerequisite: Biology or Accelerated Science 1*

This elective course is designed for students with an interest in the care and management of a greenhouse as well as home gardening. The Staples greenhouse will be used as an active laboratory to help students discover the many variables that affect plant growth (soil, light, temperature, fertilizer, etc.). Students will learn fundamental skills and concepts of horticulture by growing a variety of annuals and perennials. Students will learn about pruning, prorogation, and the proper and environmentally appropriate use of fertilizers and pest management.

*\*Note: Not approved as an NCAA core course in Science*

## **MARINE BIOLOGY**

*.5 credit*

*Grades 10, 11, 12*

*SI, S2*

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

This elective course is designed for students interested in learning about local and global diversity of marine life, marine habitats, and the various ways humans are influencing the marine world. Topics of study may include: plankton, seaweed, marine invertebrates and marine vertebrates, estuaries, kelp forests, open ocean, deep sea, coral reefs, overfishing, coral bleaching, hypoxia, and plastic pollution.

Students will set up and maintain a saltwater aquarium through which they will learn about aquarium science and the nitrogen cycle. This is a lab science course which requires students to participate in dissections and field trips to a local beach to survey marine life.

### **MEDICAL TERMINOLOGY**

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

*Prerequisite: Biology or Accelerated Science 1*

*Note: This course will be offered in alternating school years.*

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

*\*Note: Not approved as an NCAA core course in Science*

### **ZOOLOGY**

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

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

*Note: This course will be offered in alternating school years.*

Zoology, the study of animals, centers around the wildlife of the world. This course emphasizes animals that live on land, fresh water, or in the air. Although the emphasis will be on vertebrates (fish, amphibians, reptiles, birds, and mammals), we will also be exploring worms and insects. Animals exist in a great many different ecosystems, and they have a tremendous variety of forms, many of them unusual, if not outright bizarre! Animals have found remarkable ways to adapt to such varying requirements not only through their structure and function, but also through their behavior. This course is designed to have students explore the basic principles of the diversity of animal life through visual examination, identification, classification, and laboratory investigation.

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

#### **AP CHEMISTRY**

*1.0 credit                      Grades 11, 12                      Full-Year*

*Prerequisite: Chemistry or Accelerated Science 2*

*Guideline: A- or higher in Chemistry A, B- or higher in Chemistry Honors, or A- or higher in Accelerated Science 2*

*Teacher recommendation required*

*Note: Space in this course is limited and priority is given to seniors.*

This course is designed (1) to prepare students for the AP examination given in May that entitles those who do well on it to a semester or year credit at many colleges, and (2) for potential science majors such as pre-engineering, pre-medicine, or chemistry. This course expands on first year Chemistry concepts

with emphasis on modern bonding theories, various equilibria, electrochemistry, chemical thermodynamics, kinetics, and some organic and nuclear chemistry. Students must have demonstrated a high degree of competency in mathematics, and must have the self-discipline to put in many hours each week for studies outside of class. It is expected that students taking this course will take the Advanced Placement examination given in May by the College Board. A summer assignment may be required.

### **AP PHYSICS 1**

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

*Prerequisite: Physics or Accelerated Science 2, and Pre-Calculus*

*Guideline: A- or higher in Physics A, B- or higher in Physics Honors, or A- or higher in Accelerated Science 2*

*Teacher recommendation required*

*Note: Space in this course is limited and priority is given to seniors.*

AP Physics 1: Algebra-Based is the equivalent of a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits. Upon successful completion of this course, students will be prepared for the AP Physics 1 exam offered each May. Additional content from the AP Physics 2 course may be covered, but students planning to take the AP Physics 2 exam will need to prepare outside of class in order to cover all of the topics assessed on the AP Physics 2 exam. This course has lectures, demonstrations, lab work, and problem-solving discussions. Evaluation is based on the performance and interpretations of individual students' laboratory work as well as performance in answering questions and solving problems similar to those on the AP Physics exam. It is expected that students taking this course will take the Advanced Placement examination given in May by the College Board.

### **AP PHYSICS C: MECHANICS AND E&M**

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

*Prerequisite: Physics or Accelerated Science 2; enrollment in AP Calculus BC or higher*

*Guideline: A- or higher in Physics A, B- or higher in Physics Honors, or A- or higher in Accelerated Science 2*

*Teacher recommendation required*

*Note: Space in this course is limited and priority is given to seniors.*

The college freshman level Physics will use Calculus so that students will be prepared to take the AP Physics C exam in both Mechanics and Electromagnetism. The study of mechanics includes rotational topics. Work requirements, activities, and evaluation are familiar to AP Physics 1. It is expected that students taking this course will take the Advanced Placement examination given in May by the College Board.

### **EARTH SCIENCE**

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

*Prerequisite: None*

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

## **SCIENTIFIC RESEARCH**

*1.0 or 1.5 credits      Grades 10, 11, 12      Full-Year or Full-Year + SI*

*Prerequisite: One year of high school science*

*Teacher recommendation required for all students; enrolling in optional third semester is contingent upon completion of a research project in the first year and teacher and department coordinator approval*

The overall goal of the course is to help students produce original research in a field of their choice. Students are introduced to research techniques and the use of the scientific method, statistics, and basic laboratory techniques to produce a research project. Students communicate with authors of scientific journal articles or outside mentors and propose a research hypothesis and experimental design. Students will conduct their own research, gather and statistically analyze their data, and report their findings to the scientific community. Students will enter local, state, and national science competitions and seek publication of their completed research. Students will be assessed on and will self-assess their oral presentations, portfolios, and written reports. Students who enroll in the class have the option to enroll in a third semester the following school year with teacher and department coordinator approval. The purpose of the additional semester is to give students time to complete a project that extends over the summer and prepare submissions to various state and local science competitions.

## **SOLAR SYSTEM ASTRONOMY**

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

*Prerequisite: None*

Solar System Astronomy is a tour of Earth's neighborhood in space that includes the Sun, planets, planets' moons and rings, asteroids and meteoroids, comets, Oort Cloud, and Kuiper Belt and its objects. It includes the evolution of our Solar System and the Earth-Moon system, as well as the search for other star systems that house planets similar to those we know. Students learn the history of solar system models and the important players that raised astronomy from a collection of myths to a modern science. We will also take an in-school field trip to our planetarium. Student assessment will include traditional tests, lab work, short-term activities, and oral presentations.

## **STARS, GALAXIES, & THE UNIVERSE**

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

*Prerequisite: Chemistry or Accelerated Science 1, Algebra 2*

This course bypasses the local astronomical neighborhood and looks at the larger picture: The Milky Way, galaxies in general, and the entire Universe as we know it. Students begin the course by learning how scientists learned we are located in one of many billions of galaxies, and how they are distributed throughout spacetime. Students study the life cycle of stars, stellar classification, variable stars (including their use in mapping the Universe), the evolution of galaxies, and the current theories for the origin and evolution of the Universe. Students use real astronomical data to solve problems. We will also take an in-school field trip to our planetarium. Student assessment will include traditional tests, lab work, homework, short-term activities, and class participation.

## **COMPUTER SCIENCE AND ENGINEERING COURSES**

### **AP COMPUTER SCIENCE PRINCIPLES**

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

*Prerequisite: Introduction to Programming*

*Teacher recommendation required*



*Note: Space in this course is limited and priority is given to seniors.*

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

### **SCIENTIFIC RESEARCH**

*1.0 or 1.5 credits                      Grades 10, 11, 12                      Full-Year or Full-Year + SI*

*Prerequisite: One year of high school science*

*Teacher recommendation required for all students; enrolling in optional third semester is contingent upon completion of a research project in the first year and teacher and department coordinator approval*

The overall goal of the course is to help students produce original research in a field of their choice. Students are introduced to research techniques and the use of the scientific method, statistics, and basic laboratory techniques to produce a research project. Students communicate with authors of scientific journal articles or outside mentors and propose a research hypothesis and experimental design. Students will conduct their own research, gather and statistically analyze their data, and report their findings to the scientific community. Students will enter local, state, and national science competitions and seek publication of their completed research. Students will be assessed on and will self-assess their oral presentations, portfolios, and written reports. Students who enroll in the class have the option to enroll in a third semester the following school year with teacher and department coordinator approval. The purpose of the additional semester is to give students time to complete a project that extends over the summer and prepare submissions to various state and local science competitions.

### **3-D DESIGN & ENGINEERING**

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

*Prerequisite: Geometry*

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

*\*Note: Not approved as an NCAA core course in Science*

### **AEROSPACE SCIENCE**

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

*Prerequisite: One year of high school science*

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

### **APPLIED ALGORITHMIC DESIGN**

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

*Prerequisite: Introduction to Programming*

Students will learn about complex algorithms to build sophisticated programs, leveraging their processing knowledge from Introduction to Programming (which focused mostly on syntax and simple algorithms). The overall theme of the course is modeling the appearance and behavior of natural systems. Examples of topics to be covered include generating realistic terrains/textures, physics libraries, autonomous agents, particle systems, genetic algorithms, and neural networks. Deeper knowledge of algorithms and strategies will allow students to develop more realistic and complex programs.

*\*Note: Not approved as an NCAA core course in Science*

### **BUILDING WEB APPLICATIONS**

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

*Prerequisite: Introduction to Web Programming*

Building Web Applications continues the investigation of modern web programming begun in Introduction to Web Programming. Topics in both front-end and back-end development include custom XMLHttpRequests, student designed servers (using node.js), utilization of a database for back-end storage, authentication and authorization, and integration of third-party javascript libraries.

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

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

*Prerequisite: Algebra 1*

*Note: This course will be offered in alternating school years.*

The Creative Technological Solutions (CATS) course is designed to help students develop skills in designing creative technological solutions to real-world problems. The key sections of this framework include creating designed artifacts and prototypes, connecting design to everyday life and global issues, finding creative technological solutions to problems having various levels of definition, analyzing solutions for their impact and effectiveness, and communicating thoughts and collaborating with peers and the larger design community.

*\*Note: Not approved as an NCAA core course in Science*

### **EMBEDDED SYSTEMS PROGRAMMING**

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

*Prerequisite: Introduction to Programming or AP Computer Science Principles*

*Teacher recommendation required*

*Note: This course will be offered in alternating school years (not offered 2021-22).*

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

Principles to the hardware and firmware constraints of the devices they are using and develop a well-rounded vision of the computing ecosystem.

*\*Note: Not approved as an NCAA core course in Science*

### **ENGINEERING & APPLIED PHYSICS**

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

*Prerequisite: Accelerated Science 1 or completion of or concurrent enrollment in Physics*

*Note: This course will be offered in alternating school years.*

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

### **INTRODUCTION TO PROGRAMMING**

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

*Prerequisite: Algebra 1*

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

### **INTRODUCTION TO WEB PROGRAMMING**

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

*Prerequisite: Introduction to Programming*

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

### **MATERIALS & DESIGN (MAD) SCIENCE**

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

*Prerequisite: None*

*Note: This course will be offered in alternating school years.*

Material Science is a multidisciplinary subject that addresses the physical properties of materials and their applications in engineering and manufacturing. *MAD Science* will be a project-based introduction to this subject with an emphasis on solving small-scale real-world problems through knowledge of materials and original design. *MAD Science* will develop in students a working knowledge of the capabilities of modern and traditional materials as well as the ability to competently and safely work with examples. There will be a process of moving from observation, to imagination, to creation. Students will understand

engineering decisions made in the products around them and will recognize and appreciate practical design philosophy and the ever-necessary compromises. The key sections of this framework include learning the nature of materials, understanding the reasoning behind their applications, imagining new solutions to solve real world problems, experimentation and data collection, communication and collaboration with peers, and creation of prototypes and testing.

*\*Note: Not approved as an NCAA core course in Science*

### **MOBILE APP DEVELOPMENT**

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

*Prerequisite: Introduction to Web Programming or AP Computer Science Principles*

*Teacher recommendation required*

*Note: This course will be offered in alternating school years.*

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

*\*Note: Not approved as an NCAA core course in Science*

### **WESTPORT CONTINUING EDUCATION SUMMER PHYSICS A**

*1.0 credit                      Grades 11, 12                      Summer*

*Prerequisite: Chemistry, Algebra 2*

*Guideline: Concurrent enrollment in Pre-Calculus A or higher*

*Note: This course is offered during the summer through Westport Continuing Education for credit recovery or advancement. Staples students seeking to enroll must obtain prior written approval from their school counselor and the science department coordinator. The school counselor and department coordinator indicate their approval via signature on the Westport Continuing Education High School Academics Registration Form.*

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



# SOCIAL STUDIES

<u>Grade 9 Courses</u>	<u>Grade 10 Courses</u>	<u>Grades 11 &amp; 12 Courses</u>
<p>Global Themes Global Themes Honors</p>	<p>U.S. History U.S. History Honors AP U.S. History</p>	<p>Civics Courses (<i>one required for all classes</i>):</p> <p>AP U.S. Government and Politics AP U.S. Government and Politics (We the People) U.S. Government Current Issues: U.S. Media &amp; Politics <i>*Civics courses may also be taken as electives if the Civics requirement has been met</i></p> <p>Area Study Courses (<i>one required for all classes</i>):</p> <p>African Studies Contemporary World Studies (UConn ECE) East Asian Studies Latin American Studies Middle East Studies <i>*Area Study courses may also be taken as electives if the Area Study requirement has been met</i></p> <p>Elective Courses (<i>one required for classes of 2021 and 2022</i>):</p> <p>AP European History AP Macro/Microeconomics AP U.S. History AP World History: Modern African American, Black, Latino, and Puerto Rican Studies (<i>pending BOE approval</i>) Anthropology Environmental Social Studies Introduction to Economics Psychology of Child Development Understanding Psychology Women in Society</p>

## GRADE 9 COURSES

All students in grade 9 take a Global Themes course. Global Themes is a course that introduces students to the concept that globalization is not a recent phenomenon, but has existed throughout the history of the

world and influences all aspects of society. Course content includes historical examples from the early modern world, exploring various themes that relate to global interactions of people, ideas, goods, and institutions. The course is not intended to be a traditional survey of modern world history, but instead draws upon various social sciences (economics, political science, sociology, geography, and history) to evaluate the contemporary implications of historical developments.

### **GLOBAL THEMES**

*1.0 credit*                      *Grade 9*                      *Full-Year*  
*Prerequisite: None*

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

### **GLOBAL THEMES HONORS**

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

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

## **GRADE 10 COURSES**

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

### **U.S. HISTORY**

*1.0 credit*                      *Grade 10*                      *Full-Year*  
*Prerequisite: Global Themes*

The A-level course is designed to develop students' ability to think critically, help them produce strong written arguments and analyze and interpret varied source information, including written text and visual sources. Students will be asked to read original documents and first person accounts of historical events, as well as a variety of secondary sources. Students will also have to evaluate multiple sources to reach

their own conclusions, which they must be able to support with proper and sufficient evidence. An emphasis will be placed on a student's ability to read with a purpose and write cohesive arguments.

### **U.S. HISTORY HONORS**

*1.0 credit                      Grade 10                      Full-Year*

*Prerequisite: Global Themes*

*Guideline: A- or higher in Global Themes or B- or higher in Global Themes Honors*

*Teacher recommendation required*

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

### **AP U.S. HISTORY**

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

*Prerequisite: Global Themes*

*Guideline: A- or higher in Global Themes or B- or higher in Global Themes Honors*

*Teacher recommendation required*

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

### **GRADES 11 & 12 COURSES**

Students in the classes of 2021 and 2022 must earn an additional 1.5 credits in Social Studies in their junior or senior year. These courses must be distributed as follows:

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

Students in the class of 2023 and beyond must earn an additional 1.0 credit in Social Studies in their junior or senior year. These courses must be distributed as follows:

- .5 credit Civics
- .5 credit Area Study

### **CIVICS COURSES**

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

## **AP U.S. GOVERNMENT AND POLITICS**

*1.0 credit                      Grades 11, 12                      Full-Year*

*Prerequisite: U.S. History*

*Guideline: A- or higher in U.S. Government, A- or higher in U.S. History, B or higher in U.S. History Honors, or B- or higher in AP U.S. History*

*Teacher recommendation required*

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

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

*1.0 credit                      Grades 11, 12                      Full-Year*

*Prerequisite: U.S. History and teacher recommendation specifically for the We the People section*

*Guideline: A- or higher in U.S. Government, A- or higher in U.S. History, B or higher in U.S. History Honors, or B- or higher in AP U.S. History*

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

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

## **U.S. GOVERNMENT**

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

*Prerequisite: U.S. History*

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



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

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

**AREA STUDY COURSES**

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

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

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

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

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

***CONTEMPORARY WORLD STUDIES ALSO OFFERS CREDITS FROM THE UNIVERSITY OF CONNECTICUT THROUGH UCONN EARLY COLLEGE EXPERIENCE.******UCONN HRTS1007: INTRODUCTION TO HUMAN RIGHTS****Three credits*

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

**EAST ASIAN STUDIES***.5 credit**Grades 11, 12**SI, S2**Prerequisite: U.S. History*

East Asian Studies is a one-semester area study course that focuses on both the traditional and modern aspects of the cultures of the eastern Asian continent. Students will examine the impact of geography on the development of societies, the philosophical and religious foundations of traditional cultures, political

traditions and trends over time, and contemporary issues facing the nations of eastern Asia. Students will read a variety of primary and secondary sources as well as literary works by contemporary East Asian authors. Assessments may include analytic essays, reflections, projects, tests and quizzes, and a final project.

### **LATIN AMERICAN STUDIES**

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

Latin American Studies is a one-semester area study course that focuses on the development of Latin America. Latin America was the first “New World” and thus, the first part of the world to experience the profound challenges of Globalism. The story of Latin America therefore may provide an insight for everyone in the modern era as to where our world is going. To gain an understanding of these challenges, we will look at four themes throughout the history of Latin America. For each, the course will compare and contrast past events from the formation of Latin America with modern issues and events. The goals of the course are to understand and analyze: (1) how Latin America has developed over time (2) the degree to which Latin America remained consistent or changed (3) what the modern world should learn from these challenges and (4) how events of the 20th century have played a role in shaping what Latin America is today. Students will read a variety of primary and secondary sources including artwork and text from Latin American authors, artists, and leaders. Assessments may include projects, current event presentations, quizzes, and discussions.

### **MIDDLE EAST STUDIES**

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

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

### **ELECTIVE COURSES**

Students in the classes of 2021 and 2022 must take at least one of the following elective courses in junior or senior year.

### **AP EUROPEAN HISTORY**

*1.0 credit*                      *Grades 11, 12*                      *Full-Year*  
*Prerequisite: U.S. History*

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

AP European History is a college-level course provided for high school students who excel in history and have the desire to study historical scholarship on a college course level. Specifically, students will study

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

### **AP MACRO/MICROECONOMICS**

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

*Prerequisite: U.S. History, Algebra 2*

*Guideline: A- or higher in U.S. Government, A- or higher in U.S. History, B or higher in U.S. History Honors, or B- or higher in AP U.S. History*

*Teacher recommendation required*

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

### **AP U.S. GOVERNMENT AND POLITICS**

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

*Prerequisite: U.S. History*

*Guideline: A- or higher in U.S. Government, A- or higher in U.S. History, B or higher in U.S. History Honors, or B- or higher in AP U.S. History*

*Teacher recommendation required*

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

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

complete the course in order to satisfy the Civics graduation requirement. A summer assignment may be required.

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

*1.0 credit                      Grades 11, 12                      Full-Year*

*Prerequisite: U.S. History and teacher recommendation specifically for the We the People section*

*Guideline: A- or higher in U.S. Government, A- or higher in U.S. History, B or higher in U.S. History Honors, or B- or higher in AP U.S. History*

*Note: The maximum number of students for this course is 25. Overrides into this course are not permitted. A qualifying application for participation in We the People is required. Students will be informed of acceptance into this course by the Social Studies Department Coordinator or We the People teacher leader. AP U.S. Government and Politics (WTP) may be taken as an elective if the student has taken either the semester U.S. Government or Current Issues course.*

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

### **AP U.S. HISTORY**

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

*Prerequisite: Global Themes*

*Guideline: A- or higher in Global Themes or B- or higher in Global Themes Honors; Teacher recommendation required*

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

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

### **AP WORLD HISTORY: MODERN**

*1.0 credit                      Grades 11, 12                      Full-Year*

*Prerequisite: U.S. History*

*Guideline: A- or higher in U.S. Government, A- or higher in U.S. History, B or higher in U.S. History Honors, or B- or higher in AP U.S. History  
Teacher recommendation required*

AP World History: Modern is a college-level course intended for qualified students who wish to complete studies in secondary school equivalent to an introductory college course in world history. The purpose of

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

**AFRICAN AMERICAN, BLACK, LATINO, AND PUERTO RICAN STUDIES (*pending BOE approval*)**

*1.0 credit*                      *Grades 11, 12*                      *Full-Year*  
*Prerequisite: U.S. History*

The African American, Black, Latino, and Puerto Rican Studies course is an opportunity for students to explore accomplishments, struggles, intersections, perspectives, and collaborations of African American, Black, Latino, and Puerto Rican people in the U.S. Students will examine how historical movements, legislation, and wars affected the citizenship rights of these groups and how they, both separately and together, worked to build U.S. cultural and economic wealth and create more just societies in local, national, and international contexts. Coursework will provide students with tools to identify historic and contemporary tensions around race and difference; map economic and racial disparities over time; strengthen their own identity development; and address bias in their communities.

**U.S. GOVERNMENT**

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

*Note: U.S. Government may be taken as an elective if the student has taken the Current Issues course.*

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

**ANTHROPOLOGY**

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

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

### **CURRENT ISSUES: U.S. MEDIA & POLITICS**

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

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

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

### **ENVIRONMENTAL SOCIAL STUDIES**

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

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

### **INTRODUCTION TO ECONOMICS**

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

The Introduction to Economics elective course will provide students with a conceptual framework for effective economic decision-making. Units studied include Economic Systems, Government and the Economy, Markets & Firms, Macroeconomics, and the Reality of Economics in how economic theories and ideas apply to our own lives and the lives of people who are different from us. Class activities include films, speakers, discussion, game simulations, and student presentations. Grades will be based on assignments, class discussion, and projects.

### **PSYCHOLOGY OF CHILD DEVELOPMENT**

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

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

### **UNDERSTANDING PSYCHOLOGY**

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

*Prerequisite: U.S. History*

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

### **WOMEN IN SOCIETY**

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

*Prerequisite: U.S. History*

Women in Society examines the invaluable role that women play in domestic and international society. Students unpack the systems and structures that have prevented gender equality and determine what efforts must happen to create a more intersectional, equitable, safe, just, and radically inclusive world. Course content includes the role of individual, influential women as well as collective action in the areas of politics, economics, business, science, technology and medicine, popular culture, and beyond. This course is centered around discourse and inquiry, which will allow students to research their own interests and pursue activism locally, nationally, and internationally. Course assessments will be based on class discussions, essays, and individual projects. If scheduling allows, students will participate in a field trip experience to sites on the CT Women's History Trail, interact with guest presenters, and create and participate in activities and events with like-minded activists.

### **WESTPORT CONTINUING EDUCATION SUMMER U.S. GOVERNMENT**

*.5 credit                      Grades 11, 12                      Summer*

*Prerequisite: U.S. History*

*Note: This course is offered during the summer through Westport Continuing Education for credit recovery or advancement in Social Studies only. In order to take U.S. Government over the summer for advancement, students must:*

- *Have earned credit in U.S. History, U.S. History Honors, or AP U.S. History and met departmental writing standards*
- *Have earned credit or be enrolled for a minimum of .5 credit in Social Studies beyond the graduation requirement for the school year immediately preceding or following the summer in which the course is taken*
- *Obtain prior written approval from their school counselor and the social studies department coordinator. The school counselor and department coordinator indicate their approval via signature on the Westport Continuing Education High School Academics Registration Form.*

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



# SPECIAL EDUCATION

## **SPECIAL EDUCATION DEPARTMENT OVERVIEW**

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

Special Education should be considered only after adjustments and remedial strategies have been designed, implemented, and evaluated in the regular educational program through a pre-referral process. There is a formal referral, assessment, and placement process for special education that must conform to state law. Parents who believe their child may have a disability and require special education services should contact their child's school counselor.





# TECHNOLOGY

## **TECHNOLOGY EDUCATION 1**

*.5 credit*

*Grades 9, 10, 11, 12*

*SI, S2*

*Prerequisite: None*

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

## **TECHNOLOGY EDUCATION 1**

*1.0 credit*

*Grades 9, 10, 11, 12*

*Full-Year*

*Prerequisite: None*

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

## **TECHNOLOGY EDUCATION 2**

*.5 credit*

*Grades 9, 10, 11, 12*

*SI, S2*

*Prerequisite: Technology Education 1*

This course is a continuation of Technology Education 1 and is designed to provide students greater independence and discretion to research and develop preferred technological interests in a laboratory setting. The course provides a deeper exploration into the application of previous technical skills learned. Architectural design and construction will be introduced utilizing scaled-size model houses. Students will work with a computerized 3D printer and work with a computerized laser printer/engraver. Additional topics and units of study in this course include electricity fundamentals, communication technology, solar technology, and injection molding. Projects include but are not limited to building and racing a CO<sub>2</sub> powered vehicle and creating a steam turbine-powered engine and measuring its electrical output. Upon

teacher approval, students will have the opportunity to participate in an exploratory unit geared to their specific interest(s). Examples of prior projects include rebuilding small gas engines, electrical wiring/circuit building, and troubleshooting, repairing, and restoring engines and power equipment. Throughout the semester, students will use critical thinking skills, creativity, and innovation to work on activities that are transferable to real world applications.

### **ADVANCED TECHNOLOGY EDUCATION**

*.5 credit*

*Grades 10, 11, 12*

*SI, S2*

*Prerequisite: Technology Education 2 and course instructor's recommendation*

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



# THEATER

## THEATER DEPARTMENT OVERVIEW

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

Students who wish to take theater and a freshman or sophomore music ensemble should register for one .5 credit/shared music ensemble and either Theater I: Acting Fundamentals (grade 9) or Theater 2: Advanced Acting (grade 10). Students will earn .5 credit for Theater and .5 credit for the music ensemble, and the period is divided equally between the two courses.

### THEATER 1: ACTING FUNDAMENTALS

*1.0 credit*                      *Grades 9, 10, 11, 12*                      *Full-Year (4 days/week Theater; not shared with Music)*

*.5 credit*                         *Grades 9, 10, 11, 12*                      *Full-Year (2 days/week Theater; shared with Music)*

*.5 credit*                         *Grades 9, 10, 11, 12*                      *SI (4 days/week Theater; not shared with Music)*

*Prerequisite: None*

This first level course explores the fundamentals of acting as an art. Students are encouraged to explore their creativity while developing skills and taking theatrical risks. Activities include theater games geared toward achieving focus, improvisation, observation journals, and scene study. 9th grade students who wish to take Theater 1 and a freshman music ensemble should register for the full-year, .5 credit Theater 1 option where the period would then be divided equally between the two courses for the full year; students may not take the full-year, .5 credit Theater 1 course only.

### THEATER 2: ADVANCED ACTING

*1.0 credit*                      *Grades 10, 11, 12*                      *Full-Year (4 days/week; two .5 credit Theater sections)*

*.5 credit*                         *Grades 10, 11, 12*                      *Full-Year (2 days/week; alternates with free periods)*

*.5 credit*                         *Grades 10, 11, 12*                      *Full-Year (2 days/week; shared with Music)*

*Prerequisite: Theater 1*

This class is for students who wish to continue their Theater studies after completing the Theater 1. Students will expand their knowledge of acting as they explore in depth the creation of unique characters in extended improvisations, monologue work, and stage fighting. Students who wish to take Theater 2 and a music ensemble should register for the full-year, .5 credit Theater 2 option. Students may take two sections of Theater 2 in the same year to earn 1.0 total credit.

### THEATER 3: ACTING TECHNIQUE

*1.0 credit*                      *Grades 11, 12*                                      *Full-Year (4 days/week)*

*Prerequisite: Theater 2: Advanced Acting*

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

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

### **THEATER 3: DIRECTING**

*1.0 credit*

*Grades 11, 12*

*Full-Year (4 days/week)*

*Prerequisite: Theater 2: Advanced Acting*

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

Designed for students interested in the art of direction. Students will explore scene study and problem solving from the director's point of view. All directors will participate in the One Act Play Festival and will be eligible to direct a Studio Theater Production, although registration in the course does not guarantee a spot in the season.

### **COSTUME / DESIGN THEATER**

*.5 credit*

*Grades 9, 10, 11, 12*

*S2*

*Prerequisite: None*

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

### **STAGECRAFT: SCENE DESIGN & CONSTRUCTION**

*.5 credit*

*Grades 9, 10, 11, 12*

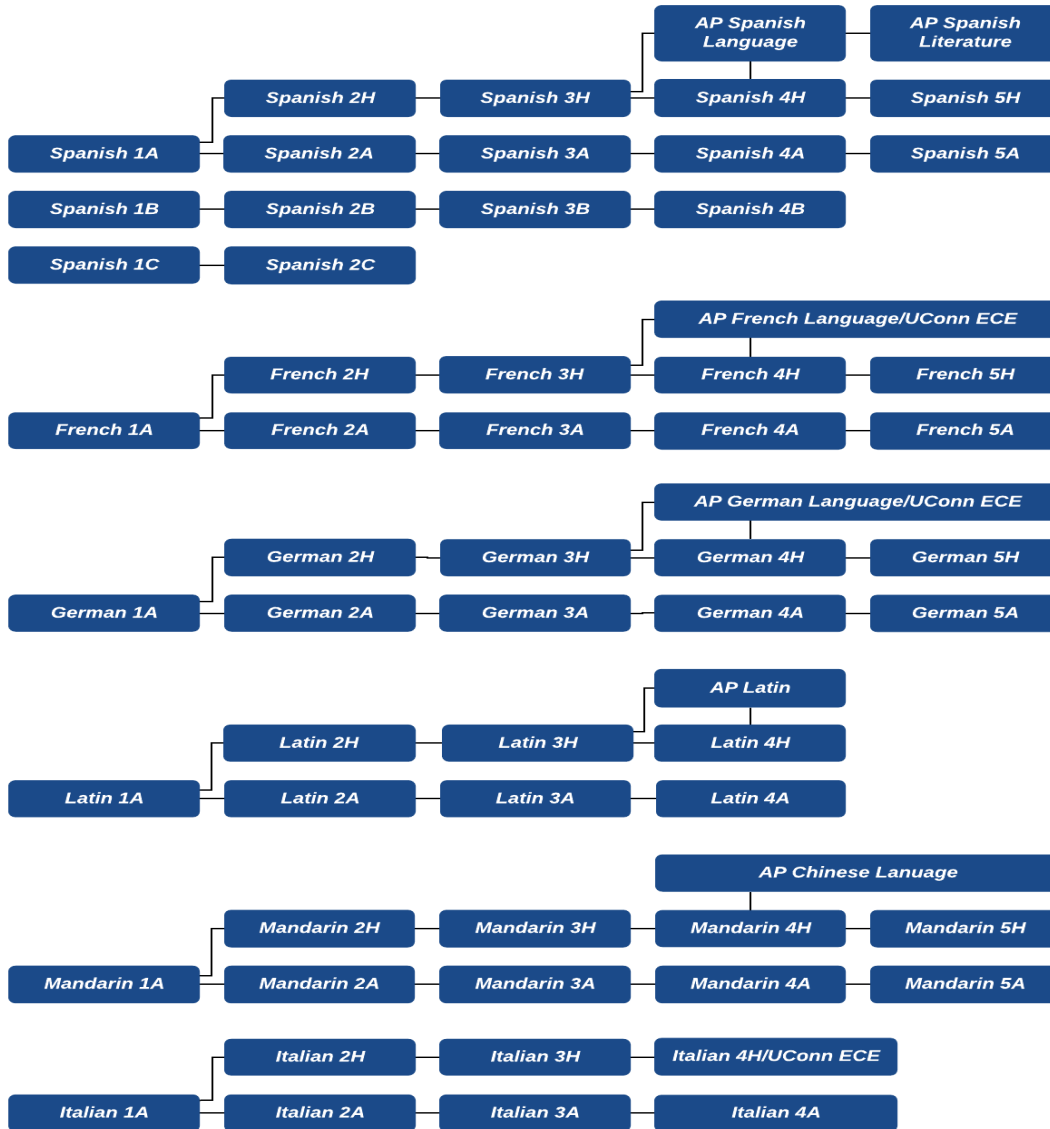
*S2*

*Prerequisite: None*

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



# WORLD LANGUAGES



## WORLD LANGUAGES DEPARTMENT OVERVIEW

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

All students will have the opportunity to:

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

### **FRENCH 1 A**

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

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

### **FRENCH 2 A**

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

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

### **FRENCH 2 HONORS**

*1.0 credit*                      *Grades 9, 10, 11, 12*                      *Full-Year*  
*Prerequisite: French 1*  
*Guideline: A- or higher in French 1*  
*Teacher recommendation required*

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

### **FRENCH 3 A**

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

*Prerequisite: French 2*

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

### **FRENCH 3 HONORS**

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

*Prerequisite: French 2 Honors*

*Guideline: A- or higher in French 2 Honors*

*Teacher recommendation required*

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

### **FRENCH 4 A**

*1.0 credit                      Grades 11, 12                      Full-Year*

*Prerequisite: French 3*

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

### **FRENCH 4 HONORS**

*1.0 credit                      Grades 11, 12                      Full-Year*

*Prerequisite: French 3 Honors*

*Guideline: A- or higher in French 3 Honors*

*Teacher recommendation required*

This course serves as a bridge between the French 3 Honors course, which is a textbook-based proficiency course, and AP French Language course, which is based on the expectations of College Board. The students are integrating the four skills of listening, speaking, reading, and writing in all lessons and use the target language as the principal means of communication as well as the object of study. The main components of the course are communicative refinement, grammatical study, vocabulary expansion, and in-depth view of France, its culture, and civilization through an introduction to French history and literature. This course is designed to meet these four components and to also give the students

constant opportunities to express themselves in spoken and written French while continuing to develop insight into their own language and culture.

### **FRENCH 5 A**

*1.0 credit                      Grades 11, 12                      Full-Year*  
*Prerequisite: French 4*

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

### **FRENCH 5 HONORS**

*1.0 credit                      Grades 11, 12                      Full-Year*  
*Prerequisite: French 4 Honors*  
*Guideline: A- or higher in French 4 Honors*  
*Teacher recommendation required*

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

### **AP FRENCH LANGUAGE AND CULTURE (OPTION FOR UCONN ECE)**

*1.0 credit                      Grades 11, 12                      Full-Year*  
*Prerequisite: French 3 Honors or 4 Honors*  
*Guideline: A- or higher in French 3 Honors or French 4 Honors*  
*Teacher recommendation required*

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

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

***UCONN FREN3250: GLOBAL CULTURE IN FRENCH I***



*Three credits (semester one)*

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

**UCONN FREN3268: GRAMMAR AND COMPOSITION**

*Three credits (semester two)*

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

**GERMAN 1 A**

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

*Prerequisite: None*

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

**GERMAN 2 A**

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

*Prerequisite: German 1*

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

**GERMAN 2 HONORS**

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

*Prerequisite: German 1*

*Guideline: A- or higher in German 1*

*Teacher recommendation required*

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

**GERMAN 3 A**

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

*Prerequisite: German 2*

German 3 includes speaking, listening, reading and writing, and a complete and rapid review of all German grammar. Finer points of grammar are introduced. Varied readings lead to writing assignments. German 3 is a bridge year between intermediate language skills and the literary analysis of advanced language. Students are eligible for Honors credit depending on further demonstrated achievement.

### **GERMAN 3 HONORS**

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

*Prerequisite: German 2 Honors*

*Guideline: A- or higher in German 2 Honors*

*Teacher recommendation required*

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

### **GERMAN 4 A**

### **GERMAN 4 HONORS**

### **GERMAN 5 A**

### **GERMAN 5 HONORS**

*1.0 credit                      Grades 11, 12                      Full-Year*

*Prerequisite: German 3*

*Guideline: A- or higher in German 3 Honors*

*Teacher recommendation required*

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

### **AP GERMAN LANGUAGE (OPTION FOR UCONN ECE)**

*1.0 credit                      Grades 11, 12                      Full-Year*

*Prerequisite: German 4 Honors*

*Guideline: A- or higher in German 4 Honors*

*Teacher recommendation required*

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

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

**UCONN GERM 3233: BUILDING LANGUAGE SKILLS THROUGH CULTURE 1**

*Three credits (semester one)*

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

**UCONN GERM 3255: 20th CENTURY GERMAN LITERATURE**

*Three credits (semester two)*

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

**ITALIAN 1 A**

*1.0 credit*

*Grades 9, 10, 11, 12*

*Full-Year*

*Prerequisite: None*

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

**ITALIAN 2 A**

*1.0 credit*

*Grades 9, 10, 11, 12*

*Full-Year*

*Prerequisite: Italian 1*

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

**ITALIAN 2 HONORS**

*1.0 credit*

*Grades 9, 10, 11, 12*

*Full-Year*

*Prerequisite: Italian 1*

*Guideline: A- or higher in Italian 1*

*Teacher recommendation required*

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

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

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

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

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

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

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

**ITALIAN 4 HONORS (OPTION FOR UCONN ECE)***1.0 credit**Grades 11, 12**Full-Year*

*Prerequisite: Italian 3 Honors*  
*Guideline: A- or higher in Italian 3 Honors*  
*Teacher recommendation required*

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

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

***UCONN ILCS3239: COMPOSITION & CONVERSATION I***

*Three credits (semester one)*

*Practice in written and oral composition. Syntax study.*

***UCONN ILCS3240: COMPOSITION & CONVERSATION II***

*Three credits (semester two)*

*Further practice in written and oral composition. Treatment of the finer points in syntax.*

**LATIN 1 A**

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

*Prerequisite: None*

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

**LATIN 2 A**

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

*Prerequisite: Latin 1*

Students in Latin 2 A will continue to learn to read Latin with *Ecce Romani* from guided readings to actual passages of Latin authors. Students will study more complex grammatical structures, and further expand their Latin vocabulary, including English derivatives. Students will further examine Roman

culture, including significant aspects of Roman history, from the foundation of the city, to the birth of the Republic to the age of Empire.

### **LATIN 2 HONORS**

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

*Prerequisite: Latin 1*

*Guideline: A- or higher in Latin 1*

*Teacher recommendation required*

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

### **LATIN 3 A**

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

*Prerequisite: Latin 2*

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

### **LATIN 3 HONORS**

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

*Prerequisite: Latin 2 Honors*

*Guideline: A- or higher in Latin 2 Honors*

*Teacher recommendation required*

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

### **LATIN 4 A**

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

*Prerequisite: Latin 3*

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

### **LATIN 4 HONORS**

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

*Prerequisite: Latin 3 Honors*

*Guideline: A- or higher in Latin 3 Honors*

*Teacher recommendation required*

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

### **AP LATIN**

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

*Prerequisite: Latin 3 Honors or Latin 4 Honors*

*Guideline: A- or higher in Latin 3 Honors or Latin 4 Honors*

*Teacher recommendation required*

The goal of AP Latin is to study Vergil's *Aeneid* and Caesar's description of his own achievements in his *Commentaries*. Students will study the tone, mood, symbolism, and theme of both works through daily translations, regular sight-reading, class discussions, cooperative group work, podcasts, and video clips. Students will translate and discuss the texts in terms of grammar, literary terminology, and Roman values, and they will learn to recognize and use literary devices, in Latin and in English. Students see an increase in their translation skills, and eventually will be able read, understand, and analyze Latin passages they have never seen before.

### **MANDARIN CHINESE 1 A**

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

*Prerequisite: None*

Mandarin Chinese 1 A is a full-year course that provides opportunities to develop students' proficiencies across the three communicative modes: interpersonal, interpretive, and presentational. Students will also improve their proficiency skills through exposure to the five ACTFL World Readiness goal areas: communication, cultures, connections, comparisons, and communities. In this beginning course, students learn pronunciation patterns, tones, and basic linguistic structures. Students will speak, listen, read, and write in Chinese on topics related to students' selves, their families, and their school environment. Units on Chinese history and culture complement the language portion of the course. Open to students with no previous background in Chinese.

### **MANDARIN CHINESE 2 A**

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

*Prerequisite: Mandarin Chinese 1 or Middle School Chinese program*

Mandarin Chinese 2 A is a full-year course that provides opportunities to further develop students' proficiencies across the three communicative modes: interpersonal, interpretive, and presentational. Students will also improve their proficiency skills through exposure to the five ACTFL World Readiness goal areas: communication, cultures, connections, comparisons, and communities. Students will speak, listen, read, and write in Chinese on topics related to students' selves, their families, and their school environment in more depth. As the year progresses, students will gain more exposure to hearing the target language being spoken in class. Teacher-guided assignments and projects will encourage students to gain proficiency over perfection. Frequent visits to the Language Lab will serve to improve the student's listening and speaking proficiency.

## **MANDARIN CHINESE 2 HONORS**

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

Mandarin Chinese 2 Honors is a full-year course that provides opportunities to further develop students' proficiencies across the three communicative modes: interpersonal, interpretive, and presentational. Students will also improve their proficiency skills through exposure to the five ACTFL World Readiness goal areas: communication, cultures, connections, comparisons, and communities. Students will speak, listen, read, and write in Chinese on topics related to students, their families, and their school environment in more depth. As the year progresses, students will gain more exposure to hearing the target language being spoken in class. Student-directed assignments and projects will encourage students to gain proficiency over perfection. Supplementing the textbook and workbook are units on Chinese history and culture as well as film and music selections. Frequent visits to the Language Lab will serve to improve the student's listening and speaking proficiency.

## **MANDARIN CHINESE 3 A**

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

Mandarin Chinese 3 A is a full-year course that provides opportunities to further develop students' proficiencies across the three communicative modes: interpersonal, interpretive, and presentational. Students will also improve their proficiency skills through exposure to the five ACTFL World Readiness goal areas: communication, cultures, connections, comparisons, and communities. Students will speak, listen, read, and write in Chinese on topics related to students, their families, their school environment, and their community in more depth. Students will gain more exposure to hearing the target language being spoken in class. Teacher-guided assignments and projects will encourage students to gain proficiency over perfection. Frequent visits to the Language Lab and classroom discussions in Chinese will serve to improve the student's listening and speaking proficiency.

## **MANDARIN CHINESE 3 HONORS**

*1.0 credit                      Grades 9, 10, 11, 12                      Full-Year*  
*Prerequisite: Mandarin Chinese 2 Honors*  
*Guideline: A- or higher in Mandarin 2 Honors*  
*Teacher recommendation required*

Mandarin Chinese 3 Honors is a full-year course that provides opportunities to further develop students' proficiencies across the three communicative modes: interpersonal, interpretive, and presentational. Students will also improve their proficiency skills through exposure to the five ACTFL World Readiness goal areas: communication, cultures, connections, comparisons, and communities. Students will speak, listen, read, and write in Chinese on topics related to students, their families, their school environment, and their community in more depth. Students will gain more exposure to hearing the target language being spoken in class. Student-directed assignments and projects will encourage students to gain proficiency over perfection. Frequent visits to the Language Lab and classroom discussions in Chinese will serve to improve the student's listening and speaking proficiency.

## **MANDARIN CHINESE 4 A**

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



Mandarin Chinese 4 A is a full-year course that provides opportunities to further develop students' proficiencies across the three communicative modes: interpersonal, interpretive, and presentational. Students will also improve their proficiency skills through exposure to the five ACTFL World Readiness goal areas: communication, cultures, connections, comparisons, and communities. Students will speak, listen, read, and write in Chinese on topics related to students, their families, their school environment, and their community in depth. Students will also learn to relate and contrast their lives and their world with that of their counterpart in China. Students will gain more exposure to hearing the target language being spoken in class. Student-directed assignments and projects will encourage students to gain proficiency over perfection. Supplementing the textbook and workbook are units on various aspects of Chinese history and culture as well as supplementary grammar materials. Frequent visits to the Language Lab and classroom discussions in Chinese will serve to improve the student's listening and speaking proficiency.

#### **MANDARIN CHINESE 4 HONORS**

*1.0 credit*                      *Grades 11, 12*                      *Full-Year*  
*Prerequisite: Mandarin Chinese 3 Honors*  
*Guideline: A- or higher in Mandarin Chinese 3 Honors*  
*Teacher recommendation required*

Mandarin Chinese 4 Honors is a full-year course that provides opportunities to further develop students' proficiencies across the three communicative modes: interpersonal, interpretive, and presentational. Students will also improve their proficiency skills through exposure to the five ACTFL World Readiness goal areas: communication, cultures, connections, comparisons, and communities. Students will speak, listen, read, and write in Chinese on topics related to students, their families, their school environment, and their community in depth. Students will also learn to relate and contrast their lives and their world with that of their counterpart in China. Students will gain more exposure to hearing the target language being spoken in class. Student-directed assignments and projects will encourage students to gain proficiency over perfection. Supplementing the textbook and workbook are units on various aspects of Chinese history and culture as well as supplementary grammar materials. Frequent visits to the Language Lab and classroom discussions in Chinese will serve to improve the student's listening and speaking proficiency.

#### **MANDARIN CHINESE 5 A**

*1.0 credit*                      *Grades 11, 12*                      *Full-Year*  
*Prerequisite: Mandarin Chinese 4*

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

#### **MANDARIN CHINESE 5 HONORS**

*1.0 credit*                      *Grades 11, 12*                      *Full-Year*  
*Prerequisite: Mandarin Chinese 4 Honors*

*Guideline: A- or higher in Mandarin Chinese 4 Honors*  
*Teacher recommendation required*

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

### **AP CHINESE LANGUAGE AND CULTURE**

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

*Prerequisite: Mandarin Chinese 4 Honors or Mandarin Chinese 5 Honors*

*Guideline: A- or higher in Mandarin Chinese 4 Honors or Mandarin Chinese 5 Honors*

*Teacher recommendation required*

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

### **SPANISH 1 C**

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

*Prerequisite: None*

*Guidelines: Teacher and/or school counselor recommendation; student demonstrates need for additional support in second language learning*

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

*\*Note: Approved by NCAA as an additional core course for .5 unit only*

### **SPANISH 1 B**

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

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

*\*Note: Spanish 1B approved by NCAA as an additional core course for .5 unit only*

### **SPANISH 1 A**

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

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

*\*Note: Spanish 1B approved by NCAA as an additional core course for .5 unit only*

### **SPANISH 2 C**

*1.0 credit                      Grades 9, 10, 11, 12                      Full-Year*  
*Prerequisite: Spanish 1 C*  
*Guideline: Teacher and/or school counselor recommendation*

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

*\*Note: Approved by NCAA as an additional core course for .5 unit only*

### **SPANISH 2 B**

*1.0 credit                      Grades 9, 10, 11, 12                      Full-Year*  
*Prerequisite: Spanish 1*

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

*\*Note: Approved by NCAA as an additional core course for .5 unit only*

### **SPANISH 2 A**

*1.0 credit                      Grades 9, 10, 11, 12                      Full-Year*  
*Prerequisite: Spanish 1*

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

### **SPANISH 2 HONORS**

*1.0 credit                      Grades 9, 10, 11, 12                      Full-Year*  
*Prerequisite: Spanish 1*  
*Guideline: A- or higher in Spanish 1*  
*Teacher recommendation required*

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

### **SPANISH 3 B**

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

This level of Spanish study allows the students to continue to expand their knowledge of the Hispanic people, language and culture. In addition, students have the opportunity to further improve their interpersonal, presentational and interpretive skills. Regular work in the language lab allows for further

mastery of listening comprehension and pronunciation. Class time is devoted to speaking practice and writing practice in the target language. In addition to written/oral tests and quizzes, students are assessed by means of spoken dialogues and other communicative activities. The A-level and B-level courses differ in pacing, variety of topics covered, and depth of study.

*\*Note: Approved by NCAA as an additional core course for .5 unit only*

### **SPANISH 3 A**

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

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

### **SPANISH 3 HONORS**

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

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

### **SPANISH 4 B**

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

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

preterit vs. imperfect tenses and indirect and direct object pronouns. The A-level and B-level courses differ in pacing, variety of topics covered, and depth of study.

*\*Note: Approved by NCAA as an additional core course for .5 unit only*

### **SPANISH 4 A**

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

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

### **SPANISH 4 HONORS**

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

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

### **SPANISH 5 A**

*1.0 credit                      Grades 11, 12                      Full-Year*  
*Prerequisite: Spanish 4*

Students in this course will focus on the improvement of their proficiency in the language with regard to all four skills (reading, writing, listening, and speaking) in alignment with the ACTFL Standards. Students will progress from writing short paragraphs to longer essays. Mastery of the present, future, and past tenses as well as the subjunctive mood is needed as foundation to further develop language skills. Students’ speaking skills improve through the increased number of activities practiced in the Language Lab as well as the use of Spanish as the only means of communication in the classroom. Various online texts and short films are used to provide the students with the opportunity to use the

language in a truly communicative way, particularly through the use of authentic material and information from various Spanish-speaking countries where the target language is spoken.

### **SPANISH 5 HONORS**

*1.0 credit                      Grades 11, 12                      Full-Year*

*Prerequisite: Spanish 4 Honors*

*Guideline: A- or higher in Spanish 4 Honors*

*Teacher recommendation required*

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

### **AP SPANISH LANGUAGE AND CULTURE**

*1.0 credit                      Grades 11, 12                      Full-Year*

*Prerequisite: Spanish 4 Honors or Spanish 3 Honors*

*Guideline: B+ or higher in Spanish 4 Honors or A- or higher in Spanish 3 Honors,*

*Teacher recommendation required*

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

The objectives of the course are:

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

The following AP themes are covered: families and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges. A strong command of the linguistic structures and advanced vocabulary are expected in order to build proficiency in all of the modes of communication. Spanish is spoken exclusively by the teacher and students. Students are expected to take the Advanced Placement Examination in May. This course has a summer assignment that includes listening, reading, speaking, and writing activities.

### **AP SPANISH LITERATURE AND CULTURE**

*1.0 credit                      Grades 11, 12                      Full-Year*

*Prerequisite: Completion of AP Spanish Language and Culture*

*Guideline: B- or higher in AP Spanish Language and Culture  
Teacher recommendation required*

The AP Spanish Literature and Culture course is designed to introduce students who have advanced language skills to the formal study of a representative body of literary texts in Spanish. All literature will be studied as it was written, and no abridged, simplified, or translated versions will be allowed. Spanish will be the only means of communication in the class, both by the teacher and the students. Class time is devoted to high level literary and historical discussions and writing practice completed exclusively in the target language. In addition to written and oral assessments, students are expected to participate actively in dialogues and other communicative activities on a daily basis. This program is an introduction to representative works of prose, poetry, art, and theater from different periods. Students will become aware of the cultural, social, historical, and geographical context of the literary works. They will also acquire the concepts and terminology used for textual analysis. By learning to identify and interpret the various elements that enter into the composition of a literary text and to perceive their relationships, students will acquire a fuller understanding and appreciation of the art and significance of literature. This course has an extensive summer reading requirement.