



Stamford Public Schools

EXCELLENCE IS THE POINT.

2021-2022

PROGRAM OF STUDIES



West Hill High School



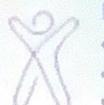
Stamford High School

Stamford Public Schools will support productive habits of: Mind, Body and **Heart**



Mind

- Critical
- Self regulating
- Creative



Body

- Active lifestyle
- Healthy choices
- Self care



Heart

- Emotional health
- Good character
- Positive decisions

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Stamford Public Schools

EXCELLENCE IS THE POINT.

Mission Statement

The mission of the Stamford Public Schools is to provide an education that cultivates productive habits of mind, body and heart in every student.

Vision Statement

The Stamford Public Schools will be a learning organization that continuously improves its effective, innovative and transformational teaching and learning. We will challenge, inspire and prepare all students to be productive contributing members of society.

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HIGH SCHOOL AND YOUR FUTURE

This booklet has been designed to assist you and your parents in preparing for your high school years and for your future. The high schools in Stamford offer many opportunities to all students.

During your high school years you will make decisions that will enable you to work toward long-range goals in a planned, sequential manner. Consulting with school counselors will enable you to identify personal strengths and to consider a program of study that will be challenging and fulfilling.

DEVELOPING YOUR PLAN OF STUDIES

With the help of your school counselor, as an entering high school student you should begin to develop a four-year plan of courses. Your plan may change as you consider new information, but it should illustrate what you want to accomplish and the level of skill you want to achieve by the time you graduate. In general, students select courses to meet the requirements of their high school, college, and career goals.

You will benefit from taking advantage of the school counseling services available in the high schools. In addition to conferences with your counselor, the School Counseling Office provides a number of services.

CAREER AND COLLEGE PLANNING

Each high school has a fully equipped Career Center. There is easily accessible information on all career fields. Information on careers, planning for the future, and learning more about oneself is available in a variety of print and non-print formats. There are computers, recent college catalogs and videos, handbooks, applications, directories, and trade and vocational school guides. Specific job briefs describing the level of education needed to enter and progress within a career field are also featured.

All students have access to Naviance, a web-based tool for guiding students and their parents through the entire college and career

planning process. **See page 91 for information about Naviance.**

Students are encouraged to browse, begin a career search, or follow up on interests in the Career Center. This is a means by which individuals become aware of the relationship between school courses and possible career options. Career Counselors specializing in career planning are at each high school center to provide additional assistance. Students can use the computers in the Career Center to explore occupations, colleges, the armed services, and financial aid.

CAREER AND TECHNICAL ACADEMIES

Career awareness and planning are integrated throughout the curriculum in all the subject areas and across all grade levels. In addition, there are a number of career and technical academies and programs that link overall learning to the real global market-place.

Opportunities for you to learn more about your interests and abilities are made possible through a variety of tests and assessments in various formats. You and your counselor will use this information, along with other factors, to discuss possible careers and their educational requirements.

*For more information about activities and programs to help you plan your future, see **CAREER AND TECHNICAL EDUCATION on page 91.***

TESTS FOR COLLEGE ENTRANCE

PSAT/NMSQT

The Preliminary Scholastic Aptitude Test (PSAT) provides critical reading, math problem solving, and writing skill practice. The test does not have an essay. All sophomores are required to take the test. The test provides practice for the SAT. It is given in October at the student's high school. In December, students will receive their test booklet and scores in the form of a comprehensive Score Report. In addition to the results, the Score Report provides information related to college and Advanced Placement course readiness.

The National Merit Scholarship Qualifying Test (NMSQT) is for juniors who wish to apply for the National Merit Scholarship Program, the National Achievement Scholarship Program for Black American Students, or the National Hispanic Recognition Program. In October of their junior year, students retake the PSAT which acts as the qualifying test for these scholarship programs. Only the junior year administration results are used.

When students take the PSAT/NMSQT in October, they will be asked if they want to be part of the College Board Search Service. With the student's permission, his/her name, address, sex, birth date, school, grade level, ethnic group, email address, and intended college major will be sent to colleges that use the service. Scores are not sent as part of this process. Colleges do not receive or use PSAT/NMSQT scores for admissions decisions.

Students are encouraged to take advantage of free, personalized online SAT practice with Khan Academy. The practice test is closely aligned with the PSAT/NMSQT.

www.collegeboard.org/psatpractice

Students with special accommodations for extended time on national testing must fill out a Services for Students with Disability (SSD) form and have prior approval by the College Board in order to take the PSAT or SAT test with special accommodation.

Scholastic Aptitude Test (SAT)

Beginning spring 2016, the SAT has been redesigned to focus closely on the knowledge and skills that matter most for postsecondary education and career success. There is a greater emphasis on the meaning of words in extended contexts and on how word choice shapes meaning, tone, and impact. The SAT is aligned to current Stamford Public Schools curriculum and instructional practices.

The SAT counts as the state assessment for Connecticut as well as for college entry. For the state assessment, the SAT is given to all juniors in the spring at their high school. This test includes *Evidence-Based Reading and Writing* and *Math*. The *Evidence-Based Reading and Writing* portion of the test includes (a) reading, (b) writing and language arts. The *Math* portion of the test includes a calculator portion and a non-calculator portion.

For college entry, the SAT includes the tests listed above and may also include the 50 minute *Essay*. Students should check the specific college requirements to determine if the *Essay* is required for admittance.

SAT Subject Tests

The SAT Subject Tests are a battery of one-hour, mostly multiple-choice tests that measure how much students know about a particular academic subject and how well they can apply that knowledge. Some schools require SAT Subject Tests; students should plan ahead and accordingly. However, students may also choose to take

tests in subject areas of interest and in which they excel to demonstrate academic qualification for college admission. SAT scores become part of a student's record.

The SAT tests are offered several times during the year. Registration should take place online at www.collegeboard.org. There are some registration forms in the Career Center. There is a registration fee, but fee waivers are available to financially eligible students. The school codes for registration are:

- 070750 – Stamford High School**
- 070751 – Westhill High School**
- 070707 – AITE**

2021-2022 SAT Test Dates (Anticipated)

<u>SAT Date</u>	<u>SAT Subject Tests Available</u>
August 28, 2021	Yes
October 2, 2021	Yes
November 6, 2021	Yes
December 4, 2021	Yes
March 12, 2022	No
May 7, 2022	Yes
June 4, 2022	Yes

Contact www.collegeboard.org or your school counselor for registration deadlines.

American College Test (ACT)

The ACT assessment is designed to measure high school students' college readiness and is made up of multiple-choice tests that cover four skill areas: English, Mathematics, Reading, and Science. The Writing Test, which is optional, measures skills in planning and writing a short essay.

2021-2022 ACT Test Dates

September 11, 2021	April 9, 2022
October 23, 2021	June 11, 2022
December 11, 2021	July 16, 2022
February 5, 2022	

Contact www.actstudent.org or your school counselor for testing information.

Assistance is available for students with disabilities taking the ACT. The ACT is accepted for college entry.

Test of English as a Foreign Language (TOEFL)

The TOEFL is a requirement for admission into colleges and universities where instruction is in English. In addition, many government, licensing, and certification agencies, and exchange and scholarship programs use TOEFL scores to evaluate the English proficiency of people for whom English is not their native language.

The TOEFL test is offered in different formats depending on your location. The Internet-based test (iBT) is currently available in the United States. The TOEFL measures the ability of non-native speakers to understand North American English as it is used in college. Scores on the TOEFL are required by almost all two- and four-year colleges and universities in both the United States and Canada. TOEFL is also used by institutions in other countries in which English is the language of instruction. The institutions want to make sure that entering students can understand the instructors and can do college level work. The test is recommended for students who have been in the United States for three years or less.

Armed Services Vocational Aptitude Battery (ASVAB)

The ASVAB is a series of tests related to the skills needed in performing jobs in the Armed Services. Students considering a military career should see their counselors to make an appointment with the service representative for the test. It is given in January. Students participating will have their results interpreted by a representative of the armed services.

COLLEGE LEVEL CURRICULA/COURSES

Advanced Placement (AP)

AP courses are designed to meet the objectives of rigorous first year courses at the college level as prescribed by the College Entrance Examination Board Advanced Placement Program. AP courses provide students with the opportunity to earn college credit, advanced placement, or both. Each AP course concludes with a college-level test which is an essential part of the AP experience enabling students to demonstrate their mastery of college-level course work.

More than 90 percent of 4-year colleges grant credit and placement on the basis of successful AP exam scores. AP courses are offered in the following subject areas to prepare students for taking the AP examination: Art, English, Math, Music, Social Studies, World Languages, and the Sciences. The examinations are given in May.

Students who wish to receive the weighted credit of .07 for rank and grade point average (GPA) in those subjects are required to take the AP examination. To earn college credit a student must receive a passing score of 3 or higher on the AP exam. There are additional course requirements for AP classes, particularly during the summer. Students are expected to consult their AP teachers for those requirements.

For more information visit www.collegeboard.org.

Early College Studies (ECS)

Early College Studies, offered at Stamford High School, is a program that allows students to earn their high school diploma as well as an Associate's Degree in Mobile Programming or Software Engineering from Norwalk Community College.

ECS is one of only five programs of its kind in Connecticut and is modeled after a national program with a proven track record for increasing graduates' immediate enrollment into college, as well as preparing graduates with the skills necessary for immediate hire into the technology industry workforce.

Students benefit from mentoring by professionals, extra help through tutoring, workplace experience through a paid internship in the summer after their junior year, and use of their own Chromebook. After completing core requirements for high school and testing ready for college English and Math, students have the opportunity to take courses through Norwalk Community College such as Introduction to Programming, Web Development, Database Development, XML for WWW and others, as well as preparing for their internship through a specific ECS course called Workplace Learning.

Application to ECS is made during the student's 8th grade year. For more information, go to the Stamford High School website.

University of Connecticut Early College Experience (UConn ECE)

The UConn ECE program provides academically motivated students with the opportunity to take university courses while in high school. Students may earn college credit for each UConn ECE course taken. Successful completion of a UConn ECE course adds .07 weighted credit to a student's rank and GPA. 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. College

HS AND YOUR FUTURE

credit is earned for a fraction of the cost it would be if the course were taken on a UConn campus.

UConn ECE instructors are high school teachers certified as adjunct professors by the University. UConn ECE faculties foster independent learning, creativity, and critical thinking – all important for success in college and careers. UConn ECE courses are offered in Art, English, Math, Music, Social Studies, World Languages, and the Sciences. To support rigorous learning, University of Connecticut academic resources, including library and online classroom ac-

HS AND YOUR FUTURE

cess, are available to all UConn ECE students.

UConn ECE students must successfully complete the course with a grade of C or above in order to receive University credit. UConn credits are transferable to many colleges and universities. Students are charged a program fee of \$50 per credit plus a resource fee of \$20. Thus, a 2-credit course will cost \$100 and a 3-credit course will cost \$150. For additional information, visit www.ece.uconn.edu.

REQUIREMENTS FOR A HIGH SCHOOL DIPLOMA

In order to obtain a high school diploma from the Stamford Public Schools, students are expected to demonstrate proficiency in Reading, Writing, Mathematics, and Science. School counselors are responsible for monitoring student progress in reaching graduation requirements. School counselors will inform parents of student progress and will work with department heads and teachers to help students reach proficiency in all academic areas.

Grades 9th, 10th and 11th (Graduating classes 2023 and beyond)

District Required Courses and Credits for Graduation:

Students are required to accumulate **25** or more course credits, distributed as follows:

HUMANITIES	9 TOTAL CREDITS
➤ English	4 credits
➤ Social Studies	3 credits (.5 in Civics)
➤ Arts	1 credit
➤ Subject Area Elective	1 credit
SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS	9 TOTAL CREDITS
➤ Mathematics (must earn credit in Algebra & Geometry)	3 credits
➤ Science	3 credits
➤ Subject Area Elective	3 credits
WELLNESS	2 TOTAL CREDITS
➤ Physical Education	1 credit
➤ Health and Safety Ed	1 credit
WORLD LANGUAGE	1 TOTAL CREDIT
MASTERY-BASED LEARNING	1 TOTAL CREDIT
GENERAL ELECTIVES	3 TOTAL CREDITS

Grade 12th (Graduating class of 2022)

District Required Courses and Credits for Graduation:

Students are required to accumulate **20** or more course credits, distributed as follows:

COURSE	CREDITS
English	4
Math	3
Science	2
Social Studies	3
Fine Arts/Career & Technical Education	1
Health	1
Physical Education	1
Electives	5
Total	20

CREDITS

Each student entering grade 9 is required to earn a minimum of 25 credits for graduation. As a general rule, the maximum total credits a student may earn each year is 7. Of these 7 credits, no more than 2 credits may be transferred from approved programs outside the school. A student must earn the following number of credits to be promoted: to sophomore class – 5.5; to junior class – 11.5; to senior class – 18. For the 2022 graduating class of 2022, 20 credits are required for graduation.

HONORS COURSES

Honors courses explore the subject matter in depth and in a comprehensive and accelerated approach. Courses are available in the following academic subjects: English, Mathematics, Science, Social Studies, and World Languages. These courses are intended for students who have demonstrated motivation, interest, and achievement in previous courses taken in this content area. Students are required to meet specific criteria for all honors courses. Successful completion of an honors course adds .05 weighted credit to a student’s rank and GPA. For further information, contact the school counselor or department head.

ONLINE COURSES

Students may choose to enroll in online courses and earn high school credit upon their successful completion. These courses offer students opportunities to participate in online discussions and group projects while learning rigorous course content with teachers not physically located in their own school. Credit will only be given for courses that are offered by an accredited educational institution and pre-approved by the Stamford Public Schools. Credit for these courses will be counted in the student’s GPA or class rank. For further information, contact the school counselor or department head.

SEAL OF BILITERACY

Stamford Public Schools recognizes students who have studied and attained proficiency in English and another language and have met specific requirements at the time of graduation by awarding a Seal of Biliteracy on their transcripts and diplomas. The seal recognizes the value of students’ academic efforts, the tangible benefits of being bilingual and biliterate, and prepares students to be productive contributing members of our global society. The Seal of Biliteracy was adopted by the district in 2018.

INDEPENDENT STUDY

(Grade 12 or permission of principal)
Independent study is available in most areas. Students electing this course will conduct an in-depth study of a specific topic in consultation with an advisory teacher. This course of study must be approved by the department head. Credit for these courses is not counted in the GPA.

GRADING SYSTEM		
High Honor Roll = 4.0		Honor Roll = 3.0
Letter Grade	Number Value	Grade Point
A	93-100	4.00
A-	90-92	3.75
B+	87-89	3.50
B	83-86	3.00
B-	80-82	2.75
C+	77-79	2.50
C	73-76	2.00
C-	70-72	1.75
D+	67-69	1.50
D	63-66	1.00
D-	60-62	0.75
F	0-59	0.00
M	Medical	0.00
P	Passing	0.00
I	Incomplete	0.00
LC	Loss of Credit	0.00
W	Withdrawn	0.00
NG	No Grade	0.00

CLASS RANK AND GPA

Each student will receive two class ranks: unweighted and weighted. The unweighted rank is computed by using the grade point average (GPA) of the final marks earned by each student in grades 9-12 in all subjects except those on Pass/Fail (P/F), and Independent Study. The weighted rank is calculated by adding the following values to the unweighted GPA: .05 weight for each Honors class taken and .07 weight for each Advanced Placement, IB and UConn ECE course taken. Only students who have attended Stamford Public schools for four semesters are included in the class rank.

While the rules and regulations outlined in the Program of Studies apply to all students, the school principal may make exceptions in the best educational interest of individual students.

HONOR ROLL

The Stamford Public Schools believes in recognizing students who demonstrate significant academic achievement through hard work and commitment. To earn honors in a marking period a student must be taking a minimum of 3 credits in that marking period. There are three levels of Honors:

- Honors with Distinction: Straight A's (Includes A and A-)
- High Honors: All A's with the exception of one B (Includes B+, B, and B-)
- Honors: All A's and/or B's with the exception of one C (includes C+, C, and C-)

All course grades will be included in the calculation for qualifying for Honor Roll. Honor Roll status will be indicated on report cards quarterly.

Note: New students enrolled in the Stamford Public Schools who do not have grades awarded by the Stamford Public Schools would not be included in the Honor Roll determination

SENIOR INTERNSHIP EXPERIENCE

Stamford Public Schools offers a Senior Internship Experience (SIE) program. The SIE provides various internship opportunities at different locations within the City of Stamford: city departments, schools, non-profits, and approved self-designed sites across the city. This program gives students the opportunity to pursue their unique interests, passions and talents with hands on job experience.

In order to participate, seniors must meet the following prerequisites:

- Have a minimum cumulative GPA of 2.0
- Provide teacher recommendation
- Successfully meet grade, behavior, and attendance requirements for both semesters 1 and 2 of senior year
- Passing and not in danger of failing any senior year course
- Meeting all graduation requirements
- Have health insurance coverage (and auto insurance if driving to, during, and from the internship site)
- Have settled all accountabilities prior to the start of the internship
- Endorsement from their parent or guardian
- Review and approval from the School Counselor, Principal, and SIE Program Coordinator, and the Coordinator for College and Career.

Students who are approved to participate in the Senior Internship Experience end their regular classes (after AP testing) and have their grades finalized and classwork requirements ended as they transition to their internship sites full-time (30 hours per

week). The internships effectively take the place of attending classes for the last five weeks of school. All internships are unpaid and students will receive .5 credit for successful completion of the program. Students will have a mentor on the job and a school faculty member who will monitor their progress throughout the internship.

CHOOSING YOUR COURSES

Each school staff member (counselor, teacher, department head, administrator) is available to parents and students to assist them in choosing a program of studies. Individual student conferences with a school counselor are necessary for proper course selection. They will help to ensure that courses meet the individual student's needs, abilities, and interests, as well as his/her goals upon high school graduation.

Regardless of individual interests, there are certain subjects that have been established as **Requirements** to be taken by all students. There are other subjects, called **Electives**, designed to meet individual student interests. Because of the sequential nature of certain courses and the necessity for establishing a firm foundation for more advanced levels of study, many courses have "prerequisites." Under exceptional circumstances, prerequisites may be waived with the approval of appropriate school personnel if the student can show sufficient background and interest. Electives are similar at each high school. However, each school does offer some additional courses based upon the particular needs and interests of the students or the special talents of the faculty. There are also opportunities to take online courses, with prior consultation with the School Counseling Office and approval from school officials. To ensure that elected courses have a relationship to their educational goals, students should consider a sequence of courses within a subject area. A sequence is a series of

courses within a subject area studied for two or three years.

Selecting a course represents a commitment to remain in that course for its full term. Any course change after the first marking period will be noted on transcripts with a "W" = Withdrawn.

Students will be assigned to supervised study halls during those periods not assigned to elected courses. Attendance is required and monitored in all courses including study hall.

NOTE: *All courses are offered subject to sufficient enrollment, staffing, and funding. Courses with chronically low enrollment may be discontinued or offered on an alternating year basis to allow interested students the opportunity to take the course at some point during their high school career.*

CHOOSING YOUR GOALS

THE FOUR YEAR COLLEGE

Although requirements differ from college to college, it is generally suggested that students choose their elective sequences from the areas of individual interest and aptitude. The colleges' recommended length of preparation for each subject area is English, 4 years; mathematics, 3-4 years; world language(s), 2-5 years with a minimum of 2 years in any one language; social studies, 3-4 years; science, 3-4 years. It is helpful to frequently talk with your school counselor to keep track of the tests that should be taken, deadlines to be met, courses to be completed, and opportunities for you to work toward your goals.

The Career Center, the school's website, and counselors also have information about scholarships and financial aid procedures for students and their parents.

In selecting applicants for admission, four-year colleges consider class rank, grades earned, level of difficulty of subjects stud-

ied, as well as scores on standardized aptitude and achievement tests. Also considered are letters of recommendation that include comments on a student's character and his/her academic and extra-curricular activities.

OTHER COLLEGES & SPECIALIZED SCHOOLS

Students should review websites, catalogs, or brochures from specialized schools to learn their admissions requirements. This should be done early in order to select the high school courses that will best equip the student to be accepted. Some specialized

schools, such as art, nursing, or dental hygiene, require aptitude tests. Other schools may require their own admissions or placement tests. Most schools take into account scholastic standing, special aptitudes, and personal qualities of the candidate. Students are urged to consult with their counselor early in their high school career to plan their courses to meet these requirements. Opportunities for financial aid, work-study, and scholarships can also be explored.

GENERAL RECOMMENDATIONS FOR COLLEGE PREPARATION

English	4 credits
Mathematics (Algebra 1, Geometry, Algebra II & other advanced mathematics)	3-4 credits
Science (including Biology and Chemistry)	3-4 credits
Social Studies	3-4 credits
World Language	2-5 credits

Students may have different entrance requirements according to the type of college they wish to enter and the course of study they wish to pursue.

**FOUR-YEAR COURSE PLANNING CHART CLASS OF 2023
AND BEYOND**

		<i>9th Grade</i>	<i>10th Grade</i>	<i>11th Grade</i>	<i>12th Grade</i>
HUMANITIES <i>9 Total</i>	English <i>4 credits required</i>				
	Social Studies <i>3 credits required</i>		<i>.5 Civics</i>		
	Visual & Performing Arts <i>1 credit required</i>				
	Elective <i>1 credit required</i>				
STEM <i>9 Total</i>	Math <i>3 credits required</i> <i>(must earn credit for Algebra 1 & Geometry)</i>				
	Science <i>3 credits required</i>				
	STEM Elective <i>3 credits required</i>				
WORLD LANGUAGE <i>1 Total</i>	World Language <i>1 credit required</i>				
WELLNESS <i>2 Total</i>	Physical Education <i>1 credit required</i> <i>(automatically scheduled)</i>	<i>.5 PE</i>	<i>.5 PE</i>		
	Health & Safety <i>1 credit required</i> <i>(automatically scheduled)</i>	<i>.5 Health</i>	<i>.5 Health</i>		
ANY ELECTIVE <i>3 Total</i>	3 credits				

25-Credits Total Required for Graduation, which includes Mastery-Based Learning Credit

STUDENT SUPPORT SERVICES

Student Support Services covers School Counseling, Psychology, Social Work, and Parent Facilitators. Programs and services described in the following paragraphs have one common goal: to provide a continuum of developmental, preventative, remedial, and supportive services that enhance opportunities for all students to achieve academic success and personal well-being. Students are encouraged to visit with the staff of each department to learn how they can receive appropriate help.

COLLEGE & CAREER READINESS/ SCHOOL COUNSELOR SERVICES

Each high school has a staff of school counselors to assist students in selecting options related to educational needs, career planning, and matters of personal and social concern. Upon entering high school, all students are assigned a school counselor. Throughout their high school years, students have yearly individual planning sessions and participate in guided classroom lessons that address academic, socio-emotional, and career development topics. School counselors assist students with course planning and building student success plans to reach their post-secondary goals. Students use Naviance to maintain their student success plan and for college planning and researching occupational information.

From the School Counseling Office, information of general interest to students is widely circulated within the school. Counselors conduct evening programs for parents on topics of special interest relating to financial aid, college admissions, and career orientations. Parents may make appointments to see teachers through the counselor. Students may see their counselor at any time by appointment.

PSYCHOLOGICAL SERVICES

School psychologists are available to facilitate learning and to promote the cognitive, social, and emotional development of all students.

Each school has an assigned school psychologist whose main activity is to enhance the academic achievement of students. This objective is facilitated through the assessment of student needs, implementation of school-wide programming at the primary prevention level, development of positive individual student outcomes, administration of diagnostic evaluations, progress monitoring of student performance, and the offering of therapeutic counseling and crisis counseling supports. School psychologists also offer consultative resources to parents, faculty, and administration in an effort to further promote student learning and social development. The Psychology Department strives to assist in the harboring of a positive school climate that fosters academic and social competence for all learners.

SOCIAL WORK SERVICES

School social workers are available to all students needing individual or group counseling in order to alleviate personal crises and problems of adjustment within the school, the home, or the community. The confidential nature of these communications is understood and respected by each of the social workers and the school community. School social workers are available to parents, faculty, and administration to facilitate and support appropriate educational plans and services for students. Likewise, school social workers maintain close collaborative ties to community providers and serve to connect families

STUDENT SUPPORT SERVICES

to appropriate communal supports available. School social workers who speak a variety of languages are available to each school to meet the needs of all students and families. The department's goal is to enhance student functioning so as to enable the student to take full advantage of his/her educational resources.

FAMILY ENGAGEMENT FACILITATORS

Family Engagement Facilitators provide parents and caregivers of Stamford Public School students with information and support in accessing appropriate resources in

STUDENT SUPPORT SERVICES

the schools and the Stamford community. They help promote respect for parents and caregivers as partners in education, cultivate a welcoming environment within the school community for all families and community partners, serve as school liaisons for concerns raised by families and/or community members and help families navigate the educational system, including Special Education, English Learner programs and technology. Family Engagement Facilitators work with the school community to build strong partnerships that promote the social, emotional, and academic growth of all children.



Alondra Carrera – Westhill

LIBRARY LEARNING COMMONS

The Library Learning Commons serve as the focal point for all information literacy and problem solving instruction in the school. Their mission is to ensure that all students become independent, skillful, and discriminating users of ideas and information.

RESOURCES

The staff works cooperatively and collaboratively with all teachers, administrators, parents, and community partners including the Ferguson Library and the Linked Libraries Project to guide students in their research and to assist them in their academic and recreational reading needs. A wide range of resources in a variety of formats are available from within and outside the school. Collections include reference, non-fiction and fiction books, e-books, databases, newspapers, magazines, DVDs, and audiobooks.

MEDIA

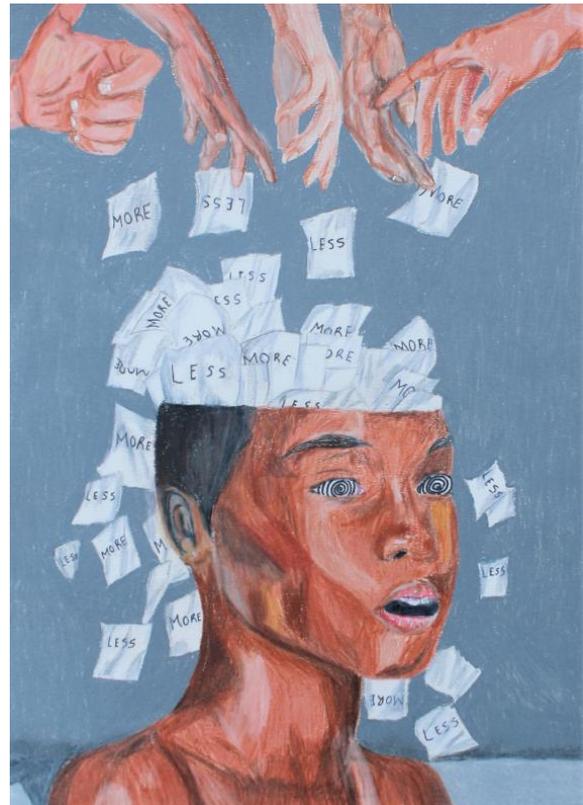
Laminating, interlibrary loan, copying, scanning, and printing are available for school-related projects. 3D printing is also available for students to use.

AFTER SCHOOL

Services are offered to students after school on designated days with teachers and tutors assisting students with homework assignments and test preparation.

STAFF SUPPORT

The staff of the Library Learning Commons is committed to working with the entire school community for all its information needs. The facilities function as information centers for the schools and offer to all students and staff an environment conducive to academic study and active teaching and learning.



Alondra Carrera, - Westhill

ENGLISH LEARNER PROGRAMS

Students identified as English Learners (EL) at the high school level may have a choice of Bilingual, Sheltered, and/or English as a Second Language (ESL) courses which assist them in acquiring listening, speaking, reading, and writing skills while learning content area material.

BILINGUAL PROGRAM

Bilingual courses are offered to Spanish and Haitian-Creole speaking students who meet state and federal guidelines for entrance into the Bilingual Program. In accordance with Section 10-17a-j of the Connecticut General Statutes, only those students who have more than 30 months left toward graduation qualify for the Bilingual Program. The Spanish Bilingual Program is located at Westhill High School and the Haitian-Creole Bilingual Program is located at Stamford High School. The Bilingual Program can be offered for up to 30 months to eligible Spanish and Haitian-Creole speaking students, providing that the student enrolls before October 1 of his/her sophomore year. Students who arrive after October 1 of 10th grade are eligible to enroll in Sheltered content classes and/or ESL courses. The curriculum for Bilingual Health, Math, Science, and Social Studies courses mirrors the course of study in the mainstream education program, with instruction delivered in English with bilingual support

An eligible student may spend up to an additional thirty months in a program of bilingual education if the Board of Education requests an extension from the State Department of Education which makes a determination whether an extension for such student is necessary.

SHELTERED PROGRAM

Sheltered courses are offered at both Stamford High School and Westhill High School to English Learners (ELs) in grades 9-12. The Sheltered Program was designed by State mandate for new arrival speakers of Spanish and Haitian Creole, and is also available to students who speak other languages. Sheltered instruction is an approach for teaching content to EL students in strategic ways that make the subject matter concepts comprehensible while promoting the students' English language development. In order to succeed academically, EL students must master not only English vocabulary and grammar but also the way English is used in core content classes. The theoretical structure of the Sheltered model is that language acquisition is enhanced through meaningful use and interaction where language and content objectives are systematically woven into the instruction. The curriculum for Sheltered English, Health, Math, Science, and Social Studies mirrors the course of study in the mainstream education program, with instruction delivered in simple-to-understand English to make the content more comprehensible for English Learners.

ENGLISH AS A SECOND LANGUAGE

ESL (English as a Second Language) courses are offered to English Learners at the high school level. The ESL Program utilizes national standards in the development of English language skills with intense focus on listening, speaking, reading, and writing. Students engage in meaningful and authentic use of the target language of English with certified TESOL teachers. Students are placed using a combination language level and academic history. In addition, there are EL course offerings focusing on literacy skills and academic language to further specific English language domains necessary for academic success.

NEW ARRIVAL CENTER

The New Arrival Center (NAC) is a program of support for non-English speaking students. The program is delivered in English by certified TESOL teachers (Teacher of English to Speakers of Other Languages). Identified English learners (ELs) who are both new to the country and to the language, and have limited or interrupted formal education (SLIFE) may qualify to attend a NAC. The main objectives of the newcomer program is to help new arrival ELs acquire beginning English skills, guide the students' acculturation into the school system within the United States, and provide instruction in core academic content areas.

PROGRAMA DE APRENDICES DEL INGLÉS

Los estudiantes identificados como Aprendices del Inglés (EL por las siglas en inglés) al nivel de escuela secundaria (escuela superior) pueden ser ubicados en asignaturas **Bilingües, de Inmersión Estructurada y/o de Inglés para Hablantes de Otros Idiomas (ESL por las siglas en inglés)** que les ayuden a adquirir destrezas de escuchar, hablar, lectura y escritura mientras aprenden el material en las áreas de contenido.

PROGRAMA BILINGÜE

Se brindan las asignaturas bilingües a alumnos hispanos y haitianos-frances criollo que llenan los requisitos estatales y federales para la admisión en el Programa Bilingüe. **El Programa Bilingüe en español está ubicado en Westhill High School y el Programa Bilingüe en criollo haitiano está ubicado en Stamford High School.**

Se puede brindar el Programa Bilingüe por hasta 30 meses a alumnos parlantes de español y haitianos-frances criollo con tal que los alumnos se inscriban antes del 1° de octubre de su segundo año. Todos los demás estudiantes que llegan al grado 10 después del 1° de octubre reúnen los requisitos para matricularse en clases con contenido “Sheltered” (de inmersión estructurada), que tienen una programación de ESOL intensiva.

El currículo de las asignaturas Bilingües de Salud, Matemáticas, Ciencias, y Estudios Sociales refleja el programa de estudios del programa de educación regular pero con la instrucción brindada en español e inglés o en haitianos-frances criollo e inglés.

PROGRAMA SHELTERED (DE INMERSIÓN ESTRUCTURADA)

Se brindan las asignaturas Sheltered en ambos Stamford High School y Westhill High School para Aprendices del Inglés de los grados 9 a 12. El Programa Sheltered fue diseñado para hablantes de español y haitianos-frances criollo por mandato del Estado y está disponible también para estudiantes que hablan otros idiomas.

La instrucción Sheltered es un enfoque para enseñar contenido a los alumnos en formas estratégicas que hacen comprensibles los conceptos del material de las asignaturas en estudio a la vez que se promueve el desarrollo del inglés en los alumnos. Para lograr el éxito académico, los alumnos de EL deben dominar no solo el vocabulario y gramática del inglés sino también la forma en que se usa el inglés en las clases de contenido básico. La estructura teórica del modelo Sheltered es que la adquisición de lenguaje es mejorada por medio del uso significativo e interacción en que se entrelazan los objetivos del lenguaje y contenido sistemáticamente en la enseñanza.

El currículo de Inglés, Salud, Matemáticas, Ciencias, y Estudios Sociales Sheltered refleja el programa de estudios del programa de educación regular, con la instrucción brindada en un inglés sencillo de entender para lograr que el contenido sea más comprensible para los Aprendices del Inglés.

Un alumno que reúne los requisitos puede pasar hasta treinta meses adicionales en un programa de educación bilingüe si la Junta de Educación solicita una prolongación al Departamento de Educación del Estado, que es el que determina si es necesaria una prolongación para el antedicho alumno(a).

PROGRAMA DE ESLEGADOS

Se brindan todas las asignaturas de ESL (Inglés como segundo Idioma) a todos los del Idioma Inglés al nivel de escuela secundaria (escuela superior). El programa ESL usa las normas nacionales de TESOL (Maestros de Inglés para Hablantes de Otros Idiomas) para el desarrollo de las destrezas del idioma inglés con un enfoque intenso en el uso significativo y auténtico del inglés, el idioma de enfoque, con maestros de TESOL certificados.

CENTRO DE RECIÉN LLEGADOS

New Arrival Center (Centro de Recién Llegados – NAC por las siglas en inglés) es un programa de apoyo para estudiantes que no hablan inglés. El programa es presentado en inglés por maestros de TESOL (Maestros de Inglés para Hablantes de Otros Idiomas por las siglas en inglés). Aprendices del Inglés (ELs por las siglas en inglés) para quienes el país y el idioma son nuevos, o haber interrumpido su educación formal (SLIFE por las siglas en inglés), pueden reunir los requisitos para asistir a NAC. Los objetivos principales del programa de recién llegados es ayudar a los recién llegados ELs a adquirir destrezas del principio del idioma inglés, guiar la aculturación de los estudiantes en el sistema escolar dentro de los Estados Unidos y proporcionar enseñanza en las áreas de contenido básicas.

PROGRAMA BILINGÜE EN ESPAÑOL

MATERIAS BRINDADAS

Salud 1 Salud y Desarrollo Social 2 Matemáticas Fundacionales Álgebra 1 Geometría Álgebra 2 Física de Ciencias Físicas (1/2 año) Química de Ciencias Físicas (1/2 año) Biología	Ciencias Sociales 9 Historia Mundial Moderna Historia De Los Estados Unidos Cívica
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9890_SALUD 1

1/2 crédito

Este curso examina la relación que existe entre la salud física, emocional y social. Los estudiantes explorarán el proceso de tomar decisiones y aprenderán cómo sus decisiones contribuyen a mantener la salud personal. Los temas mayores incluyen, pero no están limitados a la salud emocional, nutrición, el bienestar, uso y abuso de sustancias no controladas, salud sexual, prevención de violencia y cómo responder a emergencias.

9880_SALUD Y DESARROLLO SOCIAL 2

1/2 crédito

Este curso examina la relación que existe entre la salud física, emocional y social. Los estudiantes explorarán el proceso de tomar decisiones y aprenderán cómo sus decisiones contribuyen a mantener la salud personal. Los temas mayores incluyen, pero no están limitados a la salud emocional, nutrición, el bienestar, uso y abuso de sustancias no controladas, salud sexual, prevención de violencia y cómo responder a emergencias.

6181_MATEMÁTICAS FUNDACIONALES 1

6180_MATEMÁTICAS FUNDACIONALES 2

6183_MATEMÁTICAS FUNDACIONALES 3

6184_MATEMÁTICAS FUNDACIONALES 4

1/2 crédito 1 semestre

Esta materia proporciona apoyo académico para los aprendices de inglés recién llegados que necesitan desarrollar un sentido de números fuerte mediante ver relaciones entre operaciones y números, hacer estimados razonables y divisar respuestas irrazonables. La enseñanza se enfoca en el uso de actividades prácticas, manipuladores y aplicaciones de la vida real. Los

alumnos desarrollan una comprensión de las relaciones de proporciones en relación con las funciones lineares.

6104_ALGEBRA 1

1 crédito

Este curso examina las propiedades de los números reales, ecuaciones lineales y cuadráticas expresiones y funciones de polinomios, desiguales, expresiones y funciones exponenciales y sistemas de ecuaciones. El énfasis cae sobre representaciones algebraicas, geométricas y gráficas de estos temas a través de actividades de pensamiento crítico, además del uso de la computadora y la tecnología de calculadoras gráficas. Los estudiantes se enfocan durante el año completo en la solución de problemas y las aplicaciones auténticas.

6106_GEOMETRÍA

1 crédito

Prerrequisito: Algebra 1

La matrícula puede que tome en cuenta la opinión profesional del personal escolar. Este curso examina aspectos geométricos del plano y figuras sólidas, tales como las propiedades de las líneas, los ángulos, triángulos, cuadriláteros, círculos, lo que incluye la longitud, el área, el área de la superficie y el volumen de los sólidos al igual que el razonamiento inductivo y la prueba. El énfasis recae en la representación algebraica, geométrica y gráfica de estos tópicos a través de actividades que usan el pensamiento crítico además del uso de la tecnología de las computadoras y la calculadora gráfica. Los estudiantes se enfocan a través del año en la solución del problema y su aplicación a la vida real.

6212_ALGEBRA 2

Prerrequisito: Geometría

1 crédito

Este curso examina las propiedades de los números reales, ecuaciones lineales y funciones, desiguales, sistemas lineales, funciones cuadráticas y polinomios, exponentes radicales, funciones exponenciales, y logaritmo. El énfasis se basa en representaciones algebraicas, geométricas y gráficas de estos temas a través de actividades de pensamiento crítico, además del uso de la computadora y la tecnología de calculadoras gráficas. Los estudiantes se enfocan durante el año completo en la solución de problemas, y las aplicaciones auténticas de la vida real, así como otras destrezas que se requieren para el examen de S.A.T. durante el año para entrar en la universidad.

8451_FÍSICA DE CIENCIAS FÍSICAS

½ crédito

Esta asignatura explora los principios básicos de la física con un enfoque completo. Los alumnos aprenden por medio de un enfoque basado en indagar que tiene el propósito de estimular las destrezas del pensamiento crítico, investigadoras y de la toma de decisiones así como las

destrezas de colaboración e investigación básica. Las investigaciones de laboratorio son una parte íntegra de esta materia. Como resultado de esta asignatura, los estudiantes exploran y explican conceptos físicos básicos y sus aplicaciones relacionadas.

8452_ QUÍMICA DE CIENCIAS FÍSICAS

½ crédito

Esta asignatura explora los principios básicos de la química con un enfoque completo. Los alumnos aprenden por medio de un enfoque basado en indagar que tiene el propósito de estimular las destrezas del pensamiento crítico, investigadoras y de la toma de decisiones así como las destrezas de colaboración e investigación básica. Las investigaciones de laboratorio son una parte íntegra de esta materia. Como resultado de esta asignatura, los estudiantes exploran y explican conceptos químicos básicos y sus aplicaciones relacionadas.

809_ BIOLOGÍA

1 crédito

Este curso explora principios biológicos. El curso examina la ecología, biología de células, genética, evolución, micro-organismos, plantas, vertebrados e invertebrados. La comprensión estudiantil de la biología se fomenta con investigaciones en el laboratorio, solución de problemas y actividades que promueven el pensamiento crítico. Como resultado de este curso los estudiantes explorarán y explicarán conceptos de biología y aplicaciones relacionadas.

5840_ CIENCIAS SOCIALES 9

1 crédito

Este curso se enfoca en ambas civilizaciones, la occidental y la no-occidental, desde la civilización antigua hasta la era moderna. Al examinar varios temas y conceptos económicos y sociales, el curso sirve como fundación para la historia mundial moderna, permitiendo a los estudiantes evaluar y analizar eventos desde perspectivas múltiples.

5180_ HISTORIA MUNDIAL MODERNA

½ crédito

Este curso se enfoca en la historia mundial desde la Primera Guerra Mundial hasta el presente. Como una continuación a Estudios Sociales 9, la historia mundial moderna examina la interdependencia y la interrelación del mundo, capacitando a los estudiantes a evaluar y analizar eventos desde perspectivas múltiples.

5280_ HISTORIA DE LOS ESTADOS UNIDOS

1 crédito

Historia de los Estados Unidos se enfoca en el período entre la Era Colonial Era y el tiempo actual, considerando nuestras relaciones mundiales, el fondo de nuestras instituciones y eventos

en el frente doméstico. La materia examina asimismo las contribuciones de diversas minorías étnicas y políticas al desarrollo de la civilización de los Estados Unidos.

5740_CÍVICA

½ crédito

El curso de Cívica se enfoca en los valores y principios de la democracia estadounidense y la estructura del gobierno federal, estatal y municipal. El curso examina la relación entre los Estados Unidos y otras naciones en cuanto a asuntos extranjeros, e incluye un estudio de la prensa, partidos políticos, grupos minoritarios y grupos con intereses especiales que sirve para preparar a los estudiantes para asesorar su papel y responsabilidad en el sistema político estadounidense.



Ivanna Niguez - Stamford High

PWOGRAM BILENG-KREYOL AYISIEN

3496_BILENG-KREYOL AYISIEN

1/2 crédit

Kou sa-a konsantre sou devlopman vokabilè yo itilize anpil nan plizyè matyè, tèl ke syans, matematik, avek syans sosyal. Se yon kou pou elèv ki fèk kòmanse aprann anglè, avek elèv ki pa twò genyen anpil tan depi yap aprann anglè. Pandan elèv yo ap aprann vokabilè sa yo, yap kapte langaj akademik la, avek teknik yo bezwen pou yo kapab byen travay nan klas yo.

This course emphasizes the development of cross-disciplinary, high frequency vocabulary used in academic courses. Using science, math, social studies texts, beginning, and advanced beginning English learners (EL's) will acquire academic language and study skills needed in the respective areas.

SHELTERED PROGRAM

See content areas for English, Health, Math, Science, Social Studies and Career and Technical Education-Business for descriptions of sheltered courses.

ENGLISH AS A SECOND LANGUAGE PROGRAM

English Learners (ELs) at the high school level may participate in English Learner courses in some combination with Bilingual courses and/or Sheltered courses, or separately depending on their linguistic needs and level. The English Learner program is designed to provide students with instruction in speaking, listening, reading, and writing in the English language. Included are a variety of language development courses for various needs. Students who take ESL courses in their freshman and sophomore year receive English credit for those courses in order to meet some of the English graduation requirement. A combination of student's LAS links score and past academic history are used to place students in appropriate ESL or EL courses.

3381_ENGLISH AS A SECOND LANGUAGE (ESL-A1)

3382_ENGLISH AS A SECOND LANGUAGE (ESL-A2)

1 credit per semester

This is a double period course being offered as a one semester course both semesters. This will allow for students who arrive after the beginning of either semester to have the opportunity to begin their language study. The course utilizes a literature-based approach to the learning of oral and written English. English usage is stressed through vocabulary and grammatical forms used in context. Students read novels, short stories, plays, narrative texts, and newspaper articles to which they respond in a variety of oral and written forms. Two semesters, or passing a proficiency test, are needed to progress to ESL B.

3451_ ENGLISH AS A SECOND LANGUAGE (ESL-B1)
3452_ ENGLISH AS A SECOND LANGUAGE (ESL-B2)**Prerequisite:** ESL-A or skilled proficiency*½ credit per semester*

This course is offered as a one semester course. Two semesters, or passing a proficiency test, are used to progress to ESL C. This course is designed for students at the intermediate level of learning the English language. Students focus intensively on listening, speaking, reading, and writing skills. Students read advanced texts and write using multiple genres.

3463_ ENGLISH AS A SECOND LANGUAGE (ESL C1)
3464_ ENGLISH AS A SECOND LANGUAGE (ESL-C2)**Prerequisite:** ESL-B or skilled proficiency*½ credit per semester*

This course emphasizes intensive and extensive reading and writing instruction in English. Students read full-length novels, short stories, and newspaper and magazine articles that deal with current events. Students are responsible for oral presentations and papers that incorporate the language concepts learned through their readings.

3469_ ENGLISH AS A SECOND LANGUAGE (ESL ADVANCED 1)
3468_ ENGLISH AS A SECOND LANGUAGE (ESL ADVANCED 2)**Prerequisite:** ESL-C or skill proficiency*½ credit per semester*

This course emphasizes intensive and extensive reading and writing instruction in English. Students will focus on academic language needed to access core coursework, both in reading and writing. Students will incorporate study skills, structured writing, specific reading comprehension development with mini lessons in grammar and usage as needed.

3470_ FRESHMAN ENGLISH LEARNER LAB 1
3473_ FRESHMAN ENGLISH LEARNER LAB 2*½ credit per semester*

This course is designed for 9th grade EL students who need additional support in English Language learning, reading skills, and reading strategies. Students will focus on building English language proficiency and reading skills through speaking, listening, reading, and writing activities. Course enrollment requires careful screening and recommendation from middle school faculty and consultation with the high school EL Department Head.

3471_EL LITERACY LAB 1**3472_EL LITERACY LAB 2**

½ credit per semester

This course is designed for students in grades 10, 11 and 12 who need additional support in English language learning, reading skills, and reading strategies. Students will focus on building English language proficiency and reading skills through speaking, listening, reading, and writing activities. Course enrollment requires EL Department Head approval.

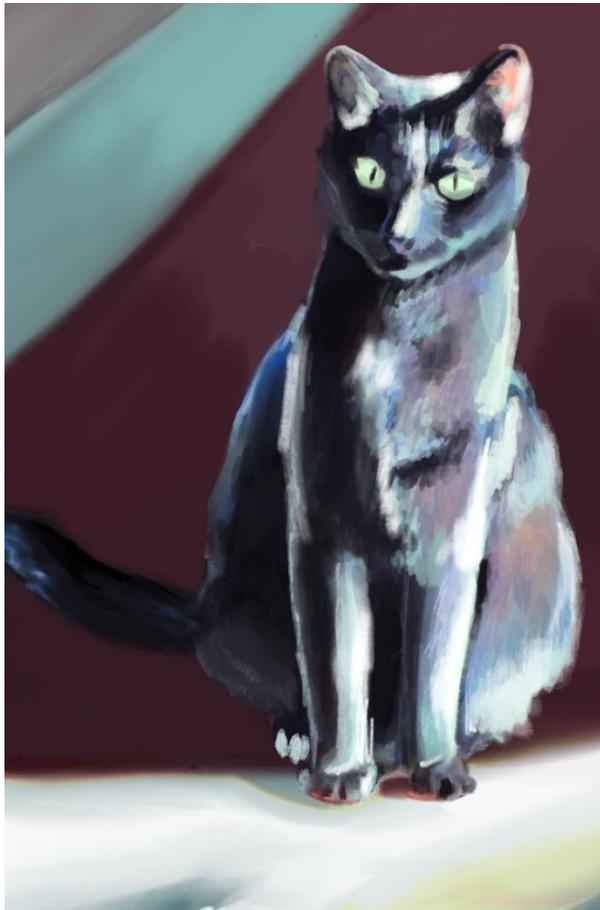
2466_BUSINESS TECH SKILLS FOR EL 1**2468_BUSINESS TECH SKILLS FOR EL 2**

Prerequisite: ESL A or B and approval from the Department Head

½ credit per semester



This course is designed to use the business world as the content to develop English language skills. Students will focus on building English proficiency in reading, writing, listening, and speaking by writing resumes, participating in mock interviews, and learning about the business world. This course may be taken after ESL A, or with the approval of the EL Department Head



Norah Gover – Stamford High

NEW ARRIVAL CENTER**3383_NEW ARRIVALS EL LAB 1****3384_NEW ARRIVALS EL LAB 2**

½ credit, 1 semester each

This support course is designed for students with limited English proficiency. It provides academic support for new arrival EL students. Students receive additional assistance with coursework, homework, and projects from core content area classes.

4355_CULTURAL FOUNDATIONS/NEW ARRIVALS 1**4356_CULTURAL FOUNDATIONS/NEW ARRIVALS 2**

½ credit, 1 semester each

Students participating in Cultural Foundations will gain exposure to Social Studies themes such as US Geography, American History, Citizenship, and Civics. This class has a thematic based-approach to learning basic reading, oral, and written English. The curriculum emphasizes vocabulary and reading in context. Students will read a variety of texts including informational, historical, and non-fiction passages in order to analyze, discuss, and respond orally, as well as in writing. In addition, they will use technology to enhance learning, and will interact with their teachers and peers on a daily basis.

3480_FOUNDATIONS LITERACY 1**3481_FOUNDATIONS LITERACY 2**

½ credit per semester each

This full year course is designed for students who are identified as Students with Limited or Interrupted Formal Education (SLIFE) and have a LAS Links Placement Score of 1, OR have been recommended by a teacher. This course provides direct instruction in early literacy skills and strategies in English.

6181_FOUNDATIONS MATH 1**6180_FOUNDATIONS MATH 2****6183_FOUNDATIONS MATH 3****6184_FOUNDATIONS MATH 4**

½ credit, 1 semester each

This course provides academic support for new arrival English learners that need to develop a strong number sense by seeing connections among operations and numbers, making reasonable estimates, and spotting unreasonable answers. Instruction focuses on the use of hands-on activities, manipulatives, and real life applications. Students develop an understanding of proportional relations in connection to linear functions. Foundations Math 3 and 4 are the equivalent of pre-Algebra.

8101_FOUNDATIONS SCIENCE 1
8102_FOUNDATIONS SCIENCE 2

½ credit, 1 semester each

**NEW
COURSE!**

This course provides academic support for new arrival ELs that need to develop a strong foundational background on the principles of several scientific specialties: earth science, physical science, biology, chemistry, and physics. General science concepts are explored as are the principles underlying the scientific method and experimentation techniques.



Leah Swan – Stamford High

OTHER ACADEMIC SUPPORT

Stamford Public Schools provide a wide range of services and supports. Differentiated instruction and inclusive best practices are implemented to address individual learning styles and needs.

COURSE OFFERINGS

Literacy/Math Skills
Centers

Vocational Communications

Functional Academics

Daily Living Skills

Vocational Skills

Leisure Skills

Travel Time

Communication Skills

Employability Skills

(WHS) Community In-
volvement

Functional Academics

Pre-Vocational/Vocational Skills

Daily Living Skills

Academic Intervention Mathematics

Academic Intervention Literacy

399_LITERACY SKILLS CENTER

1-credit

695_MATH SKILLS CENTER

1-credit

These courses provide direct assistance to students in grades 9-12, focusing on continuous development of academic excellence in literacy and math practices. Individual instruction is provided in the areas of executive functioning, study skill preparation, self-advocacy, self-management, independence, and preparation for post-secondary experience. While earning credits toward a high school diploma, students apply all skills and strategies learned to everyday classroom settings, vocational experiences, and life situations.

Administrative approval required.

9950_VOCATIONAL COMMUNICATIONS

1-credit

This course develops entry-level job skills such as: resume writing, job applications, interviewing and interpersonal relationships as well as components of a good work ethic. Each student is required to have a part-time job utilizing the skills taught in this course.

Administrative approval required.

9500_FUNCTIONAL ACADEMICS

1-credit

This course develops, maintains, and enhances basic skills in reading, math, science, and writing, utilizing approaches adapted to meet individual student needs. The program includes speech and language development, development of social/emotional skills, and fine and gross motor development. Students apply basic functional skills to everyday activities.

Administrative approval required.

9620_DAILY LIVING SKILLS

1-credit

This course provides students with opportunities to develop and enhance independent self-help skills at home, in the community, and at the workplace. Activities emphasize personal development through health and nutrition, personal hygiene, laundry skills, community awareness, money management, food preparation, safety, household management, and basic living skills. Students apply basic self-help skills to everyday living as well as "real-life" experiences in the community to promote generalization.

Administrative approval required.

OTHER ACADEMIC SUPPORT

9600_VOCATIONAL SKILLS

1-credit

This course provides the opportunity for students to develop pre-vocational skills necessary for employment. The course includes an introduction to career opportunities, training requirements, work ethics, and structured supervised work experience based on individual needs and interests. Students acquire the skills necessary for positive job exploration and apply these skills in supervised on-the-job experiences.

Administrative approval required.

9670_LEISURE SKILLS

1-credit

This course provides exposure to a variety of recreational/leisure activities. The course includes guidance to students in their decision-making process regarding after school activity participation and community related events. Skills developed while participating in these activities include organization and planning, problem solving, forecasting and predicting, and initiating and completing tasks.

Administrative approval required.

9690_TRAVEL TIME

1-credit

This course develops community navigation skills and ability to read maps and schedules. The course emphasizes learning to make transportation arrangements. Students make travel arrangements throughout the community and travel independently.

Administrative approval required.

OTHER ACADEMIC SUPPORT

9700_COMMUNICATION SKILLS

1-credit

This course provides opportunity to learn the basic communication skills necessary for self-advocacy. This course includes role-playing and real life experiences. Students self-advocate in everyday life situations and express their wants and needs.

Administrative approval required.

9591_EMPLOYABILITY SKILLS (WHS)

1-credit

Employability Skills is a year-long, collaboratively taught course for English Language Learners and students who are interested in a vocational/trade path that focuses on the development of knowledge and skills necessary to prepare for paid employment. This course will address vocabulary, receptive and expressive reading, writing and speaking as it pertains to job seeker activities (reading and evaluating job descriptions, writing resumes and cover letters, filling out forms, participating in interviews, etc).

Administrative approval required.

9510_COMMUNITY INVOLVEMENT

1-credit

This course provides students with opportunities to generalize directly taught soft social, leisure, and independent living skills to the Westhill and Stamford communities. Independent living skills addressed include travel, money management and interpersonal skills. Skills developed across all domains will be enhanced with support, from electronic devices that will facilitate travel (GPS), communication (email, text, phone) and time management (electronic calendars and schedules). **Placement in this course is based on the recommendation of The Planning and Placement Team.**

OTHER ACADEMIC SUPPORT

9511_FUNCTIONAL ACADEMICS

1-credit

This course focuses on developing functional literacy skills in reading, writing, and math relevant to personal needs, interests and self-determination. Students are integrated into the school community utilizing literacy skills with practical application to real world experiences. ***Placement in this course is based on the recommendation of The Planning and Placement Team.***

9512_PRE-VOCATIONAL/ VOCATIONAL SKILLS

1-credit

This course provides direct special education instruction in a special education class, school community, and/or vocational lab sites to provide students the pre-vocational and vocational skills necessary for supported employment or as provided in day service organizations. Based on individual needs and interests, this course includes vocational soft skills including workplace behavior standards, self-advocacy, work ethics, and problem solving skills. ***Placement in this course is based on the recommendation of The Planning and Placement Team.***

9513_DAILY LIVING SKILLS

1-credit

This course provides direct special education instruction in a special education class to develop, maintain and generalize skills leading to independence across settings including school, community and home. Instruction emphasizes independent living and self-help skills including:
health/nutrition, hygiene, grooming, self-advocacy, domestic skills such as cooking,

OTHER ACADEMIC SUPPORT

shopping, and housekeeping. ***Placement in this course is based on the recommendation of The Planning and Placement Team.***

9744_ACADEMIC INTERVENTION- MATHEMATICS

½ credit

The goal of Academic Intervention is to provide short-term assistance to students who need academic support during the school day. Students are identified for placement through the Scientific Research-based Intervention (SRBI) process. Students will have the opportunity for small group direct instruction from a teacher as well as independent practice. Specific services, supports and goals will be determined on an individual basis by the Student Support Team (SST).

9743_ACADEMIC INTERVENTION- LITERACY

½ credit

The goal of Academic Intervention is to provide short-term assistance to students who need academic support during the school day. Students are identified for placement through the Scientific Research-based Intervention (SRBI) process. Students will have the opportunity for small group direct instruction from a teacher as well as independent practice. Specific services, supports and goals will be determined on an individual basis by the Student Support Team (SST).

**Social
Studies**

English

Subject

Area

Art

Electives

HUMANITIES

ENGLISH

The four-year English program is designed to provide students with reading, writing, and oral skills to encourage responsible social interaction, to enhance the learning process, and to generate enthusiasm for the power of language. All students are required to take four years of English. In addition, students are encouraged to select English electives that will broaden their experience and enrich their knowledge of language and literature.

The English curriculum emphasizes skills for college readiness and advanced courses. In order to prepare students for their role in a diverse society, literature encompasses texts from a multitude of cultures. **(For information on Honors, AP, and UConn ECE courses, see HIGH SCHOOL AND YOUR FUTURE Page 4)**

COURSE OFFERINGS

Requirements:

- English 9
- Honors English 9

- English 10
- Honors English 10

- English 11
- Honors English 11
- AP English Language and Composition 11
- UConn ECE English Language and Composition 11

- English 12
- Honors English 12
- AP English Literature and Composition 12
- UConn ECE English Literature and Composition 12

Electives:

- Creative Writing 1
- Creative Writing 2 (WHS)
- Diverse Perspectives in Literature
- English Lab 9
- Literacy Lab

- Credit Recovery 9
- Credit Recovery 11
- Language Studies
- Bridges English
- People in Literature
- Reading
- Science Fiction and Fantasy
- Speech
- Sports Literature
- Writing Center (WHS)
- Writing Workshop (SHS)
- Literature Through a Lens (WHS)

3010_ENGLISH 9
3000_Honors
3140_Sheltered
337_/965_Administrative approval required
1-credit

This course focuses on developing all of the language arts (reading, writing, listening, speaking, viewing, and enacting). The goal of the writing program is the development of fluency, focus, and structure in a variety of genres, including the persuasive, narrative, and expository essays, response to

literature, and other modes. Literature instruction encourages thoughtful interpretation of various genres including adolescent fiction and mythology, as well as novels, short stories, informational texts, and poetry. Students also participate in thematic Literature Studies units.

3110_ENGLISH 10**3100_Honors****3240_Sheltered****339_/956_Administrative approval required***1-credit*

This course examines the interpretation of literature through the mediums of the short story, the novel, and expository articles. Instruction focuses on written and oral expression including the persuasive essay and literary response with attention to research, editing, and oral expression skills. Students develop interpretive skills and become fluent in written response to literature. Students also participate in thematic Literature Studies units.

3210_ENGLISH 11**3200_Honors****3231_Sheltered****957_Administrative approval required***1-credit*

This course develops an understanding of the American experience through the study of the novel, biography, drama, essay, and poetry. Attention is given to developing fluent, well-structured, and well-edited written expression, as well as formal and informal oral expression. In addition, students gain a deepened appreciation of the many cultures that make up and contribute to the American experience. Students also participate in thematic Literature Studies units.

3260_AP ENGLISH LANGUAGE AND COMPOSITION 11**3261_UConn ECE***1-credit*

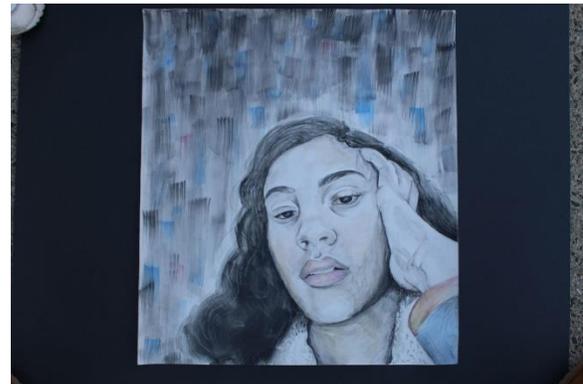
This course primarily focuses on the study of rhetoric and persuasion. Students read and analyze nonfiction selections to identify and explore purposeful choices made by sophisticated writers.

3281_ENGLISH 12**3280_Honors****3340_Sheltered****958_Administrative approval required***1-credit*

This course focuses on a selection of literature that examines the human condition from multiple perspectives. Students continue to develop analytical skills in a variety of written and oral formats. Students also participate in thematic literature studies units.

3300_AP ENGLISH LITERATURE AND COMPOSITION 12**3301_UConn ECE***1-credit*

This course primarily focuses on the critical analysis of imaginative literature. Students read and analyze English literature as well as literature from other countries and cultures, including poetry.

*Anissa Askew - West Hill*

ELECTIVES**3361_CREATIVE WRITING 1***½ credit*

This course requires students to demonstrate an ability to write in a creative manner in a variety of literary formats that include the short story, drama, and poetry. Group reading of works in progress is expected and revision based on peer critique is required. Students analyze the writing of established writers to demonstrate their understanding of the creative process and learn to discover their own creative voices.

3590_CREATIVE WRITING 2 (WHS)*½ credit*

This course builds upon the skills fostered in Creative Writing 1 and requires students to produce more involved, sophisticated, and polished written works. Students work closely with their peers and the instructor to create, revise, and edit works of fiction and nonfiction, including studies in extended short story and novella. Students publish their works outside of the classroom community.

383_DIVERSE PERSPECTIVES IN LITERATURE

Grade: 10, 11, 12

½ credit

This course explores the concept of voice in literature; the emphasis is on those voices often left out of traditional literary study. Voice may refer to the author of a work or its subject that provides a singular perspective on life experiences. Minority voices may include, but are not limited to African-American, Native-American, Asian-American, Latin-American, female, or other diverse communities.

3791_ENGLISH LAB 9

Grade 9

½ credit

This course is for freshman who need additional time and support to improve their basic literacy skills. Course enrollment is determined by grades, standardized testing scores, and teacher recommendation.

3792_LITERACY LAB

Grade: 9, 10, 11, 12

½ credit

This course provides additional time and support for those students who need to improve their basic literacy skills. Course enrollment is determined by grades and teacher recommendation.

3700_CREDIT RECOVERY 9

Grade: 10

*½ credit***3701_CREDIT RECOVERY 11**

Grade: 12

½ credit

This is a workshop course designed for students who have not successfully completed the requirement of 9th or 11th grade English language arts. Credit Recovery is a skill based course; students will complete a variety of activities designed to support close reading and analysis of a variety of complex literary and visual texts. Assignments will be differentiated to meet the needs of individual students and support the requirements of the particular grade level. In order to receive a passing grade for this course, students will need to submit a portfolio of work and earn a passing grade on a reading and writing assessment.

399_LANGUAGE STUDIES*½ credit*

This course is designed for Grade 9 and 10 students to provide additional support in reading and writing. Students work in small groups practicing skills. The overall outcome of this course is threefold: to improve the standardized test scores of the selected students, to address the achievement gap between low and higher achieving groups through innovative curriculum and instruction, and to raise the overall test performance of the school.

3576_BRIDGES ENGLISH

Grade 12

1-credit

This full year course is designed for high school seniors. In a partnership with Norwalk Community College and Stamford Public Schools, the course aligns high school and college curriculum and instruction to Common Core State Standards providing students with specific academic support in order to prevent the need for remediation in college.

357_PEOPLE IN LITERATURE

Grade 12

1-credit

This course is a humanities course that examines the areas of philosophy, literature, drama, and religion. Using a wide range of literary traditions, in addition to film, lectures, guest speakers, class discussion, and collaborative groups, the course explores past and present social issues, cultural and historical developments, psychological concepts, and the theme of men and women's responses to the human condition. While students engage in the above activities, they examine humankind's attempts to struggle against and to live with the forces that surround the world.

8650_READING*1-credit*

This course provides direct assistance and remediation in decoding, overall reading skills, study skills, vocabulary development, and written language. This course emphasizes the strengthening of oral reading fluency, structural analysis, word attack skills, specific comprehension development, writing skills, vocabulary usage, and reference/study skills. Students apply overall reading skills to the classroom setting, practical life situations, and post-graduate situations/careers. **Administrative approval required.**

3820_SCIENCE FICTION AND FANTASY*½ credit*

This semester course focuses on imaginative fiction (both science fiction and fantasy) in which traditional themes such as time travel, paradox, wizardry, and after-death experiences are discussed. Students read short stories and student-selected novels, which are augmented by movies of the genre and critical and creative writing assignments. As a result, students broaden their understanding and appreciation of science fiction and fantasy.

3350_SPEECH

Grade: 10, 11, 12

½ credit

This course develops students' abilities to speak and to present oral material. Principles of effective speaking (purpose, organization, etc.) and mechanics of speech (voice, control, placement, enunciation, and pronunciation) are introduced and practiced. Public audiences are used whenever possible.

3740_SPORTS LITERATURE

Grade: 10, 11, 12

½ credit

This course examines a variety of universal themes as portrayed in literature and media. Guest speakers, stories, article readings, and films of the greatest sport figures, past and present, are featured. Through frequent writing, students demonstrate and learn to improve basic skills in composition and oral presentation.

3812_WRITING CENTER (WHS)

Grade: 12

½ credit

The Writing Center is a course of study for those interested in improving their own writing skills while also serving the school as peer coaches. Students concentrate on the writing process to develop personal style in their own writing and work with students from other classes to improve their writing skills across disciplines. This course is appropriate for those who are serious about the importance of writing and may wish to explore language, genre, and professional writing opportunities.

3430_WRITING WORKSHOP (SHS)*½ credit*

This course focuses on developing structured writing in the descriptive, narrative, and expository modes. It emphasizes the process of writing from planning through conferring, writing, revising, editing, and self-evaluating. Mini lessons are presented as needed addressing grammar and usage problems. Students foster writing skills and gain an appreciation of how writers write.

3321_LITERATURE THROUGH A LENS (WHS)*½ credit*

Using seminal literary works as the thematic anchor each semester, this course explores the importance of film as a form of language arts visualization. Students will view various film forms and write about why it matters contextually. The course is designed to foster and support literary skills of students who are visual and auditory learners.

There is an emphasis on film as social commentary and protest art. Students will also hone their research skills as each film's development will be discussed using a "space and time" concept focus.



Darren Cole - Stamford High

CO-CURRICULAR ELECTIVES

COURSE OFFERINGS

AVID - 12
 SAT Review 11 & 12 (SHS)
 Communications
 Journalism

Yearbook: Design and Publications (SHS)
 Yearbook: Design and Publications (WHS)
 UConn Prep (SHS)
 Independent Study – Capstone Experience

920_AVID (Advancement Via Individual Determination) Grade 12

1-credit

This program is designed to increase school-wide learning and performance by ensuring that all students will succeed in a rigorous curriculum, enter mainstream activities of the school, increase their enrollment in four-year colleges, and become educated and responsible participants in a democratic society. Students who participate in the AVID program enroll in an AVID Elective Class that includes: AVID Tutorials (i.e., collaborative study groups, writing groups, and Socratic seminars) and AVID curriculum that includes writing, college and career preparation, and strategies for success.

6450_SAT REVIEW 11 (SHS)

3600_SAT REVIEW 12 (SHS)

½ credit

This course is designed to strengthen reading, writing, and math skills necessary for success on the SATs.



*Photo by Charlotte Saunders –
Stamford High*

3250_COMMUNICATIONS

Prerequisite: English 10

Grade: 11, 12

1-credit

Communications exposes students to a variety of media techniques and theory. The course highlights all current media forms, including print and TV journalism. Students write in the various modes of interviewing, researching, verifying, and reporting, becoming effective users of language. Students become critical readers able to recognize bias and to recognize and apply the techniques of editorializing. Students work closely with journalism tutors to become proficient in newswriting, page makeup, photojournalism, and advertising sales.

CO-CURRICULAR ELECTIVES

3270_JOURNALISM

Prerequisite: Communications and consultation with department head

Grade: 11, 12

1-credit

Students participate in the publication of the school paper. The course includes a broad range of activities: basic newswriting, layout techniques, basic copy-editing, and working with Communications students in a leadership capacity. Prospective students must demonstrate a mastery of newspaper fundamentals and a strong commitment to improving the role of the newspaper in the high school setting.

0300_YEARBOOK DESIGN AND PUBLICATION (SHS)

1-credit

Design and Publication offers an interdisciplinary approach to the production of the school's yearbook. Students learn layout design, photojournalism, business management, marketing, and advertisement while using graphics software and the Internet. The yearbook is produced on-line utilizing interactive programs provided by the publishing company. After-school commitment is encouraged.

3650_YEARBOOK DESIGN AND PUBLICATION (WHS)

1-credit

The Yearbook course offers an interdisciplinary approach to the production of the school yearbook. Students study contemporary print design, photojournalism, business management, marketing, and technology (Photoshop, and Yearbook Avenue), and apply this learning to the creation of the

CO-CURRICULAR ELECTIVES

yearbook. During first quarter, students apply for and take on specific roles, like that of page editor, photographer, business manager, and supplement writer, for the remainder of the year. Some positions require additional hours after school.

9590_UCONN PREP (SHS)

1-credit

The UConn Pre-College Readiness and Enrichment Program (PREP), a cooperative endeavor with the University of Connecticut, is designed to provide academic support, leadership training, and career exploration for disadvantaged and minority students who are motivated and want to go to college. Students are selected after careful screening and recommendation from the middle school faculty and staff.

3420_INDEPENDENT STUDY – CAPSTONE EXPERIENCE (SHS)

Grade 11 & 12th

1-credit (can be accomplished in a semester or year.)

Students are expected to select a topic, career path, or academic pursuit that relates to an area of personal passion. Individual students develop a product or service to address a problem or conduct scientific research to work towards a solution. Students will use the skills learned through their previous years of high school to guide their success. Projects might include prototypes, films, research findings, and visual or performing arts presentations. Projects will be "pitched" or presented as on Shark Tank.

SOCIAL STUDIES

The Social Studies program is designed to prepare students to take an active role in the affairs of their local, state, and national community. It explores the traditions and ideals of our national heritage and their relationship to the history of the world. The focus is on the process of reaching rational decisions based on facts gathered through research, the rules and responsibilities of a just society, the importance of economic and geographic relationships, and the richness of our history and its diversity. With a thorough knowledge of the historic foundations, students develop the skills and competencies to become responsible citizens in our democratic society.

For information on Honors, AP, and UConn ECE courses, see HIGH SCHOOL AND YOUR FUTURE, Page 4.

COURSE OFFERINGS

Social Studies 9
 Honors Social Studies 9
 Modern World History
 (1/2 year)
 Honors Modern World History
 AP World History
 *Civics (1/2 year)
 Honors Civics
 **United States History
 Honors United States History

AP United States History
 UConn ECE United States
 History
 AP European History
 UConn ECE European History
(WHS)
 AP United States Government
 and Politics

Honors Seminar in Philosophy
 AP Psychology
 Economics
 UConn ECE Essentials of
 Economics **(WHS)**
 AP Microeconomics
 UConn ECE Microeconomics
(WHS)
 AP Macroeconomics
 UConn ECE Macroeconomics
(WHS)

Applied Economics (1/2 year)
 Contemporary Issues
 (1/2 year)
 Introduction to Psychology
 (1/2 year)
 Law and Justice (1/2 year)
 American History through Pop
 Culture (1/2 year)

World Geography and Cul-
 tures (1/2 year)
 AP Human Geography
 Women in American Society:
 Part1 **(SHS)** (1/2 year)
 Women in American Society
 Part2 **(SHS)** (1/2 year)
 Stress Management and
 Intervention Strategies **(SHS)**

Pre-AP World History &
 Geography **(WHS)**
 Genocide Studies **(WHS)**
 (1/2 year)
 Educational Psychology **(WHS)**
 (1/2 year)
 Broadcasting **(WHS)**
 African American/Latino Puerto
 Rican Studies
(NEW)

***Civics is a required course**

****US History is a required
 course for Class of 2022 only.**

5010_SOCIAL STUDIES 9
5080_Sheltered
5000_Honors
963_ Administrative approval required
1-credit

This course focuses on both Western and Non-Western Civilizations from Ancient Civilizations to the Modern Era. By examining various social and economic themes and concepts, the course serves as the foundation for Modern World History, enabling

students to evaluate and analyze events from multiple perspectives.

5110_MODERN WORLD HISTORY

5160_Sheltered

5100_Honors

½ credit

This course focuses on world history from World War I to the present. As a sequel to Social Studies 9, Modern World History examines the interdependence and interconnectedness of the world, enabling students to evaluate and analyze events from multiple perspectives.

5050_AP WORLD HISTORY

1-credit

The Advanced Placement World History course requires students to engage with the dynamics of continuity and change from approximately 8000 BCE to the present.

5710_CIVICS*

5760_Sheltered

5700_Honors

977_ Administrative approval required

½ credit

The Civics course focuses on values and principles of American democracy and the structure of state, local, and federal government. The course examines the relationship between the United States and other nations in regard to foreign affairs and includes a study of media, political parties, minority groups, and special interest groups in the service of preparing students to assess their roles and responsibilities in the American political system.

5210_UNITED STATES HISTORY**

5260_Sheltered

5240_Honors

5200_ AP United States History

5230_UConn ECE

976_ Administrative approval required

1-credit

United States History focuses on the period between the Colonial Era and present times, considering our world relationships, the background of our institutions, and events on the domestic front. The course also examines the contributions of various ethnic and political minorities to the development of American civilization.

5410_ AP EUROPEAN HISTORY

5411_UConn ECE (WHS)

1-credit

This course, focused on providing students with a detailed knowledge of the narrative of European history from 1500 to the present, is designed to meet the requirements of a first-year college course in European history.



Giuliano Andrades – Stamford High

5950_AP UNITED STATES GOVERNMENT AND POLITICS

Prerequisite: United States History
1-credit

The course focuses on six thematic units: Constitutional Underpinnings; Institutions of National Government; Civil Rights and Civil Liberties; Public Policy; Political Parties and Participation; Interest Groups and the Media.

5360_HONORS SEMINAR IN PHILOSOPHY

Grade 12
1-credit

This course traces the history of ideas. This is done by student research in original sources, student reports, lectures, and discussions. Critical thinking skills are emphasized in examining how Western people have molded political, social, moral, and economic institutions.

5970_AP PSYCHOLOGY

Prerequisite: 2 years of Social Studies
1-credit

This course introduces students to the systematic and scientific study of the behavior and mental processes of human beings and other animals through the study of psychological theory, principles, and phenomena. They also learn about methods psychologists use in their science and practice and study topics including the biological bases of behavior, states of consciousness, learning, and abnormal psychology.

5320_ECONOMICS

1-credit

This course focuses on the theoretical components of micro and macroeconomics. It examines how income is distributed and why goods are produced, exchanged, and

consumed, emphasizing students' abilities to understand the interplay within domestic markets and across markets internationally.

5981_UCONN ECE ESSENTIALS OF ECONOMICS (WHS)

1-credit

This course is a general introduction to micro- and macroeconomics. Economic concepts taught include opportunity costs; demand and supply; incentives; comparative advantage; inflation and employment policies; balance of international payments; and economic growth. This is a college level accredited course.

5960_AP MICROECONOMICS

5961_UConn ECE (WHS)

1-credit

This course focuses on the behavior of individuals and businesses as they exchange goods and services in the marketplace through the study of economic concepts such as understanding the nature and function of markets, the role of scarcity and competition, the influence of factors such as interest rates on business decisions, and the role of government in promoting a healthy economy. This is a college level accredited course.

5983_AP MACROECONOMICS

5980_UConn ECE (WHS)

1-credit

This course provides students with a thorough understanding of the principles of economics that apply to an economic system as a whole. It places particular emphasis on the study of national income and price determination and developing students' familiarity with economic performance measures, economic growth, and international economics.

5420_APPLIED ECONOMICS*½ credit*

Students gain practical experience applying economic concepts. Emphasis is placed on the role of the entrepreneur, the effects of advertising and marketing, and both domestic and international business. This course makes considerable use of technology, simulations, and portfolio-type assessments that encourage creativity.

5310_CONTEMPORARY ISSUES**Prerequisite:** U.S. History*½ credit*

This course deals with issues and events of the present day that have significance for the individual in modern society. The immediate implication of events is explored. Basic communication and critical thinking skills necessary for citizenship are stressed.

5610_INTRODUCTION TO PSYCHOLOGY**Prerequisite:** 1 ½ years of Social Studies including Modern World History*½ credit*

This course is a survey of topics in the field of psychology. Topics include biological influences on behavior, personality, learning, memory, and abnormal psychology.

5550_LAW AND JUSTICE**Prerequisite:** Civics*½ credit*

This course examines the American system of justice. Students study, analyze, and apply the laws of society. They examine police enforcement and the court system as it applies to criminal justice and juvenile justice. Students discuss the rights of individuals and their accountability to society. Additional topics include the Supreme

Court, precedent cases, and why the Constitution is a corner-stone document.

5681_AMERICAN HISTORY THROUGH POP CULTURE**Prerequisite:** U.S. History*½ credit*

This course explores post-World War II America from the 1950's to today through the lens of popular culture with an emphasis on major shifts in music, movies, sports, television, and technology. Extensive hands-on research and technology is used in this class. Students research independent or collaborative projects that relate to the development of popular culture and subcultures of the eras.

5810_WORLD GEOGRAPHY AND CULTURES*½ credit*

This course is dedicated to the study of the world around us. The class starts with an introduction to geography in which students learn the five themes of geography, the features that define the earth, the climate patterns of the earth, how to study peoples and cultures of the earth, and how to use various geographic tools. Students use the skills they have learned to apply to the areas of the world we are studying. These areas are addressed in terms of physical features and culture, which includes studies of population patterns, history and government, and cultures/lifestyles. Finally, each area's recent history/current events and status within the international community are studied.

5690_AP HUMAN GEOGRAPHY*1-credit*

This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the earth's surface. Students are expected to take the Advanced Placement examination at the conclusion of the course. This course is an alternative to the Social Studies 9 requirement.

5394_WOMEN IN AMERICAN SOCIETY: AN EXAMINATION OF WOMEN'S HISTORY IN COLONIAL AMERICAN AND EARLY REPUBLIC - PART 1(SHS)*½ credit (semester)*

This course will be an examination of women's lives in Antebellum American, including Colonial America and the Early Republic, while placing them at the center of our interpretation. We will consider the social, political, cultural, and economic histories of women in the early United States, paying attention to how women have played active roles in shaping American history and society from its foundation up to the Civil War. Women's history reveals larger themes in U. S. history, and will examine the ties between the two. Together, we will work to find answers to the following questions: How did women's lives from Colonial America throughout the Early Republic change? How did women shape their lives then? How history is different when viewed from a woman's perspective? What is the value of examining women's roles in Colonial America and the Early Republic?

5520_STRESS MANAGEMENT AND INTERVENTION STRATEGIES (SHS)*½ credit (semester)*

If you experience stress in your life, this course is for you. Chronic stress not only impairs our brain functions it also does lasting damage to our brains and bodies. Luckily, there is a lot we can do, as we will see in this course that focuses on positive psychology. First, we will analyze stress (where it comes from, what it does), including different types of stress, and its impact on the brain and body. Next, we will investigate a myriad of psychological techniques for the mind, body and spirit to address and combat stress. Students will learn how to identify stressors, techniques that address those stressors, and ideally learn how to become more mindful, relaxed and productive instead of stressed, frazzled and burned out.

5800_PRE-AP WORLD HISTORY AND GEOGRAPHY (WHS)*1-credit*

Pre-AP World History is a social studies course that focuses on utilizing the methods of historians and geographers to first closely examine sources to generate insights and build claims. In this course, students will uncover and imitate the roles of historians using tools to learn about the world, its inhabitants, and the decisions that impacted world history.

5460_GENOCIDE STUDIES (WHS)**Prerequisite:** Completion of Civics and United States History*½ credit (semester)*

Genocide Studies is a Social Studies elective that focuses on the history, causes, and effects of various genocides across the globe. Students will research, analyze, reflect, and understand the various compo-

nents, participants, and conditions that allow for genocides to happen. Students must have successfully completed Civics and United States History.

5612_EDUCATIONAL PSYCHOLOGY (WHS)

Prerequisite: Successful completion of Civics, United States History, and either Intro to Psychology or AP Psychology
½ credit (semester)

Educational Psychology is a Social Studies elective that focuses on the psychology of education. Enrolled students should be interested in pursuing a career in education. Students will reflect, research, and apply pedagogical practices. Students must have successfully completed Civics, United States History, and Introduction to Psychology or AP Psychology.

5470_BROADCASTING (WHS)

Prerequisite: Successful completion of Civics, United States History
1-credit

Broadcasting is a Social Studies elective that focuses on research, content development, organization and production. Students must have successfully completed Civics and United States History in order to be eligible and apply for enrollment.

5395_WOMEN IN AMERICAN SOCIETY: AN EXAMINATION OF WOMEN'S ROLE IN US HISTORY FROM 1865-PRESENT DAY - PART 2 (SHS)

½ credit (semester)

This course will be an examination of women's lives from 1865 to present, placing them at the center of our interpretation. We will consider the social political, cultural, and economic histories of women in the United States from 1865 to the present,

paying attention to how women have played active roles in shaping American history and society from 1865 to present day. Women's history reveals larger themes in US history, and we will examine the ties between the two. Together, we will work to find answers to the following questions: How did women's lives from 1865 to present day change throughout history? How did women shape their lives then and now? How is history different when viewed from a woman's perspective? What is the value of examining women's roles in American Society from 1865-present?

5391_AFRICAN AMERICAN/LATINO PUERTO RICAN STUDIES (GRADES 10-12)

1-credit



This course is offered as a **full-year** elective course that provides students with a better understanding of the African-American, Black, Puerto Rican, and Latino contributions to United States history, society, economy, and culture. The first semester will be African American Studies with emphasis on African Origins and Contributions of Ancient African Empires, Slavery and Freedom stories of Resistance and Agency, Black Literacy, Organization, and Liberation, History of Equity, Black Movement for Equity and Protest, Politics and Power.

The second semester will be Latin American/Puerto Rican Studies with emphasis on Who are we? Early beginnings, Blood and Beauty, Sweat, Resistance, and Where are we now? Contributions in Connecticut. This course is aligned with Connecticut Social Studies Frameworks.

VISUAL ARTS

In the visual arts area, a wide range of coursework is designed to develop an understanding of art, art production, cultural diversity, art history and creative problem solving. The Elements and Principles of Art and Design are emphasized in the curriculum for all art courses. Students interested in careers including architecture, fine and commercial art, photography, and crafts will find it useful to take as many art courses as possible. Individuals critique their own work and work of peers to establish confidence and understand assessment. Art courses may be used for personal satisfaction as well as for acceptance to art schools or colleges. **(For information on AP and UConn ECE courses, see HIGH SCHOOL AND YOUR FUTURE, Page 4)**

COURSE OFFERINGS

Drawing and Painting 1, 2 Color and Design (½ year) Studio Art 2D AP Art and Design 2D/Drawing AP Art History Ceramics 1, 2 Potter's Wheel 1, 2 (½ year) Advanced Clay (WHS) Crafts Jewelry and Metalsmithing 1, Jewelry and Metalsmithing 2 (SHS) Photography 1, 2 AP Art and Design: Photography (WHS)	Sculpture 1, (½ year) Sculpture 2 (SHS) (½ year) Printmaking (½ year) Computer Graphic Art and Design Working with Adobe Photoshop (½ year) (SHS) Art Partners (WHS) Mindful Art (WHS) UConn ECE Digital Foundations UConn ECE Drawing 1 Advanced 3D Media (WHS) Smart Phone & Digital Photography (SHS) (½ year) NCC Two Dimensional Design (SHS) (NEW) ½ credit NCC Graphic Design 1 Skill and Principles (SHS)(NEW) ½ credit
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0150_DRAWING AND PAINTING 1

1-credit

This course explores basic aspects of drawing and painting including fundamentals of composition, color, and two-dimensional design using a variety of media, methods, and techniques. Class assignments incorporate art history with projects designed to foster conceptual as well as technical understanding.

0250_DRAWING AND PAINTING 2

1-credit

This course is designed to help students develop an ability to interpret and represent still life, nature, and portraiture through an in-depth study of the elements and principles of art and design. Various media including pencil, chalk, and watercolor are used to produce a variety of projects. Critiques, student work, and portfolio development are emphasized.

0850_COLOR AND DESIGN*½ credit*

Students study two-dimensional design and composition with a focus on visual elements and principles of art and design. A study of color and color relationships is applied with projects such as optical design, collage, and printmaking. Craftsmanship, creativity, and critique of student work are stressed. Students pursuing careers in fashion may also find this course helpful in the development of a portfolio.

0400_STUDIO ART 2D

Prerequisite: Successful completion of 2 credits of Visual Art, concentrating in 2D (any sequence or combination of: Drawing and Painting, Color and Design, Computer Graphics or Printmaking) with final grades of B or higher or Department Leader approval

1-credit

This course is designed for the advanced visual arts student wishing to engage in higher levels of study in 2-D; drawing, painting, printmaking, photography and computer graphics. This course directly prepares students for participation in the AP Art and Design 2D/Drawing course. The framework and instructional materials in this course include a deliberate focus on the process of producing creative works, including generating and refining ideas, practicing skills and techniques, revision, reflection, and collaboration. The goals and levels of achievement are demonstrated through the student's portfolio at the midterm and conclusion of each marking period. Students will also be asked to write about their work to prepare them for the required written reflections in AP Art and Design. It is recognized that students need to work outside the classroom and beyond the scheduled calls periods.

**0460_AP ART AND DESIGN 2D/
DRAWING**

Prerequisite: Minimum two full years or equivalent successful completion (B or better final grade) of 2D Visual Arts coursed (Drawing and Painting, Printmaking, Color and Design, Photography or Computer Graphics) or Department Leader approval
1-credit

This course serves as a capstone for students in their third or fourth year of successful art making in high school. It is designed for students working in a wide variety of 2D media such as graphite, ink, paint, photographic and digital media. Students create a self-directed portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. As in introductory college courses, students will need to work inside and outside the classroom and beyond scheduled periods. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluations based on specific criteria, which include skillful synthesis of materials, processes and ideas and sustained investigation through practices, experimentation, and revision, guided by questions. Students may choose to submit any or all of the AP Portfolio Exams.

0480_AP ART HISTORY*1-credit*

This course is designed to offer the same instruction as provided in an introductory college survey of art history. It covers the history of art in Western and non-European cultures from prehistoric to present times, giving students an understanding of art forms in their historical and cultural contexts. Artists, schools, movements, period and style, non-Western traditions, patronage function and ethnicity are among the topics included in discussion, reading and research.

VISUAL AND PERFORMING ARTS

Unit tests prepare students for the Advanced Placement examination.

0240_CERAMICS 1

1-credit

This course explores basic clay building techniques including pinch, coil, slab, sculpture, and wheel throwing. Elements and principles of art and design are stressed in the construction of both functional and non-functional pieces. Surface decoration, under-glazing, and glazing techniques are included in the production of ceramic art.

0310_CERAMICS 2

1-credit

This course is designed to help students refine and master basic clay building skills and explore new possibilities with advanced functional, non-functional, wheel thrown, and sculptural clay forms. Emphasis is placed upon the mastery of techniques through individual direction in this art form, enabling the student to create a more advanced art piece.

0730_POTTER'S WHEEL 1

½ credit

This course explores the basic techniques including throwing, centering, opening, raising walls, trimming, and finishing. Students create cups, bowls, vases, and plates using stamps, decorative techniques, and assorted glazing methods. Students may elect to repeat this course for a second semester to refine skills previously learned in the creation of larger, more challenging forms, both functional and sculptural.

VISUAL AND PERFORMING ARTS

0731_POTTER'S WHEEL 2

½ credit

This course is for experienced students who have mastered basic wheel techniques and wish to create larger and more challenging forms, both functional and sculptural.

0311_ADVANCED CLAY (WHS)

Prerequisite: Successful completion of Ceramics 1, Pottery Wheel 1 or permission from Instructor and Department Head. Successful completion defined as a final numerical score of 80 or above.

1-credit

This course is designed to allow advanced potters and/or ceramic students to become more competent in throwing, and/or hand building techniques, concepts, and work on developing a personal expression in clay. Students will extend their knowledge of various ceramic techniques, experiment independently with new techniques, and develop a body of artwork. Because this class is designed to further the student's personal artistic expression and agenda, each student has the option to direct their own projects with guidance by the instructor. The assignments given will usually be open enough to allow the students agenda to be executed. Writing and critiques are mandatory in this class.



Percy Vera – Westhill

0260_CRAFTS (SHS)*1-credit***0262_CRAFTS (WHS)***½ credit*

This course explores the basic design concepts and functional considerations of fine craft production. Students refer to historical and contemporary examples of craft art from various cultures. Craftsmanship, design, creative expression, and cultural purpose are stressed in the production of a variety of craft projects.



Leah Swan – Stamford High

0230_JEWELRY AND METALSMITHING 1*1-credit*

Students study basic design concepts and functions of fine metalworking using a variety of metals, alternative materials, tools, and techniques. Craftsmanship, design, creative expression, and cultural purpose are stressed in the production of a variety of jewelry and metalsmithing projects.

0370_JEWELRY AND METALSMITHING**2 (SHS)***1-credit*

Students refine and master fine metalworking skills using a variety of techniques such as casting, enameling, cloisonné, and stone setting. Historical and cultural influences are researched as students produce a variety of jewelry and sculptural pieces.

0190_PHOTOGRAPHY 1*1-credit*

Students explore black and white photography using a manual 35mm SLR camera and a digital camera. They learn chemistry, dark-room procedures, methods, and techniques necessary for proper film and paper development. Through a variety of assignments students incorporate the elements and principles of art and design, aesthetics, history, and philosophy of photography. **Ownership of a 35mm SLR camera and a digital camera is recommended.** A limited number of loaner cameras are available from the department.

0200_PHOTOGRAPHY 2*1-credit*

Students refine and master both traditional and digital photography techniques. While mastering manual camera functions, electronic imaging, computer manipulation, digital cameras, and scanners, students produce a series of advanced photographic images. At SHS only, students may also create "C" prints from color negatives.

0192_AP ART AND DESIGN: PHOTOGRAPHY (WHS)

Prerequisite: Successful completion of both Photography 1 and 2 with final grades of B or higher or Department Leader approval
1-credit

This course is designed for the highly motivated student committed to serious study in Photography. The course is considered to be an Advanced Placement course in terms of content, rigor and creative efforts. The individual works of art created by students in this course are expected to be advanced examples of photographic processes and techniques showing a deep understanding of concept with conscience use of supporting elements and principles of design, technical ability, craftsmanship, originality and creativity. Through the creation of a conceptual portfolio of photographic work, students will strengthen their abilities to use unique and individualized high order thinking skills such as creating, evaluating, analyzing, applying, understanding and remembering in regards to the visual arts. Class sessions include individual and group critiques. It is recognized that students need to work outside the classroom and beyond scheduled class periods to prepare for the Advanced Placement Exam.

0340_SCULPTURE 1

½ credit

This course explores three dimensional form and anatomy in sculpture while working with various media that may include clay, plastiline, plaster, soft stone, papier-mâché, found objects, and wood. Casting and armature support techniques are explored in the production of various three-dimensional forms.

0388_SCULPTURE 2 (SHS)

½ credit

Students refine and master advanced sculpting techniques in the study of three-dimensional methods and materials. While using a variety of media, techniques, and tools, students produce a number of sculptural projects while developing individual preferences and style.

0516_PRINTMAKING

½ credit

This course introduces students to a variety of printmaking techniques using processes such as relief printing (monoprint, collagraph block); intaglio (etching and engraving); and perigraphy (silkscreen films, stencils, block-out). These courses emphasize design elements and principles and introduce art criticism as applied to fine art prints. Lessons may also include the historical development of printmaking in Western and non-Western cultures.

0440_COMPUTER GRAPHIC ART AND DESIGN

1-credit

Students develop and enhance graphic design skills while creating original works of art using a variety of techniques, tools, media, and processes. Scanners, printers, external devices, digital cameras, and other storage devices are used in the creation of traditional and electronic portfolio development. Class sessions include group critiques.

0740_WORKING WITH ADOBE PHOTOSHOP (SHS)

½ credit

Students use basic and intermediate Photoshop techniques to scan and enhance images. Photo composites are created utilizing

special effects filters, layers, import and export features, color, contrast, and distortions to create digital images. Images are prepared for print, critique, portfolio, and exhibit through a variety of different formats.

0155_ART PARTNERS (WHS)

½ credit

This course is for students who may not otherwise have the opportunity to work together and engage in collaborative art making experiences. Borrowing from the Best Buddies model, through this course, typical high school students will learn about the benefits of a work environment that is inclusive of both typical adolescents and adolescents with ID, ASD or other disabilities that may prevent them from fully engaging in a regularly scheduled visual arts course. Students with cognitive, developmental and/or physical challenges will be paired with typical students, as role models, in the creation of engaging, hands on arts projects that are achievable for all participants. Team building, student agency, communication and interpersonal skills will be emphasized. As with all visual art classes, the elements of art and principles of design will be incorporated into each project.

0156_MINDFUL ART (WHS)

½ credit

Mindful Art is designed to support the social emotional learning needs of students who self-select this course. The act of art-making can keep students in the present moment by re-focusing their mental and physical attention to a task that is both calming and engaging. Students will become empowered to better understand and be aware of their own impulses, thoughts, feelings and behaviors. The elements of art and principles of design will be incorporated into this course,

which will include exercises that teach students to be more connected to their own feelings and creative processes.

1151_UCONN ECE DIGITAL FOUNDATIONS

1-credit

This course is an intensive experience in designing for the digital arts. Students are expected to engage in a wide range of real work projects in order to better understand the media and methodologies that form their foundations. Students explore new ways to share and communicate information by creating digital work. Applying effective uses of communication media and the ways in which information can be visualized and perceived by an audience will stimulate students to critically explore, develop, and comment upon digital work in a rapidly growing industry.

0450_UCONN ECE DRAWING 1

Prerequisite: Drawing and Painting 1

1-credit

Students will gain an in-depth understanding of perspective, composition, proportion, value and space through direct observation, concentration, and practice. This course provides students with an intensive drawing experience using a variety of media, techniques, and methods. Students will develop strategies while working from observation, which emphasize weight, volume, and form. Still life objects, interior and exterior spacial drawing are a key emphasis of this class. Individual and group critiques are used to inform and strengthen the student's awareness of key concepts and to allow dialogue about the various aesthetics, strategies and methods used in the creation of the work.

0443_ADVANCED 3D MEDIA (WHS)

Prerequisite: Successful completion, including final grade of B or higher, in minimum of a full year level 1 or 2 half-year 3D media course(s) (Ceramics, Sculpture, Crafts, Potter's Wheel, Jewelry and Metalsmithing) or Instructor and Department Leader approval.

1-credit

This course explores three-dimensional form while working with various media that may include clay, plaster, papier-mâché, found objects, metal and wood. Additive and subtractive techniques will be explored along with casting, armature and kinetic designs. The objective of this course is to create a variety of projects that demonstrate a student's understanding of the elements and principles of design to familiarize students with art making techniques and processes and to broaden student's understanding of diverse cultures and artistic traditions through art making.

0771_SMART PHONE AND DIGITAL PHOTOGRAPHY (SHS)

½ credit

This course will cover the use of the Smartphone camera, apps and advance to Digital SLR camera controls (traditional camera with lens), including f/stops, shutter speeds, film speeds and the production of a correct exposure. Skills will include composition, criticism, lighting, and image editing software. Students will also learn the history and invention of photography. Assignments will include creative use of the camera controls including depth of field and action motion, shadows and light, alternative camera angles, portraits, still life's, and compositions

based on the principles and elements of design. Students will receive basic instruction, demonstration, and see samples of the desired outcomes; students will post their photography work and writing on class blog. At the end of the course students will have a Google site featuring their artwork.

**0464_NCC TWO – DIMENSIONAL DESIGN**

Prerequisite: Placement into English 088 via Norwalk Community College Accuplacer.

½ credit

This introductory course focuses on the basic elements and principles of design such as line, texture, space, balance, unity and scale.

**0463_NCC GRAPHIC DESIGN 1: SKILL AND PRINCIPLES**

Prerequisite: Placement into Math 136 via Norwalk Community College Accuplacer.

½ credit

An introductory course focusing on the fundamental nature, skills and principles of graphic design. Students will learn about composition, communication and technology. Classes consist of lectures, demonstrations, applied practice and critiques.

PERFORMING ARTS – MUSIC



The music program offers a wide variety of individual and group listening, creating, and performing opportunities on a totally elective basis.

Music provides students with opportunities to participate in a number of performances as a member of a variety of dynamic and active groups.

A broad range of courses provides instruction in instrumental and choral settings, theory, music history, appreciation, and contemporary elements of music. These courses will enable students to experience group interaction and to develop a sense of dedication and commitment through music. (For information on AP and UConn ECE courses, see **HIGH SCHOOL AND YOUR FUTURE, Page 4**)

COURSE OFFERINGS

Choral:

Concert Choir

Advanced Choir:

Chamber Singers **(WHS)**

Madrigal Singers **(SHS)**

Gospel Choir **(WHS)**

Voice Class (1/2 year)

Instrumental:

Concert/Marching Band (1/2 year)

Jazz Ensemble

Orchestra (1/2 year)

Piano Instruction 1, 2 (1/2 year)

Guitar Instruction 1, 2 (1/2 year) **(SHS)**

Percussion **(WHS) (NEW)**

Non-Performance:

AP Music Theory **(WHS)**

UConn ECE Fundamentals/Ear Training **(SHS)**

Introduction to the Music Business (1/2 year) **(WHS)**

Digital Music Production (1/2 year) **(WHS)**

UConn Popular Music and Diversity in American Society (1/2 year) **(SHS) (NEW)**

CHORAL

7210_CONCERT CHOIR

1-credit

7211_CONCERT CHOIR (SHS)

1/2 credit

This course explores opportunities in ensemble singing of a varied repertoire of traditional, contemporary, sacred, and secular music. The study of proper vocal tech

nique, diction, tone production, fundamentals of music theory, and performance etiquette is developed through the daily study and performance of a varied repertoire. This is a performance-based class with participation, performance, and attendance in class, at rehearsals, and at concerts as integral parts of the student's grade.

ADVANCED CHOIR:**7230_CHAMBER SINGERS (WHS)****7231_MADRIGAL SINGERS (SHS)***1-credit***7232_MADRIGAL SINGERS (SHS)***½ credit***Prerequisite:** Vocal audition and director approval

This course involves advanced studies in choral literature. This is a performance-based class with participation, performance, and attendance in class, at rehearsals, and at concerts as integral parts of the student's grade.

7000_GOSPEL CHOIR (WHS)*1-credit*

This ensemble concentrates on the performance and appreciation of traditional and contemporary Spiritual repertoire. Ear training, harmony, diction, and techniques in breathing are emphasized. This is a performance-based class with participation, performance, and attendance in class, at rehearsals, and at concerts, as integral parts of the student's grade.

7470_VOICE CLASS*½ credit*

This class is intended to help develop untrained voices in the basic fundamentals of singing. Techniques in breathing, tone development, and style are stressed. Students are encouraged to perform in solo and in ensemble situations.

INSTRUMENTAL**7220_CONCERT/MARCHING BAND***1-credit***7225_CONCERT/MARCHING BAND***½ credit – Semester 1 only*

This is a performance-based class dedicated to advanced instrumental music. Participation in concert and marching band in the fall is required. Each student participates at band performances in school and the community. All band students must read music and have played in a middle school band for at least one year.

7510_JAZZ ENSEMBLE (WHS)*1 credit***7515_JAZZ ENSEMBLE (SHS)***½ credit***Prerequisite:** By audition and director approval

Jazz Ensemble is an advanced class utilizing music theory and history. A varied repertoire of jazz music is studied and rehearsed, exploring the melody, harmony, rhythm, and style unique to jazz music. Improvisation is taught and performed on a daily basis. Jazz is a performance-based class with required participation in class and at concerts.

7120_ORCHESTRA*1-credit***7125_ORCHESTRA***½ credit – Semester 1 only*

Membership in the orchestra is open to all students interested in continuing to play a string instrument. Auditions are held for instrumentalists on wind, brass, and percussion to complete the orchestra. This is a performance-based class with participation, performance, and attendance in class, at rehearsals, and at concerts as integral parts of the student's grade.

7700_PIANO INSTRUCTION 1*½ credit*

This course is intended for students who have little or no experience on a musical instrument. Students will learn how to read notation for the piano while playing music from various cultures and styles. This is a performance-based class where students will be working alone and in groups. Students will also use computers to aid instruction and evaluation.



Zuri Rames - Westhill

7710_PIANO INSTRUCTION 2*½ credit*

This course is intended for students who have had experience on the piano. The focus of this class is to further the students' abilities on the piano through sight-reading and composition. Students will also learn how to use Midi software to record and produce their own compositions. This is a performance-based class where students will be working alone and in groups. Students will also use computers to aid instruction and evaluation.

7720_GUITAR INSTRUCTION 1 (SHS)*½ credit*

This course is intended for students who have little or no experience on a musical instrument. Students will learn the basics of chords, rhythm, and notation for the guitar. This class will focus on the fundamentals of playing the guitar while performing music from various cultures and styles. This is a performance-based class where students will be working alone and in groups. (Students will be provided acoustic guitars to use in class.)

7730_GUITAR INSTRUCTION 2 (SHS)*½ credit*

This course is intended for students who have experience on the guitar. The focus of this class is to further the students' abilities on the guitar through sight-reading and performing music from various cultures and styles. This is a performance-based class where students will be working alone and in groups. (Students must own or rent their own guitar. An acoustic guitar is recommended; no amplifiers will be allowed.)

7750_PERCUSSION (WHS)

1-credit

7751_PERCUSSION (WHS)*½ credit – Semester 1 only*

This is a performance-based class dedicated to advanced instrumental music, focused on percussion. Participation in concert band in the fall is required. Each student participates at band performances in school and the community. All percussion students should read music and have played percussion in a middle school band for a least one year.

NON-PERFORMANCE**752_AP MUSIC THEORY (WHS)**

Prerequisite: Instructor approval
1-credit

This course is designed as an introductory college course in music theory and is intended for the serious music student. It develops a student's ability to compose, analyze, and sight-sing. It addresses advanced aural and compositional skills using both listening and written exercises. Students must read music and demonstrate proficiency on an instrument or voice.

**7750_UCONN ECE FUNDAMENTALS/
EAR TRAINING (SHS)**

1-credit

The course is designed for motivated students, offering instruction in fundamental music skills and the Western musical notation system. Music experience is not required. First semester will focus on basic music theory, music literacy, ear training (aural skills), and rudimentary keyboard skills. Second semester will build on these skills, examining major and minor keys, intervals, and basic diatonic harmony. Composition and notation skills will be developed on Muse-Score.

**7740_INTRODUCTION TO THE MUSIC
BUSINESS (WHS)**

½ credit

This course explores the job opportunities available to students with an interest in

and love of music. Designed for both music and non-music students interested in working in the music/entertainment industry, students are given an opportunity to learn and understand the requirements and training needed to pursue a music-oriented career. Class sessions include guest lecturers, field trips, research-based and practical projects, and written tests.

**1960_DIGITAL MUSIC PRODUCTION
(WHS)**

½ credit

This is a project-based class where students will compose and produce their own music that will be recorded to CD. Students will learn a variety of recording and production software that they will use to create their own compositions. Students will also learn the fundamentals of music and the piano.

**7530_UCONN ECE POPULAR MUSIC
AND DIVERSITY IN AMERICAN SOCIETY
(SHS)**

½ credit

An introduction to popular music and diversity in America: Jazz, Blues, Top-Pop, Rock, Hip-Hop and other genres. Musicians and their music studied in the context of twentieth-century and contemporary American society, emphasizing issues of race, gender, class, and resistance. No prior musical training or knowledge required.

**NEW
COURSE!**

PERFORMING ARTS – THEATRE

The Theatre Arts program is designed for both the student who is interested in developing their artistic range for purposes of personal expression and the student who intends to pursue a career in theatre. In conjunction with Drama Club activities, students are able to explore all fields of theatre work.

COURSE OFFERINGS

Dramatic Arts

Acting Workshop

0360_DRAMATIC ARTS

1-credit

This course is an introduction to the study of theatre. Students read and perform scenes and monologues, develop memorization and improvisation skills, and write personal responses to their peer actors. Students may also create their own scripts and plays.

0330_ACTING WORKSHOP

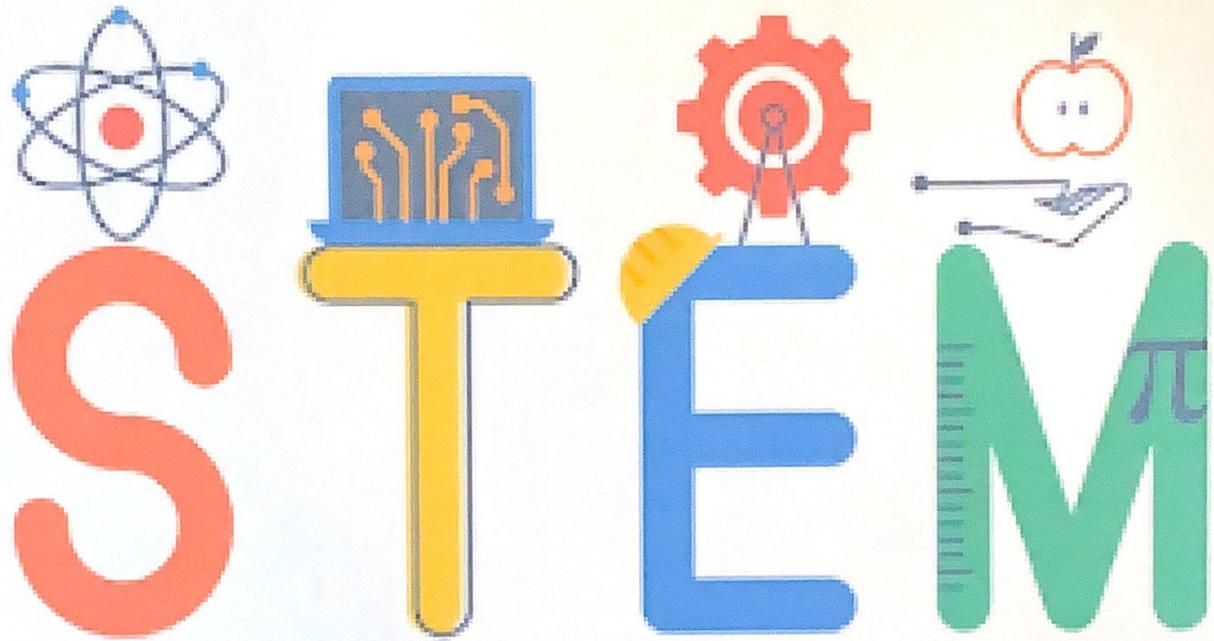
Prerequisite: Dramatic Arts or extensive stage experience

1-credit

This course explores various internal and external crafts of acting so that students learn to express individual creativity, become aware of the discipline and rigors that acting demands, and apply these skills for themselves. Through classroom exercises, students explore and participate in the following areas: relaxation, concentration, awareness, vocal expression, interrelationship, and a beginning approach to character.



Madison Wilks – Stamford High



**SCIENCE, TECHNOLOGY,
ENGINEERING,
MATHEMATICS**

SCIENCE



The State of Connecticut and the Stamford Public Schools' frameworks foster the development of *interest* in global issues and the ability to collect, analyze, and use data to explore and explain related science concepts for students in grades 9 and 10.

For students in grades 11 and 12, the focus of learning shifts to the development of *deep understanding* of science concepts and principles and to the preparation for future studies and careers. Interactive boards and web-based resources are used extensively in every course.

For information on Honors, AP, and UConn ECE courses, see HIGH SCHOOL AND YOUR FUTURE, Page 4.

COURSE OFFERINGS

Physical Science Physics
($\frac{1}{2}$ year)

Physical Science Chemistry
($\frac{1}{2}$ year)

Biology

Honors Biology

Chemistry

Honors Chemistry

Physics

Honors Physics

Foundations of Science 1
& 2 ($\frac{1}{2}$ credit) **(NEW) (EL)**

AP and UConn ECE:

AP Biology

UConn ECE Biology **(SHS)**

AP Chemistry

UConn ECE Chemistry **(SHS)**

AP Physics 1

AP Physics 2

UConn ECE Physics 1201Q

UConn ECE Physics 1202Q

AP Physics C

UConn ECE Physics C

AP Environmental Science

UConn ECE Environmental
Science

UConn ECE Applied Mechanics

AP Capstone Seminar **(WHS)**

AP Capstone Research **(WHS)**

Electives:

Environmental Science
($\frac{1}{2}$ year)

Earth Systems ($\frac{1}{2}$ year)

Space Systems ($\frac{1}{2}$ year)

Human Physiology

Consumer Chemistry ($\frac{1}{2}$ year)

Marine Biology ($\frac{1}{2}$ year)

Bioethics ($\frac{1}{2}$ year)

Biotechnology ($\frac{1}{2}$ year)

Forensic Science

Forensic Science ($\frac{1}{2}$ year)

Introduction to Robotics

Independent Study Science
Teaching

Science Research

Public Health **(NEW) (WHS)**

8373_PHYSICAL SCIENCE PHYSICS

8375_Sheltered

8377_Administrative approval required

$\frac{1}{2}$ credit

This course explores the basic principles of physics in a comprehensive approach. Students learn through an inquiry-based approach designed to foster critical thinking,

investigative, and decision making skills, as well as cooperative and basic research skills. Laboratory investigations are an integral part of this course. As a result of this course students explore and explain core physics concepts and their related applications.

8374_PHYSICAL SCIENCE CHEMISTRY
8376_Sheltered
8369_Administrative approval required
 ½ credit

This course explores the basic principles of chemistry in a comprehensive approach. Students learn through an inquiry-based approach designed to foster critical thinking, investigative, and decision making skills, as well as cooperative and basic research skills. Laboratory investigations are an integral part of this course. As a result of this course, students explore and explain core chemistry concepts and their related applications.

8110_BIOLOGY

1-credit

8060_Sheltered

1-credit

861_/987_Administrative approval required

Prerequisite: One year of high school science

1-credit

8121_Honors

Prerequisite: B average in science

1-credit

8362_AP

Prerequisite: Biology, Chemistry and two years of mathematics with a minimum grade of B

2-credits (double period)

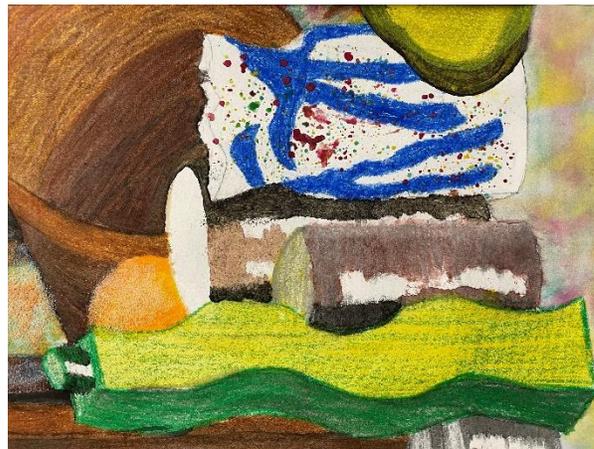
8361_UConn ECE (SHS)

Prerequisite: Biology, Chemistry and two years of mathematics with a minimum grade of B

2-credits (double period)

This course explores biological principles in a comprehensive approach. The course examines: ecology, cell biology, genetics, evolution, microorganisms, plants, vertebrates, and invertebrates. Students' understanding of biology is fostered through laboratory investigations, problem solving and critical thinking activities. Laboratory investigations are an integral part of this course. As a result of this course, students explore and explain

concepts of biology and its related applications.



Jacob Albright - Westhill

8210_CHEMISTRY

Prerequisite: Algebra 1 or Geometry and one year of high school science. Concurrent enrollment in Algebra 2 recommended

1-credit

8221_Sheltered

1-credit

8280_Honors

Prerequisite: B Average in science and mathematics (Geometry or Algebra 1). Concurrent enrollment in Algebra 2 recommended

1-credit

8422_AP

Prerequisite: Two years of laboratory science including Chemistry (Honors Chemistry is recommended) and two years of mathematics

2-credits (double period)

8424_UConn ECE (SHS)

Prerequisite: Successful completion of two years of laboratory science including Chemistry (Honors Chemistry is recommended) and successful completion of Algebra 2

2-credits (double period)

This course explores chemical principles in a comprehensive approach. The course examines: matter and energy, atomic structure,

periodicity, ionic and covalent compounds, chemical equations, stoichiometry, theory of gases, solutions and chemical equilibrium, acids and bases, reaction rates, electrochemistry, and nuclear chemistry. Students' understanding of chemistry is fostered through laboratory investigations, problem solving and critical thinking activities. Laboratory investigations are an integral part of this course. As a result of this course, students develop a deeper understanding of chemistry and its related applications.

8310_PHYSICS

8400_Honors

Prerequisite: Algebra 2 (or concurrent enrollment) and two years of high school science

1-credit

This course explores classical and modern physics principles in a comprehensive approach. The course examines: Newtonian mechanics, heat, kinetic theory and thermodynamics, electricity and magnetism, waves and optics, historical astronomy, and nuclear physics. Students' understanding of physics is fostered through laboratory investigations, problem solving and critical thinking activities. Laboratory investigations are an integral part of this course. As a result of this course, students develop a deeper understanding of physics and its related applications.

NEW COURSE!

8101_FOUNDATIONS OF SCIENCE 1

8102_FOUNDATIONS OF SCIENCE 2

½ credit – 1 semester (EL Courses)

This course is for New Arrivals English Learners develops a strong foundational background on the principles of several scientific specialities. Basic science concepts are explored, as are the principles underlying the scientific method and experimentation.

8384_AP PHYSICS 1

Prerequisite: Geometry and concurrent enrollment in Algebra 2

1-credit

This course is the equivalent to a first semester college course in algebra-based physics. Topics include: Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits. Inquiry-based investigations are emphasized. These investigations are designed to foster student engagement in the practice of science through experimenting, analyzing, making conjectures and arguments, and solving problems in a collaborative setting, where they direct and monitor their progress toward an academic goal. Laboratory investigations are an integral part of this course.

8385_AP PHYSICS 2

Prerequisite: AP Physics 1 or comparable introductory physics course and Pre-calculus or concurrent enrollment in Pre-calculus

1-credit

This course is the equivalent to a second semester college course in algebra-based physics. Topics include: fluid mechanics; thermodynamics; electricity and magnetism; optics; atomic and nuclear physics. Inquiry-based investigations are emphasized. These investigations are designed to foster student engagement in the practice of science through experimenting, analyzing, making conjectures and arguments, and solving problems in a collaborative setting, where they direct and monitor their progress toward an academic goal. Laboratory investigations are an integral part of this course. Students are expected to take the Advanced Placement examination at the conclusion of the course.

8390_UCONN ECE PHYSICS 1201Q

Grade: 11, 12

Prerequisite: Biology, Chemistry, Algebra 2, concurrent enrollment in Pre-Calculus or Calculus, and a summer assignment prior to the start of the academic year

1-credit

This full year college physics course is designed to provide a strong physics foundation for more advanced courses in college science. The topics covered include classical dynamics, rigid-body motion, harmonic motion, waves, fluids, and thermo-dynamics, as well as other selected topics. Laboratory work is a key component of the course and offers fundamental training in precise measurements. Students must have a very strong science and mathematics background to ensure successful comprehension and completion of this course.

8391_UCONN ECE PHYSICS 1202Q

Grade: 11, 12

Prerequisite: Completion of UCONN 1201Q with a C or better and a summer assignment prior to the start of the academic year

1-credit

This full year college physics course is designed to provide a strong physics foundation for more advanced courses in college science. The topics covered include classical electrostatics, electricity, magnetism, optics and modern physics as well as other selected topics. Laboratory work is a key component of the course and offers fundamental training in precise measurements. Students should have a very strong science and mathematics background to ensure successful comprehension and completion of this course.

8388_AP PHYSICS C*2-credits (double period)***8383_UConn ECE**

Prerequisite: Two years of laboratory science including Physics and concurrent enrollment in Calculus

2-credits (double period)

This course meets the objectives of a rigorous course in first year calculus-based physics at a college level. The course delves deeply into Newtonian Mechanics and may extend to electricity and magnetism. Laboratory investigations are an integral part of this course.

8740_AP ENVIRONMENTAL SCIENCE**8741_UConn ECE**

Prerequisite: Biology and Chemistry

1-credit

This course is planned to meet the objectives of a rigorous course in first year environmental science at the college level. Topics include: interdependence of earth's systems, the living world, population, land and water use, energy resources and consumption, pollution and global change. Laboratory investigations are an integral part of this course. Each student completes a lab notebook or portfolio of lab reports.



Ivanna Nique – Stamford High

8379_UCONN ECE APPLIED MECHANICS 1 (SHS)

Prerequisite: Calculus or concurrent enrollment in Calculus
1-credit

This is a college level course focusing on fundamentals of statics using vector methods. Topics include: resolution and composition of forces; equilibrium of force systems; analysis of forces acting on structures and machines; centroids; moment of inertia. Laboratory investigations are an integral part of this course.

8960_AP CAPSTONE – SEMINAR (WHS)

1-credit

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literacy, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

8961_AP CAPSTONE – RESEARCH (WHS)

Prerequisite: AP Capstone Seminar
1-credit

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea for individual interest. Stu-

dents design, plan, and implement a year-long investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000-5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

ELECTIVES**8750_ENVIRONMENTAL SCIENCE**

Prerequisite: Two years of science
 $\frac{1}{2}$ credit

This course explores the relationships that exist between people and the environment. This course examines: scientific analysis, interdependence of earth systems, human population dynamics, renewable and non-renewable resources, environmental quality, global changes and their consequences, environment and society, and choices for the future. Laboratory and field investigations are an integral part of this course.

8930_EARTH SYSTEMS

Prerequisite: One year of high school science
 $\frac{1}{2}$ credit

This course explores earth science in a comprehensive approach. The course examines: the dynamic forces that shape the earth, weather and the oceans, and the geophysical earth. Students' understanding of earth science is fostered through laboratory investigations, problem solving and critical thinking activities. Laboratory investigations are an integral part of this course. As a result of

this course students develop a deeper understanding of earth science and related applications.

8940_SPACE SYSTEMS

Prerequisite: One year of high school science
½ credit

This course explores space science in a comprehensive approach. The course examines: the earth and its relationship to the solar system and the universe. Students' understanding of space science is fostered through laboratory investigations, problem solving and critical thinking activities. Laboratory investigations are an integral part of this course. As a result of this course students develop a deeper understanding of the earth and its relationship to space and related scientific applications.

8200_HUMAN PHYSIOLOGY

Prerequisite: Biology and Chemistry
1-credit

This course explores the structure and function of the human body. This course examines: body organization, systems for support and movement, systems of communication, control, and integration, transportation, respiration, nutrition, excretion, reproduction, defense, and adaptation. This course satisfies the requirement of a laboratory science for college admission. Laboratory investigations are an integral part of this course.

8222_CONSUMER CHEMISTRY

Prerequisite: Two years of science
½ credit

This course explores the various applications of consumer chemistry. Students perform lab experiments and complete long term projects that involve student research and collaborative group work. This course examines the study of cosmetics /dyes/cleaners, food/biochemistry, pharmaceuticals and

nanotechnology. Laboratory investigations are an integral part of this course. Students work independently and as teams to develop, communicate, and explain how chemistry impacts people in society.

8760_MARINE BIOLOGY

Prerequisite: Two years of science, one being Biology
½ credit

This course investigates the marine environment of Long Island Sound. The course includes the biological, physical, and chemical factors of the marine environment, and includes marine diversity and ecology. Students' understanding of marine biology is fostered through laboratory investigations and field experiences that include the collection and identification of plant and animal populations from aquatic samples. As a result of this course, students develop a deeper understanding of the concepts and principles of marine biology and its related applications. Laboratory investigations are an integral part of this course.

8470_BIOETHICS

½ credit

This course examines the reasonableness of human choices and actions in situations such as euthanasia, surrogacy, and organ donation. The course will investigate how problems in bioethics can be approached from a variety of perspectives as well as the complexities of ethical decision making. Students will be expected to merge scientific and philosophical thinking when evaluating morality of choices. Finally, bioethical practices of different cultures will be examined.

8800_BIOTECHNOLOGY

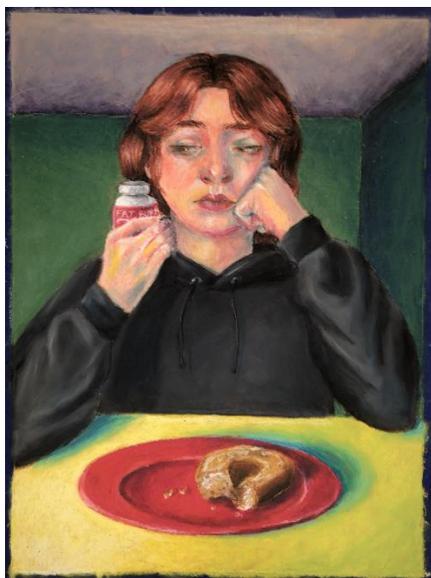
Prerequisite: Two years of science. Concurrent enrollment in Chemistry is recommended.
½ credit

This course explores the emerging interdisciplinary field of biotechnology. The course examines: stem cell research, DNA analysis, genetic engineering, biological weapons, medical applications, and ethics. Students' understanding of biotechnology is fostered through the extensive use of laboratory investigations that connect the theoretical and the real-life applications of the topics of the course. Laboratory investigations are an integral part of this course.

1702_INTRODUCTION TO ROBOTICS

1-credit

Students will be introduced to robotics and robot kinematics and will be involved in the development, building and programming of robots. Students will apply fundamentals of electronics and networking to build a remotely controlled robot that can perform specific tasks. Students will have the opportunity to participate in Robotics Competition.



Charlotte Long - Westhill

8510_FORENSIC SCIENCE

Prerequisite: Biology and Chemistry
1-credit

This course explores the various scientific applications of solving crimes in a comprehensive approach. Students perform numerous laboratory techniques including some that may be referenced on television shows. This course examines analyzing fingerprints, bodily fluids, DNA, firearms and ballistics, arson and explosives, natural and synthetic fibers, documents, glass fragments and case studies. Laboratory investigations are an integral part of this course. Students work independently and as teams to develop, communicate and defend scientific arguments based on their findings to solve crime scene investigations and to analyze case studies.

8511_FORENSIC SCIENCE

Prerequisite: Biology and Chemistry
½ credit

This course explores the various scientific applications of solving crimes. Students perform numerous laboratory techniques including some that may be referenced on television shows. This course examines the study of legal issues, trace evidence, impression evidence, bodily fluids, documentation, the psychology of a criminal, and the processing of a crime scene. Laboratory investigations are an integral part of this course. Students work independently and as teams to develop, communicate, and defend scientific arguments based on their findings to solve crime scene investigations and to analyze case studies.

8431_INDEPENDENT STUDY SCIENCE TEACHING

2-semesters, ½ credit each

This course is designed for juniors and seniors in good academic standing who have a possible interest in teaching (especially science)

or working in social services. They will work with students, under the guidance of the classroom teacher, in Physical Science and Biology classrooms (including Bilingual, Academic, and Sheltered classes) to create an environment that creates growth mindset in regards to science and that significantly improves student achievement.

Administrative approval required.

8501_SCIENCE RESEARCH

Prerequisite: Successful completion of two years of Science

1-credit

Science Research is a full year course where students: apply the methods of scientific investigation to identify and solve problems in science, technology, engineering, and/or mathematics; develop questions based on data or research, plan experimental design, and analyze data to form conclusions; work individually or as part of a team to complete a research project.

Over the course of the year students will complete a science research project on a more professional level than they may have done in the past. Ideas and research tech-

niques will be explored and students will design and implement several smaller research projects in addition to one major scientific investigation.

8830_PUBLIC HEALTH (WHS)

Prerequisite: Biology

1-credit



This course is designed to introduce students to the history, biological science, and careers in public health. This course explores communicable and non-communicable disease and their impact on global health. Students will explore causes and types of disease, modes of disease transmission, epidemiology, medical and community response. Main topics of study include infectious disease including virus & bacteria that lead to pandemics and plagues, non-communicable disease and their societal impact, history of wide spread diseases, careers in public health, and public policy that impact aspects of community such as work force health and safety. Research projects are an integral part of this course. This course is appropriate for any student who is considering careers in the medical health care field.

Alternatives to Dissection

Dissection is one of many instructional methods used in life science courses. Students may request alternatives to dissection. Alternatives include such materials as videos, computer programs, films, models, transparencies, charts, diagrams, dissecting microscopes and textbook overlays. If alternatives to dissection are requested, teacher assistance will be available at all times, and no grades may be adversely affected because alternatives are requested.

CAREER & TECHNICAL EDUCATION – TECHNOLOGY

The Technology program provides students with an opportunity to participate in well-organized career and/or vocational experiences. In these courses the fundamental skills of reading, writing, and mathematics are applied to creative projects and the students learn by doing. Students are instructed in the use of hand tools and power machines. They become acquainted with materials, industrial processes, labor information, and job/career opportunities.

COURSE OFFERINGS

Automotive Technology (½ year) (WHS)

Video Technology (½ year) (SHS)

Wood Technology (½ year) (WHS)

1210_AUTOMOTIVE TECHNOLOGY (WHS)

½ credit

This course focuses on how an automobile works with a major emphasis on the study of electrical ignition and timing, carburetion, and compression. Included is a study of the engine and the drive train in motion.



Dakota Zampa Westhill

1190_WOOD TECHNOLOGY (WHS)

½ credit

This is an introductory course in the use of woodworking machines and portable power tools. Students have hands-on experiences in elementary woodworking, planning, design, and wood finishing.

1560_VIDEO TECHNOLOGY (SHS)

½ credit

This course provides the student with a basic understanding of the technology behind video as an information medium, and ways in which it is created to achieve its desired effect on an audience. Students will be able to demonstrate production skills and techniques as it relates to producing a variety of video formats. Example formats include producing a school news program, narrative shorts, PSAs, and many other visual media.

MATHEMATICS



The mathematics department is organized to develop and implement a curriculum that will give every graduate of Stamford Public Schools the knowledge, understanding, and skills they will need in mathematics to compete in the 21st century world economy.

Instruction is varied and includes teacher-centered, group work, inquiry-based, and individual learning. Interactive boards and graphing calculators are used extensively in every course.

Most classes also include computer software applications and web-based resources.

Homework is given regularly and is expected to be completed. Tests and quizzes model homework and class work. Both homework and assessments play a vital role in the teacher evaluation of a student.

(For information on Honors, AP, and UConn ECE courses, see HIGH SCHOOL AND YOUR FUTURE, Page 4)

COURSE OFFERINGS

Math 9/10
 Algebra 1
 Geometry
 Honors Geometry
 Algebra 2
 Honors Algebra 2

Electives:

Advanced Algebra and
 Geometry **(SHS)**
 Algebra 3 and
 Trigonometry
 (1/2 year)
 Statistics and Probability
 Statistics and Probability
 (1/2 year)

Pre-Calculus
 Honors Pre-Calculus
 Calculus
 AP Calculus AB
 UConn ECE Calculus AB
 AP Calculus BC
 Multivariable Calculus
 AP Statistics
 UConn ECE Statistics
 Introduction to Computer Science
 (1/2 year)
 Cyber Security **(WHS)**
 Honors Cyber Security **(WHS)**

AP Computer Science **(WHS)**
 AP Computer Science Principles
 AP Data Structures & Algorithms
(WHS)
 Computer Based Investigative
 Mathematics
 Mathematical Logic and Inquiry
 Engineering Fundamentals
 Math Center
 Math Tutorial 9
 Math Lab
 Independent Study Math Teaching
 Bridges Math
 Foundations Math 1, 2, 3, 4, (EL)
 Integrated Math 1, 2

637_/961_MATH 9/10

1-credit

This course is an activity-based mathematics course focusing on pre-algebra and pre-geometry skills. It is designed to engage student involvement in problem solving, reasoning, communications, and math-

ematical connections, as well as continued reinforcement and application of computation skills. Students apply the skills learned to everyday problem solving and real life applications.

Administrative approval required.

6100_ALGEBRA 1

6500_Sheltered

1-credit

This course examines the properties of real numbers, linear equations, inequalities, piece-wise equations, linear programming, and systems of equations and applications. Emphasis is on algebraic, geometric, and graphic representation of these topics through critical thinking activities as well as the use of computers and graphic calculator technology. Students focus on problem solving and real life applications.

6240_GEOMETRY

6241_Honors

Prerequisite: Algebra 1 with a minimum grade of B

6660_Sheltered

Prerequisite: Algebra 1

1-credit

This course examines the geometric aspects of plane and solid figures such as properties of lines and angles, triangles, quadrilaterals, circles, including length, area, surface area, and volume of solids as well as inductive reasoning and proof. Emphasis is on algebraic, geometric, and graphic representation of these topics through critical thinking activities as well as the use of computers and graphic calculator technology. Students focus on problem solving and real life applications.

6200_ALGEBRA 2

6502_Sheltered

Prerequisite: Algebra 1 and Geometry

6210_Honors

Prerequisite: Algebra 1 and Honors Geometry or Geometry with a minimum grade of B

1-credit

This course examines the properties of real numbers, linear equations and functions, inequalities, linear systems of equations,

quadratic and polynomial functions, radical exponents and functions, and exponential and logarithmic functions. Emphasis is on algebraic, geometric, and graphic representation of these topics through critical thinking activities as well as the use of computers and graphic calculator technology. Students focus on problem solving and real life applications as well as skills required for the SAT examination throughout the year.

6181_FOUNDATIONS MATH 1

6180_FOUNDATIONS MATH 2

6183_FOUNDATIONS MATH 3

6184_FOUNDATIONS MATH 4

½ credit, 1-semester each (EL Courses)

This course provides academic support for new arrival English learners that need to develop a strong number sense by seeing connections among operations and numbers, making reasonable estimates, and spotting unreasonable answers. Instruction focuses on the use of hands-on activities, manipulatives, and real life applications. Students develop an understanding of proportional relations in connection to linear functions. Foundations Math 3 and 4 are the equivalent of pre-Algebra.

ELECTIVES

6764_ADVANCED ALGEBRA AND GEOMETRY

Prerequisite: Algebra 1, Geometry

1-credit

Advanced Algebra and Geometry is an elective course that will revisit topics from Algebra 1 and Geometry that are essential to success on the SAT and other advanced math classes. The course would benefit students who have missed key skills and concepts that need to be mastered prior to taking Algebra 2.

6850_ALGEBRA 3 AND TRIGONOMETRY**Prerequisite:** Algebra 2*½ credit*

This semester course examines mathematical concepts required for taking trigonometry at college. Emphasis is on algebraic, geometric, and graphic representation of these topics through critical thinking activities as well as the use of computers and graphic calculator technology. Students focus on problem solving and real life applications as well as skills required for the SAT examination throughout the semester.

6861_STATISTICS AND PROBABILITY**Prerequisite:** Geometry*1-credit*

This course will enable students to understand and utilize statistics and probability in everyday life as well as prepare them for relevant SAT questions on Problem Solving and Data Analysis. Topics covered will be Data Analysis, Data Collection, Probability and Inference. Students will focus on activity-based discovery investigations, real-life examples and applications. Technology will include the use of software and graphing calculators.

6860_STATISTICS AND PROBABILITY**Prerequisite:** Algebra 2*½ credit*

This semester course examines basic data analysis and probability concepts. Emphasis is on algebraic and graphic representation of these topics through critical thinking activities as well as the use of computers and graphic calculator technology. Students focus on problem solving and real life applications as well as skills required for the SAT examination throughout the semester.

6320_PRE-CALCULUS**Prerequisite:** Algebra 2**6330_Honors****Prerequisite:** Honors Algebra 2 or Algebra 2 with a minimum grade of B*1-credit*

This course examines the properties of functions and modeling, radical exponents and functions, exponential and logarithmic functions, trigonometric analysis, polar coordinates, and complex numbers. Emphasis is on algebraic, geometric, and graphic representation of these topics through critical thinking activities as well as the use of computers and graphic calculator technology. Students focus on problem solving and real life applications as well as skills required for the SAT examination throughout the year.

6340_CALCULUS**Prerequisite:** Pre-Calculus*1-credit*

This course examines the advanced properties of functions, including limits and continuity, the techniques of differential and integral calculus. Emphasis is on algebraic, trigonometric, and exponential functions of these topics through critical thinking activities as well as the use of computers and graphic calculator technology. Students focus on problem solving and real life applications throughout the year.

6290_AP CALCULUS AB**6341_UConn ECE (WHS)****Prerequisite:** Honors Pre-Calculus or Pre-Calculus with a minimum grade of B*1-credit*

This intensive college level calculus course examines the advanced properties of functions, limits, and continuity. The techniques of differential and integral calculus will be developed and applied to algebraic, trig-

onometric, and exponential functions. Student experiences focus and emphasize on problem solving and real life applications through critical thinking activities as well as the use of computers and graphic calculator technology

6291_AP CALCULUS BC

Prerequisite: Honors Pre-Calculus

1-credit

This intensive college level calculus course examines the advanced properties of functions, limits, and continuity. Techniques of differential and integral calculus and concepts of sequences and series will be developed and applied to algebraic, trigonometric, exponential parametric and polar functions. Student experiences focus and emphasize on problem solving and real life applications through critical thinking activities as well as the use of computers and graphing calculator technology.



Luis Cux- Westhill

6342_MUTLIVARIABLE CALCULUS

Prerequisite: AP Calculus BC

1-credit

Multivariable Calculus is a rigorous second year course in college level calculus. This course provides an in-depth study of vectors and the calculus of several variables for the student who has successfully completed Calculus BC. The successful student

will bring to the course a solid understanding of the concepts of first year calculus as well as the ability to approach complex problems and applications with insight, imagination and persistence. Major topics will include vector problems and analysis, functions of two or more variables and their partial derivatives, and multiple integrals.

6360_AP STATISTICS

6361_UConn ECE (WHS)

Prerequisite: Algebra 2

1-credit

This intensive college level non-calculus based statistics course examines four broad conceptual themes: (1) Exploring data: observing patterns and departures from patterns; (2) Planning a study: Deciding what and how to measure; (3) Anticipating patterns: producing models using probability and simulation; and (4) Statistical inference: confirming models. Student experiences focus and emphasize on problem solving and real life applications through critical thinking activities as well as the use of computers and graphic calculator technology.

6630_INTRODUCTION TO COMPUTER SCIENCE

Prerequisite: Algebra 1

1/2 credit

This introductory course examines programming techniques, teaches the fundamentals of programming language (currently Java) and syntax, and prepares students to develop applications in computer programming. This class is an introductory class preparing students for further study in AP Computer Science.

6640_AP COMPUTER SCIENCE (WHS)

Prerequisite: Algebra 2 with a minimum grade of B
1-credit

This intensive college level Computer Science course examines the advanced properties of data structures, design and algorithm development using Java as the programming language. Student experiences focus and emphasize on problem solving and real life applications through critical thinking activities including the social and ethical implications of computer use.

6644_AP COMPUTER SCIENCE PRINCIPLES

1-credit

This course introduces the essential ideas of computer science and shows how computing and technology can influence the world around us. Real-world issues and concerns will be creatively addressed while using the same processes and tools as artists, writers, computer scientists, and engineers to bring ideas to life.

6643_AP DATA STRUCTURES & ALGORITHMS (WHS)

Prerequisite: AP Computer Science
1-credit

This course follows AP Computer Science. It focuses on data structures and consists of the following topics: Java Collections Framework, Lists, Linked-Lists, Big Omega Analysis, Iterators, Stacks and Queues, Trees, Binary Trees, Regular Expressions, and Hashing. After establishing a theoretical framework on Big Omega, the remainder of the course is highly practical with each topic being taught using programming projects.

6600_COMPUTER BASED INVESTIGATIVE MATHEMATICS

1-credit

This course examines a wide range of problems requiring the applications of mathematics. Emphasis is on data and graphic representation of these topics through the use of appropriate software package including the internet. Students focus on problem solving and real life applications through critical thinking activities.

2511_CYBER SECURITY

Prerequisite: Algebra 1
1-credit

This full-year course teaches students how to construct defenses for individuals and organizations from online threats both human and automated. It focuses on the following seven principles: Ethics and Society; Security Principles; Classic Cryptography; Modern Cryptography; Malicious Software; Physical Security; and Web Security.

2514_HONORS CYBER SECURITY

Prerequisite: Algebra 1
1-credit

This full-year course teaches students how to construct defenses for individuals and organizations from online threats both human and automated. It focuses on the following seven principles: Ethics and Society; Security Principles; Classic Cryptography; Modern Cryptography; Malicious Software; Physical Security; and Web Security

6111_MATHEMATICAL LOGIC AND INQUIRY*½ credit*

This course explores the application of logic and inquiry to mathematical problems and questions. As part of the course, students learn that we analyze intellectual concepts much more clearly in mathematical terms, that we can derive effective conclusions from theoretical assumptions by mathematical proof, and that we can build mathematical models to solve real world problems.

6121_ENGINEERING FUNDAMENTALS*½ credit*

This course examines the field of engineering, introducing students to the engineering design process as well as to the most common engineering disciplines. Emphasis is on solving introductory design problems in these disciplines as well as learning about engineering as a profession.

695_MATH CENTER*1-credit*

This course is designed to support students in improving math fluency, problem solving, and reasoning skills. Emphasis is on algebraic, geometric, and graphic representation of topics using individual and group activities as well as targeted computer-based learning. Throughout the year, students focus on the real life applications of math concepts and skills.

Administrative approval required.

690_MATH TUTORIAL 9

Grade: 9

1-credit

This course is for freshman in Algebra I and provides additional time and support with math concepts and skills. Course enrollment is determined by grades, assessment data, and teacher recommendation.

6901_MATH LAB

Grade: 9

½ credit

This course is designed for freshman to assist them with various areas of growth in mathematics to ensure their success in high school algebra. During the Math Lab, students will develop conceptual understanding with followed up procedural fluencies based on conceptual understanding. Course enrollment is determined by grades, assessment data, and teacher recommendation.

6902_MATH LAB

Grade: 10, 11, 12

½ credit

This course is for students who need additional time and support with math concepts and skills. Course enrollment is determined by grades, assessment data, and teacher recommendation.

6530_INDEPENDENT STUDY MATH TEACHING*2-semesters, ½ credit each*

This course is designed for juniors and seniors in good academic standing who have a possible interest in teaching (especially math) or working in social services. They will work with students, under the guidance of the classroom teacher, in Algebra 1, Geometry, and Algebra 2 classrooms (in-

cluding Bilingual, Academic, and Sheltered classes) to create an environment that creates growth mindset in regards to math and that significantly improves student achievement.

Administrative approval required.

640_BRIDGES MATH

Grade: 12

1-credit

This full year course is designed for high school seniors. In a partnership with Norwalk Community College and Stamford Public Schools, the course aligns high school and college curriculum and instruction to Common Core State Standards providing students with specific academic support in order to prevent the need for remediation in college.

6762_INTEGRATED MATH 1

2-semesters, 1/2 credit each

This course is designed as an alternative pathway for high school mathematics education. This course will extend upon student knowledge gained in previous math courses. Students will solve real life problems using an integrated approach of combining algebra and geometry concepts. The major areas of focus will be understanding proportional relationships, linear functions, properties of geometric figures and algebraic relationships among the parts of geometric shapes within the real life context.

6763_INTEGRATED MATH 2

1-credit

This course is designed for students to learn mathematics in the context of real life practical applications, focusing less on the abstract nature of the traditional algebra-geometry sequence. Students will be able to understand the connection of algebra and geometry concepts by exploring, reasoning, and justification.



Anissa Askew - WestHill

CAREER & TECHNICAL EDUCATION – BUSINESS



The business program is designed to develop problem-solving skills for everyday life, to identify goals, to analyze methods of achieving those goals, and to assist students in making informed career choices. These courses are not only valuable preparation for those students who are planning for a career in business, but also for those interested in other career paths. The business methods and skills taught will be useful to students entering the business field immediately after graduation, as well as to those planning to attend college or a business school.

COURSE OFFERINGS

<p>Introduction to Word Processing (½ year) (WHS) Technology Skills for the 21st Century (½ year) Information Technology (½ year) Information Technology and Design (½ year) Accounting 1, 2 Advanced Principles of Accounting Business Concepts (½ year) Business Exploration (SHS) Business Law Career Pathways and Success Skills (½ year) Business Math Entrepreneurship Entrepreneurship in the 21st Century International Business (½ year) (SHS) Introduction to Investments and the Stock Market (½ year)</p>	<p>Managerial Accounting (½ year) (SHS) Marketing in the 21st Century Marketing Education 2 (SHS) Personal Finance (½ year) Sports and Entertainment Management and Marketing Web Design Introduction to Game Design (½ year) Honors Data Science (WHS) (NEW) UConn ECE Essentials of Economics (½ year) (SHS) (NEW) NCC Web Development & Design I (½ year) (SHS) NCC Database Development 1 (½ year) (SHS) NCC Introduction to Programming (½ year) (SHS)</p>
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2450_ INTRODUCTION TO WORD PROCESSING (WHS)

2454_Sheltered

½ credit

This course focuses on mastery of the touch typing system. The formatting of personal business letters, business letters, MLA Reports and resumes are covered.

2465_ TECHNOLOGY SKILLS FOR THE 21ST CENTURY

2466_Sheltered

½ credit

This course is designed for students who have already mastered the touch typing system. Students are challenged to improve their written communication skills by engaging in several office simulations and creating business letters, memos, and their personal resumes. Students learn proper email etiquette and strategies for developing effective presentation skills. They collaborate

with each other on several projects using the Cloud application and Google Docs.

2115_INFORMATION TECHNOLOGY

½ credit

This course focuses on Microsoft Word for word processing, Microsoft PowerPoint for presentations, and Microsoft Excel for spreadsheets. In the word processing application, students create and edit an MLA report, resume, and cover letter. Using the presentation software, students create and edit a presentation with illustrations and shapes. Using the spreadsheet software, students create a worksheet with embedded charts, learn to use formulas, functions, web queries, what-if analysis charting, and learn to work with large worksheets.

2075_INFORMATION TECHNOLOGY AND DESIGN

½ credit

This course focuses on Microsoft Publisher for desktop publishing and Microsoft Access for databases. In the desktop publishing application, students create and edit a publication, design a newsletter, create business cards, create letterhead, and create an interactive web site. In the database application, students create a database, query a database, and prepare reports and forms.

2170_ACCOUNTING 1

Grade: 10, 11, 12

1-credit

This course introduces financial accounting theory and practices for the sole proprietor, partnership, and corporate forms of business organization. Students learn the basics of the accounting cycle and learn how to use accounting information as a basis for deci-

sion-making. Business transactions are analyzed, recorded and summarized for the preparation of financial statements.

2270_ACCOUNTING 2

Grade: 11, 12

Prerequisite: Accounting 1

1-credit

This course is designed for those students who are considering a business course of study in college. Accounting 2 focuses on the applications of accounting principles and techniques used in the majority of business transactions. Students use standard accounting practices and business procedures with an emphasis on the various managerial aspects of a business operation. Computers are used to perform the various accounting applications such as spreadsheets. After completing this course, students may earn 3 college credits by passing the CLEP exam (College Level Exam Program) in Financial Accounting.

2275_ADVANCED PRINCIPLES OF ACCOUNTING (WHS)

1-credit

NOTE: *Westhill High School participates in the University of Bridgeport Dual Enrollment program. Students will be awarded academic credit equal to the same course at the University of Bridgeport (Accounting 101).*

This course is an introduction to the basic principles of Accounting and how to account for business transactions. Emphasis is on the understanding of how financial statements are prepared, and how they are used as a basis for decision making by business owners, investors, creditors, government and others interested in the financial condition of an economic entity and the result of its operations. Topics include Analyzing Transactions; the Matching Concept and the Adjusting Process; Completing the Accounting Cycle; Accounting for Merchandising Business;

Accounting Systems, Internal Controls, and Cash; and Receivables.

2390_BUSINESS CONCEPTS

Grade: 9, 10

½ credit

This introductory course includes an in-depth study of business concepts and the world of work. It contains units on principles of economic and consumer education, as well as business standards and ethics. An introduction to international business is included.

2120_BUSINESS EXPLORATION (SHS)

Grade: 12

1-credit

This course is designed for the senior who is considering a business course of study in college. The accelerated format prepares students for the rigors of a college course in both pace and subject matter. Students concentrate their studies in Management, Technology & Information, Finance, Marketing Management, and Global Business Environment. The Course incorporates the Internet e-learning tools including video lectures, digitized videos, tutorials/quizzes with feedback, and integrated e-books.

2370_BUSINESS LAW

Grade: 10, 11, 12

1-credit

NOTE: *Westhill High School participates in the University of Bridgeport Dual Enrollment program. Students will be offered 3 semester hours if they achieve a grade of B or better.*

This course is designed for those students who are considering a business course of study in college. Business Law focuses on the study of the state and federal court structure, the laws of business, contracts, sales,

bailments, negotiable paper, agency insurance, and business organization. Students learn about the importance of the law in our form of government and their legal rights and obligations with respect to the juvenile justice system.

2100_CAREER PATHWAYS AND SUCCESS SKILLS

½ credit

The curriculum of this course is designed to teach students the skills necessary to transition to high school, be college ready, and prepared to succeed in the various roles they will play as educated citizens in society. While exploring several career options students learn how to utilize all available career and college resources (e.g. Bureau of Labor Statistics, Naviance, and Financial Aid) to their advantage. They also examine their personal strengths and determine how these strengths are valuable in post-secondary education and the workforce. Students are given the opportunity to develop written and oral communication skills, technological skills, and collaborating skills.

2400_BUSINESS MATH

2401_Sheltered

Grade: 10, 11, 12

1-credit

This course introduces students to practical math principles with an emphasis on discounts, interest, bills, fractions, decimals, percentage, gains and losses, budgets, insurance, checking accounts, and simple records. Business Math, a basic course for students preparing to enter the business world immediately after graduation, may be used to complete one year of the math graduation requirement.

2080_ENTREPRENEURSHIP*1-credit*

Designed for students interested in an entrepreneurial career, this course is offered in conjunction with the Network for Teaching Entrepreneurship (NFTE) www.nfte.com. Students in this course acquire knowledge in the areas of business opportunity recognition, market research, estimating start-up costs, financing and operating a business. This course has a strong emphasis on business conduct, speaking and presentation skills. Each student is required to write a complete business plan and create a multimedia presentation using Power Point. A class and county competition at the end of the year is held to determine the best business plan and a monetary award is given.

2081_ENTREPRENEURSHIP IN THE 21ST CENTURY

Grade: 10, 11, 12

1-credit

NOTE: Westhill High School participates in the University of Bridgeport Dual Enrollment program. Students will be offered 3 semester hours if they achieve a grade of B or better.

This course is offered as a full-year course and is Designed for students interested in an entrepreneurial career, students will study the basics of marketing, financing, and managing a business. Students will develop their Entrepreneurial mindset while also developing an understanding for analyzing the marketplace, marketing a product or service and business financials. This course has a strong emphasis on business conduct, speaking and presentation skills. Concepts will be delivered with an experiential, conceptual and formal approach. Class participation is key, students' understanding of the concepts introduced will be reinforced and evaluated through discussion, in-class group activities and practical application. Each

student is required to write a complete business plan, supported by an oral presentation. A competition at the end of the year will be held to determine the best business plan.

209_INTERNATIONAL BUSINESS (SHS)*½ credit*

This course introduces the study of the global economy and how the United States fits into the worldwide spectrum. The focus is on identifying the social, cultural, political, and economic differences that are unique to the various countries with which Americans do business. An emphasis is on the customs, behavior styles, negotiating techniques, and protocols to use when working with people from around the world. This includes cultural overviews, behavior styles, negotiating techniques, and protocol.

2830_INTRODUCTION TO INVESTMENTS AND THE STOCK MARKET*½ credit*

This course is an introduction to investments and the stock market in conjunction with direct student participation in the Securities Industries and Financial Markets Association (SIFMA) Foundations Stock Market Game. The course emphasize the formulation of business and individual investment decisions by comparing and contrasting the investment qualities of cash, stock, bonds, and mutual funds. Stock market simulations are incorporated into the course.

2274_MANAGERIAL ACCOUNTING (SHS)**Prerequisite:** Accounting 1*½ credit*

This course focuses on the use of fundamental accounting concepts and applications in the decision-making processes that businesses face daily. The topics to be covered include: how information can be provided to

companies on the effectiveness of the relevant costs of an organization's product or service; how businesses utilize a budget for planning more efficiently; and how performance evaluations are used. These topics will be investigated using case studies.

2180_MARKETING IN THE 21ST CENTURY

Grade: 10, 11, 12

1-credit

NOTE: Sacred Heart University credit (3 semester hours) will be offered to students who achieve a grade of B or higher.

This course provides an understanding of the business world and development of the student's knowledge and ability in the marketing field. Marketing introduces the students to the processes and strategies involved in transferring business products or services to a consumer. Through interactive discussions and projects, the course's main focus is on analyzing the marketing mix, their interrelationships, and how they are used in the marketing process. Topics include: customer behavior, product policy, channels of distribution, advertising and promotion, price policy, marketing programs and the legal aspects of marketing. Students will recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society.

2280_MARKETING EDUCATION 2 (SHS)

Grade: 11, 12

Prerequisite: Marketing in the 21st Century
1-credit

This course helps students learn specialized phases of marketing and marketing management. Topics include sales, business organization, display, marketing math, public speaking, color fashion design, and sales promotion. Considerable work may also be done in the field of textile training.

2361_PERSONAL FINANCE

Grade: 10, 11, 12

½ credit

This course introduces students to keeping and balancing a checkbook, preparing tax returns, developing a budget, and understanding the social security and tax withholding systems. The focus is on learning how to make wise financial decisions including investing and insurance, as well as establishing and maintaining credit.

2352_SPORTS AND ENTERTAINMENT MANAGEMENT AND MARKETING

1-credit

This course covers the foundations of consumer behavior as it relates to the sports and entertainment business industry. Students learn how to design and implement business and marketing plans. Students also learn the integration of product, pricing, goods, and services. Finally Students conduct an analysis of the management of leagues, teams, events, properties, corporations, and manufacturers in the industry. The role of ethics in the business of sports and entertainment is also addressed.

2630_WEB DESIGN

Grade: 10, 11, 12

1-credit

This course helps students plan and develop well-designed web sites that combine effective use of graphics, text, and color. The student uses techniques that let users easily and quickly access information. Web sites are built from scratch and redesigned using methods that make using HTML and Dreamweaver web content more interesting, accessible and visually attractive.

2473_INTRODUCTION TO GAME DESIGN*½ credit*

This course introduces students to the history, structure, creation, and developmental strategy of game development. The history, player, and game elements will be examined, as well as the overall creation of the game from storytelling, characters, game play, levels, interface, and audio content based on the summer reading. The developmental strategy will focus on the roles and responsibilities, production and management, and marketing and maintenance of game development.

2650_NCC INTRODUCTION TO PROGRAMMING (SHS)

Prerequisite: Placement into Math 172 via Norwalk Community College Accuplacer.

½-credit

Course description from the Norwalk Community College program of studies: This course covers Fundamentals of programming and program development techniques. Topics include data types, functions, storage class, selection, repetition, pointers, arrays, and file processing. Programming laboratory projects in a closed laboratory environment are supervised by the instructor. Three hours lecture; two hours of laboratory.

2082_HONORS DATA SCIENCE (WHS)

Prerequisite: Algebra

1-credit

In Data Science, students form their own questions about the world around them, analyze data using multiple methods, and write a research paper about their findings. The module covers functions, looping and iteration, data visualization, linear regression, and more. While some basic coding

skills are taught in the class, computer programming is not the focus. Instead, students learn how to use programming techniques to search through data to create information.

5981_UCONN ECS ESSENTIALS OF ECONOMICS (SHS)**NEW COURSE!**

Prerequisite: Successful completion or concurrent enrollment in Geometry & Algebra II

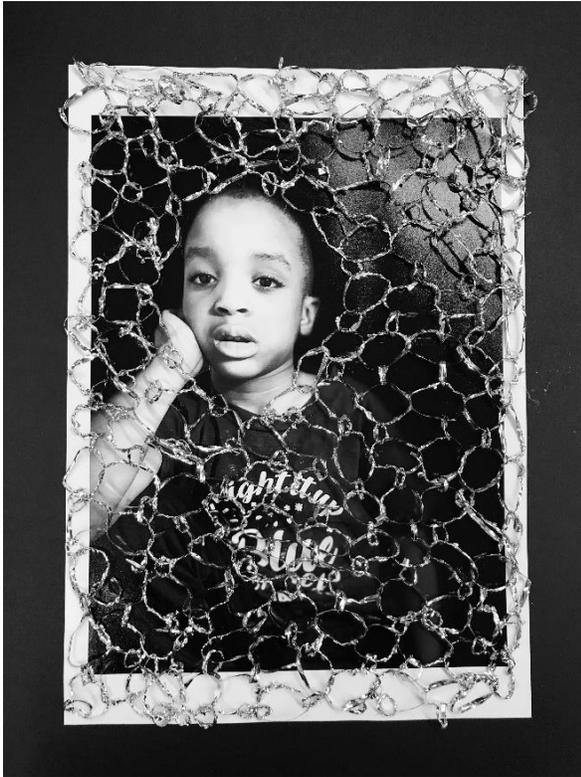
½-credit

A one-semester general introduction to micro and macroeconomics. Economic concepts include: opportunity costs, demand and supply, incentives, comparative advantage, inflation and employment policies, balance of international payments, and economic growth.



Sandy McKeown – Westhill

NEW COURSE!



Anissa Askew – West-Hill

2652_NCC WEB DEVELOPMENT AND DESIGN I (SHS)

Prerequisite: Placement into English 101 via Norwalk Community College Accuplacer.
½-credit

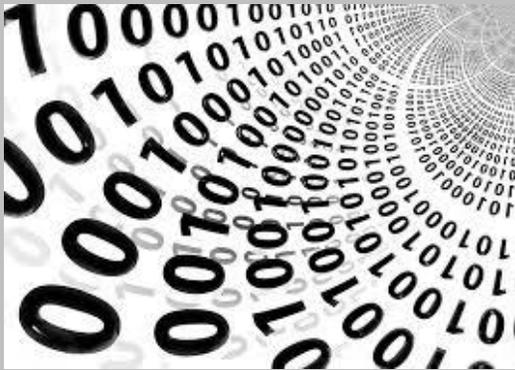
Course description from the Norwalk Community College program of studies: This course provides the entry into the fast moving website development industry. With its heavy hands-on mode of delivery, students will learn XHTML, Cascading Style Sheets, and be exposed to JavaScript. Adhering to standards, specifically from the World Wide Web Consortium (W3C) and the European Computer Manufacturers Association (ECMA), will play a dominant role in the creation of web pages that are both platform and browser independent.

2651_NCC DATABASE DEVELOPMENT I (SHS)

Prerequisite: Placement into English 101 via Norwalk Community College Accuplacer.
½-credit

Relational database development including data modeling, database design and database implementation. The student learns to create and alter tables, retrieve, insert, update, and delete data using a fourth generation language (ORACLE) in a supervised laboratory setting. Uses of database technology, understanding DBMS and RDBMS concepts, normalizing designs, transforming of logical design into physical databases, embedded SQL, and the role of the DBA are also covered.

COMPUTER SCIENCE PATHWAY (WESTHILL HIGH SCHOOL)

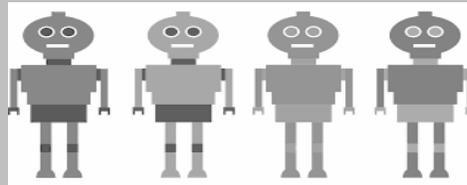


The computer science pathway is a program that provides **special recognition on a student's transcript** based on achievement in computer science-based coursework.

Students who take at least four classes and earn a minimum of 3 ½ credits from the courses listed below will be recognized as having a concentration in computer science during high school.

½ credit courses:

- Intro to Computer Science
- Intro to Game Design



1 credit courses:

- ★ AP Computer Science Principles
- ★ AP Computer Science A
- ★ Data Structures & Algorithms (formerly Advanced Computer Science AB)
- ★ Honors Cybersecurity
- CP Cybersecurity
- Intro to Web Design
- Robotics
- Honor Data Science

1 credit courses - teacher recommendation required

- ★ Independent Study in Computer Science
- ★ Teacher's Aide in Computer Science



Concentration in Computer Science with Honors

- Complete a minimum of 3 ½ credits from the courses list
- At least three of the courses are starred courses.
- Complete a minimum of 3 ½ credits from the courses list.

Concentration in Computer Science

- Complete a minimum of 3 ½ credits from the courses list

MARKETING & ENTREPRENEURSHIP PATHWAY

The Marketing & Entrepreneurship Pathway is a 4-credit certificate program that gives students the opportunity to gain Sacred Heart University (SHU) credits while providing them with a thorough understanding of two industries. Through real world project-based instruction, students will build valuable life and industry specific skills that will set them above their competition during post-secondary education and in the competitive world of business. This extremely flexible program allows students to meet the course requirements across all four years of high school. In order to receive a certification in this pathway, students must fulfill the following requirements.

✓ **Required 2 credits (Recommended for Junior or Senior Year):**

- 2180_Marketing in the 21st Century (1 credit)*
- 2081_Entrepreneurship in the 21st Century (1 credit)*

**Students must receive a final grade of B or better to receive college credit*

✓ **Choice of 1 credit from the following courses:**

- 2390_Business Concepts (½ credit)
- 2352_Sports Entertainment Management & Marketing (1 credit)
- 2100_Career Pathways & Success Skills (½ credit)
- 2370_Business Law (1 credit)

✓ **Choice of 1 credit from the following courses:**

- 2115_Information Technology (½ credit)
- 2075_Information Technology & Design (½ credit)
- 2630_Web Design (1 credit)
- 2465_Technology Skills in the 21st Century (½ credit)

Students who earn a pathway in Marketing & Entrepreneurship will complete course work that ensures they develop essential technical, analytical, and communication skills needed to pursue a career in the field of business. Throughout their coursework, students will participate in project-based learning opportunities, take part in local, state, and national competitions, and have the opportunity to earn college credit through Sacred Heart University.

There is no application necessary; all students who complete 4 credits from the approved list of courses above will earn the distinction of completing a business pathway in Marketing & Entrepreneurship.



WORLD LANGUAGE

WORLD LANGUAGES



Modern technology has made it imperative that we learn to communicate successfully with people of other lands in and through their native language. The World Languages program provides for instruction in three modern languages as well as in the classical language of Latin. The program emphasizes communication and understanding and appreciation of other people’s literature and culture. It also recognizes the need for developing speaking competence and proficiency in the language of the student’s choice as related to possible career goals. World language classes are taught according to the Stamford Board of

Education and State of Connecticut curriculum guidelines of communication, cultures, connections, comparisons, and communities.

(For information on Honors and AP courses, see HIGH SCHOOL AND YOUR FUTURE, Page 4)

COURSE OFFERINGS

French 1, 2, 3, 4
 Honors French 2, 3, 4, 5 (WHS)
 AP French (WHS)

Italian 1, 2, 3
 Honors Italian 3, 4
 Spanish 1, 2, 3, 4
 Honors Spanish 2, 3, 4, 5

AP Spanish Language
 AP Spanish Literature
 Heritage Spanish 1
 Honors Heritage Spanish 2
 UCONN ECE Spanish
 Spanish Native Language
 Arts 1,2

Introduction to American Sign
 Language - ½ credit (NEW)
 American Sign Language 2 (NEW)
 ½ credit

A final grade of “C” or better is recommended to proceed to the next level.

4100_FRENCH 1

1-credit

This introductory course is designed for students with little or no previous study of French, focusing on all four-language skills: listening, speaking, reading, and writing, while emphasizing oral communication and cultural connections. In addition to traditional methods of assessment, students role-play, make small oral presentations, and engage in guided conversations.

4200_FRENCH 2

4610_Honors (WHS)

Prerequisite: Completion of French 1

1-credit

This course continues to develop the skills begun in French 1 through listening, speaking, reading, and writing, with a special emphasis on oral communication and cultural connections. In addition to traditional methods of assessment, students role-play, make small presentations, and engage in guided conversations.

4300_FRENCH 3**4620_Honors (WHS)**

Prerequisite: Completion of French 2
1-credit

This course develops language acquisition more in depth through the four language skills: listening, speaking, reading, and writing, with an increasing emphasis on reading a wider variety of materials. Students achieve a higher degree of comprehension and are able to communicate cultural materials in broader terms by making presentations, writing compositions, doing readings, dictations, and presenting their own skits.

4400_FRENCH 4**4640_Honors (WHS)**

Prerequisite: Completion of French 3
1-credit

This course focuses on listening, speaking, reading, and writing at the intermediate/pre-advanced proficiency levels through a variety of authentic resources such as radio and TV announcements, newspapers and magazines, Francophone literature, as well as other non-fiction texts. Students demonstrate their oral proficiency through debates and discussions of historical, social, and cultural aspects of life in the target language.

4670_HONORS FRENCH 5 (WHS)

Prerequisite: Completion of French 4
1-credit

This course is designed to provide students with continued instruction in French and may enable some to prepare for the AP French Language course. This course will focus on broad themes including society and its problems, education and finance, art, news coverage, television, and various readings in literature. There will also be a

film component and an emphasis on contemporary culture. In addition, there will be fine tuning of grammatical points covered in previous years of study.

4500_AP FRENCH (WHS)

Prerequisite: Completion of Honors French 5
1-credit

This course is designed to develop highly sophisticated communicative skills and to meet the objectives of a rigorous course of French at the college level. Attention is given to reading, analyzing, and producing in-depth critical thinking on contemporary and literary issues in both oral and written forms. Students participate freely and fluently in class discussions in the target language.

4911_INTRODUCTION TO AMERICAN SIGN LANGUAGE

1/2 credit

American sign language uses hands and faces to communicate with people who are deaf or hard of hearing. Introduction to sign language is for students with little to no ASL experience. Students will learn alphabet, numbers basic vocabulary and conversational skills.

Administrative approval required.

4912_AMERICAN SIGN LANGUAGE 2

Prerequisite: Introduction to American Sign Language
1/2 credit

This course is a continuation to American Sign Language. Students will continue to develop their conversational skills and vocabulary.

Administrative approval required.

NEW COURSE!

NEW COURSE!

4120_ITALIAN 1*1-credit*

This introductory course is designed for students with little or no previous study of Italian, focusing on all four-language skills: listening, speaking, reading, and writing while, emphasizing oral communication and cultural connections. In addition to traditional methods of assessments, students role-play, make small oral presentations, and engage in guided conversations.

4220_ITALIAN 2**Prerequisite:** Completion of Italian 1*1-credit*

This course continues to develop the skills begun in Italian 1 through listening, speaking, reading, and writing, with a special emphasis on oral communication and cultural connections. In addition to traditional methods of assessments, students role-play, make small presentations and engage in guided conversations.

4320_ITALIAN 3**4321_Honors****Prerequisite:** Completion of Italian 2*1-credit*

This course develops language acquisition more in depth through the four language skills: listening, speaking, reading, and writing, with an increasing emphasis on reading a wider variety of materials. Students achieve a higher degree of comprehension and are able to communicate cultural materials in broader terms by making presentations, written compositions, readings, dictations, and presenting their own skits.

4421_HONORS ITALIAN 4**Prerequisite:** Completion of Italian 3*1-credit*

This course requires students to acquire more sophisticated and complex structures in speaking, grammar, and literary forms of the Italian language in an effort to become truly literate or bilingual. Students in this level of Italian have already mastered the fundamentals and move at a rapid pace in their continued acquisition of the language. These students may be offered the opportunity to take the Italian Advanced Placement exam.

4130_SPANISH 1*1-credit*

This introductory course is for students with little or no previous study of Spanish, focusing on all four-language skills: listening, speaking, reading, and writing, while emphasizing oral communication and cultural connections. In addition to traditional methods of assessments, students role-play, make small oral presentations, and engage in guided conversations.

4230_SPANISH 2**4600_Honors****Prerequisite:** Completion of Spanish 1*1-credit*

This course continues to develop the skills begun in Spanish 1 through listening, speaking, reading, and writing, with a special emphasis on oral communication and cultural connections. In addition to traditional methods of assessments, students role-play, make small presentations, and engage in guided conversations.

4330_SPANISH 3**4630_Honors**

Prerequisite: Completion of Spanish 2
1-credit

This course develops language acquisition more in depth through the four language skills: listening, speaking, reading, and writing, with an increasing emphasis on reading a wider variety of materials. Students achieve a higher degree of comprehension and are able to communicate cultural materials in broader terms by making presentations, written compositions, readings, dictations, and presenting their own skits.

4430_SPANISH 4**4650_Honors**

Prerequisite: Completion of Spanish 3
1-credit

This course focuses on listening, speaking, reading, and writing at the intermediate/pre-advanced proficiency levels through a variety of authentic resources such as radio and TV announcements, newspapers and magazines, literature from Latin America and Spain, as well as other non-fiction texts. Students demonstrate their oral proficiency through debates and discussions of historical, social, and cultural aspects of life in the target language.

4680_HONORS SPANISH 5

Prerequisite: Completion of Spanish 4
1-credit

This course is designed to provide students with continued instruction in Spanish prior to the AP Spanish Language course. This course will focus on broad themes including society and its problems, education and finance, art, news coverage, television, and various readings in literature. In addition,

there will be fine tuning of grammatical points covered in previous years of study.

4131_HERITAGE SPANISH 1

1-credit

This course is designed for students with little or no formal education in the Spanish language, but who were born in Spanish speaking homes. Attention is given to language misconceptions and anglicized expressions that are common to Spanish speakers born in the United States. Grammar and vocabulary are taught in context through age appropriate readings of short stories, periodicals, thematic essays, and poetry. Upon completion of this course, students are better prepared for advanced level language courses.

4231_HONORS HERITAGE SPANISH 2

1-credit

This course requires students to achieve more sophisticated and complex structures in spelling, grammar, and literary forms of the Spanish language in an effort to become truly literate or bilingual. Through the study of Latin American authors and their literature, students will develop interpretive skills and become fluent in written response to literature.

This course will prepare students for the Advanced Placement Spanish Language course. Students are expected to participate in the COLT Annual Poetry Contest and the National Spanish Examination.

4530_AP SPANISH LANGUAGE

Prerequisite: Completion of Honors Spanish 5 or Honors Heritage Spanish 2
1-credit

This course is designed to develop highly sophisticated communicative skills and to meet the objectives of a rigorous course of

Spanish at the college level. Attention is given to reading, analyzing, and producing in-depth critical thinking on contemporary and literary issues in both oral and written forms. Students participate freely and fluently in class discussions in the target language.

4535_UCONN ECE SPANISH

Prerequisite: Must have completed Spanish 1, 2, 3, 4, & be able to understand, speak, read, & write Spanish proficiently.
1-credit

UConn's Early College Experience (ECE) is an opportunity for students to take UConn's Spanish courses while still in high school. Every UConn ECE Spanish course is equivalent to the same course at the University of Connecticut. Students earn college credit for a fraction of the cost. The courses offered are Culture and Conversation and Writing and Conversation.

4580_AP SPANISH LITERATURE

Prerequisite: Completion of Honors Spanish 5 or Honors Heritage Spanish 2
1-credit

This course is designed as the culminating course for the Spanish sequence. The AP Spanish Literature course is comparable to a third-year college introduction to Hispanic literature course. It is based on a required reading list. The works on the list are of literary significance and represent various historical periods, literary movements, genres, geographic areas, and population groups within the Spanish-speaking world. The objective of the course

is to help students interpret and analyze literature in Spanish.

3141_SPANISH NATIVE LANGUAGE ARTS 1 (SEMESTERIZED)

3142_SPANISH NATIVE LANGUAGE ARTS 2 (SEMESTERIZED)

Prerequisite: Native speaker of Spanish who does not read or write in language
1-credit

This course is designed for native speakers of Spanish who need to develop literacy skills in their first language. It will start with the basics of language arts skills including phonetics, orthography, reading basics and writing instruction.



Anissa Askew - Westhill

Physical Education



WELLNESS

HEALTH AND PHYSICAL EDUCATION



The Health Education Program provides students with a comprehensive study of various aspects of personal health and wellness. Units include decision-making process, emotional health, nutrition, fitness, sexual health, substance use and abuse, violence prevention, First Aid and CPR. Students are required to take one full credit (two semesters) of Health courses, typically taken during 9th and 10th grades.

The Physical Education Program fosters an environment where all students are physically educated and participate in lifelong physical activity. Students have a variety of options to choose from to develop and enhance their personal fitness and wellness. All students are required to take one full credit (two semesters) of Physical Education, typically taken during 9th and 10th grades. During their sophomore year all students will participate in the state mandated Connecticut Physical Fitness Test within their Physical Education class.

COURSE OFFERINGS

Health 1, 2
Human Behavior 1, 2
Physical Education 9, 10
Adaptive Physical Education
Unified Physical Education (SHS)
Sports Medicine
Team Sports
Leisure Sports
Fitness/Weight Training
Cardio Fitness

Power Walking
Dance Forms
Yoga
Beginner Swimming (WHS)
Intermediate Swimming (WHS)
UConn ECE Health and Education in Urban Communities (SHS)
Health Science Technology I (WHS)
Health Science Technology II (WHS)
Health Science Technology III (WHS)

9900_HEALTH 1
9831_Sheltered
9680_Administrative approval required
½ credit

This course examines the relationship that exists among physical, emotional, and social health. Students explore the decision making process and learn how their decisions contribute to their personal health and lifelong wellness. Topics emphasized include, but are not limited to, emotional

health, nutrition, fitness, substance use and abuse, sexual health, violence prevention, and responding to emergencies.

9910_HEALTH 2
9832_Sheltered
9820_Administrative approval required
½ credit

This course further examines topics covered in Health 1 in greater detail and depth. Students explore personal decision making skills while reflecting on knowledge of the material. Content material emphasizes

emotional health, nutrition, fitness, substance use and abuse, sexual health, violence prevention, First Aid and CPR.

9830_HUMAN BEHAVIOR 1

Prerequisite: Health 1 and 2

Grade: 11, 12

½ credit

This course examines the principles of human behavior through guided group discussions. Major topics emphasize group behavior, team building, development of a positive self-image, and conflict resolution/mediation. In addition, students explore various forms of self-destructive behavior.

9840_HUMAN BEHAVIOR 2

Prerequisite: Health 1 and 2

Grade: 11, 12

½ credit

This course continues to examine the principles of human behavior through guided group discussions. Major topics emphasize gender roles, dating relationships, marriage, family life, human sexuality, pregnancy and death. The course also explores life philosophies in relationship to these topics.

9010_PHYSICAL EDUCATION 9

½ credit

This course engages students by encouraging lifelong fitness. Activities offered in this course include, but are not limited to, soccer, touch football, volleyball, softball, floor hockey, basketball, tennis, badminton, cooperative games, and fitness. Students develop the skills and fitness level necessary to participate in the Connecticut Physical Fitness Test in their sophomore year.

9160_PHYSICAL EDUCATION 10

½ credit

This course engages students by encouraging lifelong fitness. Students continue to prepare for the Connecticut Physical Fitness Test and will participate in the fitness test during their sophomore year in this class. In addition, students may participate in soccer, touch football, volleyball, softball, floor hockey, basketball, tennis, badminton, cooperative games, and fitness.

9643_UNIFIED PHYSICAL EDUCATION (SHS)

½ credit

This course offers students, with and without special needs, the opportunity to participate together in sports, cooperative games, and team building activities. Skills acquisition and sportsmanship are fostered through competition and partner activities. Students must meet specific criteria to be selected for this course.

Administrative approval required

9640_ADAPTIVE PHYSICAL EDUCATION (WHS)

1-credit

This course develops and maintains general physical fitness levels through active participation in selected physical activities. The course provides an introduction of individual and team sports with an emphasis placed on skills acquisition and sportsmanship through competition. Students participate in individual and team competition.

Administrative approval required.

9030_SPORTS MEDICINE**Prerequisite:** Health 1 and 2 and Biology

Grade: 11, 12

½ credit

This course examines human anatomy and the care and prevention of athletic injuries. Topics emphasize First Aid, CPR, muscular anatomy, skeletal anatomy, injury prevention, sports nutrition and athletic training. Students explore the field of Sports Medicine by participating in a required fifteen hour job-shadowing project.



Kyllie Hernandez - Westhill

9340_TEAM SPORTS

Grade: 11, 12

½ credit

This course engages students who wish to participate in team sport activities. Students develop basic and intermediate skills and guidelines of each sport. Activities may include: touch football, soccer, basketball, volleyball, softball, floor hockey, and a variety of cooperative games.

9350_LEISURE SPORTS

Grade: 11, 12

½ credit

This course engages students who wish to participate in a variety of individual or dual sports. Students develop basic and

intermediate skills and guidelines of each sport. Activities may include: tennis, badminton, golf, handball, pickle-ball, archery, and table-tennis.

9360_FITNESS/WEIGHT TRAINING

Grade: 11, 12

½ credit

This course engages students who wish to participate in a personal fitness program. The instructor develops personalized fitness programs for students based on individual goals. Fitness routines include resistance training and cardiovascular strength and endurance, utilizing both the weight room and fitness center.

9390_CARDIO FITNESS

Grade: 11, 12

½ credit

This course engages students who wish to improve their cardiovascular strength and endurance and participate in a personal fitness program. The instructor develops personalized fitness programs for students based on individual goals, utilizing equipment in the Fitness Center.

9380_POWER WALKING

Grade: 11, 12

½ credit

This course engages students to develop an appreciation for lifelong fitness. The students are engaged in walking routines to challenge cardiovascular endurance. This course may include trips to area parks or trails.

9190_DANCE FORMS

Grade: 11, 12

½ credit

This course engages students in movement concepts, tempos, and beats. Students develop an appreciation for the many different dance styles. Dance Forms include choreographing varied dance styles.

9930_YOGA

Grade: 11, 12

Prerequisite: Must have passed ½ credit of Physical Education

½ credit

This course offers an opportunity for physical education students to be physically active in a relaxing, non-competitive environment. Students will learn yoga poses, stretches, and breathing techniques that create a mind and body connection. Yoga will address the fitness components of flexibility and muscular strength while enhancing self-efficacy of students.

9170_BEGINNER SWIMMING (WHS)

Grade: 11, 12

½ credit

This course introduces students to basic swimming instruction and water safety. Instruction develops and enhances participants' swimming levels.

9180_INTERMEDIATE SWIMMING (WHS)

Grade: 11, 12

½ credit

This course engages students with a basic swimming ability. Participants' ability levels may increase to the intermediate/advanced level. This course includes water safety, swimming instruction, aqua fitness, structured water games, and possibility of American Red Cross Lifeguard Certification training.



Alma Vidal - Westhill

9951_UCONN ECE HEALTH AND EDUCATION IN URBAN COMMUNITIES (SHS)

Grade: 11, 12

½ credit

EDLR 1162 explores historical and social forces that shape health and education in urban communities, specifically in Connecticut. Topics of study will include poverty, culture, and identity and how these phenomena affect children's health, nutrition, schooling and opportunities for success. Through readings, films, discussion, reflection and service-learning opportunities, class members analyze policies, norms and beliefs in our society. Students will be challenged to consider how these trends may lead us to a more just society and how these may perpetuate injustice. Students are required to complete a 15-hour community service project

9921_HEALTH SCIENCE TECHNOLOGY I (WHS)

Prerequisite: C or Better in Honors Biology, Health 1 and Health 2, Junior or Senior Standing

½ credit

Students will be able to identify and address future goals and aspirations through this introductory program. The course will be geared towards students who have taken and passed Biology with a score of C or better and have aspirations of pursuing a career in the medical professions. Students will explore career pathways in

HEALTH AND PHYS. ED.

health care and develop general knowledge about basic health care management and training. Entry level skills will be taught including blood pressure, vital signs and Red Cross First Aid and CPR training.

9922_HEALTH SCIENCE TECHNOLOGY II (WHS)

Prerequisite: C in or better in Health Science Technology I

½ credit

Students would have to receive a passing grade of C or better in Health Science Technology I to take this course. The course would address the etiology and development of disease as it relates to the human body. The basic mechanisms underlying these processes as it relates to bodily functions will be discussed and projects geared toward understanding disease management. Students will be able to develop general assessment skills and practice and proficiency in a facsimile health care set-

HEALTH AND PHYS. ED.

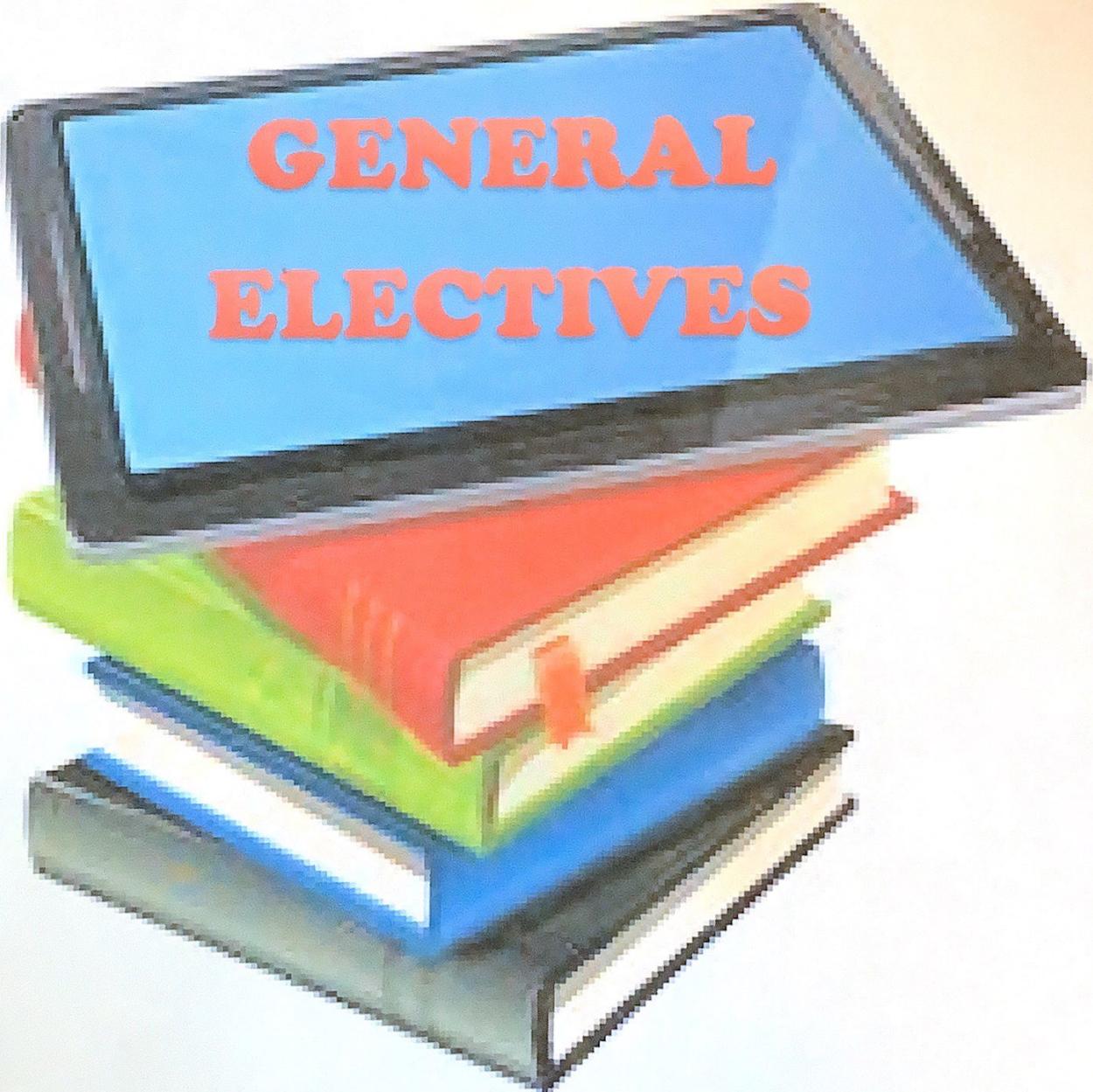
ting. Disease management and clinical skills will be further developed.

9923_HEALTH SCIENCE TECHNOLOGY III (WHS)

Prerequisite: C in or better in Health Science Technology II

½ credit

Students would have to receive a passing grade of C or better in Health Science Technology I & II in order to take this course. Students will be able to: Understand past, present and future technological advances as they relate to a chosen; Understand the systematic problem-solving models that incorporate assessment, diagnosis and treatment of the disease process as well as defined clinical and technical skills necessary to apply appropriate problem-solving skills in the medical field; Use critical thinking skills as it relates to health care.



**GENERAL
ELECTIVES**

CAREER AND TECHNICAL EDUCATION

STUDENT ACTIVITIES & OPPORTUNITIES WHAT ARE YOU DOING TO PREPARE FOR THE FUTURE?

Get involved in Career and Technical Education (CTE) activities that help you learn about various careers, plan your coursework, and make good career decisions! These activities are designed to support Student Success Planning to develop competence, confidence, and understanding that ensure successful careers and citizenship in young people. In addition, these activities give students a view of the range of post-secondary options available to them. Although CTE concepts are integrated in all curriculum areas, the following programs and activities are designed to prepare students to be life-long learners and workers.

CAREER ACADEMIES

You can choose to apply to an academy. These curricula areas help you explore future career opportunities:

- Academy of Finance (*WHS*)
- Agriscience & Technology(*WHS*)
- Junior Reserve Officers' Training Corps (JROTC) (*WHS*)
- Academy of Information Technology & Engineering (*AITE*)
- Computer Science Pathway (*WHS*)

MENTORING PROGRAM

- **ACE** (Architecture, Construction, Management & Engineering) – Students interested in design and construction industries can become part of this after school mentoring program and work with professionals on authentic projects and activities designed to expose students to related careers and educational opportunities.

WORK-BASED EXPERIENCES

- **Job Shadowing** – High School and Middle School students can spend a full day in a business environment shadowing an adult who is in a job they are interested in learning more about. This exposure allows a student to see first hand what it's like to work in a variety of different environments.
- **Internships** – Students who are part of a career academy or preparation program can participate in an internship in and around the city of Stamford. Several different internship programs (paid and non-paid) are available including: part-time afterschool; volunteer/

community service positions; and full-time summer internships in the business industry or in an educational environment.

CAREER PLANNING & DEVELOPMENT

A career center and career counselors are available at each of the high schools.

- **Naviance Family Connection** – Students can manage their college and career planning with **Naviance Family Connection**, a web-based tool for students, parents, and counselors. The website guides individual students through the entire college planning, application, and decision making process. Students can search for scholarships, explore careers, take interest inventories, investigate their learning style, and participate in ACT and SAT tutorials and test practice using **PrepMe**. They can review academic and admission data for colleges across the United States and also gauge their chances of acceptance by comparing their own grade point average and SAT/ACT scores with statistics of recent successful applicants. Students and parents can access further information, including log-on credentials, for **Naviance Family Connection** from their school's Counseling Office.
- **Career Expo** – This day-long event, jointly sponsored by the Stamford Chamber of Commerce, includes presentations from professionals representing eight career fields who engage, motivate, and captivate students with many real-life experiences related to their particular industry. Students choose break-out sessions based on career interests and academy programs.

ACADEMY OF FINANCE (WESTHILL HIGH SCHOOL)

The Academy of Finance is a member program of the National Academy Foundation addressing the needs of the nation's high school students by providing them with the education needed to succeed in the challenging and rapidly changing finance industry. In addition to required high school courses, Academy students take a number of highly specialized courses each semester. The honors curriculum provides high achieving and passionate National Academy Foundation students at Westhill with challenges and opportunities that will allow these students to achieve their intellectual and professional goals.

To fulfill the Academy's requirements, students must complete the following courses:

In Sophomore year

- Honors Accounting 1

In Junior year

- Honors Financial Planning
- Honors Principles of Finance

In Senior year

- Honors Business Economics
- Honors Business in Global Economy

Also to be completed are:

- Information Technology
- Information Technology and Design



Students who participate in this three-year program gain the necessary technical, analytical, and communications skills needed to succeed in the business world. As Academy members, students participate in employment readiness workshops, project-based learning experiences, and paid summer internships in the financial services industry. They have the opportunity to earn college credit in their senior year.

Moreover, Academy students have the on-going opportunity to interact with Academy peers attending other high schools through online services and periodic visitations. All members must agree to conform with mutual expectations outlined in the Academy's "Student's Responsibilities" and maintain attendance standards. Those students who meet the Academy requirements receive a certificate of completion at graduation.

Application to the Academy is made during the student's freshman year. For more information, go to the Westhill High School website.

2171_HONORS ACCOUNTING 1

Grade: 10

1-credit

This course introduces financial accounting theory and practices for the sole proprietor,

partnership, and corporate forms of business organization. Students learn the basics of the accounting cycle and learn how to use accounting information as a basis for decision-making. Business transactions are ana-

lyzed, recorded and summarized for the preparation of financial statements.

2811_HONORS FINANCIAL PLANNING

Grade: 11

½ credit

This course introduces students to the financial planning process and the components of a comprehensive financial plan. The students learn how to prepare a financial plan that includes saving, investing, borrowing, risk management (insurance), and retirement and estate planning.

2801_HONORS PRINCIPLES OF FINANCE

Grade: 11

½ credit

This course presents a survey of the principles and practices of banking and credit in the United States. The students learn about the major functions of banks and other depository institutions, in-house operations and procedures, central banking through the Federal Reserve System, and modern trends in the banking industry. The credit components provide an overview of credit functions and operations including credit risk evaluation, loan creation, and debt collection.

2821_HONORS BUSINESS ECONOMICS

Grade: 12

½ credit

This course in macro and micro-economics provides an understanding of how our market economy functions in a global setting. It provides the students with a survey of economic concepts including all of the twenty-two basic principles recommended by the National Council on Economic Education. In addition, a unit on capital markets acquaints

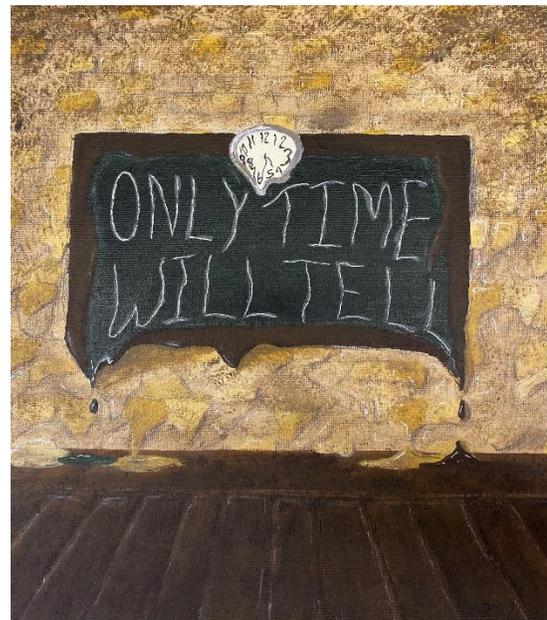
the students with the role that various markets and securities play on our overall economic framework.

2841_HONORS BUSINESS IN GLOBAL ECONOMY

Grade: 12

½ credit

This course explores the major components of the international financial system. It includes the study of foreign trade, the international monetary system, foreign exchange rates, foreign exchange markets, international financial markets, international banking, and the multinational corporation.



Michelle Lopez - Westhill

See **CAREER & TECHNICAL EDUCATION – BUSINESS** on page 72 for additional courses helpful in preparation for a career in finance and business.

**AGRISCIENCE AND TECHNOLOGY
(WESTHILL HIGH SCHOOL)**



The Agriscience and Technology Program, located at Westhill High School, offers an opportunity for all in the lower Fairfield County region to explore the nation’s largest commercial business – AGRICULTURE! Over 2000 career areas in the growing agricultural industry from agrimarketing to zoology become available to the students enrolled in the program. Instruction in introductory level information, as well as more advanced technological skills, is provided. Classroom instruction, laboratory/field experience, guest speakers, leadership development through FFA (Future Farmers of America), and career exploration are all areas offered through this broad program.

After getting an overview of agriculture, students choose an area (or areas) of specialty during their last two years. This program follows the three-circle model of agricultural education which includes classroom instruction, FFA, and SAE (Supervised Agricultural Experience). Students are required to participate in all three components of the program.

FFA, the nation’s largest youth leadership organization, allows students to participate in local, district, state, and national career events and leadership activities. SAEs provide students with agricultural experience outside of class time. Freshmen are required to complete 50 hours a year, while sophomores, juniors, and seniors are required to complete 200 hours. Students may choose the type or topic of SAEs based on their interests.

With limited space available, all students interested in the Agriscience and Technology Program must fill out an application and be interviewed. They will receive a letter in the mail informing them of the status of their application.

For further information call the Agriscience & Technology Center at 977-4974.

COURSE OFFERINGS

Agriscience and Technology 1
Agriscience and Technology 2
Veterinary Science
Advanced Veterinary Science
Advanced Animal Reproduction
Animal Science and Technology

Intro to Companion Animals - UConn ECE
Behavior and Training of Domestic Animals
UConn ECE
Agribusiness Management and Marketing
Aquaculture and Marine Science
Greenhouse Management
Nursery Production and Landscape Design
Advanced Placement Environmental Science
UConn ECE

0540_AGRISCIENCE AND TECHNOLOGY 1
1-credit

This introductory Agriscience and Technology course introduces students to the exciting world of plants, animals, the environment, flo

ral design, aquaculture, marine science, agricultural mechanics, food science and the many educational opportunities and careers that involve these areas of study. Classroom activities are reinforced with technology and basic lab work. Skills in leadership and

teamwork through FFA instruction are stressed.

0542/0546_BIOTECHNOLOGY – AGRI-SCIENCE

Prerequisite: Agriscience & Technology 1
2-credits

This course explores the scientific, legal, and ethical aspects of Biotechnology including its application in agriculture, health medicine, forensics, and the environment.

0650_AGRISCIENCE AND TECHNOLOGY 2

Prerequisite: Agriscience & Technology 1
2-credits

This course provides students with the opportunity to investigate with more depth the broad field of Agriscience and Technology. Students apply field and laboratory methods to enhance lecture material while expanding on their knowledge of agricultural topics. In addition to covering more Agriscience and Technology 1 topics in depth, biotechnology, parliamentary procedure, and marketing are added.

0683/0686_VETERINARY SCIENCE

Prerequisite: Agriscience & Technology 1 & 2
1-credit

This course is designed to prepare you for further education or a career in the field of veterinary science. This is a rigorous course developed to educate you in fields such as animal anatomy and physiology, veterinary terminology and abbreviations, veterinary office management, and focuses on many different species of animals. This course will have many hands-on labs in the veterinary field and we will also be performing dissections to understand and view animal anatomy and body systems. By taking this course, you

will be expected to participate in all labs and activities throughout the year.

0684_ADVANCED VETERINARY SCIENCE

Prerequisite: Agriscience & Technology 1 & 2;
AND Veterinary Science
1-credit

This course will further prepare students in the field of Veterinary Science. This is a continuation of Veterinary Science, which is a prerequisite to take this course. We will continue studies in anatomy and physiology with canine and feline body systems. We will also begin veterinary medical applications with the likes of performing radiographs, suturing, and diagnostic field study cases. Sub-topics such a parasitology and pharmacology will also be presented.

0690_INTRO TO COMPANION ANIMALS

Prerequisite: Agriscience & Technology 1 & 2
1-credit

This course will prepare students looking to pursue education and/or a career in the companion animal industry. Students will be able to describe the nutrition, anatomy, genetics, reproduction and management of various companion animals as well as discuss and evaluate ethical or current issues regarding companion animals.

0550/0551_ADVANCED ANIMAL REPRO- DUCTION

Prerequisite: Agriscience & Technology 1 & 2
1-credit

This course explores the anatomy and physiology of the reproductive systems of domestic animals, and methods for increasing reproductive efficiency in animals. Students will explore genetic principles and their application to the improvement of breeds through selection, mating, semen collection and evaluation, pregnancy diagnosis, artificial insemination,

and genetic engineering. Students learn through an inquiry-based approach designed to foster critical thinking, and decision making skills. As a result of this course, students explore and explain biology and biotechnology concepts and their related applications.

0687/0688 ANIMAL SCIENCE AND TECHNOLOGY

Prerequisite: Agriscience & Technology 1 & 2
1-credit

This course is designed for junior and senior Agriscience students interested in pursuing education and career in the field of animal science. Through hands-on experiences, students will learn and explore the science behind animal nutrition, anatomy and physiology, behavior and training, growth, biology, and more. This course will focus on livestock and production animals.



Jason Zarrilli-Westhill

0691 BEHAVIOR AND TRAINING OF DOMESTIC ANIMALS UCONN ECE

Prerequisite: Agriscience & Technology 1 & 2
1-credit

This course will prepare students for further education and/or a career in the animal behavior industry. Students will understand the basics of normal and abnormal behavior in domestic animals and learn to apply psychological principles to animal management and training. Students will also interpret research

results and evaluate their applicability to domestic animal management and understand how to apply the principles of ethology to solve animal welfare problems.

0692 AGRIBUSINESS MANAGEMENT AND MARKETING

Prerequisite: Agriscience & Technology 1 & 2
1-credit

This course will cover the basics of Agribusiness Management and Marketing. Students will create a mock business to gain hands on experience in management skills, marketing, and financial analysis. Students will also learn about professional etiquette and other valuable skills such as goal setting, how to write a cover letter and resume, job interviews skills, public speaking skills, and more.

0693 FOOD SCIENCE

Prerequisite: Agriscience & Technology 1 & 2
1-credit

An introductory level course for students interested in the application of science to food. Nutritional and functional attributes of various food constituents are discussed. Issues concerning food processing and food safety are covered.

0560 AQUACULTURE AND MARINE SCIENCE

Prerequisite: Agriscience & Technology 1 & 2
1-credit

In this course, important water parameters, how they affect the organisms, and how to test for them are taught. The chemical composition of water, how to obtain and dispose of water, and the processes of moving water are discussed. Proper husbandry, biology, life history, historical uses, and human uses for important aquaculture and marine species are emphasized. The students apply what they learn in a state of the art aquaculture and marine laboratory. We have many different

species of live organisms from around the world that are used for ornamental or food purposes.

8742/8743_UCONN ECE/ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE

Prerequisite: Agriscience & Technology 1 & 2
1-credit

This is a college level accredited course that gains AP status. Students must complete the course with a grade of C or better to receive UConn credit. Cost to the student is \$25 per UConn credit. This course covers the same topics as AP Environmental Science and compares in rigor. Students are expected to take the Advanced Placement examination at the conclusion of the course



Semir Bojadzic - Stamford High

0548/0651_FLORAL DESIGN

Prerequisite: Agriscience & Technology 1 & 2
1-credit

The study of flower arrangement as an art form with emphasis on historical background, artistic principles, color harmony, and care of perishable media is covered in this course. Individual expression is encouraged in the creation of floral composition.

0561_GREENHOUSE MANAGEMENT

Prerequisite: Agriscience & Technology 1 & 2
1-credit

This course examines the science and practice of horticultural plant propagation and culture in an indoor, greenhouse setting. The focus of this course will be on greenhouse crops and indoor, tropical plants. Students will get hands-on experience learning in a working greenhouse. The laboratory reinforced learning of the basic concepts of plant structure, growth and function, integrated pest management, impact of new technology, plant identification, and horticulture's impact on the environment will be discussed.

0562_NURSERY PRODUCTION AND LANDSCAPE DESIGN

Prerequisite: Agriscience & Technology 1 & 2
1-credit

This course examines the science and practice of horticultural plant propagation and culture for plants commonly used in landscape design. Students will get hands-on experience working and creating a landscape design project from start to finish. The laboratory reinforced learning of the basic concepts of safe tool use, Plant Identification, Principles of Design, and Grafting/Drawing.



Jada Soto - Stamford High

JUNIOR RESERVE OFFICERS' TRAINING CORPS (WESTHILL HIGH SCHOOL)



The Junior Reserve Officers' Training Corps, or JROTC, located at Westhill High School, is an elective program for women and men. As members of this program, students are exposed to a variety of courses and workshops that prepare them for leadership positions in their future careers. There are four levels of courses, each carrying 5 credits. A student may earn 5 credits a year. The courses cover short segments on a variety of topics, such as

leadership, citizenship, human relations, U.S. military history, personal hygiene, staff functions and procedures, first aid, military map reading, techniques of oral communications, orienteering, drill, and ceremony.

Students participating will:

- Receive leadership training and encouragement
- Earn experience and academic credit which may result in advanced standing if they pursue a career in the military
- Interact with career service personnel who serve as the instructors.



There are no special costs associated with this program. Costs for course materials, uniforms, supplies, and equipment are subsidized by the military or the school.

925_ LEADERSHIP, EDUCATION, AND TRAINING 1 (LET 1)

1-credit

LET 1 is a course of instruction that focuses on the following subjects: The Spirit of American Citizenship and Army JROTC, Techniques of Communications (notetaking, study habits, test taking, and oral presentation), leadership, physical fitness, first aid, map reading, American military history, your American citizenship, customs and courtesies, contemporary issues, and drill and ceremonies. This is the first course in the four-year sequence of study in JROTC.

926_ LEADERSHIP, EDUCATION, AND TRAINING 2 (LET 2)

1-credit

LET 2 is a continuation of the studies begun in LET 1. In addition, students develop their abilities to live and work cooperatively with others, mental management skills, the roles and accomplishments of the army, and technological advancements.

927_ LEADERSHIP, EDUCATION, AND TRAINING 3 (LET 3)

1-credit

LET 3 is a course of instruction in the following subjects: Practicum of oral communications, written communications in the Army format, leadership, physical fitness, first aid, American military history, and your American citizenship, role of the U.S. Armed Forces, contemporary issues, leadership laboratory, and technology awareness.

928_ LEADERSHIP, EDUCATION, AND TRAINING 4 (LET 4)

1-credit

LET 4 is the culmination of the previous three years of training. Primary emphasis of the course is the application of the skills learned in LET 1-3, focusing on leadership duties and responsibilities within the cadet battalion. LET 4 Cadets serve as instructors for LET 1-3 cadets. Classroom instruction also includes citizenship, leadership development, physical fitness, communication, history, job searching, and drug prevention/awareness.

**CAREER & TECHNICAL EDUCATION –
FAMILY & CONSUMER SCIENCES**

This program includes courses in individual and family development, culinary arts, fashion and interior design, and life skills. The culinary arts provide instruction in planning nutritionally balanced meals. Designing and constructing clothing and home fashions and interior room design are included in this area. Preparing for life after high school is taught in the life skills area. Practical experience in lab situations is also offered.

(For information on UConn ECE courses, see HIGH SCHOOL AND YOUR FUTURE. Page 4)

COURSE OFFERINGS

Rising Educators I & II (Honors) (1/2 year) **(SHS)**
 Child Development (1/2 year) **(SHS)**
 UConn ECE Individual & Family Development **(SHS)**
 Introduction to Culinary Arts (1/2 year)
 Culinary Arts/Pro-Start 1 **(SHS)**(Grade 9,10,11)
 Baking & Pastry/Pro-Start 2 (1/2 year) **(SHS)**
 International Foods (1/2 year) **(SHS)**
 Interior Design 1 & 2 (1/2 year) **(SHS)**

Fashion & Furnishings 1 & 2 **(WHS)**
 Fashion Merchandising & Construction
 1 **(SHS)**
 Fashion Merchandising & Construction
 2 (1/2 year) **(SHS)**
 Fashion Merchandising & Construction
 3 (1/2 year) **(SHS)**



**NEW
COURSE!**

0390_HONORS RISING EDUCATORS I
0391_HONORS RISING EDUCATORS II
 1/2 credit

This new honors level course is designed for juniors and seniors who are interested in exploring a career in teaching in any grade level from early childhood through high school. Class discussion and assignments will focus on the profession of teaching – its history, purposes, issues, ethics, laws, roles, and qualifications. Students will explore different learning styles, learning theories, and methods of instruc-

tion. Students will participate in guided observations and participate in internship-filed experiences outside of the classroom. Students will have access to unique benefits such as networking with Educators across the Stamford district membership in the school’s Rising Educators Club, attend national Educators Rising national conferences and part of the Educators Rising membership network of peers across the country.

0392_CHILD DEVELOPMENT (SHS)
 1/2 credit

This semester course provides students with an understanding of the aspects of human growth and development. Positive guidance techniques and child related issues are studied. Learning activities and lab experiences in working with preschool children are included. Each student has the opportunity to work with a computerized baby.

0393_UCONN ECE INDIVIDUAL AND FAMILY DEVELOPMENT (SHS)*1-credit*

This course provides students with an understanding of individual and family development over the life span. It focuses on the developing individual in the context of the family system and the changes that occur in family systems over time. The course includes an internship component. Students entering this program will be interviewed prior to acceptance and must carry school accident insurance as well as provide their own transportation to internship sites.

0140_INTRODUCTION TO CULINARY ARTS

Grade: 9,10,11

½ credit

This semester course prepares students to identify, use, and care for kitchen tools, understand safety and sanitation in the kitchen, develop level one food preparation terminology, and practice how to use a recipe. Hands-on experiences in food preparations are practiced in a teamwork setting.

0282_CULINARY ARTS/PRO-START 1 (SHS)**Prerequisite:** *Intro to Culinary**1-credit*

This course offers students who have completed Introduction to Culinary Arts an opportunity to learn the basics of professional restaurant food production and hospitality through project-based food practicums. The daily living and career benefits of developing culinary skills are emphasized. Students are exposed to advanced culinary techniques, restaurant equipment, and operating procedures of restaurants and institutions. Students are offered the op-

portunity to compete regionally and nationally. Upon completion of the Pro-Start program students are able to earn college scholarships and 3 credits at Norwalk Community College.

0283_BAKING AND PASTRY/PRO-START 2 (SHS)**Prerequisite:** *Intro to Culinary and Culinary Arts**½ credit*

This semester course reinforces all of the techniques learned in Introduction to Culinary Arts and Culinary Arts 1 through the art of baking. Quick breads, batters, and yeast products are explored. Pies, tarts, and cake decorating are an integral component of the class. The chemistry of baking is also studied. Students are exposed to career opportunities within this expanding industry. Upon completion of the Pro-Start program students are able to earn college scholarships and 3 credits at Norwalk Community College.

0284_INTERNATIONAL FOODS (SHS)**Prerequisite:** *Intro to Culinary and Culinary Arts**½ credit*

This semester course reinforces all of the techniques learned in Introduction to Culinary Arts and Culinary Arts 1 through exploration of international foods. The study of regional, ethnic, and foreign foods is used to increase cultural awareness and appreciation of diversity. Upon completion of the Pro-Start program students are able to earn college scholarships and 3 credits at Norwalk Community College.

**021_FASHION AND FURNISHINGS 1
(WHS)***1-credit*

This course introduces students to the world of fashion and furnishings through project-based learning. Students learn the basics of hand and machine stitching, alterations, and fabric selection and care. An introduction to common silhouettes, styles, and details of clothing design are covered. Students are exposed to career opportunities in design, manufacturing, fashion, illustration, and starting one's own business.

**022_FASHION AND FURNISHINGS 2
(WHS)***1-credit*

Students expand and enhance the skills developed in Fashion and Furnishings 1 and delve further into the field of fashion and furnishing careers. Individual projects incorporate advanced construction techniques while students develop their sketching skills and portfolio development. This course includes the history of fashion and fashion designers, as well as fabric terminology and finishes, and styles and trends.

**0221_FASHION MERCHANDISING AND
CONSTRUCTION 1 (SHS)***1-credit*

This course introduces students to the world of fashion through project-based learning. Students learn the basics of hand and machine stitching, alterations, and fabric selection and care. Students are introduced to silhouettes and the elements and principles of design. The vast career choices within the fashion industry are also explored.

**0222_FASHION MERCHANDISING AND
CONSTRUCTION 2 (SHS)***½ credit*

This course reinforces techniques learned in Fashion 1 through expanded project-based learning. Advanced sewing techniques are taught. Textile selection and design are studied, and the elements and principles of design are further explored. Fashion-based colleges and careers are discussed. Fashion merchandising is an integral part of this class through virtual selection, purchasing, and reselling of student designed product.

**0223_FASHION MERCHANDISING AND
CONSTRUCTION 3 (SHS)***½ credit*

This course reinforces techniques learned in Fashion 1 through expanded project-based learning. Individual projects incorporate advanced construction techniques. Students develop their sketching skills and create a portfolio. This course includes the history of fashion and fashion designers, as well as textile terminology. Current styles and trends are reviewed through the use of WWD.

1265_INTERIOR DESIGN 1 (SHS)*½ credit*

This semester course enables students to explore their creativity in the field of interior design. Identification and utilization of the elements and principles of design are emphasized. Creating functional and pleasing living environments based on sound financial decisions and design principles is emphasized. Skills in mathematics, technology, and art are reinforced. Other topics included are housing choices, area planning, and careers.

1266_INTERIOR DESIGN 2 (SHS)

½ credit

This semester course reinforces the principles learned in Interior Design 1. Colleges and careers within this expanding field are examined. The elements and principles of

design are further utilized through project-based learning. Room design and finishes are discussed. Skills in mathematics, technology, and art are reinforced. Individual projects reinforce research and writing skills.

SERVICE LEARNING**900_STUDENT ASSISTANT**

With principal or designee permission, students work as aides under the direct and continuing supervision of a faculty member to successfully complete the tasks assigned. In addition, students are required to maintain a satisfactory attendance record for the days scheduled. Student Assistants may be engaged by the semester or by the year. Examples of areas in which students may be approved to work include, but are not limited to, Media Center, School Counseling Office, Departmental Offices, or Main Office.



Afrak Alwan - Westhill

EARLY COLLEGE STUDIES AT STAMFORD HIGH SCHOOL

Early College Studies at Stamford High School is a program that allows students to earn their high school diploma as well as an Associate's Degree in Mobile Programming or Software Engineering from Norwalk Community College. Note: Application to and acceptance into this program occurs in the winter and spring of a student's eighth-grade year.

ECS is one of only five programs of its kind in Connecticut and is modeled after a national program with a proven track record for increasing graduates' immediate enrollment into college, as well as preparing graduates with the skills necessary for immediate hire into the technology industry workforce.

Students benefit from mentoring by professionals, extra help through tutoring, workplace experience through a paid internship in the summer after their junior year, and use of their own Chromebook. After completing core requirements for high school and testing ready for college English and Math, students have the opportunity to take courses through Norwalk Community College such as Introduction to Programming, Web Development, Database Development, XML for WWW and others, as well as preparing for their internship through a specific ECS course called Workplace Learning.

Workplace Learning I, II and III are the hallmark courses of Early College Studies. Students engage in a problem-based curriculum that requires them to work individually, in teams and as an organization to create products and solutions for real-world local and global issues. All of the Workplace Learning courses are held in the program's newly renovated rooms with flexible seating that simulates a professional coworking space.

COURSE OFFERINGS

Workplace Learning I
Workplace Learning II
Workplace Learning III
NCC Web Development and Design I
NCC Introduction to Programming
NCC Database Development I
NCC Two Dimensional Design (**NEW**)

NCC Graphic Design I: Skills and Principles (**NEW**)
Robotics and Automated Systems I
Robotics and Automated Systems II
Introduction to Programming (ECS)
Web Development and Design (ECS)
UConn Introduction to Computing for Engineers (**NEW**)

9702_ WORKPLACE LEARNING I

1/2 credit

Workplace Learning I is the first in a series of required courses for students in the Early College Studies program. In this course, students adopt the perspective of a technologist as a way to create products and solutions for real-world global issues. The emphasis in this course is on small team dynamics. All Early College Studies freshman take this during their freshman year.

9704_ WORKPLACE LEARNING II

1/2 credit

Workplace Learning II is the second required course for students in the Early College Studies. Students engage in a problem-based curriculum and function on teams that work together within one organization. Students rotate through teams gaining experience with leadership, human resources, marketing and

EARLY COLLEGE STUDIES AT STAMFORD HIGH SCHOOL

other divisions of professional organizations. All students in Early College Studies take this course during their sophomore year.



Luis Cux - Westhill

9705_WORKPLACE LEARNING III

Prerequisite: Workplace Learning I & II
1-credit

Workplace Learning III is the final course in the series required by Early College Studies enrollment. Students engage with a problem-based curriculum, working independently on preparing themselves to seek, obtain and maintain a job within a career in the technology field. In particular, students will focus on these skills in conjunction with their upcoming summer internship required by the Early College Studies program.

2652_NCC WEB DEVELOPMENT AND DESIGN I

Prerequisite: Placement into English 101 via Norwalk Community College Accuplacer.
½-credit

Course description from the Norwalk Community College program of studies: This course provides the entry into the fast moving website development industry. With its heavy hands-on mode of delivery, students will learn XHTML, Cascading Style Sheets, and be exposed to JavaScript. Adhering to standards, specifically from the World Wide Web

Consortium (W3C) and the European Computer Manufacturers Association (ECMA), will play a dominant role in the creation of web pages that are both platform and browser independent.

2650_NCC INTRODUCTION TO PROGRAMMING

Prerequisite: Placement into Math 172 via Norwalk Community College Accuplacer.
½-credit

Course description from the Norwalk Community College program of studies: This course covers Fundamentals of programming and program development techniques. Topics include data types, functions, storage class, selection, repetition, pointers, arrays, and file processing. Programming laboratory projects in a closed laboratory environment are supervised by the instructor. Three hours lecture; two hours of laboratory.



Hunter Corrow- Stamford High

2651_NCC DATABASE DEVELOPMENT I

Prerequisite: Placement into English 101 via Norwalk Community College Accuplacer.
½-credit

Relational database development including data modeling, database design and database implementation. The student learns to create and alter tables, retrieve, insert, up-

date, and delete data using a fourth generation language (ORACLE) in a supervised laboratory setting. Uses of database technology, understanding DBMS and RDBMS concepts, normalizing designs, transforming of logical design into physical databases, embedded SQL, and the role of the DBA are also covered.

NEW COURSE!

0463_NCC TWO – DIMENSIONAL DESIGN

Prerequisite: Placement into English 088 via Norwalk Community College Accuplacer.

½ credit

This introductory course focuses on the basic elements and principles of design such as line, texture, space, balance, unity and scale.

NEW COURSE!

0464_NCC GRAPHIC DESIGN 1: SKILL AND PRINCIPLES

Prerequisite: Placement into Math 136 via Norwalk Community College Accuplacer.

½ credit

An introductory course focusing on the fundamental nature, skills and principles of graphic design. Students will learn about composition, communication and technology. Classes consist of lectures, demonstrations, applied practice and critiques.

1703_ROBOTICS AND AUTOMATED SYSTEMS I

½ credit

Robotics and Automated Systems I will introduce students to the engineering process before moving into robot assembly and calibration. Students will work with MIT App Inventor in order to program their robots.



Ebony Martinez Ibanez – Stamford High

1704_ROBOTICS AND AUTOMATED SYSTEMS II

Prerequisite: Robotics and Automated Systems I.

½ credit

Robotics and Automated Systems II will continue on the foundation laid by Robotics and Automated Systems I. Advanced topics will include advanced design, 3D modeling, and programming using Arduino.

2654_INTRODUCTION TO PROGRAMMING (ECS)

½ credit

Introduction to Programming (ECS) is an introductory course to computer programming that focuses on fostering a sense of computational thinking. This includes some mathematical concepts including logic as well as algorithmic concepts including conditional statements, looping, and some elementary data structures such as arrays and strings.

**2653_WEB DEVELOPMENT AND DESIGN
(ECS)**

½ credit

Web Development and Design (ECS) is an introductory web design course that focuses on standards for HTML and CSS. This course includes using the newest HTML 5 semantic structures as well as separation of concerns using CSS as the presentation mechanism. Students will be introduced to JavaScript briefly at the end of the course.



Cameron Fraum - Stamford High

**1540_UCONN INTRODUCTION
TO COMPUTING FOR ENGINEERS**

½ credit

Introduction to computing logic, algorithmic thinking, computing processes, a programming language and computing environment. Knowledge obtained in this course enables use of the computer as an instrument to solve computing problems. Representative problems from science, mathematics, and engineering will be solved.

**NEW
COURSE!**



**INTERNATIONAL BACCALAUREATE
DIPLOMA PROGRAMME AT STAMFORD HIGH**

The International Baccalaureate Diploma Programme (IBDP) is a rigorous, two-year comprehensive program offered at Stamford High School during a student's junior and senior years. The IBDP is designed to prepare students for success in higher education and incorporates the themes of cultural awareness and international mindedness in the curricula across all subject areas. All courses are two years in length and are offered at the Standard Level (SL) and Higher Level (HL). In comparison to SL courses, HL courses cover more subject matter in more depth and require additional assessments.

Students are required to take six subject courses [one each from Groups 1-5 and a sixth course from group 3, 4 or 6 in addition to the Theory of Knowledge course (TOK)]. Students must also successfully complete the Extended Essay (EE) and Creativity, Activity, Service (CAS) requirements in order to complete the IBDP.

Students must take a minimum of three and a maximum of four HL courses.

Application to the IBDP is made during the student's sophomore year. For information, go to the Stamford High School website.

Students wishing to pursue Course Candidacy need prior approval from the IB Coordinator to take any IB courses.

COURSE OFFERINGS

Group 1:

IB Language and Literature SL
1&2

IB Language and Literature HL
1&2

Group 2:

IB Spanish 1

IB Spanish SL 1&2

IB Spanish HL 1&2

IB Spanish Ab Initio SL 1&2

Group 3:

IB Geography SL 1&2

IB Geography HL 1&2

IB History HL 1&2

IB Environmental Science

Systems and Societies SL 1&2*

IB Business Management HL 1&2

IB Psychology SL 1&2

IB Psychology HL 1&2

Group 4:

IB Chemistry SL 1&2

IB Chemistry HL 1&2

IB Physics SL 1&2

IB Environmental Science

Systems and Societies SL 1&2*

IB Biology SL 1&2 **(NEW)**

IB Biology HL 1&2 **(NEW)**

Group 5:

IB Mathematics: Analysis and
Approaches HL 1&2

IB Mathematics: Analysis and
Approaches SL 1&2 **(NEW)**

IB Mathematics: Applications
and Interpretations: SL 1&2

Group 6:

IB Visual Arts SL 1&2

IB Visual Arts HL 1&2

IBDP Core:

Research Foundations

Theory of Knowledge 1,2&3

***Counts for Group 3, Group 4 or
both**

3001_IB LANGUAGE & LITERATURE SL 1
3003_IB LANGUAGE & LITERATURE HL 1
1-credit

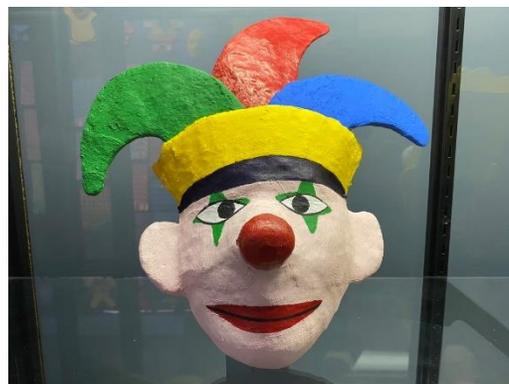
This 11th grade IB English course is year one of a two-year course. The course focuses primarily on two of the four IB topics: Language in Cultural Context and Literature – Critical Study. At the center of this course is a strong focus on determining the construction of meaning and developing a global perspective. Students will engage in close reading and analysis of a variety of genres including fiction, non-fiction, poetry, media, and visual texts. The SL course requires the reading of a minimum of two works from the IB Prescribed List of Authors, while the HL course requires a minimum of three works.

3002_IB LANGUAGE & LITERATURE SL 2
3004_IB LANGUAGE & LITERATURE HL 2
Prerequisite: Completion of IB Language & Literature 1
1-credit

This 12th grade IB English course is year two of a two-year course. The course focuses primarily on two of the four IB topics: Language and Mass Communication and Literature – Texts and Contexts. At the center of this course is a strong focus on determining the construction of meaning and developing a global perspective. Students will engage in close reading and analysis of a variety of genres including fiction, non-fiction, poetry, media, and visual texts. The SL course requires the reading of a minimum of two works of literature from the Prescribed List of Authors, while the HL course requires a minimum of three works.

4001_IB SPANISH SL 1
4003_IB SPANISH HL 1
1-credit

This 11th grade IB Spanish course is year one of a two-year course. The SL course is designed to develop both language skills and an understanding of the cultures of the Spanish-speaking world. The HL course is designed for students who have a foundation in Spanish and wish to explore in greater depth and breadth the Spanish language and cultural themes. In both courses, language is acquired through practice and the study of four IB themes: Social Relationships, Cultural Diversity, Communication and Media, and Science and Technology. In addition, the HL course requires the reading of a literary work (short novel or play). All conversations and discussions will be conducted in Spanish.



Henry Martinez-Stamford High

4002_IB SPANISH SL 2
4004_IB SPANISH HL 2
Prerequisite: Completion of IB Spanish 1
1-credit

This 12th grade IB Spanish course is year two of a two-year course. The course continues to explore the Spanish language and cultures of the Spanish-speaking world and will focus on the following themes: Global Issues, Health, Customs and Traditions, and Leisure. Classes will be conducted entirely in Spanish. Students will read various text types such as articles, blogs and short literary pieces, and listen to and watch authentic audio and visual produc-

tions. Students will be required to write in various text types (e.g. articles, letters, reports) and speak in presentations and interviews. In the HL course, students will read a short novel or play and demonstrate understanding of the work in writing.

4005_IB SPANISH 1

1-credit

This 11th grade IB Spanish course is year one of a two-year course. It is designed for students with experience in Spanish. All conversations and discussions will be conducted in Spanish. The course of study is designed to develop language skills and an understanding of the cultures of the Spanish-speaking world. Language is acquired through practice and the study of four IB themes: Social Relationships, Cultural Diversity, Communication and Media, and Science and Technology. The instructor will assess student progress and recommend an HL or SL year two continuation of this course the following year.

4007_IB SPANISH AB INITIO SL 1

1-credit

This 11th grade IB Spanish course is year one of a two-year course and is taught at the standard level. This course is a language acquisition course for students with little or no experience in Spanish. The course is organized into three themes: Individual and Society, Leisure and Work, and Urban and Rural Environment. Each theme comprises a list of topics that provide students with opportunities to practice and explore the language and to develop intercultural understanding. Through the development of receptive, productive, and interactive skills, students develop the ability to respond and interact appropriately in a defined range of everyday situations. Students are assessed in the areas of listening, speaking, and writing.

4008_IB SPANISH AB INITIO SL 2

Prerequisite: Completion of IB Spanish Ab Initio SL 1
1-credit

This 12th grade IB Spanish course is year two of a two-year course and is taught at the standard level. This course is a language acquisition course for students with little or no experience in Spanish. The course is organized into three themes: Individual and Society, Leisure and Work, and Urban and Rural Environment. Each theme comprises a list of topics that provide students with opportunities to practice and explore the language and to develop intercultural understanding. Through the development of receptive, productive, and interactive skills, students develop the ability to respond and interact appropriately in a defined range of everyday situations. Students are assessed in the areas of listening, speaking, and writing.

5001_IB GEOGRAPHY SL 1

5003_IB GEOGRAPHY HL 1

1-credit

This 11th grade course is year one of a two-year course. The SL course focuses primarily on three IB topics: Urban Environments, Global Climate – Vulnerability and Resilience, and Changing Population. In addition to these topics, the HL course focuses on Power, Places and Networks, and Human Development and Diversity. Students will investigate different aspects of physical and human geography through case studies and research.



Fatima Villanueva- Stamford High

5002_IB GEOGRAPHY SL 2

5004_IB GEOGRAPHY HL 2

Prerequisite: Completion of IB Geography 1
1-credit

This 12th grade course is year two of a two-year course. The SL course focuses primarily on two IB topics: Global Resource Consumption and Security, and Food and Health. In addition to these topics, the HL course focuses on Global Risk and Resilience, and Leisure, Tourism and Sport. At the center of this course is a strong focus on critical thinking and analysis. Students will investigate different aspects of physical and human geography through case studies and research.

5005_IB HISTORY HL 1

1 credit

This 11th grade course is year one of a two-year course. History is an exploratory subject that fosters a sense of inquiry. It is also an interpretive discipline, allowing opportunity for engagement with multiple perspectives and opinions. Studying history develops an understanding of the past, which leads to a deeper understanding of the nature of humans and of the world today. In this year one course, the focus is on American history based on a comparative, multi-perspective approach and focused around key historical concepts

such as change, causation, and significance. It involves the study of a variety of types of history, including political, economic, social, and cultural, encouraging students to think historically and to develop historical skills.

5006_IB HISTORY HL 2

Prerequisite: Completion of IB History HL 1
1 credit

This 12th grade course is year two of a two-year course. This course continues to explore world history in a way that fosters a sense of inquiry. It requires students to study and compare examples from different regions of the world, helping to foster international mindedness. Teachers choose relevant examples to explore with their students, helping to ensure that the course meets their students' needs and interests regardless of their location or context. This course continues on with a comparative, multi-perspective approach and focused around key historical concepts such as change, causation, and significance. It involves the study of a variety of types of history, including political, economic, social, and cultural, encouraging students to think historically and to develop historical skills. Students in this course participate in historical investigation.

2992_IB BUSINESS MANAGEMENT HL 1

1 credit

This 11th grade course is year one of a two-year course. Students learn to analyze, discuss, and evaluate business activities at local, national, and international levels. The course covers a range of organizations from all sectors, as well as the socio-cultural and economic contexts in which those organizations operate. The course covers the key characteristics of business organization and environment and the business functions of human resource management, finance and accounts, marketing, and operations management. Through the exploration of six underpinning concepts (change, culture, ethics, globalization, innova-

tion and strategy), the course allows students to develop a holistic understanding of today's complex and dynamic business environment.

2993_IB BUSINESS MANAGEMENT HL 2

Prerequisite: Completion of IB Business Management HL 1

1-credit

This 12th grade course is year two of a two-year course. Students continue to analyze, discuss, and evaluate business activities at local, national, and international levels. The course covers a range of organizations from all sectors, as well as the socio-cultural and economic contexts in which those organizations operate. The course covers the key characteristics of business organization and environment and the business functions of human resource management, finance and accounts, marketing, and operations management. Through the exploration of six underpinning concepts (change, culture, ethics, globalization, innovation and strategy), the course allows students to develop a holistic understanding of today's complex and dynamic business environment. In year two, students engage in the study of real world business organizations.

5009_IB PSYCHOLOGY SL1

5007_IB PSYCHOLOGY HL1

1-credit

This 11 grade course is year one of a two-year course. This course serves as an introduction to three different approaches to understanding behavior: the biological, cognitive, and sociocultural approaches. Students study and critically evaluate the knowledge, concepts, theories, and research that have developed the understanding in these fields. This course aims to expose students to diverse methods of inquiry and develop an understanding and observance of ethical practice in psychology research. Students explore such areas as: abnormal psychology, developmental psychology, health psychology, and/or the

psychology of human relationships. In the HL course, students also analyze qualitative and quantitative research in psychology and evaluate research scenarios from a methodological and ethical perspective.

5011_IB PSYCHOLOGY SL2

5008_IB PSYCHOLOGY HL2

Prerequisite: Completion of IB Psychology 1

1-credit

This 12-grade course is year two of a two-year course. This course continues to discuss three different approaches to understanding behavior: the biological, cognitive, and sociocultural approaches. Students continue to study and critically evaluate the knowledge, concepts, theories, and research that have developed the understanding in these fields. This course aims to expose students to diverse methods of inquiry and develop an understanding and observance of ethical practice in psychology research. Students explore such areas as: abnormal psychology, developmental psychology, health psychology, and/or the psychology of human relationships. In the HL course, students also analyze qualitative and quantitative research in psychology and evaluate research scenarios from a methodological and ethical perspective.

8211_IB CHEMISTRY SL 1

8213_IB CHEMISTRY HL 1

1-credit

This 11th grade course is year one of a two-year course. The chemistry course allows students to develop a wide range of practical skills and to increase facility in the use of mathematics. It provides students with opportunities to develop manipulative skills, design investigations, collect data, analyze results, and evaluate and communicate their findings. The course focuses on the following IB Chemistry topics: measurements and data processing, stoichiometric relationships, atomic structure, periodicity, chemical bonding and

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

structure, energetics, and chemical kinetics. In SL course, students will undergo 20 hours of practical work related to the syllabus. Students in the HL course will undergo 30 hours of practical work related to the syllabus.

8212_IB CHEMISTRY SL 2

8214_IB CHEMISTRY HL 2

Prerequisite: Completion of IB Chemistry 1
1-credit

This 12th grade course is year two of a two-year course. This course allows students to develop a wide range of practical skills and to increase facility in the use of mathematics. It provides students with opportunities to develop manipulative skills, design investigations, collect data, analyze results, and evaluate and communicate their findings. The course focuses on the following IB Chemistry topics: equilibrium, acids bases, redox, organic chemistry, and biochemistry. Students in SL will undergo 20 hours of practical work related to the syllabus and 10 hours of independent investigation. Students in the HL course will undergo 30 hours of practical work related to the syllabus and 10 hours of independent investigation.

8311_IB PHYSICS SL 1

1-credit

This 11th grade course is year one of a two-year course and is taught at the standard level. In IB Physics, students become aware of how scientists work and communicate. There is an emphasis on a practical approach through experimentation as this is at the core of this course. IB physics aims to explain the universe itself, from the very smallest particles to the vast distances between galaxies. Students will develop models to try to understand observations, and it is explained that these themselves can become theories that attempt to explain the observations. The IB Physics course also raises the issue of the impact of physics on society, the moral and ethical dilemmas, and the

social, economic and environmental implications of the work of physicists. In year one, students focus on the topics of mechanics, circular motion and gravitation, thermal physics, waves, and electricity and magnetism.

8312_IB PHYSICS SL 2

Prerequisite: Completion of IB Physics SL 1
1-credit

This 12th grade course is year two of a two-year course and is taught at the standard level. In year two of IB Physics, students focus on the topics of atomic, nuclear and particle physics, energy production, and a choice between relativity and engineering physics.

8315_IB ENVIRONMENTAL SCIENCE SYSTEMS AND SOCIETIES SL 1

1-credit

This 11th grade course is year one of a two-year course. This interdisciplinary course focuses on the evaluation of the scientific, ethical, and socio-political aspects of issues. This course aims to foster an international perspective, awareness of local and global environmental concerns, and an understanding of the scientific methods. An important aspect of this course is hands-on work in the laboratory and/or out in the field.

8316_IB ENVIRONMENTAL SCIENCE SYSTEMS AND SOCIETIES SL 2

Prerequisite: Completion of IB Environmental Science Systems and Societies SL 1
1-credit

This 12th grade course is year two of a two-year course. This course continues to focus on the evaluation of the scientific, ethical, and socio-political aspects of issues. This course aims to foster an international perspective, awareness of local and global environmental concerns, and an understanding of the scientific methods. An important aspect of this

course is hands-on work in the laboratory and/or out in the field. Students in year two will complete assessments that require the application, use, synthesis, analysis, and evaluation of environmental issues, information, concepts, methods, techniques, and explanations. In addition, they will complete an individual investigation of a research question.

8364_IB BIOLOGY SL 1
8366_IB BIOLOGY HL 1



Prerequisite: Biology and Chemistry
 1-credit

This 11th grade IB Biology 1 Course is year one of a two-year course. Students in this advanced course will learn how to design biological investigation, collect data, analyze results, collaborate with peers and evaluate and communicate their findings. This course focuses on cell biology, molecular biology, genetics, ecology, evolution and biodiversity, and human physiology, amongst other topics. Students in HL will also study nucleic acids, metabolism, plant biology, and animal physiology. Students in IB Biology will carry out an interdisciplinary and cooperative project focusing on the scientific process.

8365_IB BIOLOGY SL 2
8367_IB BIOLOGY HL 2



Prerequisite: Completion of IB Biology 1
 1-credit

This 12th grade IB Biology 2 course is year two of a two-year course. Students in this advanced course continue to learn how to design biological investigation, collect data, analyze results, collaborate with peers and evaluate and communicate their findings. This course focuses on cell biology, molecular biology, genetics, ecology, evolution and biodiversity, and human physiology, amongst other topics. Student in HL will also study animal physiology. Students in year two also compete assessments that require the demonstration of

the knowledge and understanding of, applications of, and evaluation of methodologies and techniques. They also must demonstrate the skills necessary to carry out insightful and ethical investigations. Students will engage in both internal and external IB assessments.

**6195_IB MATHEMATICS:
 APPLICATIONS AND
 INTERPRETATIONS SL 1**

Prerequisite: Algebra 2
 1-credit

This 11th grade IB Mathematics: Applications and Interpretations SL 1 course is year one of a two-year course. Students in this course will develop mathematics skills to describe our world and solve practical problems. There is a focus on viewing mathematics from a practical context and on using technology alongside exploring mathematical models. This course emphasizes the application of mathematics and the importance of interpreting results in context.

**6196_IB MATHEMATICS:
 APPLICATIONS AND
 INTERPRETATIONS SL 2**

Prerequisite: Completion of Mathematics: Applications and Interpretations SL 1
 1-credit

This 12th grade IB Mathematics: Applications and Interpretations SL 2 course is year two of a two-year course. Students in this course will develop mathematics skills to describe our world and solve practical problems. There is a focus on viewing mathematics from a practical context and harnessing the power of technology alongside exploring mathematical models. This course emphasizes the applied nature of mathematics and the importance of interpreting results in context. Students will engage in both internal and external IB assessments.

6185_IB MATHEMATICS: ANALYSIS AND APPROACHES SL 1**6197_IB MATHEMATICS: ANALYSIS AND APPROACHES HL 1****Prerequisite:** Honors Algebra 2*1-credit*

This 11th grade IB Mathematics: Analysis and Approaches HL 1 course is year one of a two-year course. Students in this advanced course will become fluent in the construction of mathematical arguments and will develop strong skills in mathematical thinking. They will explore real and abstract applications with and without the use of technology. There is initially a strong emphasis on algebraic, graphical, and numerical approaches, with later emphasis on calculus. The SL course covers fewer concepts than the HL version.

6186_IB MATHEMATICS: ANALYSIS AND APPROACHES SL 2**6198_IB MATHEMATICS: ANALYSIS AND APPROACHES HL 2****Prerequisite:** Completion of Mathematics: Analysis and Approaches 1*1-credit*

This 12th grade IB Mathematics: Analysis and Approaches 2 course is year two of a two-year course. Students in this advanced course will become fluent in the construction of mathematical arguments and will develop strong skills in mathematical thinking. They will explore real and abstract applications with and without the use of technology. There is a strong emphasis on calculus and on algebraic, graphical, and numerical approaches. Students will engage in both internal and external IB assessments. The SL course covers fewer concepts than the HL version.

NEW COURSE!**0201_IB VISUAL ARTS SL 1****0203_IB VISUAL ARTS HL 1***1-credit*

This 11th-grade course is year one of a two-year course that focuses on three IB topics: Visual Arts in Context, Visual Arts Methods, and Communicating Visual Arts. Students in the SL course must engage in at least two art-making forms in addition to the Comparative Studies, a Process Portfolio, and exhibition. The HL course requires students to produce a larger body of resolved works and to demonstrate a deeper consideration of how their resolved works communicate with the potential viewer. Students in HL must engage in at least three art-making forms. In addition to a larger body of work for their process portfolio and exhibition, the HL version of this course requires an additional section of reflection in their Comparative Study.

0202_IB VISUAL ARTS SL 2**0204_IB VISUAL ARTS HL 2****Prerequisite:** Completion of IB Visual Arts 1*1-credit*

This 12th grade course is year two of a two-year course. In year two, SL students focus on their own independent study of their chosen theme, focus, and art concepts in greater depth. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with, and critically reflect upon a wide range of contemporary practices and media to develop their own personal artistic voice. Students in SL must engage in at least two art-making forms. Students will engage in assessments such as comparative studies, a process portfolio, and an exhibition. HL students are encouraged to produce a larger body of resolved works and to demonstrate a deeper consideration of how their resolved works communicate with the potential viewer. Students in HL must engage in at least three art-making forms.

NEW COURSE!

3005_RESEARCH FOUNDATIONS

½ credit

This semester course is designed to provide IBDP students with experience with research skills. This course will feature topics such as developing research questions, navigating online research databases, critical reading, organizing and evaluating research results, and responsible citation of information. The learning will prepare IBDP students to engage in the various stages of the Extended Essay planning and writing process.

5101_THEORY OF KNOWLEDGE 1

5102_THEORY OF KNOWLEDGE 2

Prerequisite: Admission into Full Diploma Programme

½ credit

This is a two-semester requirement of the IB Diploma Programme. Theory of Knowledge (TOK) is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. At the center of this section of the course is an introduction to both the ways of knowing (imagination, intuition, emotion, reason, faith, sense perception, memory, and language) and the areas of knowledge (ethics, history, mathematics, the arts, natural sciences, human sciences, religious knowledge systems, and indigenous knowledge systems). The course will delve into the concepts of personal knowledge versus shared knowledge and the differences between knowledge claims and knowledge question. The overall aim of TOK is to encourage students to formulate answers to the question “how do you know?” in a variety of contexts, and to see the value of that ques-

tion. TOK 1 is second semester in 11th grade. TOK 2 is first semester in 12th grade.

5103_THEORY OF KNOWLEDGE 3

Prerequisite: Completion of Theory of Knowledge 1 and 2

½ credit

This 12th grade second semester elective course is designed for IB students who want to continue their study of inquiring into the process of knowing and a variety of areas of knowledge. Students will further consider knowledge concepts and explore knowledge questions that will allow for a deeper contextual understanding.



Hamza Ghannaj - Stamford High