



Stamford Public Schools



**Stamford High**



**Westhill High**

**2024 - 2025**

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## NOTE FROM THE SUPERINTENDENT



Dear Students and Families,

Stamford Public Schools is proud to be a state leader in the academic opportunities available to our high school students. For instance, Stamford Public Schools offers more than 30 Advanced Placement courses along with specialized academic programs like the Stamford Regional Agriscience and Technology Program, the Academy of Finance, the Early College Studies program, JROTC, the High School of Business, and the International Baccalaureate Diploma program.

We also continue to develop our career pathways. For 2024-25 we are offering opportunities for students to pursue their interest in areas like public safety and advanced manufacturing with new courses in the fundamentals of emergency medical services and blueprint reading, respectively. These offerings are in addition to existing pathways in disciplines such as construction management, culinary arts, information technology, and more.

The Program of Studies serves as a planning guide for students to identify areas of interest and to learn about graduation requirements. I urge you to review this document together as a family and to discuss which courses are best suited to your student's specific interests and academic goals. Our school counselors stand ready to answer any questions you may have about the information in this document.

Creating a rich and varied program of studies requires the hard work of many people. Please join me in thanking our amazing teachers and the entire Teaching & Learning Department for developing these wonderful opportunities for Stamford's students.

I hope you have fun exploring the possibilities in the 2024-25 Program of Studies, all of which support our vision to challenge, inspire and prepare all students for success.

Sincerely,

Dr. Tamu Lucero  
Superintendent of Schools

**Stamford Public Schools 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.

**Stamford Public Schools 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.

This Program of Studies contains important information about educational opportunities available in our high schools. As you and your parent(s) review the information and course listings that appear in this guide, you should think about your strengths and interests as well as your short-term and long-term goals.

### **CREDIT REQUIREMENTS FOR GRADUATION**

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 in partnership with students and families monitor student progress in reaching graduation requirements.

#### **District Required Courses and Credits for Graduation:**

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

<b>HUMANITIES</b>	<b>9 TOTAL CREDITS</b>
➤ English	4 credits
➤ Social Studies	3 credits (0.5 in Civics)
➤ Arts	1 credit
➤ Subject Area Elective	1 credit (0.5 in Financial Literacy)
<b>SCIENCE, TECHNOLOGY, ENGINEERING &amp; MATHEMATICS</b>	<b>9 TOTAL CREDITS</b>
➤ Mathematics (must earn credit in Algebra/Integrated Math 1 & Geometry/Integrated Math II)	3 credits
➤ Science	3 credits
➤ Subject Area Elective	3 credits
<b>WELLNESS</b>	<b>2 TOTAL CREDITS</b>
➤ Physical Education	1 credit
➤ Health and Safety Ed	1 credit
<b>WORLD LANGUAGE</b>	<b>1 TOTAL CREDIT</b>
<b>GENERAL ELECTIVES</b>	<b>4 TOTAL CREDITS</b>

### **CREDIT REQUIREMENTS FOR GRADE PROMOTION**

For students to be promoted to:

Grade 10 a minimum of 5.5 credits must be earned

Grade 11 a minimum of 11.5 credits must be earned

Grade 12 a minimum of 17 credits must be earned

**FOUR-YEAR COURSE PLANNING CHART**

		9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<b>HUMANITIES</b> 9 Total	<b>English</b> 4 credits required				
	<b>Social Studies</b> 3 credits required		.5 Civics		
	<b>Visual &amp; Performing Arts</b> 1 credit required				
	<b>Elective</b> 1 credit required			.5 Financial Literacy	
<b>STEM</b> 9 Total	<b>Math</b> 3 credits required (must earn credit for Algebra I/Integrated Math I & Geometry/Integrated Math II)				
	<b>Science</b> 3 credits required				
	<b>STEM Elective</b> 3 credits required				
<b>WORLD LANGUAGE</b> 1 Total	<b>World Language</b> 1 credit required				
<b>WELLNESS</b> 2 Total	<b>Physical Education</b> 1 credit required (automatically scheduled)	.5 PE	.5 PE		
	<b>Health &amp; Safety</b> 1 credit required (automatically scheduled)	.5 Health	.5 Health		
<b>ANY ELECTIVE</b> 4 Total	3 credits	First-Year Seminar			

**25-Credits Total Required for Graduation**



**MASTERY-BASED LEARNING CREDIT (Course Code #3421)**

Mastery-based learning is to ensure that a student has acquired the knowledge and skills that are deemed to be essential to success in every postsecondary - college and career environment and in adult life. Students will receive one credit upon successful demonstration of subject matter content mastery achieved through educational experiences and opportunities that provide flexible and multiple pathways to learning. These options include:

- ACT Score of English 18, Math 22, Reading 22, Science 23, ELA 20
- Capstone Project (prior approval required)
- FCIAC Recognition
- For EL students who have lived in Connecticut for fewer than five years, a score of proficiency or above on the LAS Links assessment
- Independent Study
- Recognition as an AP Scholar (receives a score of 3 or more on 3 AP exams)
- Recognition of achievement in a state or national competition in the areas of debate, literary, STEM, visual, or performing arts
- SAT Score College and Career Readiness Benchmark for Evidence-Based Reading and Writing: 480
- SAT Score College and Career Readiness Benchmark for Math: 530
- Seal of Biliteracy
- Student Self-Designed Project (prior approval required)
- Internship\*
- Volunteer/Service Experience\*
- Work-study Experience\*

\*Students can complete any combination of these Pathways to meet the requirement of 120 hours

[Seal of Biliteracy](#) recognizes students who have studied and attained proficiency in English and another language and have met specific requirements at the time of graduation. The seal recognizes the value of the tangible benefits of being bilingual and bi-literate and prepares students to be productive contributing members of our global society.



## COURSE LEVEL CURRICULA AND COLLEGE PARTNERSHIP PROGRAMS

**College Prep (CP)** courses meet stringent scholastic requirements and prepare students to meet the academic demands necessary for two and four-year colleges and universities, technical schools, the military, and work-readiness for employment.

**Honors (H)** courses explore the subject matter in-depth and in a comprehensive and accelerated approach. The courses are intended for students who have demonstrated motivation, interests, and achievement in previous courses taken in that content area. Successful completion of Honors courses adds 0.5 weighted credit to a student's rank and GPA.

**Advanced Placement (AP)** offers students the opportunity to take college-level courses while in high school to earn college credit, advanced placement, or both. Each AP course concludes with a college-level assessment which is an essential part of the AP experience enabling students to demonstrate mastery of their college-level course work.

**Early College Studies (ECS)** program is offered to all Stamford's high school students allowing them to concurrently earn a high school diploma as well as an Associate's Degree in Software Engineering, Mobile Programming, or Web Development and Design from CT State Community College Norwalk. ECS is modeled after a national program with a proven track record for increasing graduates' immediate enrollment into college while preparing them for immediate employment in the technology industry. Students benefit from rigorous coursework, mentoring, tutoring, and potential internships for qualified students. For additional program information visit: [College Programming for SHS Students](#).

**International Baccalaureate Middle Years Programme (MYP) and Diploma Programme (IBDP)** are offered to all Stamford's high school students to prepare them to think critically about the world around them and equip them with the knowledge and skills to increase their intercultural understanding and respect for others. The IB Middle Years Program (IBMYP) is for 9<sup>th</sup> and 10<sup>th</sup> grade students, while the IB Diploma Programme (IBDP) is for 11<sup>th</sup> and 12<sup>th</sup> grade students. The goal is for IB students to keenly develop strong attributes throughout their IB education and maturation: inquiry, knowledge, thinking, communicating, caring, open-mindedness, principle, risk-taking, balance, and self-reflection. For additional program information visit: [College Programming for SHS Students](#).

**CT State Community College Norwalk, High School Partnership Program** offers highly motivated and academically qualified students to take credit-bearing CT State Norwalk courses while a high school student at no cost. The courses the student is eligible to take are determined by Norwalk's placement and course prerequisite criteria. The student may take one or two courses per semester in the fall and/or spring semesters. The CT State Norwalk courses must meet outside of regularly scheduled high school hours. For additional program information visit: [CT State Norwalk High School Partnership Program](#).

**University of Connecticut - Early College Experience (ECE)** provides academically motivated students the opportunity to take challenging courses that allow students to preview college work, build confidence in their readiness for college, and earn college credits that provide both an academic and financial head start toward a college degree. UConn ECE instructors are high school teachers, certified as adjunct professors by the University. UConn ECE faculty fosters independent learning, creativity, and critical thinking – all-important for success in college. Students must complete the course with a grade of C or better to receive university credit on a UConn transcript. University credits are transferable to many colleges and universities. Courses are offered in a variety of content areas at each of Stamford's high schools. Students are charged registered course credit plus a resource fee. Fee waivers are available. For additional program information visit: [UConn Early College Experience](#).

## GRADING SYSTEM

All Stamford Public Schools course grades will be included in the calculation to qualify for Honor Roll. Grades not awarded by Stamford Public Schools will not be included in the Honor Roll determination.

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

## GRADE POINT AVERAGE AND CLASS RANK

Both an unweighted and weighted rank is calculated for each student (who has attended Stamford Public Schools for at least four semesters), using the grade point average of the final marks earned in each course, except pass/fail courses and independent study. The unweighted, cumulative GPA is a simple average of all courses in grades 9-12 on a 4.0 scale. The weighted GPA is calculated by adding the following values to the unweighted GPA:

- .05 for each Honors course
- .07 for each (AP, ECE, NCC, and IBDP course)

## 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 enrolled in a minimum of 3 credits that marking period. There are three levels of Honors:

- Honors with Distinction: Straight A's (includes A and A-)
- High Honors: All A's, except for one B (includes B+, B, B-)
- Honors: All A's and/or B's except for one C (includes C+, C, C-)

## POST-SECONDARY PLANNING

**School Counseling:** Upon entering high school, you should develop a four-year plan of academic study that is challenging and fulfilling. Your plan will be shaped as you learn new information about yourself and the world of work. One of the services provided to help you with academic planning is Individual Planning Meetings between you and your school counselor. This meeting results in the development of your Student Success Plan with career, education, social-emotional, and post-secondary goals. You and your counselor will update the plan annually. Your plan is stored in *Naviance*, a web-based tool that also allows you to explore career options, research colleges and technical schools, complete interest inventories, and manage the college application process.

You will also participate in classroom or group school counseling lessons two-three times a year. Additionally, students will have the opportunity to participate in college and career events.

**Career Counseling:** Career development and awareness are integrated throughout the curriculum in all academic subject areas and across all grade levels. Your school counselor can assist you with all aspects of career development. Additionally, each high school is fully equipped with a career center as a resource for students and families to assist with post-high school planning. Some services include information about employment and volunteer opportunities, visits from college admissions representatives, financial aid/FAFSA assistance, scholarship application help, and military information sessions. The Career Center is supervised by a school counselor/career counselor.

**Standardized Testing:** Students should explore the various admission tests for post-secondary opportunities. The [ACT](#) (American College Test) is designed to measure high school students' college readiness in English, math, reading, science, and writing (optional). Students in their junior year and senior year in high school are encouraged to sit for the ACT. Students can qualify for fee waivers on test administration days throughout the year. For additional ACT information and test dates, visit [ACT resources](#).

The [ASVAB](#) is a multi-aptitude test, administered by the Department of Defense to students interested in joining the military. This test helps to establish if you are a good fit for the military and which branch of service. The better your [ASVAB score](#), the broader your options.

The [PSAT/NMSQT](#) (Preliminary Scholastic Aptitude Test) is a diagnostic tool, provides real-time/real-place experience of a standardized assessment similar to the SAT, and is the qualifying test for National Merit Corporation scholarship opportunities for Juniors. The exam is offered to all sophomore and junior students during the school day in October, free of cost. We encourage all sophomores and juniors to take the PSAT and explore the [PSAT resources](#) that are available.

The [TOEFL](#) (Test of English as a Foreign Language) measures the English language ability of non-native speakers wishing to enroll in an English-speaking university or college. The TOEFL is accepted by more than 11,000 universities and other institutions in over 190 countries. The TOEFL focuses on English used in an academic setting, which is why schools and universities use TOEFL scores for admissions purposes.

The [SAT](#) (Scholastic Aptitude Test) measures a high school student's readiness for college and provides colleges. The SAT is offered to all juniors in the spring, during the school day at their high school, free of cost. Students can qualify for fee waivers on test administration days throughout the year. Students should check the specific college requirements to determine if the institution is test-optional and if SAT Subject tests are required. For additional SAT information and test dates, visit [SAT resources](#).

## ONLINE COURSES AND INDEPENDENT STUDY

**Online** courses may be an option for a student to participate in online discussions and group projects while learning rigorous course content. Credit will only be given for courses taken with an accredited educational institution and pre-approved by the Stamford Public Schools. Credit for these courses will be counted in a student's GPA and class rank. For more information, contact your school counselor.

**Independent Study** enables a student to conduct an in-depth study of a specific topic in consultation with an advisory teacher. This course of study requires approval from the department head and is not counted in the grade point average.



Jazmine Gramajo - Stamford High School

**The following pages contain all the 2024-2025 school year course offerings.**

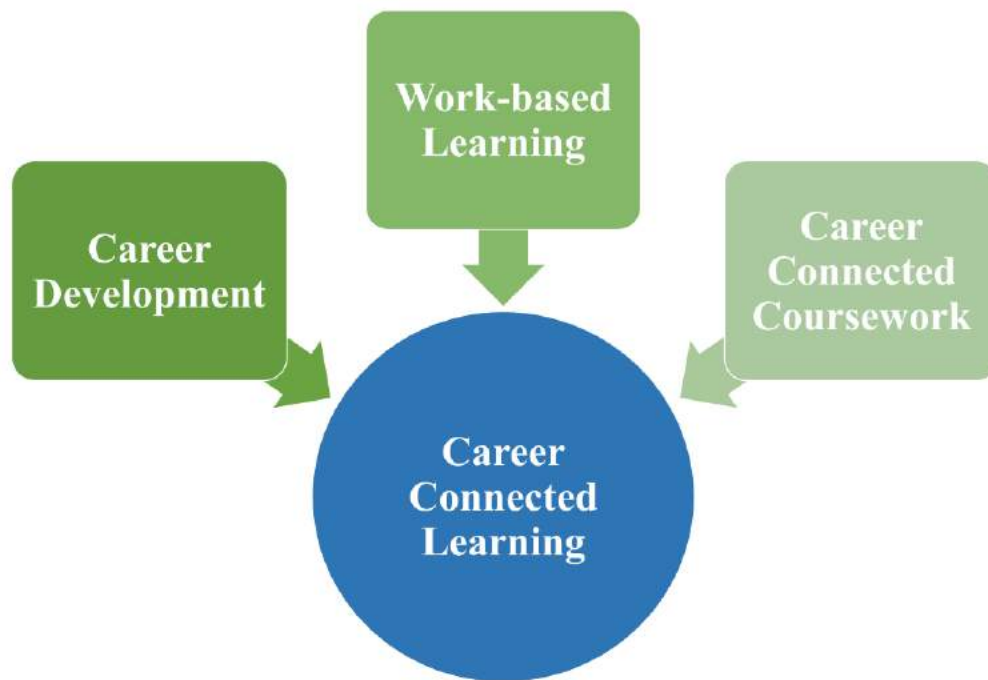
**All courses will run next year based upon student requests. We may not run the course if a course is not at 80% capacity.**

## PATHWAYS SYSTEM AND CAREER CONNECTED LEARNING FOR ALL

Stamford Public Schools is engaged with the State of Connecticut in developing a Pathway System over the course of three years. A Pathway System is the coordinated interaction of key components – career development, pathway programs, dynamic teaching and learning, employer and community engagement, and cross-sector partnerships- designed to develop a high level of career and life readiness among youths and in schools, colleges, workforce programs and across the broader community, resulting in enhanced workforce competitiveness and community prosperity.

An integral part of the Pathway System is to engage all students in Career Connected Learning. Career Connected Learning helps students connect learning to the real world and develop the knowledge, skills, and mindset to successfully enter the adult world of work, careers, and community life.

The three components of Career Connected Learning:



Career exploration and career-relevant learning benefits all students to make better-informed choices after high school. A Pathways System approach helps embed career-connected learning across the education system.

### **Career Development - College & Career Readiness**

We are committed to all students being prepared to enter a career through either a 2-year or 4-year college, the military, technical school, or an industry certification or pre-apprenticeship program. We want to ensure every student has opportunities throughout the high school years to acquire knowledge, assess interests, build skills, and design a personalized pathway to postsecondary goals.

### **Career Connected Coursework - Career Clusters and Pathways Explained**

The National Career Clusters™ Framework is comprised of 16 [Career Clusters](#)™ and related Career Pathways to help students explore different career options and better prepare for college and career. The Career Clusters™ and related Career Pathways serve as an organizing tool for schools to develop career-oriented programming. Students are encouraged to identify pathways of interest that align with their future personal and professional goals and plans.

A Pathway is a program of interconnected academic and elective courses revolving around a career theme. The program is integrated with experiential learning, training, and possibly apprenticeship. It is designed to support the development of career and life readiness for the learner so that the individual can successfully enter and advance in a career path.

Stamford High School and Westhill High School are currently offering several pathways. Some are simply a sequence of different courses tied to a career field, others are academies or programs that require an application (JROTC-WHS, Agriscience-WHS, Academy of Finance-WHS, High School of Business-SHS, and Early College Studies-SHS) or meet industry standards (Pre-Apprenticeships).

### **Work-based Learning**

Work-based Learning is an umbrella term used to describe activities in which schools and employers work collaboratively to provide students with structured learning experiences. Some activities included in these experiences are: apprenticeships, job shadowing, internships, externships, mentorships, clinical experiences, worksite tours, and in-school company-based projects as well as cooperative work education. These experiences provide students with the opportunity to develop a strong connection to the world of work and provide them with a sense of purpose to their daily academics.



## Business Management and Administration

WHS

SHS

### Pathway Summary:

Business Management and Administration focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.

Students interested in the Business Management and Administration Pathway might also be interested in the intradistrict *High School of Business* located at Stamford High School. **See page 53 for more information.**

### Pathway Courses:

- Business Concepts
- Career Pathways & Success Skills
- Personal Finance
- Business Law
- Accounting 1
- IB Business Management 1 (SHS)
- IB Business Management 2 (SHS)

### Other Recommended Courses:

- Entrepreneurship
- Business Exploration (SHS)
- Information Technology
- Information Technology & Design

### Recommended Clubs & Organizations:

- Future Business Leaders of America (FBLA)
- Distributive Education Clubs of America (DECA) (SHS)
- Westhill Entrepreneurs (WHS)

### Business and Industry Partners:

- Network for Teaching Entrepreneurship (NFTE)



### Future Careers:

**(4yrs of college):** Compensation and benefits specialist/manager, Human resources specialist/manager, Training and development specialist/manager, Buying and purchasing agent, Compliance officer, Management analyst

**(2yrs of college):** First-line supervisor of office & administrative support workers, First-line supervisor of non-retail sales workers, Human resource assistant, Payroll & timekeeping clerk, bookkeeping, accounting, & auditing clerk

**(Certification):** Bookkeeping, Real Estate Agent, Travel Associate



**RECOMMENDED PROGRAM OF STUDY – BUSINESS MANAGEMENT AND ADMINISTRATION**

The following is a suggested sequence of courses required to successfully complete this pathway.

SUBJECT	GRADE 9	GRADE 10	GRADE 11	GRADE 12
<b>Language Arts</b>	English 9 (H or CP)	English 10 (H or CP)	English 11 (AP, H or CP)	English 12 (AP, ECE, H or CP)
<b>Social Studies</b>	World 1 / World 2 (H or CP)	Civics 1 / US History 1 (H or CP)	US History 2 / Civics 2 (H or CP)	
	AP Human Geography	AP World History	AP, ECE, ,IB	
<b>Mathematics</b>	Integrated Math I (H or CP)	Integrated Math II (H or CP)	Algebra 2 (H or CP)	Pre-Calculus (H or CP)
	Integrated Math II (H or CP)	Algebra 2 (H or CP)	Pre-Calculus (H or CP)	Calculus (AP, CP) Statistics (AP)
	Algebra 2 (H)	Pre-Calculus (H or CP)	Calculus (AP, CP) Statistics (AP)	
<b>Science</b>	Integrated Science (H, CP)	Biology (H, CP), Chemistry (H, CP), Physics (AP, H or CP) or any elective	Biology (H, CP), Chemistry (H, CP), Physics (AP, H or CP) or any elective	Biology (AP), Chemistry (AP), Physics (AP, H or CP) or any elective
<b>Other Required Courses</b>	First-Year Seminar		Financial Literacy - *Starting with Class of 2027	
	Civics: One half credit at any time during Grades 9-12			
	Health: One credit typically during Grades 9 & 10			
	Physical Education: One credit typically during Grades 9 & 10			
	World Language: One credit at any time during Grades 9-12			
	Fine Arts: One credit at any time during Grades 9-12			
<b>Pathway Courses</b>	Pathway Level One (see below)	Pathway Level Two (see below)	Pathway Level Three (see below)	Pathway Level Four (see below)
<b>Additional Recommended Electives</b>	Information Technology	Information Technology and Design	Entrepreneurship	Entrepreneurship Business Exploration

**PATHWAY COURSES**

Students entering the pathway for the first time begin by enrolling in the Level One course.

Level One (9th grade)	Level Two (10th grade)	Level Three (11th grade)	Level Four (12th grade)
Business Concepts	Personal Finance	IB Business Management 1 <b>(SHS)</b>	IB Business Management 2 <b>(SHS)</b>
Career Pathways & Success Skills		Business Law	Accounting 1

**COLLEGE AND CAREER PATHS**

Industry Certifications	Associate's Degrees	Bachelor's Degrees
Accounting Assistant Accounting Technician Business Skills Business Administration Human Resources Management Non-Profit Management	Business	Business Administration Business Data Analytics Management Supply Chain Management Human Resources Management

# Computer and Information Technology

WHS

SHS

## Pathway Summary:

Information Technology focuses on building linkages in information technology occupations for entry level, technical and professional careers related to the design, development, support, and management of hardware, software, multimedia and systems integration services.

Students interested in the Information Technology pathway may be interested in the *Early College Studies Program* at SHS (see page 80), or the Google Data Analytics Certification (see page 41). Students can also be part of the Computer Science Pathway at WHS that provides a special recognition on a student's transcript based on achievement in computer science-based coursework.

## Pathway Courses:

- Introduction to Computer Science
- Introduction to Game Design
- Web Design
- AP Computer Science Principles\*
- AP Computer Science A (WHS)\*
- Data Structures & Algorithms \*
- NCC Web Development and Design 1 (SHS)
- NCC Database Development 1 (SHS)
- NCC Introduction to Programming (SHS)
- CP/Honors Cybersecurity (WHS)\*
- Honors Data Science (WHS)
- Introduction to Robotics
- Python (WHS)



## For WHS Computer Science Pathway:

### 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

### Recommended Clubs & Organizations:

- Girls Who Code (WHS)

### Business and Industry Partners:

- National Center For Computer Science Education

### Future Careers:

**(4yrs of college):** Computer systems analyst, Information security analyst, Computer network architect, Network and computer systems administrator, Database administrator and architect, Computer programmer, Software developer, Web Developer

**(2yrs of college):** Computer network support specialist, Field Service Technicians, Technical Support Specialists

**(Certification):** Database administrator, IT specialist, Tech support specialist, Help desk technician, IT assistant, Data technician,

**RECOMMENDED PROGRAM OF STUDY – COMPUTER AND INFORMATION TECHNOLOGY**

The following is a suggested sequence of courses required to successfully complete this pathway.

SUBJECT	GRADE 9	GRADE 10	GRADE 11	GRADE 12
<b>Language Arts</b>	English 9 (H or CP)	English 10 (H or CP)	English 11 (AP, H or CP)	English 12 (AP, ECE, H or CP)
<b>Social Studies</b>	World 1 / World 2 (H or CP)	Civics 1 / US History 1 (H or CP)	US History 2 / Civics 2 (H or CP)	
	AP Human Geography	AP World History	AP, ECE, IB	
<b>Mathematics</b>	Integrated Math I (H or CP)	Integrated Math II (H or CP)	Algebra 2 (H or CP)	Pre-Calculus (H or CP)
	Integrated Math II (H or CP)	Algebra 2 (H or CP)	Pre-Calculus (H or CP)	Calculus (AP, CP) Statistics (AP)
	Algebra 2 (H)	Pre-Calculus (H or CP)	Calculus (AP, CP) Statistics (AP)	
<b>Science</b>	Integrated Science (H or CP)	Biology (H, CP), Chemistry (H, CP), Physics (AP, H or CP) or any elective	Biology (H, CP), Chemistry (H, CP), Physics (AP, H or CP) or any elective	Biology (AP), Chemistry (AP), Physics (AP, H or CP) or any elective
<b>Other Required Courses</b>	First-Year Seminar		Financial Literacy - *Starting with Class of 2027	
	Civics: One half credit at any time during Grades 9-12			
	Health: One credit typically during Grades 9 & 10			
	Physical Education: One credit typically during Grades 9 & 10			
	World Language: One credit at any time during Grades 9-12			
	Fine Arts: One credit at any time during Grades 9-12			
<b>Pathway Courses</b>	Pathway Level One (see below)	Pathway Level Two (see below)	Pathway Level Three (see below)	Pathway Level Four (see below)
<b>Additional Recommended Electives</b>	Python (WHS)	Introduction to Robotics  CP/Honors Cybersecurity (WHS)  Honors Data Science (WHS)	Introduction to Robotics  CP/Honors Cybersecurity (WHS)  Honors Data Science (WHS)	Introduction to Robotics  CP/Honors Cybersecurity (WHS)  Honors Data Science (WHS)

**PATHWAY COURSES**

Students entering the pathway for the first time begin by enrolling in the Level One course.

Level One (9th grade)	Level Two (10th grade)	Level Three (11th grade)	Level Four (12th grade)
Introduction to Computer Science	Web Design	AP Computer Science Principles	AP Computer Science A (WHS)
Introduction to Game Design	NCC Web Development and Design (SHS)	NCC Database Development 1 (SHS)	NCC Introduction to Programming (SHS)

**COLLEGE AND CAREER PATHS**

Industry Certifications	Associate's Degrees	Bachelor's Degrees
IT Support Data Analytics UX Design	Computer Information Technology Computer Networking	Computer Engineering Computer Science Computer Information Systems

## Construction Management

WHS

### Pathway Summary:

Construction Management focuses on careers in designing, planning, managing, building, and maintaining the built environment. The offered courses center around the most widely used construction and manufacturing materials. Through a series of projects and problem-solving activities, students are exposed to the techniques and processes common to designing and finishing construction products. Students will design, plan, identify and solve problems, and build prototypes. Students use electrical and mechanical equipment to build solutions to technical problems. Upon completion of the courses students earn the equivalent credit of a first-year carpenter apprenticeship as well as high school credit and have the opportunity to continue in their apprenticeship or pursue any related 2 year or 4 year degree. **For more information about the Pre-Apprenticeship see page 39.**

### Pathway Courses:

- Woodworking (including Woodshop Fridays)
- General Construction - Emerging Technologies - Carpenter Pre-Apprenticeship

### Business and Industry Partners:

- New England Carpenters Training Fund (NECTF)
- United Brotherhood of Carpenters and Joiners of America



### Future Careers:

**(4yrs of college):** Architect, Civil Engineer, Mechanical Engineer, Construction Management, Landscape Architect

**(2yrs of college):** Architectural & Civil Drafter, Surveyor, Cost Estimator, Energy Auditor, First-Line Supervisor of Mechanics & Installers, Electrical Power Line Installer & Repairer, Construction Management

**(Certification):** Journeyman Carpenter, Carpenter Foreman, Field Super Manager, Project Superintendent, Estimator, Project Manager

**RECOMMENDED PROGRAM OF STUDY – CONSTRUCTION MANAGEMENT**

The following is a suggested sequence of courses required to successfully complete this pathway.

SUBJECT	GRADE 9	GRADE 10	GRADE 11	GRADE 12
<b>Language Arts</b>	English 9 (H or CP)	English 10 (H or CP)	English 11 (AP, H or CP)	English 12 (AP, ECE, H or CP)
<b>Social Studies</b>	World 1 / World 2 (H or CP)	Civics 1 / US History 1 (H or CP)	US History 2 / Civics 2 (H or CP)	
	AP Human Geography	AP World History	AP, ECE, IB	
<b>Mathematics</b>	Integrated Math I (H or CP)	Integrated Math II (H or CP)	Algebra 2 (H or CP)	Pre-Calculus (H or CP)
	Integrated Math II (H or CP)	Algebra 2 (H or CP)	Pre-Calculus (H or CP)	Calculus (AP, CP) Statistics (AP)
	Algebra 2 (H)	Pre-Calculus (H or CP)	Calculus (AP, CP) Statistics (AP)	
<b>Science</b>	Integrated Science (H, or CP)	Biology (H, CP), Chemistry (H, CP), Physics (AP, H or CP) or any elective	Biology (H, CP), Chemistry (H, CP), Physics (AP, H or CP) or any elective	Biology (AP), Chemistry (AP), Physics (AP, H or CP) or any elective
<b>Other Required Courses</b>	First-Year Seminar		Financial Literacy - *Starting with Class of 2027	
	Civics: One half credit at any time during Grades 9-12			
	Health: One credit typically during Grades 9 & 10			
	Physical Education: One credit typically during Grades 9 & 10			
	World Language: One credit at any time during Grades 9-12			
	Fine Arts: One credit at any time during Grades 9-12			
<b>Pathway Courses</b>	Pathway Level One (see below)	Pathway Level Two (see below)	Pathway Level Three (see below)	Pathway Level Four (see below)
<b>Additional Recommended Electives</b>				

**PATHWAY COURSES**

Students entering the pathway for the first time begin by enrolling in the Level One course.

Level One (9th grade)	Level Two (10th grade)	Level Three (11th grade)	Level Four (12th grade)
		Woodworking	General Construction - Emerging Technologies - carpenter pre-apprenticeship

**COLLEGE AND CAREER PATHS**

Industry Certifications	Associate's Degrees	Bachelor's Degrees
Construction Carpentry Electrician Pipefitter & Steamfitter	Energy Technician HVACR / Maintenance Architectural Technology Geographic Information Systems	Construction Management Civil Engineering Architecture



## Culinary

SHS

### Pathway Summary:

The pathway gives the students 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 opportunity 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.

### Pathway Courses:

- Introduction to Culinary Arts
- Baking and Pastry
- Global Foods

### Additional Recommended Courses:

- Business Concepts
- Photography 1 & 2

### Recommended Clubs & Organizations:

- Family, Career and Community Leaders of America (FCCLA)

### Business and Industry Partners:

- National Restaurant Association



### Future Careers:

**(4yrs of college):** Agricultural Engineer, Baking & Pastry Chef, Dietitian & Nutritionist, Executive Chef, Culinary Teacher, Food scientist, Kitchen Designer, Restaurant Manager, Sous Chef, Hotel General Manager

**(2yrs of college):** Caterer, Cook, Fitness trainer, Food photographer, Food taster, Food writer, Hospitality Management, Tourism, Event planner, Mixologist, server, Quality Assurance Specialist, Personal chef, Cake designer/decorator, Food Safety Certification

**(Certification):** Culinary Arts and Food Services, Professional Baker, Cottage Food Operator (CFO)

**RECOMMENDED PROGRAM OF STUDY – CULINARY**

The following is a suggested sequence of courses required to successfully complete this pathway.

SUBJECT	GRADE 9	GRADE 10	GRADE 11	GRADE 12
<b>Language Arts</b>	English 9 (H or CP)	English 10 (H or CP)	English 11 (AP, H or CP)	English 12 (AP, ECE, H or CP)
<b>Social Studies</b>	World 1 / World 2 (H or CP)	Civics 1 / US History 1 (H or CP)	US History 2 / Civics 2 (H or CP)	
	AP Human Geography	AP World History	AP, ECE, IB	
<b>Mathematics</b>	Integrated Math I (H or CP)	Integrated Math II (H or CP)	Algebra 2 (H or CP)	Pre-Calculus (H or CP)
	Integrated Math II (H or CP)	Algebra 2 (H or CP)	Pre-Calculus (H or CP)	Calculus (AP, CP) Statistics (AP)
	Algebra 2 (H)	Pre-Calculus (H or CP)	Calculus (AP, CP) Statistics (AP)	
<b>Science</b>	Integrated Science (H, or CP)	Biology (H, CP), Chemistry (H, CP), Physics (AP, H or CP) or any elective	Biology (H, CP), Chemistry (H, CP), Physics (AP, H or CP) or any elective	Biology (AP), Chemistry (AP), Physics (AP, H or CP) or any elective
<b>Other Required Courses</b>	First-Year Seminar		Financial Literacy - *Starting with Class of 2027	
	Civics: One half credit at any time during Grades 9-12			
	Health: One credit typically during Grades 9 & 10			
	Physical Education: One credit typically during Grades 9 & 10			
	World Language: One credit at any time during Grades 9-12			
	Fine Arts: One credit at any time during Grades 9-12			
<b>Pathway Courses</b>	Pathway Level One (see below)	Pathway Level Two (see below)	Pathway Level Three (see below)	Pathway Level Four (see below)
<b>Additional Recommended Electives</b>	Business Concepts		Photography 1	Photography 2

**PATHWAY COURSES**

Students entering the pathway for the first time begin by enrolling in the Level One course.

Level One (9th grade)	Level Two (10th grade)	Level Three (11th grade)	Level Four (12th grade)
Introduction to Culinary Arts	Culinary Arts / Pro-Start 1	Baking and Pastry / Pro-Start II International Foods/Pro-Start II	

**COLLEGE AND CAREER PATHS**

Industry Certifications	Associate's Degrees	Bachelor's Degrees
Culinary Arts and Food Services Professional Baker Cottage Food Operator (CFO)	Baking and Pastry Arts Culinary Arts Nutrition and Dietetics	Hospitality and Tourism Nutritional Sciences Dietetics Culinary Arts & Food Service Management Baking and Pastry Arts



## Education

SHS

### Pathway Summary:

The education pathway is intended for those who wish to serve as mentors and educators to students of all ages. In this pathway, students will learn how to provide education and training related to learning and provide support services to a variety of learners. Students will learn how to use subject matter knowledge to plan and prepare effective instruction.

Students interested in the Education Pathway might also be interested in the intradistrict *Educators Rising* program located at Stamford High School. **See page 84 for more information.**

### Pathway Courses:

- Honors Rising Educators 1
- Honors Rising Educators 2
- UConn ECE If You Love It, Teach It

### Additional Recommended Courses:

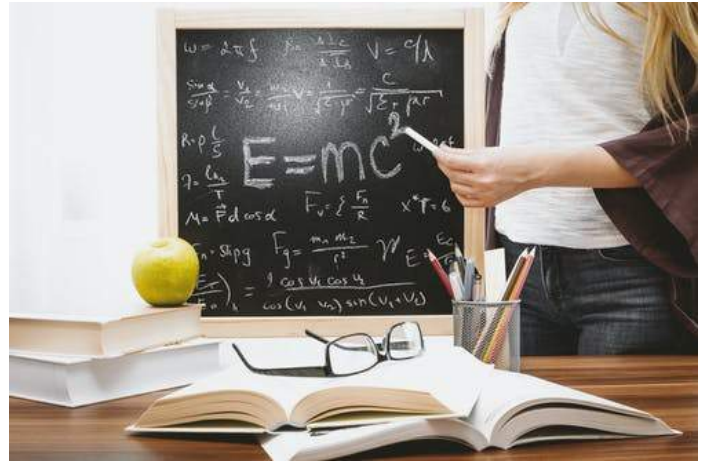
- Child Development
- UConn ECE Human Development & Family Science

### Recommended Clubs & Organizations:

- Family, Career and Community Leaders of America (FCCLA)

### Business and Industry Partners:

- Rogers School Community Center Organization (ROSCCO)



### Future Careers:

**(4yrs of college):** Early Childhood Education, Elementary School Teacher, Secondary School Teacher (biology, chemistry, physics, general science, world language, English, mathematics, history/social studies, career/technical, Medical Field), Special Education Teacher, Art Education Teacher, Physical Education Teacher

**(Certification):** Early Childhood Education, Paraeducator, Teacher Assistant, Home Child Care, Library Technical Assistant

*Note: The Connecticut State Department of Education requires those pursuing certification in secondary education to complete a postsecondary program which includes professional education courses as well as courses in a subject area major. Students interested in becoming a teacher should enroll in as many advanced courses in their desired teaching area while in high school in order to better prepare for post-secondary studies. Students who wish to become elementary school teachers should also enroll in advanced core courses in science, language arts, mathematics, and social studies.*

**RECOMMENDED PROGRAM OF STUDY – EDUCATION**

The following is a suggested sequence of courses required to successfully complete this pathway.

SUBJECT	GRADE 9	GRADE 10	GRADE 11	GRADE 12
<b>Language Arts</b>	English 9 (H or CP)	English 10 (H or CP)	English 11 (AP, H or CP)	English 12 (AP, ECE, H or CP)
<b>Social Studies</b>	World 1 / World 2 (H or CP)	Civics 1 / US History 1 (H or CP)	US History 2 / Civics 2 (H or CP)	
	AP Human Geography	AP World History	AP, ECE, IB	
<b>Mathematics</b>	Integrated Math I (H or CP)	Integrated Math II (H or CP)	Algebra 2 (H or CP)	Pre-Calculus (H or CP)
	Integrated Math II (H or CP)	Algebra 2 (H or CP)	Pre-Calculus (H or CP)	Calculus (AP, CP) Statistics (AP)
	Algebra 2 (H)	Pre-Calculus (H or CP)	Calculus (AP, CP) Statistics (AP)	
<b>Science</b>	Integrated Science (H, or CP)	Biology (H, CP), Chemistry (H, CP), Physics (AP, H or CP) or any elective	Biology (H, CP), Chemistry (H, CP), Physics (AP, H or CP) or any elective	Biology (AP), Chemistry (AP), Physics (AP, H or CP) or any elective
<b>Other Required Courses</b>	First-Year Seminar		Financial Literacy - *Starting with Class of 2027	
	Civics: One half credit at any time during Grades 9-12			
	Health: One credit typically during Grades 9 & 10			
	Physical Education: One credit typically during Grades 9 & 10			
	World Language: One credit at any time during Grades 9-12			
	Fine Arts: One credit at any time during Grades 9-12			
<b>Pathway Courses</b>	Pathway Level One (see below)	Pathway Level Two (see below)	Pathway Level Three (see below)	Pathway Level Four (see below)
<b>Additional Recommended Electives</b>	Child Development		UConn ECE Human Development & Family Science	

**PATHWAY COURSES**

Students entering the pathway for the first time begin by enrolling in the Level One course.

Level One (9th grade)	Level Two (10th grade)	Level Three (11th grade)	Level Four (12th grade)
		Honors Rising Educators 1	Honors Rising Educators 2 UConn ECE If You Love It, Teach It

**COLLEGE AND CAREER PATHS**

Industry Certifications	Associate’s Degrees	Bachelor’s Degrees	Master’s Degrees
Early Childhood Education Paraeducator Teacher Assistant Home Child Care Library Technical Assistant		Early Childhood Education Elementary Education Secondary Education (biology, chemistry, physics, general science, world language, English, mathematics, history/social studies, career/technical) Special Education Art Education Physical Education	Education administrator

## Finance

WHS

SHS

### Pathway Summary:

Finance focuses on services for financial and investment planning, banking, insurance, and business financial management.

Students interested in the Finance Pathway might also be interested in the intradistrict *Academy of Finance* located at Westhill High School. See page 43 for more information.

### Pathway Courses:

- Business Concepts
- Career Pathways & Success Skills
- Personal Finance
- Introduction to Investments and the Stock Market
- Accounting 1
- Advanced Principles of Accounting (WHS)
- Accounting 2 (SHS)

### Additional Recommended Courses:

- Business Law
- Entrepreneurship
- Information Technology
- Information Technology and Design

### Recommended Clubs & Organizations:

- Future Business Leaders of America (FBLA)
- Distributive Education Clubs of America (DECA) (SHS)
- Westhill Entrepreneurs (WHS)



### Future Careers:

**(4yrs of college):** Financial Manager, Accountants and auditors, Budget Analyst, Credit Analyst, Personal financial advisor, Insurance underwriter, Financial examiner, Credit counselor, Loan Officer, Financial and investment analyst, Securities, commodities, and financial services sales agent

**(Certification):** Accounting Assistant, Accounting Technician, Bookkeeper

### Business and Industry Partners:

Fintron

**RECOMMENDED PROGRAM OF STUDY – FINANCE**

The following is a suggested sequence of courses required to successfully complete this pathway.

SUBJECT	GRADE 9	GRADE 10	GRADE 11	GRADE 12
<b>Language Arts</b>	English 9 (H or CP)	English 10 (H or CP)	English 11 (AP, H or CP)	English 12 (AP, ECE, H or CP)
<b>Social Studies</b>	World 1 / World 2 (H or CP)	Civics 1 / US History 1 (H or CP)	US History 2 / Civics 2 (H or CP)	
	AP Human Geography	AP World History	AP, ECE, IB	
<b>Mathematics</b>	Integrated Math I (H or CP)	Integrated Math II (H or CP)	Algebra 2 (H or CP)	Pre-Calculus (H or CP)
	Integrated Math II (H or CP)	Algebra 2 (H or CP)	Pre-Calculus (H or CP)	Calculus (AP, CP) Statistics (AP)
	Algebra 2 (H)	Pre-Calculus (H or CP)	Calculus (AP, CP) Statistics (AP)	
<b>Science</b>	Integrated Science (H, or CP)	Biology (H, CP), Chemistry (H, CP), Physics (AP, H or CP) or any elective	Biology (H, CP), Chemistry (H, CP), Physics (AP, H or CP) or any elective	Biology (AP), Chemistry (AP), Physics (AP, H or CP) or any elective
<b>Other Required Courses</b>	First-Year Seminar		Financial Literacy - *Starting with Class of 2027	
	Civics: One half credit at any time during Grades 9-12			
	Health: One credit typically during Grades 9 & 10			
	Physical Education: One credit typically during Grades 9 & 10			
	World Language: One credit at any time during Grades 9-12			
	Fine Arts: One credit at any time during Grades 9-12			
<b>Pathway Courses</b>	Pathway Level One (see below)	Pathway Level Two (see below)	Pathway Level Three (see below)	Pathway Level Four (see below)
<b>Additional Recommended Electives</b>	Information Technology	Information Technology and Design	Business Law	Business Law
	Business Explorations		Entrepreneurship	Entrepreneurship

**PATHWAY COURSES\***

Students entering the pathway for the first time begin by enrolling in the Level One course.

Level One (9th grade)	Level Two (10th grade)	Level Three (11th grade)	Level Four (12th grade)
Business Concepts	Personal Finance	Accounting 1	Accounting 2 (SHS)
Career Pathways & Success Skills	Intro to Stocks and Investments		Advanced Principles of Accounting (WHS)

\*for students interested in a finance pathway through the Academy of Finance (WHS) please see page 133

**COLLEGE AND CAREER PATHS**

Industry Certifications	Associate's Degrees	Bachelor's Degrees
Accounting Assistant Accounting Technician Business Skills Bookkeeping	Business Finance	Accounting Economics Finance Business Data Analytics Management Supply Chain Management

## Health Science

WHS

### Pathway Summary:

Health Science focuses on planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

### Pathway Courses:

- Health Science Technology I
- Health Science Technology II

### Additional Recommended Courses:

- Sports Medicine
- Human Physiology

### Recommended Clubs & Organizations:

- Future Medical Professionals



### Future Careers:

**(4yrs of college):** Medical and health services managers, Emergency management director, Dietitian, Nutritionist, Recreational therapist, Exercise physiologist, Registered nurse, Athletic trainer

**(2yrs of college):** Registered Nurse, Dental Hygienist, Occupational Therapy Assistant, , Respiratory Therapist, Radiography, Medical Laboratory Technician, Pharmacy and Surgical Technician

**(Certification):** Emergency medical technician, Paramedic, Psychiatric technician, Surgical technologist, Ophthalmic medical technician, Licensed practical nurse, certified nursing assistant, Dental assistant, Medical assistant, Phlebotomist, EKG Technician, Homemaker Companion, Medical Billing Professional, Medical Coding Specialist, Medical Coding Professional, Patient Care Technician, Physical Therapy Aide

**RECOMMENDED PROGRAM OF STUDY – HEALTH SCIENCE**

The following is a suggested sequence of courses required to successfully complete this pathway.

SUBJECT	GRADE 9	GRADE 10	GRADE 11	GRADE 12
<b>Language Arts</b>	English 9 (H or CP)	English 10 (H or CP)	English 11 (AP, H or CP)	English 12 (AP, ECE, H or CP)
<b>Social Studies</b>	World 1 / World 2 (H or CP)	Civics 1 / US History 1 (H or CP)	US History 2 / Civics 2 (H or CP)	
	AP Human Geography	AP World History	AP, ECE, IB	
<b>Mathematics</b>	Integrated Math I (H or CP)	Integrated Math II (H or CP)	Algebra 2 (H or CP)	Pre-Calculus (H or CP)
	Integrated Math II (H or CP)	Algebra 2 (H or CP)	Pre-Calculus (H or CP)	Calculus (AP, CP) Statistics (AP)
	Algebra 2 (H)	Pre-Calculus (H or CP)	Calculus (AP, CP) Statistics (AP)	
<b>Science</b>	Integrated Science (H, or CP)	Biology (H, CP), Chemistry (H, CP), Physics (AP, H or CP) or any elective	Biology (H, CP), Chemistry (H, CP), Physics (AP, H or CP) or any elective	Biology (AP), Chemistry (AP), Physics (AP, H or CP) or any elective
<b>Other Required Courses</b>	First-Year Seminar		Financial Literacy - *Starting with Class of 2027	
	Civics: One half credit at any time during Grades 9-12			
	Health: One credit typically during Grades 9 & 10			
	Physical Education: One credit typically during Grades 9 & 10			
	World Language: One credit at any time during Grades 9-12			
Fine Arts: One credit at any time during Grades 9-12				
<b>Pathway Courses</b>	Pathway Level One (see below)	Pathway Level Two (see below)	Pathway Level Three (see below)	Pathway Level Four (see below)
<b>Additional Recommended Electives</b>			Human Physiology Sports Medicine	Human Physiology Sports Medicine

**PATHWAY COURSES**

Students entering the pathway for the first time begin by enrolling in the Level One course.

Level One	Level Two	Level Three	Level Four
		Health Science Technology I	Health Science Technology II

**COLLEGE AND CAREER PATHS**

Industry Certifications	Associate's Degrees	Bachelor's Degrees	Master's Degrees
Emergency medical technician Paramedic Psychiatric technician Surgical technologist Ophthalmic medical technician Licensed practical nurse Certified nursing assistant Dental assistant Medical assistant Phlebotomist	Registered Nurse Dental Hygienist Occupational Therapy Assistant Physical Therapy Assistant Respiratory Therapy Radiography Medical Laboratory Technician Pharmacy and Surgical Technician	Medical and health services management Emergency management Dietitian Nutrition Recreational therapy Exercise physiology Registered nurse Athletic Trainer	Physician assistant Occupational therapy Speech-language pathology Nurse anesthetist Nurse practitioner Acupuncture



## Manufacturing

WHS

SHS

### Pathway Summary:

The Manufacturing Pathway focuses on planning, managing, and performing materials processing into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing, and process engineering. Through real-world project-based instruction, students will build valuable life and industry-specific skills that will set them above their competition during employment-seeking and/or post-secondary education in the competitive world of manufacturing.

Students will learn programs like TinkerCad, Fusion 360, OnShape, and SolidWorks. Students will have access to 3D printers, CNC machines, and laser technology and design, prototype, and improve on student-led hands-on products.

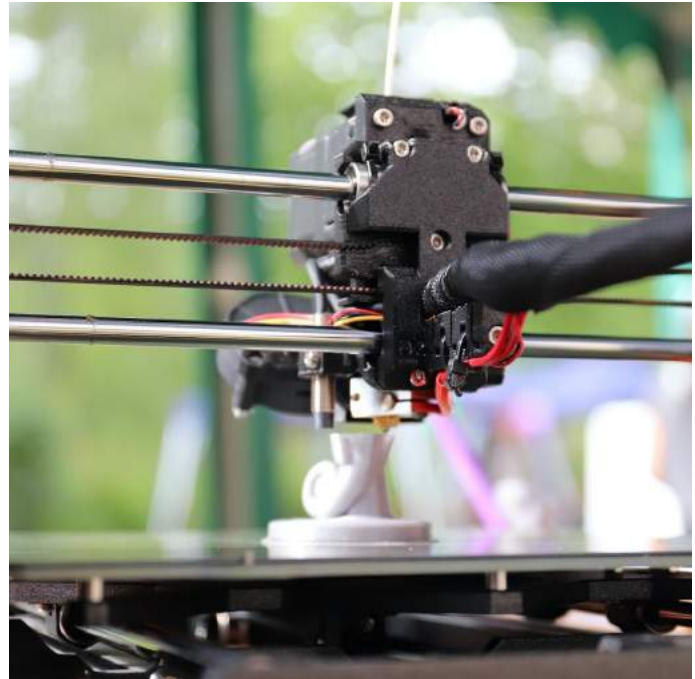
Students in Advanced Manufacturing Foundations (WHS) can receive 5 college credits from CT State Community College in Benchwork and Blueprint Reading 1.

### Pathway Courses:

- Introduction to Manufacturing (SHS)
- Advanced Manufacturing Foundations (WHS)
- Advanced Additive/Subtractive Manufacturing (WHS)

### Additional Recommended Courses:

- Power and Mechanics (WHS)
- Applied Business Concepts for Manufacturing (WHS)



### Recommended Clubs & Organizations:

- Manufacturing and 3D Printing Club

### Future Careers:

#### (4yrs of college):

Industrial Engineers, Material Scientists, Manufacturing Managers

#### (2yrs of college)

Manufacturing Engineering Technology, Manufacturing Machine Technology

#### (Short-term training, apprenticeship, on-the-job training):

CNC Machine Tool Operators, Industrial Machinery Mechanics, Machinists, Maintenance and Repair Workers, Welders



**RECOMMENDED PROGRAM OF STUDY – MANUFACTURING**

The following is a suggested sequence of courses required to successfully complete this pathway.

SUBJECT	GRADE 9	GRADE 10	GRADE 11	GRADE 12
<b>Language Arts</b>	English 9 (H or CP)	English 10 (H or CP)	English 11 (AP, H or CP)	English 1 2 (AP, ECE, H or CP)
<b>Social Studies</b>	World 1 / World 2 (H or CP)	Civics 1 / US History 1 (H or CP)	US History 2 / Civics 2 (H or CP)	
	AP Human Geography	AP World History	AP, ECE, IB	
<b>Mathematics</b>	Integrated Math I (H or CP)	Integrated Math II (H or CP)	Algebra 2 (H or CP)	Pre-Calculus (H or CP)
	Integrated Math II (H or CP)	Algebra 2 (H or CP)	Pre-Calculus (H or CP)	Calculus (AP, CP) Statistics (AP)
	Algebra 2 (H)	Pre-Calculus (H or CP)	Calculus (AP, CP) Statistics (AP)	
<b>Science</b>	Integrated Science (H, CP)	Biology (H, CP), Chemistry (H, CP), Physics (AP, H or CP) or any elective	Biology (H, CP), Chemistry (H, CP), Physics (AP, H or CP) or any elective	Biology (AP), Chemistry (AP), Physics (AP, H or CP) or any elective
<b>Other Required Courses</b>			Financial Literacy - *Starting with Class of 2027	
	Civics: One half credit at any time during Grades 9-12			
	Health: One credit typically during Grades 9 & 10			
	Physical Education: One credit typically during Grades 9 & 10			
	World Language: One credit at any time during Grades 9-12			
	Fine Arts: One credit at any time during Grades 9-12			
<b>Pathway Courses</b>	Pathway Level One (see below)	Pathway Level Two (see below)	Pathway Level Three (see below)	Pathway Level Four (see below)
<b>Additional Recommended Electives</b>				Power and Mechanics <b>(WHS)</b>

**PATHWAY COURSES**

Students entering the pathway for the first time begin by enrolling in the Level One course.

Level One (9th grade)	Level Two (10th grade)	Level Three (11th grade)	Level Four (12th grade)
	Introduction to Manufacturing Advanced Manufacturing Foundations <b>(WHS)</b>	Advanced Additive/ Subtractive Manufacturing <b>(WHS)</b>	

**COLLEGE AND CAREER PATHS**

Industry Certifications	Associate's Degrees	Bachelor's Degrees
Manufacturing Machine Technology Advanced Welding Computer Aided Drafting (CAD)	Manufacturing Engineering Technology Manufacturing Machine Technology	Manufacturing Engineering Technology Manufacturing Management Mechanical Engineering & Material Science Robotics & Mechatronics Engineering

## Marketing

WHS

SHS

### Pathway Summary:

Careers in planning, managing and performing marketing activities to reach organizational objectives, including research and development.

### Pathway Courses:

- Business Concepts
- Marketing in the 21st Century
- Entrepreneurship in the 21st Century
- Marketing Education (SHS)
- Sports and Entertainment Management and Marketing

### Additional Recommended Courses:

- Career Pathways & Success Skills
- Business Law
- Personal Finance
- Information Technology
- Information Technology and Design

### Recommended Clubs & Organizations:

- Future Business Leaders of America (FBLA)
- Distributive Education Clubs of America (DECA) (SHS)
- Westhill Entrepreneurs (WHS)



### Future Careers:

(4yrs of college): Marketing Research Analysis and Marketing Specialists, Marketing managers, Public Relations and Fundraising Managers, Public Relations Specialist

**RECOMMENDED PROGRAM OF STUDY – MARKETING**

The following is a suggested sequence of courses required to successfully complete this pathway.

SUBJECT	GRADE 9	GRADE 10	GRADE 11	GRADE 12
<b>Language Arts</b>	English 9 (H or CP)	English 10 (H or CP)	English 11 (AP, H or CP)	English 12 (AP, ECE, H or CP)
<b>Social Studies</b>	World 1 / World 2 (H or CP)	Civics 1 / US History 1 (H or CP)	US History 2 / Civics 2 (H or CP)	
	AP Human Geography	AP World History	AP, ECE, IB	
<b>Mathematics</b>	Integrated Math I (H or CP)	Integrated Math II (H or CP)	Algebra 2 (H or CP)	Pre-Calculus (H or CP)
	Integrated Math II (H or CP)	Algebra 2 (H or CP)	Pre-Calculus (H or CP)	Calculus (AP, CP) Statistics (AP)
	Algebra 2 (H)	Pre-Calculus (H or CP)	Calculus (AP, CP) Statistics (AP)	
<b>Science</b>	Integrated Science (H, or CP)	Biology (H, CP), Chemistry (H, CP), Physics (AP, H or CP) or any elective	Biology (H, CP), Chemistry (H, CP), Physics (AP, H or CP) or any elective	Biology (AP), Chemistry (AP), Physics (AP, H or CP) or any elective
<b>Other Required Courses</b>			Financial Literacy - *Starting with Class of 2027	
	Civics: One half credit at any time during Grades 9-12			
	Health: One credit typically during Grades 9 & 10			
	Physical Education: One credit typically during Grades 9 & 10			
	World Language: One credit at any time during Grades 9-12			
	Fine Arts: One credit at any time during Grades 9-12			
<b>Pathway Courses</b>	Pathway Level One (see below)	Pathway Level Two (see below)	Pathway Level Three (see below)	Pathway Level Four (see below)
<b>Additional Recommended Electives</b>	Career Pathways	Information Technology and Design	Business Law	Business Law
	Information Technology		Personal Finance	Personal Finance

**PATHWAY COURSES**

Students entering the pathway for the first time begin by enrolling in the Level One course.

Level One (9th grade)	Level Two (10th grade)	Level Three (11th grade)	Level Four (12th grade)
Business Concepts	Marketing	Marketing	Marketing Education 2 (SHS)
	Entrepreneurship	Entrepreneurship	Sports Entertainment Management and Marketing

**COLLEGE AND CAREER PATHS**

Industry Certifications	Associate's Degrees	Bachelor's Degrees
		Advertising and Promotion Manager Marketing Manager Sales Manager Public Relations and Fundraising Manager Market research analyst

## Public Safety

WHS

SHS

### Pathway Summary:

The Public Safety pathway prepares students with a broad-based foundational knowledge in careers that involve public safety. The educational foundation will assist students who wish to pursue related professional training at the postsecondary level. Students will gain experience through classroom instruction, hands-on training, and workplace learning in the field.

### Pathway Courses:

- Public Safety Services
- EMS Explorer 1: Fundamentals of Emergency Medical Services
- EMS Explorer 2: Advanced Emergency Medical Procedures

### Recommended Clubs & Organizations:

- Stamford Police Department
- Stamford Fire Department
- Stamford Emergency Medical Services



### Future Careers:

#### (4yrs of college):

Arbitrators, Forensic science technicians, Probation officers and correctional treatment specialist

#### (Certification):

Court reporters and simultaneous captioners, Emergency medical technicians, Fire inspectors and investigators, Firefighters, Paralegals and legal assistants

#### (High School Diploma):

Animal control workers, crossing guards and flaggers, customs and border protection officers, forest fire inspectors and prevention specialists, Lifeguards and other recreational protective service workers, Police and sheriff's patrol officers, Private detectives and investigators, Public safety telecommunications, Security guards

**RECOMMENDED PROGRAM OF STUDY – PUBLIC SAFETY**

The following is a suggested sequence of courses required to successfully complete this pathway.

SUBJECT	GRADE 9	GRADE 10	GRADE 11	GRADE 12
<b>Language Arts</b>	English 9 (H or CP)	English 10 (H or CP)	English 11 (AP, H or CP)	English 12 (AP, ECE, H or CP)
<b>Social Studies</b>	World 1 / World 2 (H or CP)	Civics 1 / US History 1 (H or CP)	US History 2 / Civics 2 (H or CP)	
	AP Human Geography	AP World History	AP, ECE, IB	
<b>Mathematics</b>	Integrated Math I (H or CP)	Integrated Math II (H or CP)	Algebra 2 (H or CP)	Pre-Calculus (H or CP)
	Integrated Math II (H or CP)	Algebra 2 (H or CP)	Pre-Calculus (H or CP)	Calculus (AP, CP) Statistics (AP)
	Algebra 2 (H)	Pre-Calculus (H or CP)	Calculus (AP, CP) Statistics (AP)	
<b>Science</b>	Integrated Science (H, CP)	Biology (H, CP), Chemistry (H, CP), Physics (AP, H or CP) or any elective	Biology (H, CP), Chemistry (H, CP), Physics (AP, H or CP) or any elective	Biology (AP), Chemistry (AP), Physics (AP, H or CP) or any elective
<b>Other Required Courses</b>			Financial Literacy - *Starting with Class of 2027	
	Civics: One half credit at any time during Grades 9-12			
	Health: One credit typically during Grades 9 & 10			
	Physical Education: One credit typically during Grades 9 & 10			
	World Language: One credit at any time during Grades 9-12			
	Fine Arts: One credit at any time during Grades 9-12			
<b>Pathway Courses</b>	Pathway Level One (see below)	Pathway Level Two (see below)	Pathway Level Three (see below)	Pathway Level Four (see below)
<b>Additional Recommended Electives</b>		Health Technology 1	Health Technology 2	

**PATHWAY COURSES**

Students entering the pathway for the first time begin by enrolling in the Level One course.

Level One (9th grade)	Level Two (10th grade)	Level Three (11th grade)	Level Four (12th grade)
		Public Safety Services	EMS Explorer 1 and 2

**COLLEGE AND CAREER PATHS**

Industry Certifications	Associate's Degrees	Bachelor's Degrees
Security Guard Emergency Medical Technician Cybersecurity Firefighter 1 & 2	Criminal Justice Cybersecurity Forensics Law Enforcement Fire Technology and Administration Paramedic Studies	Fire Protection Engineering Forensic Science Forensic Psychology Homeland Security & Emergency Mgt.

## Science, Technology, Engineering, & Mathematics (S.T.E.M.)

WHS

SHS

### Pathway Summary:

STEM focuses on planning, managing and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and reach and development services.

### Pathway Courses:

- Introduction to Computer Science
- Introduction to Robotics (WHS)
- Robotics 2 (WHS)

### Additional Recommended Courses:

- AP Computer Science Principles
- AP Computer Science A (WHS)
- NCC Introduction to Programming (SHS)

### Recommended Clubs & Organizations:

- Engineering Tomorrow
- Math Team



### Future Careers:

**(4yrs of college):** Engineering (Aerospace, Civil, Electrical, Mechanical, Transportation, Nuclear, Environmental, Biomedical, Chemical, Nuclear, Computer, Software, Industrial, Materials), Environmental Scientists and Specialists, Physicist, Chemist, Computer Scientist

**(2yrs of college):** Web Developers, Computer user support specialists, Geological and petroleum technicians, Environmental engineering technicians, Computer network support specialists, Civil engineering technicians, aerospace engineering and operations technicians

**(Certification):** Help Desk Technician, Mechatronics Automation Technician, Smartphone App Development, Web Developer, Field Service Technicians, Technical Support Specialists



## RECOMMENDED PROGRAM OF STUDY – SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS

The following is a suggested sequence of courses required to successfully complete this pathway.

SUBJECT	GRADE 9	GRADE 10	GRADE 11	GRADE 12
<b>Language Arts</b>	English 9 (H or CP)	English 10 (H or CP)	English 11 (AP, H or CP)	English 12 (AP, ECE, H or CP)
<b>Social Studies</b>	World 1 / World 2 (H or CP)	Civics 1 / US History 1 (H or CP)	US History 2 / Civics 2 (H or CP)	
	AP Human Geography	AP World History	AP, ECE, IB	
<b>Mathematics</b>	Integrated Math I (H or CP)	Integrated Math II (H or CP)	Algebra 2 (H or CP)	Pre-Calculus (H or CP)
	Integrated Math II (H or CP)	Algebra 2 (H or CP)	Pre-Calculus (H or CP)	Calculus (AP, CP) Statistics (AP)
	Algebra 2 (H)	Pre-Calculus (H or CP)	Calculus (AP, CP) Statistics (AP)	
<b>Science</b>	Integrated Science (H, CP)	Biology (H, CP), Chemistry (H, CP), Physics (AP, H or CP) or any elective	Biology (H, CP), Chemistry (H, CP), Physics (AP, H or CP) or any elective	Biology (AP), Chemistry (AP), Physics (AP, H or CP) or any elective
<b>Other Required Courses</b>			Financial Literacy - *Starting with Class of 2027	
	Civics: One half credit at any time during Grades 9-12			
	Health: One credit typically during Grades 9 & 10			
	Physical Education: One credit typically during Grades 9 & 10			
	World Language: One credit at any time during Grades 9-12			
	Fine Arts: One credit at any time during Grades 9-12			
<b>Pathway Courses</b>	Pathway Level One	Pathway Level Two	Pathway Level Three	Pathway Level Four
<b>Additional Recommended Electives</b>			AP Computer Science Principles	NCC Introduction to Programming (SHS)  AP Computer Science A (WHS)

### PATHWAY COURSES

Students entering the pathway for the first time begin by enrolling in the Level One course.

Level One (9th grade)	Level Two (10th grade)	Level Three (11th grade)	Level Four (12th grade)
Introduction to Computer Science	Introduction to Robotics	Robotics 2 (WHS)	

### COLLEGE AND CAREER PATHS

Industry Certifications	Associate's Degrees	Bachelor's Degrees
Help Desk Technician Mechatronics Automation Technician Smartphone App Development Web Developer IT Support Data Analytics UX Design Android Development	Engineering Science Transfer Ticket Technology Studies Transfer Ticket Computer Science Software Engineering Mobile Programming Web Development and Design	Engineering: <ul style="list-style-type: none"> <li>● Civil</li> <li>● Computer</li> <li>● Mechanical</li> <li>● Electrical</li> <li>● Aerospace</li> <li>● Materials Science</li> <li>● Manufacturing</li> </ul>



## Transportation Management

WHS

### Pathway Summary:

The transportation management pathway focuses on the planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

### Pathway Courses:

- Introduction to Automobiles
- Power and Mechanics

### Additional Recommended Courses:

- Business Concepts
- Marketing in the 21st Century
- International Business

### Recommended Clubs & Organizations:

- Math Team



### Future Careers:

**(4yrs of college):** Engineering (Civil, Computer, Mechanical, Electrical, Transportation, Aerospace, Materials Science, Manufacturing)

**(2yrs of college):** Aerospace engineering and operations technologists and technicians, Civil engineering technologists and technicians, Electrical and electronic engineering technologists and technicians, Electro-mechanical and mechatronics technologists and technicians, Industrial engineering technologists and technicians, Mechanical engineering technologists and technicians

**(Certification):** Aircraft mechanics and service technicians, Automotive mechanics and service technicians, Motorcycle mechanic, Heating, air conditioning, and refrigeration mechanics and installers, Wind turbine service technician

**RECOMMENDED PROGRAM OF STUDY – TRANSPORTATION MANAGEMENT**

The following is a suggested sequence of courses required to successfully complete this pathway.

SUBJECT	GRADE 9	GRADE 10	GRADE 11	GRADE 12
<b>Language Arts</b>	English 9 (H or CP)	English 10 (H or CP)	English 11 (AP, H or CP)	English 12 (AP, ECE, H or CP)
<b>Social Studies</b>	World 1 / World 2 (H or CP)	Civics 1 / US History 1 (H or CP)	US History 2 / Civics 2 (H or CP)	
	AP Human Geography	AP World History	AP, ECE, IB	
<b>Mathematics</b>	Integrated Math I (H or CP)	Integrated Math II (H or CP)	Algebra 2 (H or CP)	Pre-Calculus (H or CP)
	Integrated Math II (H or CP)	Algebra 2 (H or CP)	Pre-Calculus (H or CP)	Calculus (AP, CP) Statistics (AP)
	Algebra 2 (H)	Pre-Calculus (H or CP)	Calculus (AP, CP) Statistics (AP)	
<b>Science</b>	Integrated Science (H, CP)	Biology (H, CP), Chemistry (H, CP), Physics (AP, H or CP) or any elective	Biology (H, CP), Chemistry (H, CP), Physics (AP, H or CP) or any elective	Biology (AP), Chemistry (AP), Physics (AP, H or CP) or any elective
<b>Other Required Courses</b>	First-Year Seminar			
			Financial Literacy - *Starting with Class of 2027	
	Civics: One half credit at any time during Grades 9-12			
	Health: One credit typically during Grades 9 & 10			
	Physical Education: One credit typically during Grades 9 & 10			
	World Language: One credit at any time during Grades 9-12			
	Fine Arts: One credit at any time during Grades 9-12			
<b>Pathway Courses</b>	Pathway Level One	Pathway Level Two	Pathway Level Three	Pathway Level Four
<b>Additional Recommended Electives</b>	Business Concepts	Marketing	International Business	

<b>PATHWAY COURSES</b>			
Students entering the pathway for the first time begin by enrolling in the Level One course.			
Level One	Level Two	Level Three	Level Four
Introduction to Automobiles	Power and Mechanics		

<b>COLLEGE AND CAREER PATHS</b>		
Industry Certifications	Associate’s Degrees	Bachelor’s Degrees
Aircraft mechanics and service technicians Automotive mechanics and service technicians Motorcycle mechanic Heating, air conditioning, and	Aerospace engineering and operations technologists and technicians Civil engineering technologists and technicians Electrical and electronic engineering technologists and technicians Electro-mechanical and mechatronics technologists and technicians	Engineering: <ul style="list-style-type: none"> <li>● Civil</li> <li>● Computer</li> <li>● Mechanical</li> <li>● Electrical</li> <li>● Transportation</li> <li>● Manufacturing</li> </ul>

## CARPENTRY - WHS



Stamford Public Schools in partnership with the North Atlantic States Carpenters Training Fund is offering seniors who enroll in the General Construction - Emerging Technologies class the opportunity to earn credentials equating to the first year of a 4 year carpenter apprenticeship. The Pre-Apprenticeship includes the following:

- Host visits to any of the carpenters training centers (Woodshop Fridays for Juniors)
- Provide instruction and training to prepare participants to enter in the Carpenters Registered Apprenticeship Program
- Involve employer and union partners in the assessment of applicants, delivery of training, and placing qualified graduates in industry-related employment and the carpenter union apprenticeship
- Provide feedback on program components to ensure the needs of participants and align with industry standards
- Students will be provided with the necessary tools for the first year, drug test fees, state registration fees and union initiation fees.
- Students who meet eligibility requirements have the opportunity to transition into the work-based (*co-op*) portion of this program. The student will be able to work with one of the partner contractors, as a 1-year apprentice, at a rate of **45%** of the journeymen wage as part of the Apprenticeship Program.
- Upon graduation from High School and this program (both classes), the apprentice will be granted 1000 hours or (1-year credit) towards their 4-year Apprenticeship. This will amount to a participant earning an advancement up to a 2nd-year Apprentice, as specified in the Articulation Agreement, and command a wage of \$20.69 and fringe benefits valued at **\$15.99** for a total compensation rate of **\$36.68** an hour. *Next Adjustment anticipated for April 30<sup>th</sup>, 2024.*

**\*\*All courses will run next year based upon student requests. We may not run the course if a course is not at 80% capacity.**

### 1190 - Woodworking

**Credit(s) 0.5**

**WHS**

This course focuses on humans' most widely used construction and manufacturing materials. Through a series of projects and problem-solving activities, the student is exposed to the techniques and processes common to designing and producing a product. This is an activity-oriented lab-based class.

*1220- General Construction - Emerging Technologies*

<b>Credit(s) 0.5</b>	Students will design, plan, identify and solve problems, and build prototypes. This is an activity-based class in which students use electrical and mechanical equipment to build solutions to technical problems. Students in this class will first study the building of structures. Full size and model buildings will be reviewed. Conventional and modern technologies are discussed and used in the design and production process. Students will then move on to the practical application of mechanical devices, products, or substances, to contribute to the harmony between humans and their environment.
<b>WHS</b>	
<b>Prerequisite</b>	Woodworking



**Krystel Carrera Reyes - Stamford High School**



**Leandro Martel - Stamford High School**



**Lisette Cruz - Stamford High School**

## GOOGLE DATA ANALYTICS CERTIFICATION



Grow with Google

# Data Analytics is Everywhere



Get started in the high-growth field of data analytics with a professional certificate from Google. Learn job-ready skills that are in demand, like how to analyze and process data to gain key business insights. Hosted on Coursera, this fully online program provides all the skills you need to find an entry-level job in the field of data analytics. Students in this certificate program work independently online through a series of eight courses that include:

- Foundations: Data, Data Everywhere
- Ask Questions to Make Data-Driven Decisions
- Prepare Data For Exploration
- Process Data From Dirty to Clean
- Analyze Data to Answer Questions
- Share Data Through the Art of Visualization
- Data Analysis with R Programming
- Data Analytics Capstone Project: Complete a Case Study

Google estimates a 180-hour completion time for this certification. Students work at their own pace and may end up spending more or less time to finish. Students earn 1.0 high school credits upon completion of this certification. Please visit the [Career Entry Certifications page](#) on the SPS Career Pathways website for additional details and registration information.



## Cooperative Work Education



# Cooperative Work Education



- Are you going to be a Junior or Senior who currently has a part-time job?
- Are you interested in leaving school early to receive High School Credit for your work-experience?
- Do you want to apply employability skills and business education at the workplace?
- Do you want to discover how your current part-time job helps develop skills beyond the classroom?

The Stamford Public Schools Cooperative Work Education Program is designed to equip Juniors and Seniors (who will be preferred) with real-world occupational skills as well as a business-oriented curriculum to support a successful transition into the workforce. The Cooperative Work Education program is made up of two components: virtual asynchronous modules and work-based learning experiences. The 0.5 credit virtual CWE class contains a career development curriculum focusing on soft skills at the workplace and discussing workplace-related case studies (CWE 1). Students earn 0.5 - 1 credit (depending on logged work hours) for the work-based learning (CWE 2). This adds up to a combined 1-1.5 credit(s). Students may use their current job and must submit online academic work. The CWE program is open to Juniors and Seniors at SHS and WHS who are interested in learning about the world of work. Approval from an administrator and school counselor is required.

Prerequisite: Approval from the administrator and school counselor



## ACADEMY OF FINANCE

### Intradistrict located at 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.

#### **Intra District Program Information:**

- For the students districted to Westhill High School, the application to the Academy is made during the student's freshman year. For more information, go to the Westhill High School website
- The Academy of Finance will recruit current eighth grade students who are **NOT DISTRICTED** to Westhill High School to apply and join the program as freshmen at Westhill High School.

Required freshmen classes for students in the Academy of Finance:

Information Technology (2115)

Information Technology and Design (2075)

**\*\*All courses will run next year based upon student requests. We may not run the course if a course is not at 80% capacity.**

### *2171 - Honors Accounting 1 (WHS)*

<b>Credit(s) 1</b>	This course introduces financial accounting theory and practices for the sole proprietor, partnerships, 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 analyzed, recorded, and summarized for the preparation of financial statements.
<b>Grade 10</b>	
<b>WHS</b>	

### *2811 - Honors Financial Planning (WHS)*

<b>Credit(s) 0.5</b>	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.
<b>Grade 10</b>	
<b>WHS</b>	

### *2801 - Principles of Finance (WHS)*

<b>Credit(s) 0.5</b>	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.
<b>Grade 11</b>	
<b>WHS</b>	

### *2821 - Honors Business Economics (WHS)*

<b>Credit(s) 0.5</b>	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.
<b>Grade 12</b>	
<b>WHS</b>	

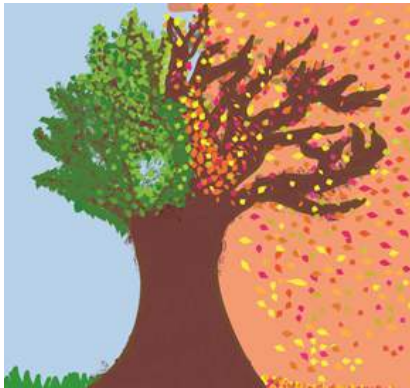
### *2841 - Honors Business in Global Economy (WHS)*

<b>Credit(s) 0.5</b>	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 multinational corporations.
<b>Grade 12</b>	
<b>WHS</b>	

See **CAREER & TECHNICAL EDUCATION – BUSINESS** on page 173 for additional courses helpful in preparation for a career in finance and business.

## AGRISCIENCE AND TECHNOLOGY

### Interdistrict located at 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.

**\*\*All courses will run next year based upon student requests. We may not run the course if a course is not at 80% capacity.**

#### Course Offerings

Agriscience and Technology 1 Biotechnology-Agri-Science Agriscience & Technology 2 Veterinary Science Intro to Companion Animals - UConn ECE Animal Science and Technology Behavior & Training of Domestic Animals UConn ECE Agribusiness Management and Marketing Food Science Aquaculture Floral Design Greenhouse Management	Nursery Production and Landscape Design Advanced Placement Environmental Science UConn ECE Botany 9 Introduction to Beekeeping Natural Resources & Wildlife Management Introduction to Power, Structural & Technical Systems Zoology & Exotic Animal Science Food Justice & Law Applications in BioEngineering Marine Science & Oceanography Sustainable Urban Agriculture Summer Sustainable Urban Agriculture (NEW)
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**RECOMMENDED PROGRAM OF STUDY – AGRISCIENCE**

The following is a suggested sequence of courses required to successfully complete this pathway.

SUBJECT	GRADE 9	GRADE 10	GRADE 11	GRADE 12
<b>Language Arts</b>	English 9 (H or CP)	English 10 (H or CP)	English 11 (AP, H or CP)	English 12 (AP, ECE, H or CP)
<b>Social Studies</b>	World 1 / World 2 (H or CP)	Civics 1 / US History 1 (H or CP)	US History 2 / Civics 2 (H or CP)	
	AP Human Geography	AP World History	AP, ECE, IB	
<b>Mathematics</b>	Integrated Math I (H or CP)	Integrated Math II (H or CP)	Algebra 2 (H or CP)	Pre-Calculus (H or CP)
	Integrated Math II (H or CP)	Algebra 2 (H or CP)	Pre-Calculus (H or CP)	Calculus (AP, CP) Statistics (AP)
	Algebra 2 (H)	Pre-Calculus (H or CP)	Calculus (AP, CP) Statistics (AP)	
<b>Science</b>	Biology (H or CP)	Chemistry (H or CP)	Physics (AP, H or CP)	
	CP Physical Science	Biology (H or CP)	Chemistry (H or CP)	
<b>Other Required Courses</b>	First-Year Seminar		Financial Literacy - *Starting with Class of 2027	
	Civics: One half credit at any time during Grades 9-12			
	Health: One credit typically during Grades 9 & 10			
	Physical Education: One credit typically during Grades 9 & 10			
	World Language: One credit at any time during Grades 9-12			
	Fine Arts: One credit at any time during Grades 9-12			
<b>Pathway Courses</b>	Pathway Level One (see below)	Pathway Level Two (see below)	Pathway Level Three (see below)	Pathway Level Four (see below)
<b>Additional Recommended Electives</b>		See Agriscience and Technology on pg. 47	See Agriscience and Technology on pg. 47	See Agriscience and Technology on pg. 47

**PATHWAY COURSES**

Students entering the pathway for the first time begin by enrolling in the Level One course.

Level One (9th grade)	Level Two (10th grade)	Level Three (11th grade)	Level Four (12th grade)
Agriscience and Technology I	Agriscience and Technology II	See Agriscience and Technology on pg. 47	See Agriscience and Technology on pg. 47

**COLLEGE AND CAREER PATHS**

Industry Certifications	Associate’s Degrees	Bachelor’s Degrees
Veterinary technician	Animal Science Plant and Soil Science Horticulture Precision Agriculture Agricultural Production Agricultural Business	Animal science Food science Soil and plant scientists Microbiology Zoology and wildlife biology Conservation science Forestry

**0540 - Agriscience and Technology 1**

<b>Credit(s) 1</b>	This introductory Agriscience and Technology course introduces students to the exciting world of plants, animals, the environment, floral 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.
<b>WHS</b>	

**0542/0546 - Biotechnology - Agri-science**

<b>Credit(s) 2</b>	This course explores the scientific, legal, and ethical aspects of Biotechnology including its application in agriculture, health medicine, forensics, and the environment.
<b>WHS</b>	
<b>Prerequisite:</b>	Agriscience & Technology 1

**0650 - Agriscience and Technology 2**

<b>Credit(s) 2</b>	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.
<b>WHS</b>	
<b>Prerequisite:</b>	Agriscience & Technology 1

**0683/0686 - Veterinary Science**

<b>Credit(s) 1</b>	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.
<b>WHS</b>	
<b>Prerequisite:</b>	Agriscience & Technology 1 & 2

**0690 - Intro to Companion Animals**

<b>Credit(s) 1</b>	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.
<b>WHS</b>	

<b>Prerequisite:</b>	Agriscience & Technology 1 & 2
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**0687/0688 - Animal Science and Technology**

<b>Credit(s) 1</b>	This course is designed for junior and senior Agriscience students interested in pursuing and 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.
<b>WHS</b>	
<b>Prerequisite:</b>	

**0691 - Behavior and Training of Domestic Animals UConn ECE**

<b>Credit(s) 1</b>	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.
<b>WHS</b>	
<b>Prerequisite:</b>	

**0692 - Agribusiness Management and Marketing**

<b>Credit(s) 1</b>	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 interview skills, public speaking skills, and more.
<b>WHS</b>	
<b>Prerequisite:</b>	

**0693 - Food Science**

<b>Credit(s) 1</b>	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.
<b>WHS</b>	
<b>Prerequisite:</b>	



***0560 - Aquaculture***

<b>Credit(s) 1</b>	This course gives students the knowledge and skills needed for producing fish, plants, and other species living in a freshwater aquatic environment. Topics covered may include the selection, propagation, harvesting, and marketing of aquatic species. Instruction may also address aquatic biology, ecosystems, water quality and management, and business practices.
<b>WHS</b>	
<b>Prerequisite:</b>	Agriscience & Technology 1 & 2

***0548/0651 - Floral Design***

<b>Credit(s) 1</b>	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 compositions.
<b>WHS</b>	
<b>Prerequisite:</b>	Agriscience & Technology 1 & 2

***0561 - Greenhouse Management***

<b>Credit(s) 1</b>	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, the impact of new technology, plant identification, and horticulture's impact on the environment will be discussed.
<b>WHS</b>	
<b>Prerequisite:</b>	Agriscience & Technology 1 & 2

***0562 - Nursery Production and Landscape Design***

<b>Credit(s) 1</b>	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.
<b>WHS</b>	
<b>Prerequisite:</b>	Agriscience & Technology 1 & 2

**8742/8743 - UConn ECE/Advanced Placement Environmental Science**

<b>Credit(s) 1</b>	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. The 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.
<b>WHS</b>	
<b>Prerequisite:</b>	Agriscience & Technology 1 & 2

**0653 - Botany 9**

<b>Credit(s) 1</b>	Botany is the scientific study of plants and their relationship to the environment. In this course, students investigate the growth, reproduction, anatomy, morphology, physiology, biochemistry, taxonomy, genetics, and ecology of plants. This course will be beneficial for college-bound students who are interested in a career in scientific research, biotechnology, medicine, and plant science.
<b>WHS</b>	
<b>Prerequisite:</b>	Agriscience & Technology 1 and concurrent enrollment in Agriscience & Technology 2

**0654 - Introduction to Beekeeping**

<b>Credit(s) 1</b>	This is an introductory course to beekeeping and apiary science. It is designed to give students the career skills needed in a beekeeping enterprise and to emphasize the importance of honey bees in our daily lives and in agricultural production. Topics covered: anatomy/physiology, colony organization, housing and equipment, bee selection, apiary location, hive management, pest control and diseases, and honey production.
<b>WHS</b>	
<b>Prerequisite:</b>	Agriscience & Technology 1 and concurrent enrollment in Agriscience & Technology 2

**0655 - Natural Resources & Wildlife Management**

<b>Credit(s) 1</b>	This course focuses on the conservation of our natural resources and endemic wildlife. Students will understand and appreciate the importance of maintaining the land and ecological systems that enable non-domesticated animals to thrive. We will study how humans and animals may both take advantage of the same land as well as how to gain economic benefits from the land while not degrading its natural resources or depleting plant or animal populations.
<b>WHS</b>	
<b>Prerequisite:</b>	Agriscience & Technology 1 and concurrent enrollment in Agriscience & Technology 2

**0656 - Introduction to Power, Structural & Technical Systems**

<b>Credit(s) 1</b>	This courses will introduce students to the skills and knowledge that are specifically applicable to the tools and equipment used in the agricultural industry. While learning to apply basic industrial knowledge and skills (engine mechanics, power systems, welding, and carpentry, among others), students may explore a broad range of topics, including the operation, mechanics, and care of farm tools and machines; the construction and repair of structures integral to farm operations; a study of electricity and power principles; and safety procedures.
<b>WHS</b>	
<b>Prerequisite:</b>	Agriscience & Technology 1 and concurrent enrollment in Agriscience & Technology 2

**0657 - Zoology & Exotic Animal Science**

<b>Credit(s) 1</b>	In this course, students will study and gain experience in caring for and handling exotic species of animals, as well as take an in-depth look at conservation biology, species distribution and evolutionary history, and health and disease management of exotic species of animals. An exploration of zoological careers is also included. Class activities will include students working hands-on with the exotic species that are housed in our animal labs as well as engaging in group work, lab work, and research-based projects to prepare students for pursuing a career with exotic animals.
<b>WHS</b>	
<b>Prerequisite:</b>	Agriscience & Technology 1 and concurrent enrollment in Agriscience & Technology 2

**0658 - Food Justice & Law**

<b>Credit(s) 1</b>	This course focuses on analyzing food safety regulations and current food laws, as well as studying the general public’s varying perspectives of agriculture and food. Class activities will examine and reinforce the general knowledge of the politics behind creating food policies and food availability.
<b>WHS</b>	
<b>Prerequisite:</b>	Agriscience & Technology 1 and concurrent enrollment in Agriscience & Technology 2

**0659 - Applications in Bioengineering**

<b>Credit(s) 1</b>	This course is designed to introduce students to the world of genetics, bio-engineering, and pharmacological biotechnology. In this course, students will study the basis of genetics, the connection between our genetics and health, and examine how our genetic information influences the pharmaceutical industry and medical biotechnology. Students will participate in hands-on labs as well as various class activities that reinforce the connection between genetics, microbiology, pharmacology, and biomedical engineering.
<b>WHS</b>	
<b>Prerequisite:</b>	Agriscience & Technology 1 and concurrent enrollment in Agriscience & Technology 2

**0547 - Marine Science & Oceanography**

<b>Credit(s) 1</b>	This course is designed to give students the introductory skills and knowledge for a career in marine sciences, be it on the ocean or keeping saltwater tanks. Students will maintain various saltwater tanks ranging from production to breeding to reef aquariums. Topics covered may include production and ornamental species, water chemistry, ocean pollution, coral fragging, marine water parameters, ocean currents, and ocean chemistry.
<b>WHS</b>	
<b>Prerequisite:</b>	Agriscience & Technology 1 and concurrent enrollment in Agriscience & Technology 2

**0678 - Sustainable Urban Agriculture**

<b>Credit(s) 1</b>	In this course, we will look at best practices for urban farming from soil health, seeds & seedling selection, sustainable pest management, and harvesting with a lens for social change. Participants will design and start their own urban farm in their school while immersing themselves in answers to questions surrounding the land acquisition, sustainable agricultural practices, and access to fresh, local produce. Participants will explore topics of maximizing city spaces, selecting and sourcing seeds, traditional land management practices, and food harvesting and preservation techniques that integrate nutrition practices, socio-emotional learning, and culturally responsive pedagogy.
<b>WHS</b>	
<b>Prerequisite:</b>	Agriscience 1 & Agriscience 2

**0679 - Summer Sustainable Urban Agriculture NEW!**

<b>Credit(s) 1</b>	The course will be focused on building and sustaining a small urban farm that can be a model for the Stamford community consisting of a field production lab (vegetable garden), vineyard, mushroom garden, apiary, and poultry lab (egg layers and broiler chickens). Students will manage all sections to maximize food production via chemical-free, sustainable practices. Food will be processed in our Food Science Lab via fermentation, canning, pickling, dehydrating, or cooking and made available to our community.  In this course, we will look at best practices for urban farming from soil health, seeds & seedling selection, sustainable pest management, and harvesting with a lens for social change. Participants will design and start their own urban farm in their school while immersing themselves in answers to questions surrounding the land acquisition, sustainable agricultural practices, and access to fresh, local produce. Participants will explore maximizing city spaces, selecting and sourcing seeds, traditional land management practices, and food harvesting and preservation techniques that integrate nutrition practices, socio-emotional learning, and culturally responsive pedagogy.
<b>WHS</b>	
<b>Prerequisite:</b>	Agriscience & Technology 1

## HIGH SCHOOL OF BUSINESS

### Intradistrict located at STAMFORD HIGH SCHOOL



The High School of Business™ (*HSB*) is a member program from MBA Research and Curriculum Center. The program is designed to prepare students for college business programs. This is accomplished by having the students work through challenging real world business problems and projects. Teams of students work on projects, providing an authentic reason for learning. It's engaging, it's challenging, and it naturally teaches the 21st century skills necessary for success in college and career now and in the future. Students take 6 semester courses and complete the program with a capstone course that challenges them to start and run their own businesses.

To fulfill the High School of Business' requirements students must complete the following courses:

In Freshman year (optional)

- Leadership

In Sophomore year

- Principles of Business
- Business Economics

In Junior year

- Principles of Marketing
- Principles of Economics

In Senior year

- Principles of Management
- Business Strategies



Up to 9 college credits are available for students passing the national exams.

Students interact with local businesses in our community to gain the skills, knowledge and confidence needed for a future in business either at college or in a career.

Students who participate in this three-year program participate in an observational internship experience which enables students to network with people in different areas of business to narrow down their own particular interest area.

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

**\*\*All courses will run next year based upon student requests. We may not run the course if a course is not at 80% capacity.**

Course Offerings	
Leadership Principles of Business	Business Economics Principles of Marketing <b>NEW</b> Principles of Finance <b>NEW</b>

2995 - Leadership (SHS)	
<b>Credit(s) 0.5</b>	Project based leadership course develops student understanding and skills in such areas as communication skills, emotional intelligence, operations, and professional development. The capstone activity of the course is the implementation of a service-learning project. Throughout the course, students are presented problem-solving situations for which they must apply academic and critical-thinking skills. Formal reflection is an on-going component of the course. <b>9th grade only</b>
<b>SHS</b>	

2842 - Principles of Business (SHS)	
<b>Credit(s) 0.5</b>	Project based learning course aimed at developing understanding in areas such as business law, economics, financial analysis, human resource management, information management, marketing, operations and strategic management. This is the first course in the High School of Business (HSB) program which is designed to simulate a college business administration program. Interview and application is necessary to enter the program. <b>10th grade only</b>
<b>SHS</b>	

2821- Business Economics (SHS)	
<b>Credit(s) 0.5</b>	Project based business course which will develop a students understanding of economics, operations and professional development. Through the use of six projects, students acquire an understanding of economic decision making and entrepreneurial contribution. Interview and application process. <b>10th grade only</b>
<b>SHS</b>	
<b>Prerequisite:</b>	Principles of Business

2367 - Principles of Marketing (SHS) <b>NEW!</b>	
<b>Credit(s) 0.5</b>	In this course, students develop an understanding and skills in channel management, marketing-information management, market planning, pricing, product/service management, promotion and selling.
<b>SHS</b>	
<b>Prerequisite:</b>	Principles of Business & Business Economics



**2366 - Principles of Finance (SHS) NEW!**

<b>Credit(s) 0.5</b>	Students further their understanding of two specific business activities, accounting and finance through multiple projects that make connections between accounting, cash flow, finance, and decision making.
<b>SHS</b>	
<b>Prerequisite:</b>	Principles of Business & Business Economics



Isabella Wasserman - Stamford High School



Aysha Khatun - Westhill High School



Joa Field - Stamford High School

## INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

### Intradistrict located at STAMFORD HIGH SCHOOL



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. Unless otherwise noted, 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.

**\*\*All courses will run next year based upon student requests. We may not run the course if a course is not at 80% capacity.**

#### COURSE OFFERINGS

Group 1:	Group 3:	Group 4:	Group 5:
IB Language and Literature SL 1&2	IB Geography SL 1&2	IB Chemistry SL 1&2	IB Mathematics: Analysis and Approaches HL 1&2
IB Language and Literature HL 1&2	IB Geography HL 1&2	IB Chemistry HL 1&2	IB Mathematics: Analysis and Approaches SL 1&2
	IB History HL 1&2	IB Physics SL 1&2	IB Mathematics: Applications and Interpretations: SL 1&2
	IB Environmental Science Systems and Societies SL 1*	IB Environmental Science Systems and Societies SL 1&2*	
	IB Business Management HL 1&2	IB Biology SL 1&2	<b>Group 6:</b>
<b>Group 2:</b>	IB Psychology SL 1&2	IB Biology HL 1&2	IB Visual Arts SL 1&2
IB Spanish 1	IB Psychology HL 1&2	IB Computer Science SL 1&2	IB Visual Arts HL 1&2
IB Spanish SL 1&2	IB Economics SL 1&2	IB Computer Science HL 1&2	IB Theatre HL 1&2
IB Spanish HL 1&2	IB Economics HL 1&2		IB Theatre SL 1&2
IB Spanish Ab Initio SL 1&2			IB Film SL 1 <b>NEW</b>
IB Italian Ab Initio SL 1			IB Film HL 1 <b>NEW</b>
IB Italian Ab Initio SL 2			

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

**IBDP CORE:**  
Research Foundations  
Theory of Knowledge 1, 2 & 3

**3001 - IB Language & Literature SL 1**  
**3003 - IB Language & Literature HL 1**

<b>Credit(s) 1</b>	<p>This 11<sup>th</sup> 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.</p>
<b>SHS</b>	

**3002 - IB Language & Literature SL 2**  
**3004 - IB Language & Literature HL 2**

<b>Credit(s) 1</b>	<p>This 12<sup>th</sup> 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.</p>
<b>SHS</b>	
<b>Prerequisite:</b>	Completion of IB Language & Literature 1

**4001 - IB Spanish SL 1**  
**4003 - IB Spanish HL 1**

<b>Credit(s) 1</b>	<p>This 11<sup>th</sup> 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.</p>
<b>SHS</b>	
<b>Prerequisite:</b>	For SL, completion of Spanish 2; For HL, completion of Spanish 4 or Heritage Spanish 1

**4002 - IB Spanish SL 2**  
**4004 - IB Spanish HL 2**

**Credit(s) 1**

**SHS**

This 12<sup>th</sup> 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 productions. 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 an understanding of the work in writing.

**Prerequisite:**

Completion of IB Spanish 1

**4005 - IB Spanish 1**

**Credit(s) 1**

**SHS**

This 11<sup>th</sup> 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.

**Prerequisite:**

Completion Spanish 2

**4007 - IB Spanish Ab Initio SL 1**

**Credit(s) 1**

**SHS**

This 11<sup>th</sup> 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**

**Credit(s) 1**

**SHS**

This 12<sup>th</sup>-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.
<b>Prerequisite:</b>	Completion of IB Spanish Ab Initio SL 1

**0201 - IB Italian AB Initio SL 1**

<b>Credit(s) 1</b>	This 11th-grade IB Italian 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 Italian. 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.
<b>SHS</b>	

**4008 - IB Italian Ab Initio SL 2**

<b>Credit(s) 1</b>	This 12th-grade IB Italian 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 Italian. 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.
<b>SHS</b>	
<b>Prerequisite:</b>	Completion of IB Italian Ab Initio SL 1

**5001 - IB Geography SL 1**  
**5003 - IB Geography HL 1**

<b>Credit(s) 1</b>	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.
<b>SHS</b>	

**5002 - IB Geography SL 2**  
**5004 - IB Geography HL 2**

<b>Credit(s) 1</b>	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.
<b>SHS</b>	
<b>Prerequisite:</b>	Completion of IB Geography 1

**5005 - IB History HL 1**

<b>Credit(s) 1</b>	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 the 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.
<b>SHS</b>	

**5006 - IB History HL 2**

<b>Credit(s) 1</b>	This 12 <sup>th</sup> 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.
<b>SHS</b>	
<b>Prerequisite:</b>	Completion of IB History HL 1



**2992 - IB Business Management HL 1**

<b>Credit(s) 1</b>	<p>This 11<sup>th</sup> 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, innovation, and strategy), the course allows students to develop a holistic understanding of today's complex and dynamic business environment.</p>
<b>SHS</b>	

**2993 - IB Business Management HL 2**

<b>Credit(s) 1</b>	<p>This 12<sup>th</sup> 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.</p>
<b>SHS</b>	
<b>Prerequisite:</b>	Completion of IB Business Management HL 1

**5009 - IB Psychology SL 1**  
**5007 - IB Psychology HL 1**

<b>Credit(s) 1</b>	<p>This 11<sup>th</sup> 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.</p>
<b>SHS</b>	

*5011 - IB Psychology SL 2*  
*5008 - IB Psychology HL 2*

<b>Credit(s) 1</b>	This 12 <sup>th</sup> 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.
<b>SHS</b>	
<b>Prerequisite:</b>	Completion of IB Psychology 1

*5331 - IB Economics SL 1*  
*5332 - IB Economics HL 1*

<b>Credit(s) 1</b>	This 11 <sup>th</sup> grade course is year one of a two-year course. Economics is a dynamic subject that allows students to develop an understanding of the complexities and interdependence of economic activities in a rapidly changing world. Students will explore theories and key concepts and apply those using empirical data through six real-world issues. In both HL and SL, the focus is on introducing economics and exploring microeconomics; HL continues to cover topics with additional attention to market failures and inequities.
<b>SHS</b>	

*5332 - IB Economics SL 2*  
*5342 - IB Economics HL 2*

<b>Credit(s) 1</b>	This 12 <sup>th</sup> grade course is year two of a two-year course. This course continues to explore a critical understanding of a range of economic theories, models, ideas, and tools. Students also develop a conceptual understanding of individuals' and societies economic choices, interactions, challenges, and consequences of economic decision-making. The focus in year two is on macroeconomics and global economics. Students in this course create a portfolio of analytical commentaries of published works on economic issues. HL students also engage in policy paper writing.
<b>SHS</b>	
<b>Prerequisite:</b>	Completion of IB Economics 1

**8211 - IB Chemistry SL 1**
**8213 - IB Chemistry HL 1**

<b>Credit(s) 1</b>	This 11 <sup>th</sup> 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 structure, energetics, and chemical kinetics. In the 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.
<b>SHS</b>	
<b>Prerequisite:</b>	Completion of Chemistry Honors and Algebra 2 Honors

**8212 - IB Chemistry SL 2**
**8214 - IB Chemistry HL 2**

<b>Credit(s) 1</b>	This 12 <sup>th</sup> 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.
<b>SHS</b>	
<b>Prerequisite:</b>	Completion of IB Chemistry 1

**8311 - IB Physics SL 1**

<b>Credit(s) 1</b>	This 11 <sup>th</sup> 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.
<b>SHS</b>	
<b>Prerequisite:</b>	Completion of Chemistry Honors and Algebra 2 Honors

**8311 - IB Physics SL 2**

<b>Credit(s) 1</b>	This 12 <sup>th</sup> 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.
<b>SHS</b>	
<b>Prerequisite:</b>	Completion of IB Physics SL 1

**8315 - IB Environmental Science Systems and Societies SL 1**

<b>Credit(s) 1.5</b>	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. Students will complete assessments that require the application, use, synthesis, analysis, and evaluation of environmental issues, information, concepts, methods, techniques, and explanations. In addition, students will complete an individual investigation of a research question. During one semester, .5 of this course will be allotted for lab work.
<b>SHS</b>	

**8364 - IB Biology SL 1**  
**8366 - IB Biology HL 1**

<b>Credit(s) 1</b>	This 11 <sup>th</sup> 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.
<b>SHS</b>	
<b>Prerequisite:</b>	Completion of Chemistry Honors and Algebra 2 Honors

**8365 - IB Biology SL 2**  
**8367 - IB Biology HL 2**

<b>Credit(s) 1</b>	This 12 <sup>th</sup> 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. Students in HL will also study animal physiology. Students in year two also complete assessments that require the demonstration of the knowledge and understanding of, applications of, and evaluation of
<b>SHS</b>	

	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.
<b>Prerequisite:</b>	Completion of IB Biology 1

**6651 - IB Computer Science SL 1**  
**6653 - IB Computer Science HL 1**

<b>Credit(s) 1</b>	This 11th grade course is year one of a two-year course. Students in this course will learn about how computer scientists work and communicate in the successful development of IT solutions. They will explore a variety of methods and techniques that characterize computer science and use critical thinking skills to identify and resolve complex problems and to identify moral, ethical, social, economic and environmental implications of using science and technology. In this year one SL course, the focus is on system fundamentals, computer organization. The HL course also explores networks and programming.
<b>SHS</b>	

**6652 - IB Computer Science SL 2**  
**6654 - IB Computer Science HL 2**

<b>Credit(s) 1</b>	This 12th grade course is year two of a two-year course. This course continues to explore a variety of methods and techniques that characterize computer science and use critical thinking skills to identify and resolve complex problems and to identify moral, ethical, social, economic and environmental implications of using science and technology. The focus in year two of this SL course is on networks and computational thinking, problem-solving, and programming. The HL course focuses on abstract data structures, resource management, and control, as well as a study extension. Students also participate in practical application of skills and collaborative projects.
<b>SHS</b>	
<b>Prerequisite:</b>	Completion of IB Computer Science 1

**6195 - IB Mathematics: Applications and Interpretations SL 1**

<b>Credit(s) 1</b>	This 11 <sup>th</sup> 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.
<b>SHS</b>	
<b>Prerequisite:</b>	Algebra 2

**6196 - IB Mathematics: Applications and Interpretations SL 2**

<b>Credit(s) 1</b>	This 12 <sup>th</sup> 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.
<b>SHS</b>	
<b>Prerequisite:</b>	Completion of IB Mathematics: Applications and Interpretations SL 1

**6185 - IB Mathematics: Analysis and Approaches SL 1**  
**6197 - IB Mathematics: Analysis and Approaches HL 1**

<b>Credit(s) 1</b>	This 11 <sup>th</sup> 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.
<b>SHS</b>	
<b>Prerequisite:</b>	For SL, completion of Algebra 2 Honors; for HL, completion of PreCalculus Honors

**6186 - IB Mathematics: Analysis and Approaches SL 2**  
**6198 - IB Mathematics: Analysis and Approaches HL 2**

<b>Credit(s) 1</b>	This 12 <sup>th</sup> 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.
<b>SHS</b>	
<b>Prerequisite:</b>	Completion of IB Mathematics: Analysis and Approaches 1



*0201 - IB Visual Arts SL 1*  
*0203 - IB Visual Arts HL 1*

<b>Credit(s) 1</b>	<p>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.</p>
<b>SHS</b>	

*0202 - IB Visual Arts SL 2*  
*0204 - IB Visual Arts HL 2*

<b>Credit(s) 1</b>	<p>This 12<sup>th</sup> 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.</p>
<b>SHS</b>	
<b>Prerequisite:</b>	Completion of IB Visual Arts 1

*3009 - IB Theatre SL 1*  
*3007 - IB Theatre HL 1*

<b>Credit(s) 1</b>	<p>This 11th grade course is year one of a two-year course. IB Theatre gives students the opportunity to make theatre as creators, designers, directors, and performers. It emphasizes both work as an individual and as part of an ensemble. Students in this course stage play texts, explore world theatre, and collaboratively create original theatre. In the HL course, students also perform theatre theory.</p>
<b>SHS</b>	

*3012 - IB Theatre SL 2*  
*3008 - IB Theatre HL 2*

<b>Credit(s) 1</b>	This 12th grade course is year two of a two-year course. IB Theatre continues to give students the opportunity to make theatre as creators, designers, directors, and performers. It emphasizes both work as an individual and as part of an ensemble. Students in this course course stage play texts, explore world theatre, and collaboratively create original theatre. Students engage in research and collaborative projects in this course. In the HL course, students also perform theatre theory. Students engage in research, and collaborative projects, and perform a solo theatre piece accompanied by a written report.
<b>SHS</b>	
<b>Prerequisite:</b>	Completion of IB Theatre SL1 or HL1

*0207 - IB Film SL 1 - NEW!*  
*0206 - IB Film HL 1 - NEW!*

<b>Credit(s) 1</b>	This 11th-grade course is year one of a two-year course. This course aims to develop students as proficient interpreters and makers of film texts. Through the study and analysis of film texts, and practical exercises in film production, students develop critical abilities and appreciation of artistic, cultural, historical, and global perspectives in film. Students experiment with film and multimedia technology, acquiring the skills and creative competencies required to successfully communicate through the language of the medium. They develop an artistic voice and learn how to express personal perspectives through film.
<b>SHS</b>	

*3005 - Research Foundations*

<b>Credit(s) 0.5</b>	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.
<b>SHS</b>	
<b>Prerequisite:</b>	Admission into Full Diploma Programme

*5101 - Theory of Knowledge 1*  
*5102 - Theory of Knowledge 2*

<b>Credit(s) 0.5</b>	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
<b>SHS</b>	

	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 question. TOK 1 is second semester in 11 <sup>th</sup> grade. TOK 2 is first semester in 12 <sup>th</sup> grade.
<b>Prerequisite:</b>	Admission into Full Diploma Programme

<i>5103 - Theory of Knowledge 3</i>	
<b>Credit(s) 0.5</b>	This 12 <sup>th</sup> 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.
<b>SHS</b>	
<b>Prerequisite:</b>	Completion of Theory of Knowledge 1 and 2



**Aysha Khatun - Westhill High School**

## INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAMME

### Intradistrict located at STAMFORD HIGH SCHOOL

The International Baccalaureate Middle Years Programme (MYP) is a rigorous, two-year comprehensive program offered at Stamford High School during a student's freshman and sophomore years. The MYP is designed to prepare students for success in high school and higher education and incorporates the themes of cultural awareness and international mindedness in the curricula across all subject areas. Global contexts for teaching and learning drive the interdisciplinary approach in this program.

Students are required to take courses in seven subject groups. They must also successfully complete a yearly interdisciplinary project and a personal project during their second year.

Application to the MYP is made during the student's eighth-grade year. For information, go to the Stamford High School website.

**\*\*All courses will run next year based upon student requests. We may not run the course if a course is not at 80% capacity.**



Ruby Jimenez - Westhill High School

**COURSE OFFERINGS**

**Language and Literature**  
IBMYP English Language & Literature 9 H  
IBMYP English Language & Literature 10 H

**Language Acquisition**  
IBMYP Spanish 9 H  
IBMYP Spanish 10 H  
IBMYP Italian 9 H **NEW**

**Individuals and Societies**  
IBMYP World History H  
IBMYP US History H **NEW**  
IBMYP Civics 1 H **NEW**

**Sciences**  
IBMYP Biology H  
IBMYP Chemistry H

**Mathematics**  
IBMYP Algebra 2 H  
IBMYP PreCalculus H  
IBMYP Math 9 H  
IBMYP Integrated Math II H **NEW**

**Physical and Health Education**  
IBMYP Health 1  
IBMYP Physical Education 1  
IBMYP Health 2  
IBMYP Physical Education 2

**MYP Core**  
IBMYP Design 1  
IBMYP Design 2  
IBMYP Visual Arts **NEW**

**3006 - IBMYP English Language and Literature 9 H**

<b>Credit(s) 1</b>	This course focused 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 persuasive, narrative, and expository essays, response to literature, and other modes of writing. This course instruction encourages thoughtful interpretation of various genres including novels, short stories, poetry, informational texts and other non-literary visual and spoken texts. This inquiry-based course helps students develop conceptual understanding in global contexts and provides opportunities for interdisciplinary learning. This course is a 9th-grade MYP requirement.
<b>SHS</b>	
<b>Prerequisite:</b>	Admission into the IBMYP

**3013 - IBMYP English Language and Literature 10 H**

<b>Credit(s) 1</b>	This course focused 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 persuasive, narrative, and expository essays, response to literature, and other modes of writing. This course instruction encourages thoughtful interpretation of various genres including novels, short stories, poetry, informational texts, and other non-literary visual and spoken texts. This inquiry-based course helps students develop conceptual understanding in global contexts and provides opportunities for interdisciplinary learning. This course is a 10th-grade MYP requirement.
<b>SHS</b>	
<b>Prerequisite:</b>	IBMYP English Language and Literature 9 H

**4009 - IBMYP Spanish 9 H**

<b>Credit(s) 1</b>	This course focuses on all four-language skills: listening, speaking, reading, and writing, while emphasizing oral communication and cultural connections. This inquiry-based course helps students develop conceptual understanding in global contexts and provides opportunities for interdisciplinary learning. This course can be taken as part of the MYP
<b>SHS</b>	
<b>Prerequisite:</b>	Admission into the IBMYP

**4010 - IBMYP Spanish 10 H**

<b>Credit(s) 0.5</b>	This course focuses on all four language skills: listening, speaking, reading, and writing, while emphasizing oral communication and cultural connections. This inquiry-based course helps students develop conceptual understanding in global contexts and provides opportunities for interdisciplinary learning. This course can be taken as part of the MYP.
<b>SHS</b>	
<b>Prerequisite:</b>	IBMYP Spanish 9 H

**4122 - IBMYP Italian 9 H**

<b>Credit(s) 0.5</b>	This course focuses on all four language skills: listening, speaking, reading, and writing, while emphasizing oral communication and cultural connections. This inquiry-based course helps students develop conceptual understanding in global contexts and provides opportunities for interdisciplinary learning. This course can be taken as part of the MYP.
<b>SHS</b>	
<b>Prerequisite:</b>	Admission into the IBMYP

**5692 - IBMYP World History H**

<b>Credit(s) 1</b>	The course requires students to engage with the dynamics of continuity and change from approximately 8000 BCE to the present. This inquiry-based course helps students develop conceptual understanding in global contexts and provides opportunities for interdisciplinary learning. This course is a 9th grade MYP requirement.
<b>SHS</b>	
<b>Prerequisite:</b>	Admission into the IBMYP

**\*\*\*\* - IBMYP Civics 1 H NEW!**

<b>Credit(s) 1</b>	This course requires students to explore such questions as: What are the fundamental beliefs of American democracy? What is the balance between power of the individual and American government? How did conflict and compromise shape the American government? How do the political institutions of the United States interact to meet the needs of its citizens? How have the principles of American democracy evolved over time?
<b>SHS</b>	



	How does conflict and compromise shape the American government? This inquiry-based course helps students develop conceptual understanding in global contexts and provides opportunities for interdisciplinary learning. This course is a 9th grade MYP requirement.
<b>Prerequisite:</b>	Admission into the IBMYP

**\*\*\*\* - IBMYP US History H NEW!**

<b>Credit(s) 1</b>	This course requires students to cultivate their understanding of U.S. history from c. 1491 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures. This inquiry-based course helps students develop conceptual understanding in global contexts and provides opportunities for interdisciplinary learning. This course is a 10th-grade MYP requirement.
<b>SHS</b>	
<b>Prerequisite:</b>	Admission into the IBMYP



**Roberth Erazo Perez - Westhill High School**

**8368 - IBMYP Biology H**

<b>Credit(s) 1</b>	This course explores biological principles in a comprehensive approach. The course examines topics: cell biology, genetics, evolution, ecology, and classification. Students' understanding of biology is fostered through laboratory investigations, problem-solving and critical thinking. As a result of this course, students explore and explain concepts of biology and its related applications. This inquiry-based course helps students develop conceptual understanding in global contexts and provides opportunities for interdisciplinary learning. This course is a 9th-grade MYP requirement.
<b>SHS</b>	
<b>Prerequisite:</b>	Admission into the IBMYP

**8215 - IBMYP Chemistry H**

<b>Credit(s) 1</b>	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, electro-chemistry, 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. This inquiry-based course helps students develop conceptual understanding in global contexts and provides opportunities for interdisciplinary learning. This course is a 10th-grade MYP requirement.
<b>SHS</b>	
<b>Prerequisite:</b>	IBMYP Biology H

**6216- IBMYP Integrated Math II H NEW!**

<b>Credit(s) 1</b>	Integrated Math 2 Honors is a comprehensive course designed to further students' understanding of mathematical concepts while fostering critical thinking, problem-solving skills, and mathematical reasoning. This course is the second installment in the integrated math series, seamlessly blending algebraic, geometric, and statistical concepts to provide students with a well-rounded and interconnected approach to mathematics. The course offers challenging and enriching experiences for honors students, preparing them for advanced coursework and providing a solid foundation for future studies in mathematics and related fields. This inquiry-based course helps students develop conceptual understanding in global contexts and provides opportunities for interdisciplinary learning. This course can be taken as part of the MYP.
<b>SHS</b>	
<b>Prerequisite:</b>	Integrated Math I

**6213 - IBMYP Algebra 2 H**

<b>Credit(s) 1</b>	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 various forms of technology. This inquiry-based course helps students develop conceptual understanding in global contexts and provides opportunities for interdisciplinary learning. This course can be taken as part of the MYP.
<b>SHS</b>	
<b>Prerequisite:</b>	Algebra 1

**6214 - IBMYP PreCalculus H**

<b>Credit(s) 1.0</b>	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. This inquiry-based course helps students develop conceptual understanding in global contexts and provides opportunities for interdisciplinary learning. This course can be taken as part of the MYP.
<b>SHS</b>	
<b>Prerequisite</b>	IBMYP Algebra 2 H or equivalent

**6218 - IBMYP Math 9 H**

<b>Credit(s) 1.0</b>	This course blends topics from Algebra 1 and topics from Geometry to provide pathway of skills that lead to success in future advanced math courses. Emphasis is on algebraic, geometric, and graphic representation of mathematical topics through critical thinking activities as well as the use of various forms of technology. Students focus on problem-solving and real-life applications. This inquiry-based course helps students develop conceptual understanding in global contexts and provides opportunities for interdisciplinary learning. This course can be taken as part of the MYP.
<b>SHS</b>	
<b>Prerequisite:</b>	Admission into the IBMYP

**9906 - IBMYP Health 1**

<b>Credit(s) 0.5</b>	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 include emotional health, nutrition, fitness, substance use and abuse, sexual health, violence prevention, and responding to emergencies. This inquiry-based course helps students develop conceptual
<b>SHS</b>	

	understanding in global contexts and provides opportunities for interdisciplinary learning. This course is a 9th-grade MYP requirement.
<b>Prerequisite:</b>	Admission into the IBMYP

<i>9321 - IBMYP Health 2</i>	
<b>Credit(s) 0.5</b>	This course continues to examine 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 include emotional health, nutrition, fitness, substance use and abuse, sexual health, violence prevention, and responding to emergencies. This inquiry-based course helps students develop conceptual understanding in global contexts and provides opportunities for interdisciplinary learning. This course is a 10th-grade MYP requirement.
<b>SHS</b>	
<b>Prerequisite</b>	IBMYP Health 1

<i>9320 - IBMYP Physical Education 1</i>	
<b>Credit(s) 0.5</b>	This course engages students by encouraging lifelong fitness. Activities in this course include a wide array of sports and fitness activities. Students develop the skills and fitness level necessary to participate in the Connecticut Physical Fitness Test in their sophomore year. This inquiry-based course helps students develop conceptual understanding in global contexts and provides opportunities for interdisciplinary learning. This course is a 9th-grade MYP requirement.
<b>SHS</b>	
<b>Prerequisite:</b>	Admission into the IBMYP

<i>9322 - IBMYP Physical Education 2</i>	
<b>Credit(s) 0.5</b>	This course engages students by encouraging lifelong fitness. Activities in this course include a wide array of sports and fitness activities. Students develop the skills and fitness level necessary to participate in the Connecticut Physical Fitness Test in their sophomore year. This inquiry-based course helps students develop conceptual understanding in global contexts and provides opportunities for interdisciplinary learning. This course is a 10th-grade MYP requirement.
<b>SHS</b>	
<b>Prerequisite</b>	IBMYP Physical Education 1

<i>9320 - IBMYP Design 1</i>	
<b>Credit(s) 0.5</b>	MYP design challenges students to apply practical and creative-thinking skills to solve design problems; encourages students to explore the role of design in historical and contemporary contexts; and raises students' awareness of their responsibilities when
<b>SHS</b>	

	making design decisions and taking action. This inquiry-based course helps students develop conceptual understanding in global contexts and provides opportunities for interdisciplinary learning. This course is a 9th-grade MYP requirement.
<b>Prerequisite:</b>	Admission into the IBMYP

<i>0862- IBMYP Design 2</i>	
<b>Credit(s) 0.5</b>	MYP design continues to challenge students to apply practical and creative-thinking skills to solve design problems; encourages students to explore the role of design in historical and contemporary contexts; and raises students' awareness of their responsibilities when making design decisions and taking action. This inquiry-based course helps students develop conceptual understanding in global contexts and provides opportunities for interdisciplinary learning. This course is a 10th-grade MYP requirement
<b>SHS</b>	
<b>Prerequisite</b>	IBMYP Design 1

<i>***- IBMYP Visual Arts NEW!</i>	
<b>Credit(s) 0.5</b>	This semester course requires students to learn to use the visual arts to convey feelings, experiences and ideas about the world, and in doing so they acquire and develop techniques and creative skills in creating and presenting artwork. This gives students opportunities to function as artists and to develop as learners. Students learn the value of reflection and evaluation as a means of developing their ideas, their skills and their work. This inquiry-based course helps students develop conceptual understanding in global contexts and provides opportunities for interdisciplinary learning. This course is a 10th grade MYP requirement.
<b>SHS</b>	
<b>Prerequisite</b>	IBMYP 10th grade student.



Saimum Rehan - Westhill High School

## JUNIOR RESERVE OFFICERS' TRAINING CORPS Intradistrict located at 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.

**\*\*All courses will run next year based upon student requests. We may not run the course if a course is not at 80% capacity.**

### *925 - Leadership, Education, and Training 1 (LET 1)*

Credit(s) 1	LET 1 is a course of instruction that focuses on the following subjects: The Spirit of American Citizenship and Army JROTC, Techniques of Communications (note taking, 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.
WHS	

### *926 - Leadership, Education, and Training 2 (LET 2)*

Credit(s) 1	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.
WHS	

### *927 - Leadership, Education, and Training 3 (LET 3)*

Credit(s) 1	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.
WHS	



**928 - Leadership, Education, and Training 4 (LET 4)**

**Credit(s) 1**

**WHS**

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.



**Ann-Sophia Theodore - Stamford High School**



**Alexandra Tobiasiewicz - Westhill High School**



**Sanai Ferguson - Westhill High School**

## EARLY COLLEGE STUDIES

### Intradistrict located at STAMFORD HIGH SCHOOL



The Early College Studies Program at Stamford High School allows students to earn their high school diploma as well as an Associate’s Degree in either Software Engineering, Mobile Programming, or Web Development from CT State Community College Norwalk. Note: Application to and acceptance into this program occurs in the winter and spring of a students’ eighth-grade year.

Students benefit from mentoring by professionals, extra help through tutoring, and workplace experience through possible internships in the summer after their junior year for qualified individuals. After completing core requirements for high school and testing ready for college English and Math, students have the opportunity to take courses through CT State Norwalk such as Introduction to Programming, Web Development, Database Development, XML for WWW and others.

In addition to their computer science coursework, students also take Workplace Learning I, II and III. Students engage in a problem-based curriculum that requires them to work individually and in teams to create products and solutions for real-world local and global issues.

**\*\*All courses will run next year based upon student requests. We may not run the course if a course is not at 80% capacity.**

#### COURSE OFFERINGS

Workplace Learning I Workplace Learning II Workplace Learning III	Introduction to Programming (ECS) Web Development and Design (ECS)	<u>CT State Norwalk:</u> Web Development and Design I Introduction to Programming Database Development I Two-Dimensional Design Graphic Design I: Skills & Principles
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#### 9702 - Workplace Learning I

<b>Credit(s) 0.5</b>	Typically taken by ninth graders, this course is the first in a series of required workplace learning courses for students in the Early College Studies program. In this course, students focus on the essential skills of communication, collaboration, curiosity, and career exploration.
<b>SHS</b>	

**9702 - Workplace Learning II**

<b>Credit(s) 0.5</b>	Typically taken by sophomores, this course is the second in a series of required workplace learning courses for students in the Early College Studies program. In this course, students focus on the essential skills of motivation, leadership, self-management, and analytical thinking.
<b>SHS</b>	

**9705 - Workplace Learning III**

<b>Credit(s) 1</b>	Typically taken by juniors, this is the last of the three required Workplace Learning courses. Students now demonstrate their ability to work both independently and in teams. Students will work through a design project from conception to completion. This course satisfies the CT one-credit diploma assessment requirement.
<b>SHS</b>	
<b>Prerequisite:</b>	Workplace Learning I & II

**2652 - CT State Norwalk Web Development and Design I**

<b>Credit(s) 0.5</b>	This course provides 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.  Students earn 3 college credits on their CT State Norwalk transcript upon successful completion of this course.
<b>SHS</b>	
<b>Prerequisite:</b>	Placement into English 101 via CT State Norwalk Accuplacer.

**2650 - CT State Norwalk Introduction to Programming**

<b>Credit(s) 0.5</b>	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.  Students earn 3 college credits on their CT State Norwalk transcript upon successful completion of this course.
<b>SHS</b>	
<b>Prerequisite:</b>	Placement into Math 172 via CT State Norwalk Accuplacer.

**2651 - CT State Norwalk Database Development I**

<b>Credit(s) 0.5</b>	<p>Relational database development including data modeling, database design, and database implementation. The student learns to create and alter tables, and 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 the logical design into physical databases, embedded SQL, and the role of the DBA are also covered.</p> <p>Students earn 3 college credits on their CT State Norwalk transcript upon successful completion of this course.</p>
<b>SHS</b>	
<b>Prerequisite:</b>	Placement into English 101 via CT State College Norwalk Accuplacer.

**0463 - CT State Norwalk Two-Dimensional Design**

<b>Credit(s) 0.5</b>	<p>This introductory course focuses on the basic elements and principles of design such as line, texture, space, balance, unity, and scale.</p> <p>Students earn 3 college credits on their CT State Norwalk transcript upon successful completion of this course.</p>
<b>SHS</b>	
<b>Prerequisite:</b>	Placement into English 088 via CT State Community College Norwalk Accuplacer.

**0464 - CT State Norwalk Graphic Design 1: Skill and Principles**

<b>Credit(s) 0.5</b>	<p>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.</p> <p>Students earn 3 college credits on their CT State Norwalk transcript upon successful completion of this course.</p>
<b>SHS</b>	
<b>Prerequisite:</b>	Placement into Math 136 via CT State Community College Norwalk Accuplacer.

**2654 - Introduction to Programming (ECS)**

<b>Credit(s) 0.5</b>	<p>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.</p>
<b>SHS</b>	

2653 - Web Development and Design (ECS)

Credit(s) 0.5

SHS

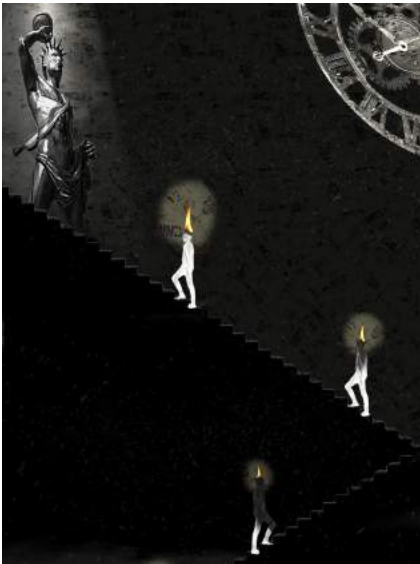
Web Development and Design (ECS) is an introductory web design course that focuses on standards for HTML and CSS. This course includes using the newest HTML 5 semantic structures as well as the separation of concerns using CSS as the presentation mechanism. Students will be introduced to JavaScript briefly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



Karim Davidson - Stamford High School



Jeremiah Saint - Westhill High School



Jivelle Cepin - Westhill High School



Jose Lucero Lopez - Westhill High School



## EDUCATORS RISING

### Intradistrict located at STAMFORD HIGH SCHOOL



**serving our community**

Developed by teachers for teachers, with the generous support of the National Education Association, the American Federation of Teachers, and the National Board for Professional Teaching Standards, PDK International’s Educators Rising program emphasizes fundamental professional practices that are critical for the next generation of aspiring teachers to develop and take their first steps on the path to realizing their full potential.

The program, which includes curriculum, teacher training, and “Beginning to Teach” micro-credentials for students, is a centerpiece of a “grow your own” teacher recruitment strategy in a state where 60 percent of teachers work within 20 miles of where they attended high school. In-service teachers who aim to mentor and inspire high school students to teach in their own communities are critical to the program’s success.

Students interested in the Educators Rising intradistrict program located at Stamford High School can begin to participate during their sophomore year by joining the Educators Rising after school club. Starting their junior year, students can begin the two semester sequence of Honors Rising Educators courses. Educators Rising is partnering with Rogers School Community Center Organization (ROSCCO) to give students the opportunity for part time afterschool employment.

**½ credit courses:**

- Honors Rising Educators 1
- Honors Rising Educators 2

#### *0390 - Honors Rising Educators I (SHS)*

#### *0391 - Honors Rising Educators II (SHS)*

<b>Credit(s) 0.5</b>	<p>This honors-level course is designed for sophomores, juniors, and seniors who are interested in exploring a career in teaching at any grade level from early childhood through high school. Class discussions 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 instruction. Students will participate in guided observations and participate in internship-field 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, attending national Educators Rising national conferences, and being part of the Educators Rising membership network of peers across the country.</p>
<b>SHS</b>	



## 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.

## 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.

## BILINGUAL PROGRAM

Bilingual courses are offered to Spanish, Haitian-Creole, and Ukrainian 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. The Ukrainian and the Haitian-Creole Bilingual Programs are split between both high schools. The Bilingual Program can be offered for up to 30 months to eligible Spanish, Haitian-Creole, and Ukrainian speaking students, providing that the student enrolls before October 1 of his/her sophomore year. Students who arrive after October 1 of 10<sup>th</sup> grade are eligible to enroll in Sheltered content classes and/or ESL courses. The curriculum for Spanish 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. The Haitian-Creole and Ukrainian Bilingual programs are structured to support the acquisition of content vocabulary and language.

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.

## Програма з викладанням на двох мовах

Двомовні курси пропонуються для іспаномовних гаїтянсько-креольських та україномовних учнів, які відповідають державним і Федеральним вимогам для участі у програмі з викладанням на двох мовах. Відповідно до розділу 10-17a-j загального збірника законів штату Коннектикут право на участь у програмі з викладанням на двох мовах мають лише ті учні, у яких залишилося більше 30 місяців до закінчення навчання. Програма з викладанням на двох мовах для іспаномовних проводиться в середній школі Вестхіллу. Програми з викладанням на двох мовах для українців і гаїтяно-креольців поділені між обома середніми школами. Програма з викладанням на двох мовах може бути запропонована терміном до 30 місяців відповідним учням, які говорять іспанською, гаїтянсько-креольською й українською мовами, за умови, що учень зареєструється до 1 жовтня другого року свого навчання. Учні, які

приїжджають після 1 жовтня 10-го класу, мають право бути зарахованими у адаптаційні класи та/або на курси англійської мови як іноземної. Навчальна програма з викладанням на двох мовах для іспаномовних з охорони здоров'я, математики, природничих наук і суспільствознавства є аналогом курсу навчання за основною освітньою програмою, а викладання ведеться англійською мовою з підтримкою на двох мовах. Програми з викладанням на двох мовах для гаїтяно-креольців і українців структуровані таким чином, щоб сприяти оволодінню засвоєнню словникового запасу та мовою.

Учень, який відповідає вимогам, може навчатися до тридцяти додаткових місяців у рамках програми двомовної освіти, якщо Рада з питань освіти звернеться з проханням щодо продовження до Державного департаменту освіти, який приймає рішення про необхідність продовження навчання для такого учня.

## PROGRAMA BILINGÜE

Se brindan las asignaturas bilingües a alumnos hispanos, ucranianos, y haitianos-francés 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 las Programas Bilingüe en criollo haitiano y en ucraniano se dividen entre Stamford High School y Westhill High School.**

Se puede brindar el Programa Bilingüe por hasta 30 meses a alumnos parlantes de español y haitianos-francés criollo con tal que los alumnos se inscriban antes del 1º de octubre de su segundo año. Todos los demás estudiantes que llegan al grado 10 después del 1º 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

## 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 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.

## 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 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).

## 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 an 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 of 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.

## PROGRAMA DE ESL

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.

## 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 arrive as freshmen and are both new to the country and to the language. 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.

## 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 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.



**Chris Deleon - Westhill High School**



**Chris Marroquin - Westhill High School**

## PROGRAMA BILINGÜE EN ESPAÑOL

### MATERIAS BRINDADAS

El Seminario de Primer Año bilingüe  
Salud 1  
Salud y Desarrollo Social 2  
Matemáticas Fundacionales  
Matemáticas Integradas 1  
Geometría  
Álgebra 2

Física de Ciencias Físicas (0.5 crédito)  
Química de Ciencias Físicas (0.5 crédito)  
Biología  
Ciencias Sociales 9  
Historia Mundial Moderna  
Historia De Los Estados Unidos  
Cívica

### 9209 - EL SEMINARIO DE PRIMER AÑO BILINGÜE

**0.5 crédito**

**WHS**

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.

### 9890 - SALUD 1

**0.5 crédito**

**WHS**

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

**0.5 crédito**

**WHS**

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**

<b>0.5 crédito</b>	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.
<b>WHS</b>	

**6218 - MATEMÁTICAS INTEGRADA I**

<b>1 crédito</b>	Esta clase combina conceptos de Álgebra 1 con conceptos de Geometría para proporcionar el desarrollo de habilidades que conducen al éxito en las futuras clases de matemáticas avanzadas. Se hace hincapié en la representación algebraica, geométrica y gráfica de conceptos matemáticos a través de actividades de pensamiento crítico, así como el uso de diversas formas de tecnología. Los estudiantes se enfocan en la resolución de problemas y aplicaciones de la vida real. Esta clase basada en la investigación ayuda a los estudiantes a desarrollar la comprensión conceptual en contextos globales y proporciona oportunidades para el aprendizaje interdisciplinario.
<b>WHS</b>	

**6106 - MATEMÁTICAS INTEGRADA II**

<b>1 crédito</b>	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.
<b>WHS</b>	
<b>Prerrequisito:</b>	Matematicas Integrada I

**6212 - ALGEBRA 2**

<b>1 crédito</b>	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,
<b>WHS</b>	



	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.
<b>Prerrequisito:</b>	Geometría

### *8451 - FÍSICA DE CIENCIAS FÍSICAS*

<b>0.5 crédito</b>	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.
<b>WHS</b>	

### *8452 - QUÍMICA DE CIENCIAS FÍSICAS*

<b>0.5 crédito</b>	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.
<b>WHS</b>	

### *809 - BIOLOGÍA*

<b>1 crédito</b>	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.
<b>WHS</b>	

### *5840 - CIENCIAS SOCIALES 9*

<b>1 crédito</b>	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.
<b>WHS</b>	

### 5180 - HISTORIA MUNDIAL MODERNA

0.5 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.

WHS

### 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.

WHS

### 5740 - CÍVICA

1 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.

WHS

## PWOGRAM BILENG-KREYOL AYISIEN

Elèv yo idantifye kòm Elèv k ap Aprann Anglè (EL) nan nivo lekòl segondè ka gen yon chwa ant kou Bileng, Kou pwoteje, ak/oswa Angle kòm Dezyèm Lang (ESL) ki ede yo akèri kapasite pou koute, pale, li ak ekri pandan y ap aprann kontni matyè a.

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.

## Програма з викладанням на двох мовах - українська

Учні, визначені як «Вивчаючі англійську мову» (EL) на рівні середньої школи, можуть мати на вибір двомовні, захищені та/або англійську як другу мову (ESL), які допоможуть їм набути навичок аудіювання, говоріння, читання та письма під час навчання. матеріал області змісту.

**3496 - BILENG-KREYOL AYISIEN**

3497- Програма з викладанням на двох мовах - українська

<b>0.25 crédito</b>		<p>Kou sa-a konsantre sou devlopman vokabilè yo itilize anpil nan plizyè matyè, tèt ke syans, matematik, avèk syans sosyal. Sèvi ak syans, matematik, tèks syans sosyal, kòmansman, ak elèv k ap aprann angle (EL's) ki kòmanse kòmanse avanse ap jwenn ladrès akademik ak etid ki nesè nan domèn respektif yo.</p> <p>This course emphasizes the development of cross-disciplinary, high frequency vocabulary used in academic courses. Using science, math, social studies texts, beginning.English learners (EL's) will acquire academic language and study skills needed in the respective areas.</p> <p>Цей курс наголошує на розвитку міждисциплінарної, високочастотної лексики, яка використовується в академічних курсах. Використовуючи наукові, математичні та суспільствознавчі тексти, початківці, хто вивчає англійську мову (EL's), отримують академічну мову та навички навчання, необхідні у відповідних областях.</p>
<b>SHS</b>	<b>WHS</b>	

**SHELTERED PROGRAM / PWOGRAM PWOTEJE/  
PROGRAMA "SHELTERED" (INTEGRADO)/Адаптаційна програма**

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

*Gade domèn kontni yo pou anglè, sante, matematik, syans, syans sosyal epi ansèyman pwofesyonèl ak teknik-Biznis pou deskripsyon kou pwoteje yo.*

*Consulte las áreas de contenido de Inglés, Salud, Matemáticas, Ciencias, Estudios Sociales y Formación Profesional y Técnica Empresarial para ver las descripciones de las clases "sheltered" (integradas).*

**Описи адаптаційних курсів дивіться в розділах «Англійська мова», «Здоров'я», «Математика», «Природничі науки», «Соціальні науки» та «Кар'єра і технічна освіта - бізнес».**

## 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)*

### *3385 - ENGLISH AS A SECOND LANGUAGE (ESL-A3)*

**Credit(s) 1**

<b>SHS</b>	<b>WHS</b>
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This course is being offered as double block, 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.

### *3450 ENGLISH AS A SECOND LANGUAGE (ESL B)*

**Credit(s)1.0**

<b>SHS</b>	<b>WHS</b>
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This course is being offered as double block, one-semester course, both semesters. Passing a proficiency test is needed 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.

**Prerequisite:**

ESL-A or skilled proficiency

### *3460 ENGLISH AS A SECOND LANGUAGE (ESL C)*

**Credit(s)1.0**

<b>SHS</b>	<b>WHS</b>
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This course is being offered as double block, one-semester course, both semesters. 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. Passing a proficiency test is needed to progress to ESL Adv.

**Prerequisite:**

ESL-B or skilled proficiency

**3474 ENGLISH AS A SECOND LANGUAGE ESL D**

<b>Credit(s) 1.0</b>		This course is being offered as a double block, one-semester course, both semesters. This course emphasizes intensive and extensive reading and writing instruction in English. Students will focus on the 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.
<b>SHS</b>	<b>WHS</b>	
<b>Prerequisite:</b>		ESL-C or skilled proficiency

**3470 - FRESHMAN ENGLISH LEARNER LAB 1**  
**3473 - FRESHMAN ENGLISH LEARNER LAB 2**

<b>Credit(s) 0.5</b>		This course is designed for 9 <sup>th</sup> grade long term 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.
<b>SHS</b>	<b>WHS</b>	

**3471 - EL LITERACY LAB 1**  
**3472 - EL LITERACY LAB 2**

<b>Credit(s) 0.5</b>		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.
<b>SHS</b>	<b>WHS</b>	

**3388 - BUSINESS ENGLISH FOR EL**

<b>Credit(s) 1.0</b>		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.
<b>SHS</b>	<b>WHS</b>	
<b>Prerequisite:</b>		ESL A or B and approval from the Department Head

**3592 - WRITING FOR COLLEGE AND CAREER**

<b>Credit(s) 0.5</b>		Classes prepare students to write academically for research papers and/or technical reports. Academic writing, vocabulary selection, and syntax are developed in order to write research papers and essays. These classes emphasize researching (primary and secondary sources), organizing (material, thoughts, and arguments), and writing in a persuasive or technical style.
<b>SHS</b>	<b>WHS</b>	
<b>Prerequisite:</b>		Must be a current EL student who has completed the sequence of EL classes and has the approval of the department head



**Kayla Harp - Westhill High School**



**NEW ARRIVAL CENTER**

**3383 - NEW ARRIVALS EL LAB 1**  
**3384 - NEW ARRIVALS EL LAB 2**

**Credit(s) 0.5**

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

**SHS**

**WHS**

**4305 - CULTURAL FOUNDATIONS**

**Credit(s) 1**

This course is designed for freshmen newcomer students with limited English proficiency. 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 nonfiction 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.

**SHS**

**WHS**

**3480 - FOUNDATIONS LITERACY 1**  
**3481 - FOUNDATIONS LITERACY 2**

**Credit(s) 0.5**

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.

**SHS**

**WHS**

**6181 - FOUNDATIONS MATH 1**  
**6180 - FOUNDATIONS MATH 2**  
**6183 - FOUNDATIONS MATH 3**  
**6184 - FOUNDATIONS MATH 4**

**Credit(s) 0.5**

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.

**SHS**

**WHS**

**8101 - FOUNDATIONS SCIENCE 1**  
**8102 - FOUNDATIONS SCIENCE 2**

**Credit(s) 0.5**

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.

**SHS**

**WHS**



**Matt Golodinskii - Stamford High School**



**Jaeden Fludd - Westhill High School**



**Jay Mckenna - Westhill High School**

## 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.



*Chu Wak Yun & Edison Tello - Stamford High School*

**\*\*All courses will run next year based upon student requests. We may not run the course if a course is not at 80% capacity.**

### Course Offerings

Academic Support	Employability Skills (WHS)	Academic Intervention Literacy
Transition Skills	Specialized Reading	Learning Through Music & Art <b>NEW</b>
Family Foods	SEL Life Skills (WHS)	(SHS)
Math Applications	Daily Living Skills	
Leisure Skills (WHS)	Academic Intervention	
	Mathematics	

### 9741 - Academic Support

*Administrative approval required*

<b>Credit(s) 1</b>		<p>This class is designed to be a supplement to required academic courses such as English, Math, Science, and Social Studies. This course will provide instructional time and subject-specific learning strategies for students. Academic support classes may also provide opportunities for students to work on transition skills, homework and supplemental assignments to practice their academic skills. <b><i>Placement in this course is based on the recommendation of The Planning and Placement Team.</i></b></p>
<b>SHS</b>	<b>WHS</b>	

**9796 - Transition Skills***Administrative approval required*

<b>Credit(s) 1</b>		The course is designed to give upper-grade students the opportunity to investigate post-secondary options. Students will complete tasks designed to help the student understand the opportunities available to them. Students will explore support services available to them through state agencies as well as post-secondary programs. <b><i>Placement in this course is based on the recommendation of The Planning and Placement Team.</i></b>
<b>SHS</b>	<b>WHS</b>	

**0658 - Family Foods***Administrative approval required*

<b>Credit(s) 1</b>		This course is designed to prepare students to identify, use and care for kitchen tools, and understand safety and sanitation in the kitchen. Students will also learn food preparation terminology needed to follow a recipe. Hands-on food preparations are practiced in a group setting. <b><i>Placement in this course is based on the recommendation of The Planning and Placement Team.</i></b>
<b>SHS</b>	<b>WHS</b>	

**6581 - Math Applications***Administrative approval required*

<b>Credit(s) 1</b>		This course is designed to focus on pre-algebra and pre-geometry skills and to prepare students for success in Algebra 9-1. It is designed to engage student involvement in problem-solving and reasoning as well as continued reinforcement and application of computational skills. <b><i>Placement in this course is based on the recommendation of The Planning and Placement Team.</i></b>
<b>SHS</b>	<b>WHS</b>	

**9796 - SEL Life Skills (WHS)**

*Administrative approval required*

<b>Credit(s) 1</b>	<p>This is a class that provides an array of therapeutic activities and supports for students with emotional, behavioral, and academic challenges. The students have the ability to process and connect with fellow students, learn therapeutic techniques and skills to cope and manage challenges and learn executive functioning skills. The group discusses and explores strategies that develop emotional intelligence and strength in mental health. SEL Skills includes a Study Skills class where students are guided through the process of identifying their learning and study skill styles. Specific topics may change based on student need.</p>
<b>WHS</b>	

**9670 - Leisure Skills**

*Administrative approval required*

<b>Credit(s) 1</b>	<p>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.</p>
<b>WHS</b>	

**9591 - Employability Skills (WHS)**

*Administrative approval required*

<b>Credit(s) 1</b>	<p>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).</p>
<b>WHS</b>	

**9513 - Daily Living Skills***Administrative approval required*

<b>Credit(s) 1</b>		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, and domestic skills such as cooking, shopping, and housekeeping. <b><i>Placement in this course is based on the recommendation of The Planning and Placement Team.</i></b>
<b>SHS</b>	<b>WHS</b>	

**9744 - Academic Intervention - Mathematics***Administrative approval required*

<b>Credit(s) 0.5</b>		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).
<b>SHS</b>	<b>WHS</b>	

**9743 - Academic Intervention - Literacy***Administrative approval required*

<b>Credit(s) 0.5</b>		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).
<b>SHS</b>	<b>WHS</b>	

**3999 - Specialized Reading***Administrative approval required*

<b>Credit(s) 0.5</b>		This course provides literacy support for students in grades 9 and 10, with a focus on mastery of foundational reading skills which include phonics, spelling, sentence structure, and fluency. Frequent opportunities to practice foundational skills are provided as students engage in close reading and critical analysis of authentic grade-level text, while simultaneously developing the advanced literacy skills needed to gain meaning from text, understand sentence structure, and build critical skills for writing. <b><i>Placement in this course is based on the recommendation of The Planning and Placement Team.</i></b>
<b>SHS</b>	<b>WHS</b>	



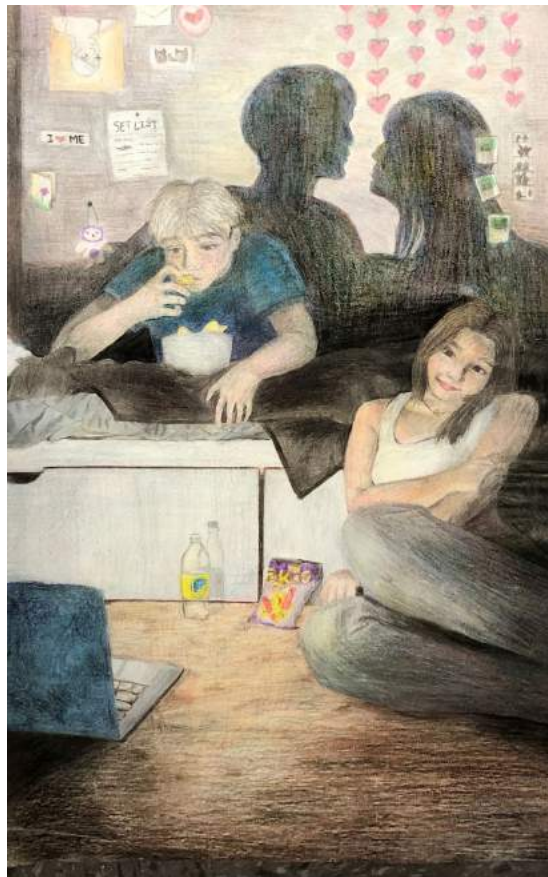
**0855 - Learning Through Music and Art - NEW!**

**Credit(s) 0.5**

**SHS**

**WHS**

Learning Through Music and Art enables all students to participate in a variety of artistic and musical tasks that develop self-identity, interpersonal skills, transition skills, and the prevention of negative life consequences through improved choice making. Through a variety of authentic art and music projects, students will learn strategies for improving communication, academic, transition and interpersonal skills for success in the classroom and beyond. No prior music or art skills are required. ***Placement in this course is based on the recommendation of The Planning and Placement Team.***



**Michelle Vazquez - Stamford High School**

## 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, IB, and UConn ECE courses, see pages 9-10)**

**\*\*All courses will run next year based upon student requests. We may not run the course if a course is not at 80% capacity.**

### Graduation Requirement 4 Credits - Possible Course Sequences

Grade 9	Grade 10	Grade 11	Grade 12
English 9 Honors English 9	English 10 Honors English 10	English 11 Honors English 11 AP English Language and Composition UConn ECE English 1007 <b>(WHS)</b> IB Language and Literature HL1 <b>(SHS)</b>	English 12 Honors English 12 AP English Literature and Composition <b>(WHS)</b> UConn ECE English 1007 <b>(SHS)</b> IB Language and Literature HL2 <b>(SHS)</b>

### Electives

Creative Writing 1 Sheltered Creative Writing <b>(WHS)</b> Creative Writing 2 <b>(WHS)</b> Diverse Perspectives in Literature English Lab 9 <b>(WHS)</b> Literacy Lab <b>(SHS)</b> Credit Recovery 9 <b>(WHS)</b> Credit Recovery 11 <b>(WHS)</b>	Reading Science Fiction and Fantasy Speech <b>(SHS)</b> Sports Literature Writing Center <b>(WHS)</b> Writers Workshop <b>(SHS)</b> Literature Through a Lens <b>(WHS)</b>	Video Game Theory and Creation <b>(WHS)</b> Literary Appetites <b>(WHS)</b> Viking Videos <b>(WHS)</b> Storytelling in Other Forms <b>(WHS)</b> Psychology in Literature <b>(WHS)</b>	Forensic Files: True Crime Stories <b>(WHS)</b> Student Voices through Storytelling and Podcasts <b>(WHS)</b> Teen Issues in Young Adult Literature <b>(WHS)</b> Diverse Perspectives: LGBTQ+ in Film & Literature <b>(WHS)</b>
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*3010 - English 9*

*3000 - Honors*

*3140 - Sheltered*

*337 / 965 - Administrative approval required*

<b>Credit(s) 1</b>		This 9th grade course focuses on thematic units of study designed to support the development of students' reading, writing, speaking, and listening skills. Students will read and analyze a wide variety of texts including fiction, poetry, and non-fiction. Students will develop writing skills through performance tasks in a variety of modes including argument, informative/explanatory, narrative, and presentation. Literature studied in this course will include canonical and contemporary texts from a variety of diverse voices.
<b>SHS</b>	<b>WHS</b>	

*3110 - English 10*

*3100 - Honors*

*3240 - Sheltered*

*339 / 956 - Administrative approval required*

<b>Credit(s) 1</b>		This 10th grade course focuses on thematic units of study designed to support the development of students' reading, writing, speaking, and listening skills. Students will read and analyze a wide variety of texts including fiction, poetry, and non-fiction. Students will develop writing skills through performance tasks in a variety of modes including argument, informative/explanatory, narrative, and presentation. Literature studied in this course will include canonical and contemporary texts from a variety of diverse voices.
<b>SHS</b>	<b>WHS</b>	

*3210 - English 11*

*3200 - Honors*

*3231 - Sheltered*

*957 - Administrative approval required*

<b>Credit(s) 1</b>		This 11th grade course focuses on thematic units of study designed to support the development of students' reading, writing, speaking, and listening skills. Students will read and analyze a wide variety of texts including fiction, poetry, and non-fiction. Students will develop writing skills through performance tasks in a variety of modes including argument, informative/explanatory, narrative, and presentation. Literature studied in this course will include canonical and contemporary texts from a variety of diverse voices.
<b>SHS</b>	<b>WHS</b>	

**3260 - AP English Language and Composition 11****Credit(s) 1****SHS****WHS**

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.

**3262 - UConn ECE English 1007****Credit(s) 1****SHS****WHS**

This course focuses on college composition through multiple forms of literacy, including rhetorical, digital, and information literacies necessary for twenty-first-century contexts. The development of creatively intellectual inquiries through sustained engagement texts, ideas, and problems. Emphasis on the transfer of writing and rhetorical skills to academic and daily life. Students participate in regular studio sessions that provide contexts, tools, and practices for producing and engaging with digital (and analog) rhetoric.

**3281 - English 12****3280 - Honors****3340 - Sheltered****958 - Administrative approval required****Credit(s) 1****SHS****WHS**

This 12th grade course focuses on thematic units of study designed to support the development of students' reading, writing, speaking, and listening skills. Students will read and analyze a wide variety of texts including fiction, poetry, and non-fiction. Students will develop writing skills through performance tasks in a variety of modes including argument, informative/explanatory, narrative, and presentation. Literature studied in this course will include canonical and contemporary texts from a variety of diverse voices.

**3300 - AP English Literature and Composition 12 (WHS)****Credit(s) 1****WHS**

This course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

### 3361 - Creative Writing 1

<b>Credit(s) 0.5</b>		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.
<b>SHS</b>	<b>WHS</b>	

### 3363 - Sheltered Creative Writing (WHS)

<b>Credit(s) 0.5</b>		This is an adapted version of Creative Writing 1 that is designed to support English Language learners. Students will write in a creative manner in a variety of literary formats that include the short story, drama, and poetry. Students will have opportunities to write in English and in their native languages. Group reading of works in progress is expected and revision based on peer critique is required. Finally, students will analyze the writing of established writers to demonstrate their understanding of the creative process and learn to discover their own creative voices.
<b>WHS</b>		

### 3590 - Creative Writing 2 (WHS)

<b>Credit(s) 0.5</b>		This is a publication course that builds upon the skills fostered in Creative Writing 1. While students in this course will continue to work closely with their peers and the instructor to create, revise, and edit works of fiction and nonfiction, they will also produce and publish multiple editions of <i>The Hillside Muse</i> , the school's literary magazine. Students will read and edit submissions to the magazine, design page layouts, embed illustrations and graphics, and manage the publication and distribution of the final product.
<b>Grades: 10, 11, 12</b>		
<b>WHS</b>		
<b>Prerequisite:</b>		
		Creative Writing 1

### 383 - Diverse Perspectives in Literature

<b>Credit(s) 0.5</b>		This course explores the concept of voice in literature; the emphasis is on those voices often left out of traditional literary study. The 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.
<b>SHS</b>	<b>WHS</b>	

**3791 - English Lab (WHS)****Credit(s) 0.5****Grade: 9****WHS**

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

**3792 - Literacy Lab (SHS)****Credit(s) 0.5****Grade: 9****SHS**

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 (WHS)****3701 - Credit Recovery 11 (WHS)****Credit(s) 0.5****Grades: 10, 12****WHS**

This is a workshop course designed for students who have not successfully completed the requirements of English 9 or English 11. 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.

**8650 - Reading****Administrative approval required****Credit(s) 1****SHS****WHS**

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.



**3820 - Science Fiction and Fantasy**

**Credit(s) 0.5**

This semester course invites students to enter the thrilling realms of science fiction and fantasy in stories, novels, screenplays, and movies. Assessments can be designed by students themselves, ranging from essays to original presentations, videos, podcasts, or any format that is both creative and rigorous.

**SHS**

**WHS**

**3350 - Speech (SHS)**

**Credit(s) 0.5**

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.

**SHS**

**3740 - Sports Literature**

**Credit(s) 0.5**

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.

**SHS**

**WHS**

**3812 - Writing Center (WHS)**

**3810 - Writing Center (WHS)**

**Credit(s) 0.5 - 3812  
1 - 3810**

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.

**Grades: 12**

**WHS**

**3430 - Writers Workshop (SHS)****Credit(s) 0.5****SHS**

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)****Credit(s) 0.5****Grades: 10, 11, 12****WHS**

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.

**2476 - Video Game Theory and Creation (WHS)****Credit(s) 0.5****WHS**

This semester course gives students a unique opportunity to explore video game theory as brought to life in their favorite computer games, then use their own ideas to create new characters and storylines in original and spin-off scripts. Assessments will be in the form of computer game competitions, brainstorming sessions, and original written material for newly-created games.

**3741 - Literary Appetites (WHS)****Credit(s) 1.0****Grades: 10, 11, 12****WHS**

Future chefs, future travelers, and future writers: Take a trip around the world, trying on different cultures through the magic of food! In this class, we will read and respond to culinary and cultural memoirs, of course preparing and sampling the various recipes mentioned to get a "taste" of the tales we are reading! Along the way, students will create their own "stamped passport" capstone project: a collection of recipes, reminiscences, and reflections on the cultures they've explored, what has become part of their own personal practice and life, and what they've learned about themselves and their preferences in our travels.

**3018 - Viking Video (WHS)**

**Credit(s) 1.0**

**WHS**

TikTok Stars, Budding Journalists, Content Creators, SNL Hopefuls: In this journalistic course students will craft a video news AND skit program to air every 2-3 weeks. We will cover upcoming events, school news and information, and the occasional spirited "Viking-themed" version of skits - like "Car-Pool Karaoke" with staff and students. Students in the course will take on jobs' such as script writer/editor, on-air talent, videographer, video editor, etc. In addition to the news/skit series, we'll create other Westhill promotional videos as needed, record student performances for posterity, plan and put on the Lip Dub and such, and maintain a section of the website where all these videos would be kept.

**3742 - Storytelling in Other Forms (WHS)**

**Credit(s) 0.5**

**Grades: 10, 11, 12**

**WHS**

What makes a story good? This semester-long course may interest you if you're a storyteller or a story lover. In this class, we will examine the art of storytelling in many of the forms we encounter it in today: movies, TV, video games, comics/manga, and music. Each unit will focus on a different one of these mediums through which stories are told. What are the limitations and benefits of telling stories through these specific mediums? What might make telling a story through a video game better than telling that same story in a movie? This course will feature a great deal of discussion (in groups and as a class), analysis, and criticism of existing works in these various formats. Assessments will primarily be short essays and presentations. Students will learn how to analyze and critique various art forms, as well as be able to speak about them with a critical eye.

**3743 - Psychology in Literature (WHS)**

**Credit(s) 0.5**

**Grades: 10, 11, 12**

**WHS**

Students taking this course will read and discuss short stories, poems, books, and films that focus on the conflicts and mindsets of characters suffering from psychological disorders or experiencing important formative psychological experiences. As they observe the tensions and misunderstandings of these characters, students will connect the experiences of the characters to the real world and discuss their own personal beliefs and behaviors as they relate to the texts.

**Prerequisite:**

Introduction to Psychology recommended

**3744 - Forensic Files: True Crime Stories (WHS)****Credit(s) 0.5****Grades: 10, 11, 12****WHS**

Students taking this course will read, watch, and discuss true crime stories presented through a variety of genres, focusing on both the experiences of the criminal and those involved with the criminal justice system. Students will gain a deep understanding of the background and motives of a criminal, trying to piece together why an “average” person can be drawn to commit heinous acts. They will also gain a thorough understanding of the criminal justice system, analyzing how these criminals were or were not able to get away with their crimes.

**3745 - Student Voices through Storytelling and Podcasts (WHS)****Credit(s) 0.5****Grades: 10, 11, 12****WHS**

Your experiences and your story matter. Your perspective is important and worth sharing. In Student Voices through Storytelling and Podcasts, you will identify the important stories from your life and learn techniques and approaches to engage your audience. During the first quarter, students will prepare for a public speaking event in which they share their stories with their peers and the community. The second quarter will explore the world of podcasting. Students will learn about the different types of podcasts and develop their own podcasts. By the end of the second quarter, students will create and publish a podcast that focuses on something important in their world. Students' choice and voice will be key components of this course.

**3747 - Teen Issues in Young Adult Literature (WHS)****Credit(s) 0.5****WHS**

This semester course will offer students an introduction to young adult literature. Students will read and analyze texts from a variety of genres with emphasis placed on diverse voices and perspectives. Readings will focus on issues connected to the adolescent experience such as gender, identity, culture, race, friendship, and coming of age. In addition to discussions and writing assignments focusing on critical analysis of the literary features of these books, students will also analyze and evaluate film adaptations of selected works. Finally, students will have an opportunity to begin to outline and develop an original work of young adult fiction.

**3746 - Diverse Perspectives: LGBTQ+ in Film & Literature (WHS)**

**Credit(s) 0.5**

**Grades: 10, 11, 12**

**WHS**

Students taking this course will explore the stereotypes associated with women and the LGBTQ+ community by evaluating how they were formed and how they have evolved over time. Students will apply their understanding of diverse perspectives from film and literature in order to understand the complicated ways that gender, class and race intersect with sexuality in the modern world. The course is designed to enhance awareness with appreciation and respect for the diversity of individuals in our society. This course strives to create a middle ground between a variety of writing assignments including literary analysis, student reflection and encouraging students to develop their own authentic writing voice.

**0330 - Acting in Theater and Film (WHS)**

**Credit(s) 1.0**

**WHS**

This full-year course will give students the opportunity to develop the differing acting skills needed for performing in the theater and in films. Through classroom exercises and scene work, students will focus on character study and various methods of acting techniques, including the Method developed by Stanislavsky, Strasberg, and Hagen. More externalized approaches exemplified by Olivier and Caine will also be explored. In-depth scene study will also be integral to the course, as will the development of memorization and improvisation skills. Assessments will be both performance-based and written reflections on character development and backstories.



**Dailibeth Rivas Sanchez - Westhill High School**



**Isabella Biancardi - Westhill High School**

## CO-CURRICULAR ELECTIVES

**\*\*All courses will run next year based upon student requests. We may not run the course if a course is not at 80% capacity.**

### Course Offerings

Communications Journalism	Yearbook: Design and Publications (SHS) Yearbook: Design and Publications (WHS) Independent Study – Capstone Experience (SHS)
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### *3250 - Communications*

<b>Credit(s) 1</b>		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 news writing, page makeup, photojournalism, and advertising sales.
<b>SHS</b>	<b>WHS</b>	

### *3270 - Journalism*

<b>Credit(s) 1</b>		Students participate in the publication of the school paper. The course includes a broad range of activities: basic news writing, 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.
<b>SHS</b>	<b>WHS</b>	
<b>Prerequisite:</b>		Communications

### *0300 - Yearbook Design and Publication (SHS)*

<b>Credit(s) 1</b>		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.
<b>SHS</b>		
<b>Prerequisite:</b>		Juniors and seniors only unless approved by the Department Head.



**3650 - Yearbook Design and Publication (WHS)**

**Credit(s) 1**

**WHS**

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

**3420 - Independent Study - Capstone Experience (SHS)**

**Credit(s) 1 (over a semester or a year)**

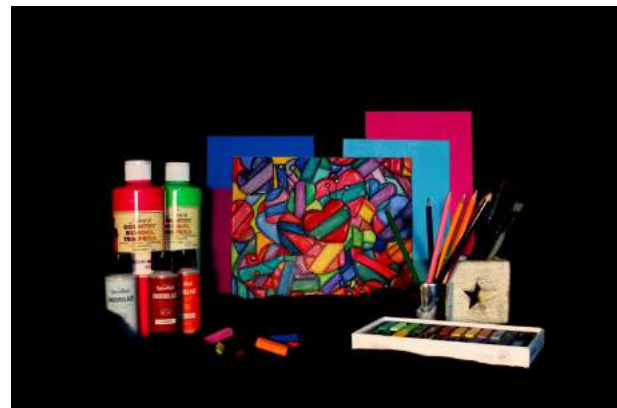
**Grade 11, 12**

**SHS**

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.



**Myra Principe - Stamford High School**



**Dailibeth Rivas Sanchez - Stamford High School**

## 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, IB, and UConn ECE courses, see pages 9-10)

**\*\*All courses will run next year based upon student requests. We may not run the course if a course is not at 80% capacity.**

### Graduation Requirement 3 Credits - Possible Course Sequences

Grade 9	Grade 10	Grade 11	Grade 12
World 1 (0.5 credit)	Civics 1 (0.5 credit)	United States History 2 (0.5 credit)	Full-Year Electives (1 credit)
World 2 (0.5 credit)	United States History 1 (0.5 credit)	Civics 2 (0.5 credit)	Semester Electives (0.5 credit)
AP Human Geography (1 credit)	AP World History (1 credit)	AP United States History or UConn ECE United States History (1 credit)	AP Electives (1 credit)
	*Civics is a required course	IB Courses (History, Psych) <b>(SHS)</b> (1 credit)	UConn ECE Electives
	Plus Electives (see below)	Plus Electives (see below)	IB Courses (History, Psych) <b>(SHS)</b> (1 credit)

**Course Offerings**

<p><b>Semester Electives (0.5 credit)</b></p> <p>Contemporary Issues</p> <p>Introduction to Psychology</p> <p>Law and Justice</p> <p>American History through Pop Culture</p> <p>World Geography &amp; Cultures</p> <p>Genocide Studies (WHS)</p> <p>History of Television NEW (WHS)</p>	<p>Broadcasting (WHS)</p> <p>Women in American Society: Part 1 (SHS)</p> <p>Women in American Society: Part 2 (SHS)</p> <p>Stress Management &amp; Intervention Strategies (SHS)</p> <p>Honors Fates of Human Civilizations NEW (WHS)</p>	<p><b>Year Electives (1 credit)</b></p> <p>AP European History</p> <p>AP Macroeconomics</p> <p>AP Microeconomics</p> <p>AP Psychology</p> <p>AP United States Government &amp; Politics</p> <p>UConn ECE Macroeconomics</p> <p>UConn ECE Microeconomics</p> <p>African American /Latino Puerto Rican Studies</p> <p>Economics</p> <p>Honors Seminar in philosophy</p> <p>Honors Advanced Economic Applications NEW (WHS)</p>	<p>Educational Psychology (WHS)</p> <p>UConn ECE Educational Psychology (WHS)</p> <p>Pre-AP World History &amp; Geography (WHS)</p> <p>UConn ECE European History (WHS)</p> <p>UConn ECE Essentials of Economics (WHS)</p> <p>IB History HL 1&amp;2 (SHS)</p> <p>IB Psychology SL 1&amp;2 (SHS)</p> <p>IB Psychology HL 1&amp;2 (SHS)</p> <p>UConn ECE Introduction to Asian American Studies NEW (WHS)</p> <p>UConn ECE Contemporary Social Issues in Sports NEW (WHS)</p>
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5012 - World 1  
 5012 - World 1 Honors  
 5012 - World 1 Sheltered  
 963 - World 1 Administrative approval required

**Credit(s) 0.5**

<b>SHS</b>	<b>WHS</b>
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Students will explore belief systems and innovations from around the World. Students explore such questions as: What factors shape our values and beliefs?  
 How do belief systems affect a region's political and economic development?  
 How do belief systems impact a region's social systems?  
 What is creativity and what is its importance?  
 What role did science and technology play in the changes that took place in political and social structures?  
 How have technological advances shaped human development and interactions with both intended and unintended consequences?



**Alison Lopez - Westhill High School**

*5013 - World 2*  
*5013 - World 2 Honors*  
*5013 - World 2 Sheltered*  
*5013- World 2 Administrative approval required*

**Credit(s) 0.5**

Students will explore revolutions and globalization. Students will explore questions such as: What are the purposes of government? (Relationship between the government and the government)  
 What are reasons for people to revolt against their government and challenge the status quo?  
 What are the short-term and long-term impacts of revolution that make it a success or failure?  
 How did personal identity shape individual perspectives of the revolution?  
 What are the economic motivates of globalization?  
 How has globalization led to the advancement of people?  
 How has globalization negatively impacted a region?

SHS

WHS

**Prerequisite:**

World 1

*5690 - AP Human Geography*

**Credit(s) 1**

Explore how humans have understood, used, and changed the surface of Earth. You'll use the tools and thinking processes of geographers to examine patterns of human population, migration, and land use. 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 World 1 & World 2 requirement.

SHS

WHS

*5050 - AP World History*

**Credit(s) 1**

Study the cultural, economic, political, and social developments that have shaped the world from c. 1200 CE to the present. You'll analyze texts, visual sources, and other historical evidence and write essays expressing historical arguments. Course units include: Unit 1: The Global Tapestry Unit 2: Networks of Exchange Unit 3: Land-Based Empires Unit 4: Transoceanic Interconnections Unit 5: Revolutions Unit 6: Consequences of Industrialization Unit 7: Global Conflict Unit 8: Cold War and Decolonization Unit 9: Globalization. Students are expected to take the Advanced Placement examination at the conclusion of the course.

SHS

WHS

**Prerequisite:**

1 Year of Social Studies

*5710 - Civics 1*  
*5700 - Civics Honors*  
*5760 - Sheltered*  
*977 - Administrative approval required*

<b>Credit(s) 0.5</b>		Students will explore such questions as: What are the fundamental beliefs of American democracy? What is the balance between power of the individual and American government? How did conflict and compromise shape the American government? How do the political institutions of the United States interact to meet the needs of its citizens? How have the principles of American democracy evolved over time? How does conflict and compromise shape the American government?
<b>SHS</b>	<b>WHS</b>	
<b>Prerequisite:</b>		World 1 and World 2

*5015 - United States 1*  
*5015 - United States 1 Honors*  
*5015 - United States 1 Sheltered*  
*976 - United States 1 Administrative approval required*

<b>Credit(s) 0.5</b>		Students will explore what American Identity is. Students will explore such questions as: What is American Identity and how does it differ for various groups? What are the social, economic, cultural, and political barriers and achievements faced by various groups throughout United States history? Does America provide equal political, economic, and social opportunities for all?
<b>SHS</b>	<b>WHS</b>	
<b>Prerequisite:</b>		World 1, World 2, and Civics 1 or equivalent AP courses

*5200 - AP United States History*

<b>Credit(s) 1.0</b>		AP U.S. History is an introductory college-level U.S. history course. Students cultivate their understanding of U.S. history from c. 1491 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures. This full-year United States history class prepares students for the AP U.S. History class in May.
<b>SHS</b>	<b>WHS</b>	
<b>Prerequisite:</b>		Completed 2.0 credits in Social Studies

**5230 - UConn ECE United States History****Credit(s) 1.0**

UConn ECE U.S. History is an introductory college-level U.S. history course in which students cultivate their understanding of U.S. history from pre-Columbian America to the present day through analyzing primary & secondary sources and by learning to make connections and craft historical arguments to major themes in American history.

**SHS****WHS**

This full-year United States history class prepares students for U.S. History credit through the University of Connecticut. UConn ECE credits are transferable to most colleges.

**Prerequisite:**

Completed 2.0 credits in Social Studies



**Carlos Miranda Cruz - Stamford High School**

**5016 - United States 2****5016 - United States 2 Honors****5016 - United States 2 Sheltered****5016 - United States 2 Administrative approval required****Credit(s) 0.5**

Students will explore the United States as a World Power and as a Superpower. Students will explore such questions as: How does a nation become a World Power?

How did global competition lead to conflict, cooperation, and innovation?

To what extent did democratic ideals influence America's response to events at home and abroad?

What are the consequences of war, and how do these vary based on an individual or cultural perspective?

How does a nation become a Superpower?

Identify the economic, political, and social differences between the United States and the Soviet Union.

Identify how global competition leads to conflict, cooperation and innovation?

What should be the current role of the United States in world affairs?

What forces shaped US foreign policy after World War 2?

How did the Cold War shape modern American society?

What were the economic, political, and social ramifications of 9/11?

**SHS****WHS****Prerequisite:**

World 1, World 2, Civics 1, and United States 1 or equivalent AP courses



*5017 - Civics 2*  
*5017 - Civics 2 Honors*  
*5017 - Civics 2 Sheltered*

<b>Credit(s) 0.5</b>		Students will explore citizenship and civics in action. Students will explore: What does it mean to be an American citizen? How do Americans participate in a Constitutional Democracy? Why is American democracy policy always changing? What are major societal problems today? How do we/I participate in a Constitutional Democracy? How do I/we influence change in government policy living in America?
<b>SHS</b>	<b>WHS</b>	
<b>Prerequisite:</b>		World 1, World 2, Civics 1, United States 1, and United States 2 or equivalent AP courses

*5410 - AP European History*  
*5411 - UConn ECE European History (WHS)*

<b>Credit(s) 1</b>		Study the cultural, economic, political, and social developments that have shaped Europe from c. 1450 to the present. You'll analyze texts, visual sources, and other historical evidence and write essays expressing historical arguments. Units of study include: Unit 1: Renaissance and Exploration Unit 2: Age of Reformation Unit 3: Absolutism and Constitutionalism Unit 4: Scientific, Philosophical, and Political Developments Unit 5: Conflict, Crisis, and Reaction in the Late 18th Century Unit 6: Industrialization and Its Effects Unit 7: 19th-Century Perspectives and Political Developments Unit 8: 20th-Century Global Conflicts Unit 9: Cold War and Contemporary Europe
<b>SHS</b>	<b>WHS</b>	
<b>Prerequisite:</b>		Completed 3.0 credits in Social Studies

*5983 - AP Macroeconomics*  
*5980 - UConn ECE Macroeconomics*

<b>Credit(s) 1</b>		Explore the principles of economics that apply to an economic system as a whole. You'll use graphs, charts, and data to analyze, describe, and explain economic concepts. 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. ECE is a college-level accredited course.
<b>SHS</b>	<b>WHS</b>	

**5960 - AP Microeconomics****5961 - UConn ECE Microeconomics**

<b>Credit(s) 1</b>		Study the principles of economics that apply to the behavior of individuals within an economic system. You'll use graphs, charts, and data to analyze, describe, and explain economic concepts. 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. ECE is a college-level accredited course.
<b>SHS</b>	<b>WHS</b>	

**5970 -AP Psychology**

<b>Credit(s) 1</b>		Explore the ideas, theories, and methods of the scientific study of behavior and mental processes. You'll examine the concepts of psychology through reading and discussion and you'll analyze data from psychological research studies. The units of this course are: Unit 1: Scientific Foundations of Psychology Unit 2: Biological Bases of Behavior Unit 3: Sensation and Perception Unit 4: Learning Unit 5: Cognitive Psychology Unit 6: Developmental Psychology Unit 7: Motivation, Emotion, and Personality Unit 8: Clinical Psychology Unit 9: Social Psychology
<b>SHS</b>	<b>WHS</b>	
<b>Prerequisite:</b>		Completed 2.0 credits in Social Studies including United States or concurrent enrollment in United States History

**5950 - AP United States Government and Politics**

<b>Credit(s) 1</b>		Study the key concepts and institutions of the political system and culture of the United States. You'll read, analyze, and discuss the U.S. Constitution and other documents as well as complete a research or applied civics project. The course focuses on five thematic units: Foundations of American Democracy; Interactions Among Branches of Government; Civil Liberties and Civil Rights; American Political Ideologies and Beliefs; and Political Participation.
<b>SHS</b>	<b>WHS</b>	
<b>Prerequisite:</b>		Completed 3.0 credits in Social Studies

**5391 - African American/Latino Puerto Rican Studies**

<b>Credit(s) 1</b>		<p>This course is offered as a <b>full-credit</b> 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 half 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 half 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.</p>
<b>Grades 10-12</b>		
<b>SHS</b>	<b>WHS</b>	

**5320 - Economics**

<b>Credit(s) 1</b>		<p>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.</p>
<b>SHS</b>	<b>WHS</b>	
<b>Prerequisite:</b>		Completed 3.0 credits in Social Studies

**5360 - Honors Seminar in Philosophy**

<b>Credit(s) 1</b>		<p>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.</p>
<b>Grade 12</b>		
<b>SHS</b>	<b>WHS</b>	
<b>Prerequisite:</b>		Completed 3.0 credits in Social Studies

**5310 - Contemporary Issues**

<b>Credit(s) 0.5</b>		<p>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.</p>
<b>SHS</b>	<b>WHS</b>	
<b>Prerequisite:</b>		United States History 1 and 2

***5610 - Introduction to Psychology***

<b>Credit(s) 0.5</b>		This course is a survey of topics in the field of psychology. Topics include biological influences on behavior, personality, learning, memory, and abnormal psychology.
<b>SHS</b>	<b>WHS</b>	
<b>Prerequisite:</b>		1.5 credits in Social Studies

***5550 - Law and Justice***

<b>Credit(s) 0.5</b>		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.
<b>SHS</b>	<b>WHS</b>	
<b>Prerequisite:</b>		Civics 1

***5681 - American History through Pop Culture***

<b>Credit(s) 0.5</b>		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.
<b>SHS</b>	<b>WHS</b>	
<b>Prerequisite:</b>		United States History 1 & 2

***5810 - World Geography and Cultures***

<b>Credit(s) 0.5</b>		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.
<b>SHS</b>	<b>WHS</b>	

**5394 - *Women in American Society: An Examination of Women's History in Colonial America and Early Republic - Part 1 (SHS)***

**Credit(s) 0.5**

**SHS**

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?

**5395 - *Women in American Society: An Examination of Women's Role in US History from 1865 - Present Day - Part 2 (SHS)***

**Credit(s) 0.5**

**SHS**

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?

**5520 - *Stress Management and Intervention Strategies (SHS)***

**Credit(s) 0.5**

**SHS**

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.

**5981 - UConn ECE Essentials of Economics**

<b>Credit(s) 1</b>	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.
<b>WHS</b>	
<b>Prerequisite:</b>	Completed 3.0 credits in Social Studies

**5005 - IB History HL 1**

<b>Credit(s) 1</b>	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 the 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.
<b>SHS</b>	

**5006 - IB History HL 2**

<b>Credit(s) 1</b>	This 12 <sup>th</sup> 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.
<b>SHS</b>	
<b>Prerequisite:</b>	Completion of IB History HL 1



**5009 - IB Psychology SL 1**  
**5007 - IB Psychology HL 1**

<b>Credit(s) 1</b>	<p>This 11<sup>th</sup> 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.</p>
<b>SHS</b>	

**5011 - IB Psychology SL 2**  
**5008 - IB Psychology HL 2**

<b>Credit(s) 1</b>	<p>This 12<sup>th</sup> 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.</p>
<b>SHS</b>	
<b>Prerequisite:</b>	Completion of IB Psychology 1

**5800 - Pre-AP World History and Geography (WHS)**

<b>Credit(s) 1</b>	<p>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.</p>
<b>WHS</b>	

**5460 - Genocide Studies (WHS)****Credit(s) 0.5****WHS**

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.

**Prerequisite**

Completion of Civics 1 and United States History 1 & 2

**5612 - Educational Psychology (WHS)****5614 - UConn ECE Educational Psychology****Credit(s) 1****WHS**

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. This is a college-level accredited course.

**Prerequisite**

Successful completion of Civics, United States History, and either Intro to Psychology or AP Psychology

**5470 - Broadcasting (WHS)****Credit(s) 1****WHS**

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.

**Prerequisite**

Successful completion of Civics and United States History

**5455 - Fates of Human Civilizations Honors - NEW!****Credit(s) 0.5****WHS**

This course will begin with a historical survey examining how and why human civilizations developed due to varying factors and available resources. We will evaluate how and why innovations, disasters, and human cooperation & conflicts gradually lead to cultural and demographic changes, from the dawn of languages & currency to modern industrial & global civilizations.

The course will then transition into an exploration of historical 'case studies' examining why civilizations at different times and places collapsed. We will explore historical evidence to help assess to what degree human decisions contributed to these collapses. We will next follow this same process to evaluate how human civilizations confronted with a crisis, dealt with their problems through effective or ineffective human decision-making and action.

	<p>Lastly, we will assess the current state of human civilizations and current problems and challenges facing societies around the globe face from potential environmental catastrophes to the roles of artificial intelligence. We will cross-reference these unresolved issues with the framework of human decision-making we developed earlier in the course.</p>
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<i>5421- Advanced Economics Applications Honors - NEW!</i>	
<b>Credit(s) 1</b>	<p>This course deals with the basic principles of applied economics, and its application to contemporary economic issues facing the United States such as prices of commodities, minimum wage, rent, and taxes. The main output of the course is the socioeconomic impact study of economic policy.</p>
<b>WHS</b>	
<b>Prerequisite:</b>	
<p>AP Macroeconomics or AP Microeconomics</p>	

<i>5987 - UConn ECE Introduction to Asian American Studies- NEW!</i>	
<b>Credit(s) 1</b>	<p>This full-year course uses an interdisciplinary approach to explore major themes in Asian American studies. Organized both chronologically and thematically, this multidisciplinary course will explore the history of Asian migration to the U.S. to the Asian American experience today. Concepts of immigration, identity, history, art, and representations of Asians in visual and pop culture will be studied.</p>
<b>WHS</b>	
<b>Prerequisite:</b>	
<p>Civics 1</p>	

<i>5986 - UConn ECE Contemporary Social Issues in Sport- NEW!</i>	
<b>Credit(s) 1</b>	<p>This full-year course will explore socio-cultural, economic, political, and other related issues in sports. Topics will focus at the youth, intercollegiate, professional, and international levels. This discussion-based seminar course will explore how sports are experienced differently by individuals, communities, organizations, and society.</p>
<b>WHS</b>	
<b>Prerequisite:</b>	
<p>Civics 1</p>	

<i>5265 - History of Television- NEW!</i>	
<b>Credit(s) .5</b>	<p>This class explores television from its roots in radio to the latest developments in digital communication and its impact on society. Topics such as why the American television industry developed; how television programming has both reflected and influenced cultural ideologies through the decades; and how the historical patterns of television consumption have shifted due to new technologies and societal transformation will be analyzed.</p>
<b>WHS</b>	
<b>Prerequisite:</b>	
<p>US History 1 - American Identity</p>	



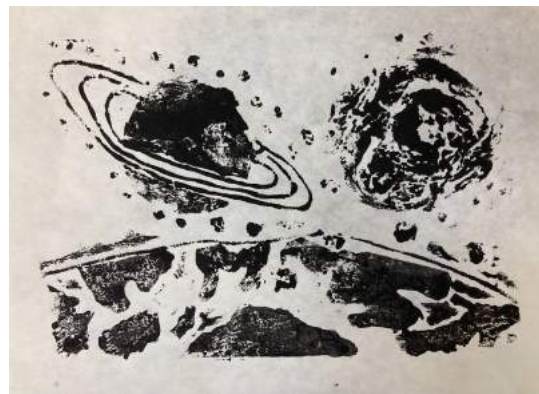
Mia Nocera - Westhill High School



Miranda Luna - Westhill High School



Mohammed Nasir - Westhill High School



Nate Margerum - Westhill High School



Nick Martignoni - Westhill High School

## 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 Honors, AP, IB, CT State Norwalk, and UConn ECE courses, see pages 9-10)**



**Allie Colindres - Westhill High School**

**\*\*All courses will run next year based upon student requests. We may not run the course if a course is not at 80% capacity.**

### Course Offerings

Drawing & Painting 1, 2 Color & Design (0.5 credit)	Ceramics 1, 2 Jewelry & Metalsmithing 1&2 Mixed Media Art 1 Mixed Media Art 2 <b>(WHS)</b> (0.5 credits)	Art History Art & Yoga <b>(WHS)</b> (0.5 credit)	UConn ECE Drawing 1 <b>(SHS)</b> (0.5 credit)
Printmaking (0.5 credits)	Sculpture 1, 2 (0.5 credit)	Art Partners Photoshop 1, 2 <b>(SHS)</b> (0.5 credit)	<u>CT State Norwalk:</u> 2D Design <b>(SHS)</b> (0.5 credit)
Photography 1, 2 Graphic Design Studio Art 2D	Potter's Wheel 1, 2 (0.5 credit)	Smart Phone & Digital Photography <b>(SHS)</b> (0.5 credit)	Graphic Design 1 Skill & Principles <b>(SHS)</b> (0.5 credit)
AP Art Design: 2 D/Drawing AP Art & Design: Photography <b>(WHS)</b>	Studio Art 3D		IB Visual Arts SL 1&2 <b>(SHS)</b> IB Visual Arts HL 1&2 <b>(SHS)</b> Advanced Clay (0.5 credits) AP 3D Art and Design <b>NEW</b>

***0150 - Drawing and Painting 1***

<b>Credit(s) 1</b>		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.
<b>SHS</b>	<b>WHS</b>	

***0250 - Drawing and Painting 2***

<b>Credit(s) 1</b>		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.
<b>SHS</b>	<b>WHS</b>	
<b>Prerequisite:</b>		Successful completion of Drawing and Painting 1, final grade of C or better.

***0850 - Color and Design***

<b>Credit(s) 0.5</b>		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 creative careers (ie. Fashion, Interior Design) may also find this course helpful in the development of a portfolio.
<b>SHS</b>	<b>WHS</b>	

***0516 - Printmaking***

<b>Credit(s) 0.5</b>		This course introduces students to a variety of printmaking techniques using processes such as relief printing (monoprint, collagraph block); intaglio (etching and engraving); and epigraphy (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.
<b>SHS</b>	<b>WHS</b>	



**0190 - Photography 1**

<b>Credit(s) 1</b>		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.
<b>SHS</b>	<b>WHS</b>	

**0190 - Photography 2**

<b>Credit(s) 1</b>		Students refine and master traditional and digital photography techniques. Students will produce a series of advanced photographic images while mastering manual and digital camera functions, developing film and producing enlargements in the darkroom, and using additional technology such as scanners and printers. A limited number of 35mm SLR film and DSLR loaner cameras are available. It is recommended but not required if students can provide their own camera(s).
<b>SHS</b>	<b>WHS</b>	
<b>Prerequisite:</b>		Successful completion of Photography 1, final grade of C or better.

**0440 - Graphic Design**

<b>Credit(s) 1</b>		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 digital portfolio development. Class sessions include group critiques.
<b>SHS</b>	<b>WHS</b>	

**0400 - Studio Art 2D**

<b>Credit(s) 1</b>		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 class periods.
<b>SHS</b>	<b>WHS</b>	

<b>Prerequisite:</b>	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 C or higher or Department Leader approval
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### *0460 - AP Art and Design 2D/Drawing*

<b>Credit(s) 1</b>		<b>SHS</b>	<b>WHS</b>	<p>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 the 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.</p>
<b>Prerequisite:</b>				

### *0192 - AP Art and Design: Photography (WHS)*

<b>Credit(s) 1</b>		<b>WHS</b>	<p>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 the concept with conscious 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 regard 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.</p>
<b>Prerequisite:</b>			

**0240 - Ceramics 1**

<b>Credit(s) 1</b>		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.
<b>SHS</b>	<b>WHS</b>	

**0310 - Ceramics 2**

<b>Credit(s) 1</b>		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 the individual direction in this art form, enabling the student to create a more advanced art piece.
<b>SHS</b>	<b>WHS</b>	
<b>Prerequisite:</b>		Successful completion of Ceramics 1, final grade of C or better.

**0230 - Jewelry and Metalsmithing 1**

<b>Credit(s) 1</b>		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.
<b>SHS</b>	<b>WHS</b>	

**0370 - Jewelry and Metalsmithing 2**

<b>Credit(s) 1</b>		Students refine and master fine metalworking skills using a variety of techniques that may include casting, enameling, cloisonne and stone setting. Students will receive an in-depth look at the use of advanced techniques and materials for jewelry and sculptural wearables that may include wire, fibers, glass, wire wrapping, glass fusing, weaving, beadwork and felting. To culminate their coursework, students will conduct a self-directed research project.
<b>SHS</b>	<b>WHS</b>	
<b>Prerequisite:</b>		Successful completion of Jewelry and Metalsmithing 1, final grade of C or better.

**0263 - Mixed Media Art 1**

<b>Credit(s) 0.5</b>		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.
<b>SHS</b>	<b>WHS</b>	

**0264 - Mixed Media Art 2**

<b>Credit(s) 0.5</b>		This course is built on the foundation of its prerequisite, allowing for additional exploration of the relationship between media and craftsmanship. Design thinking, concepts, and function will be covered at a more challenging level through the production of several projects. Planning, process, and presentation are emphasized.
<b>SHS</b>	<b>WHS</b>	
<b>Prerequisite:</b>		Successful completion of Crafts or Mixed Media Art 1, final grade of C or better.

**0340 - Sculpture 1**

<b>Credit(s) 0.5</b>		This course explores three-dimensional form and anatomy in sculpture while working with various media that may include clay, plasticine, plaster, soft stone, paper-mâché, found objects, and wood. Casting and armature support techniques are explored in the production of various three-dimensional forms.
<b>SHS</b>	<b>WHS</b>	

**0388 - Sculpture 2**

<b>Credit(s) 0.5</b>		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.
<b>SHS</b>	<b>WHS</b>	
<b>Prerequisite:</b>		Successful completion of Sculpture 1, final grade of C or better.

**5299 - Adobe Illustrator**

<b>Credit(s) 0.5</b>		This half-year course introduces students to the fundamental principles and techniques of Adobe Illustrator, a powerful vector graphics software. Through hands-on projects and guided tutorials, students will learn to create vector-based illustrations, logos, and digital artwork. Topics covered include basic tools and navigation, drawing and shaping objects, working with text, and utilizing color and gradients. Emphasis will be placed on developing creativity, design aesthetics, and problem-solving skills. Prior computer proficiency is recommended, and students must have access to a school-issued or personal computer (Mac or PC) for successful completion of the course. Requirement: Students are required to have access to a school-issued or personal computer (Mac or PC) in order to successfully complete this course.
<b>SHS</b>		

**0730 - Potter's Wheel 1**

**Credit(s) 0.5**

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 various 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.

**SHS**

**WHS**

**0731 - Potter's Wheel 2**

**Credit(s) 0.5**

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.

**SHS**

**WHS**

**Prerequisite:**

Successful completion of Potter's Wheel 1, final grade of C or better or Department Head approval.

**0443 - Studio Art 3D**

**Credit(s) 1**

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 students' understanding of diverse cultures and artistic traditions through art-making.

**SHS**

**WHS**

**Prerequisite:**

Successful Completion of 2 total credits, C or better in 3D coursework, or Department Head approval.



**Claudia DeFerrariis - Stamford High School**



**Julian Miller - Westhill High School**

**0462 - AP 3D Art and Design NEW!**

<b>Credit(s) 1</b>		This course is designed for the highly motivated student artist looking to define their own personal style while developing an exemplary portfolio for presentation. Collaborating with the art teacher and with the help of their peers, students will complete a variety of sketchbook journal activities, design challenges, and research investigations that will help to inform their thinking and inspire their decision-making. With studio practice using a range of materials, processes, and ideas, students will create a body of work that demonstrates the successful development of three-dimensional ideas, concepts, forms, and structures that apply a variety of design concepts. Through the exploration of a core question in a sustained investigation, students will also develop an in-depth series of works that show evidence of a high level of thought, concept, and skill. With the help of guided questions, students will document the processes involved in the creation of their sustained investigation work by developing written explanations of their decision-making, providing evidence of the successful synthesis of their ideas, concepts, experimentation, and revision in their three-dimensional art.
<b>SHS</b>	<b>WHS</b>	
<b>Prerequisite</b>		Successful completion, C or better, in 2 total credits of 3D coursework or Department Head approval

**0431 - Art History**

<b>Credit(s) 1</b>		This course is strongly recommended for all students with an interest in history, visual arts and any related studio areas. Through readings, slide lectures, museum visits and a variety of note-taking strategies, students will critically compare and contrast various works of art and architecture. They will analyze and evaluate using the visual vocabulary. They will describe the various techniques and materials used in creating sculpture, paintings, and architecture from around the world, across time and cultures, from prehistory to the contemporary era.
<b>SHS</b>	<b>WHS</b>	

**0155 Art and Yoga (WHS)**

<b>Credit(s) 0.5</b>		Art and Yoga is designed to support the social and emotional needs of students who are looking to bring the practice of yoga and mindfulness together with the creative arts. Students will participate in mindfulness activities and chair yoga sequences to become more aware of their own mental and physical state. Students will participate in a range of art-making activities integrating the elements of art to express themselves and create awareness, which will include exercises that teach students to be more connected to their own feelings and creative processes. Students will focus on intuitive art exercises, mindful journaling, and the process of exploration and internal inquiry through art.
<b>WHS</b>		



**0155 - Art Partners**

**Credit(s) 0.5**

<b>SHS</b>	<b>WHS</b>
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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 art 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.

**0740 - Photoshop (SHS)**

**Credit(s) 0.5**

<b>SHS</b>
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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.

**0741 - Photoshop 2 (SHS)**

**Credit(s) 0.5**

<b>SHS</b>
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This course is designed for students who have completed Photoshop I. The objective of this class is to teach advanced Photoshop skills. Topics covered are advanced selection techniques, transformations, distortions, advanced masking, and adjustments to create complex compositions and perspectives.



**Keelyn Castro Zulete - Westhill High School**

**0771 - Smart Phone and Digital Photography (SHS)**

<b>Credit(s) 0.5</b>	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 and demonstration, and see samples of the desired outcomes; students will post their photography work and writing on the class blog. At the end of the course, students will have a Google site featuring their artwork.
<b>SHS</b>	

**0450 - UConn ECE Drawing 1**

<b>Credit(s) 0.5</b>	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 emphasizes weight, volume, and form. Still life objects, interior, and exterior spatial drawings 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.
<b>SHS</b>	
<b>Prerequisite:</b>	Successful completion of Drawing and Painting 1, final grade of C or better or Department Head approval.

**0464 - CT State Norwalk Two-Dimensional Design (SHS)**

<b>Credit(s) 0.5</b>	This introductory course focuses on the basic elements and principles of design such as line, texture, space, balance, unity, and scale.
<b>SHS</b>	
<b>Prerequisite:</b>	Placement into English 088 via CT State Norwalk Accuplacer

**0463 - CT State Norwalk Graphic Design 1: Skill and Principles (SHS)**

<b>Credit(s) 0.5</b>	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.
<b>SHS</b>	
<b>Prerequisite:</b>	Placement into Math 136 via CT State Norwalk Accuplacer

*0201 - IB Visual Arts SL 1*  
*0203 - IB Visual Arts HL 1*

<b>Credit(s) 1</b>	<p>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.</p>
<b>SHS</b>	

*0202 - IB Visual Arts SL 2*  
*0204 - IB Visual Arts HL 2*

<b>Credit(s) 1</b>	<p>This 12<sup>th</sup> 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.</p>
<b>SHS</b>	
<b>Prerequisite:</b>	Completion of IB Visual Arts 1

## 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 theater. In conjunction with Drama Club activities, students are able to explore all fields of theater work.

**\*\*All courses will run next year based upon student requests. We may not run the course if a course is not at 80% capacity.**

### Course Offerings

IB Theatre Arts SL 1&2 (SHS)  
(1 credit)

IB Theatre Arts HL 1&2 (SHS)  
(1 credit)

### 3009 - IB Theatre Arts SL 1

### 3007 - IB Theatre Arts HL 1

**Credit(s) 1**

**SHS**

This 11th grade course is year one of a two-year course. IB Theatre gives students the opportunity to make theatre as creators, designers, directors, and performers. It emphasizes both work as an individual and as part of an ensemble. Students in this course stage play texts, explore world theatre, and collaboratively create original theatre. In the HL course, students also perform theatre theory.

### 3012 - IB Theatre SL 2

### 3008 - IB Theatre HL 2

**Credit(s) 1**

**SHS**

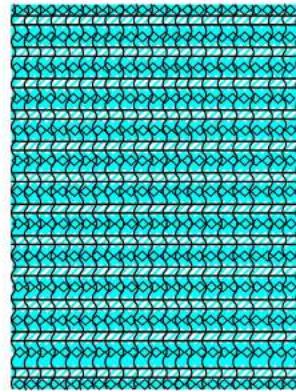
This 12th grade course is year two of a two-year course. IB Theatre continues to give students the opportunity to make theatre as creators, designers, directors, and performers. It emphasizes both work as an individual and as part of an ensemble. Students in this course stage play texts, explore world theatre, and collaboratively create original theatre. Students engage in research and collaborative projects in this course. In the HL course, students also perform theatre theory. Students engage in research, and collaborative projects, and perform a solo theatre piece accompanied by a written report.

**Prerequisite:**

Completion of IB Theatre SL1 or HL1



Andrew Carrol - Westhill High School



Daniel Mendez Gonzales - Stamford High School



Kevin Rivera Mendoza - Westhill High School

## 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 pages 9-10)**

**\*\*All courses will run next year based upon student requests. We may not run the course if a course is not at 80% capacity.**

### Course Offerings

<b>Choral:</b> Concert Choir Advanced Choir: -Chamber Singers <b>(WHS)</b> -Madrigal Singers <b>(SHS)</b> Voice Class	<b>Instrumental:</b> Concert / Marching Band Jazz Ensemble Honors Orchestra Percussion	Piano Instruction 1,2 (0.5 credit) Guitar Instruction 1,2 (0.5 credit) <b>(SHS)</b>	Non-Performance: Introduction to the Music Business (0.5 credit) <b>(WHS)</b> Digital Music Production (0.5 credit) <b>(WHS)</b>
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*7210 - Concert Choir*

*7211 - Concert Choir \*ONLY AVAILABLE SEMESTER 1*

**Credit(s) 1 - 7210  
0.5 - 7211**

This course explores opportunities in ensemble singing of a varied repertoire of traditional, contemporary, sacred and secular music from across the eras and around the world. The study of proper vocal technique, diction, tone production, fundamentals of music theory, and performance etiquette is developed through daily study and performance. Active participation and attendance in class, at rehearsals, and at concerts are integral elements of the student's grade.

The 0.5 option is Semester 1 only.

**SHS**

**WHS**



*Advanced Choir*

7230 - Chamber Singers (WHS)

7433 - Chamber Singers (WHS) *\*ONLY AVAILABLE SEMESTER 1*

7231 - Madrigal Singers (SHS)

7232 - Madrigal Singers (SHS) *\*ONLY AVAILABLE SEMESTER 1*

<b>Credit(s)</b> 1 - 7230 1 - 7231 0.5 - 7433 0.5 - 7232		This course explores opportunities in ensemble singing of a varied repertoire of traditional, contemporary, sacred and secular music from across the eras and around the world. The study of proper vocal technique, diction, tone production, fundamentals of music theory, and performance etiquette is developed through daily study and performance. Active participation and attendance in class, at rehearsals, and at concerts are integral elements of the student's grade. The 0.5 option is offered only for Semester 1.
<b>SHS</b>	<b>WHS</b>	
<b>Prerequisite</b>		Vocal audition and director approval.

*7470 - Voice Class (SHS)*

<b>Credit(s)</b> 0.5		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.
<b>SHS</b>	<b>WHS</b>	

*7220 - Concert/Marching Band*

7225 - Concert/Marching Band *\*ONLY AVAILABLE SEMESTER 1*

<b>Credit(s)</b> 1 - 7220 0.5 - 7225		This is a performance-based class dedicated to advanced instrumental music. <b>Participation in concert and marching band in the fall is required. Band camp is a requirement and begins in July.</b> Each student participates in 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. The 0.5 option is Semester 1 only.
<b>SHS</b>	<b>WHS</b>	

*7510 - Jazz Ensemble - Honors*

<b>Credit(s)</b> 1		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. SHS and WHS performance-based class with required participation in class and at concerts.
<b>SHS</b>	<b>WHS</b>	
<b>Prerequisite</b>		By audition and director approval

**7120 - Orchestra****7125 - Orchestra \*ONLY AVAILABLE SEMESTER 1**

<b>Credit(s) 1 - 7120 0.5 - 7125</b>		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. The 0.5 option is Semester 1 only because performance preparation begins at the start of semester 1
<b>SHS</b>	<b>WHS</b>	

**7700 - Piano Instruction 1**

<b>Credit(s) 0.5</b>		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.
<b>SHS</b>	<b>WHS</b>	

**7710 - Piano Instruction 2**

<b>Credit(s) 0.5</b>		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. At WHS 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.
<b>SHS</b>	<b>WHS</b>	
<b>Prerequisite</b>		Successful completion of piano 1 with a final grade of C or higher.

**7720 - Guitar Instruction 1 (SHS)**

<b>Credit(s) 0.5</b>		This course is intended for students who have little or no experience with 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.)
<b>SHS</b>		

**7730 - Guitar Instruction 2 (SHS)**

**Credit(s) 0.5**

**SHS**

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**

**7751 - Percussion \*ONLY AVAILABLE SEMESTER 1**

**Credit(s) 1 - 7750  
0.5 - 7751**

**SHS**

**WHS**

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

The 0.5 option is Semester 1 only because performance preparation begins at the start of semester 1.

**7740 - Introduction to the Music Business (WHS)**

**Credit(s) 0.5**

**WHS**

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)**

**Credit(s) 0.5**

**WHS**

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.



**Anthony Lima - Westhill High School**

## 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, IB, and UConn ECE courses see pages 9-10)

\*All courses will run next year based upon student requests. We may not run the course if a course is not at **80%** capacity.

## Graduation Requirement 3 Credits - Possible Course Sequences

Grade 9	Grade 10	Grade 11	Grade 12
Integrated Science (CP, H)	Biology or Chemistry  Honors Biology or Honors Chemistry	Chemistry or Other Electives  Honors Chemistry, Biology, Physics or Other AP/UConn ECE/IB Courses	Physics or Other Electives  Other AP/UConn ECE/IB Courses or Electives

## Course Offerings

Integrated Science (CP,H) Biology Honors Biology Chemistry Honors Chemistry Physics Honors Physics Foundations of Science 1 (0.5 credit) Foundations of Science 2 (0.5 credit)	<b>AP Courses:</b> AP Biology (WHS) AP Chemistry (WHS) AP Physics 1 AP Physics 2 AP Physics C Mechanics AP Physics C Electricity & Magnetism (WHS) AP Environmental Science AP Capstone Seminar (WHS) AP Capstone Research (WHS)	<b>UConn ECE Courses:</b> UConn ECE Biology (SHS) UConn ECE Chemistry (SHS) UConn ECE Physics 1 1201Q UConn ECE Physics 1 1202Q UConn ECE Physics C 1401Q UConn ECE Environmental Science UConn ECE Applied Mechanics (SHS) <b>IB Courses:</b> IB Chemistry SL 1&2 (SHS) IB Chemistry HL 1&2 (SHS) IB Physics SL 1&2 (SHS) IB Biology SL 1&2 (SHS) IB Biology HL 1&2 (SHS) IB Environmental Systems & Societies SL 1&2 (SHS)	<b>Electives:</b> Environmental Science (0.5 credit) Earth Science (0.5 credit) Space Systems (0.5 credit) Human Physiology Consumer Chemistry (0.5 credit) Marine Biology (0.5 credit) Bioethics (0.5 credit) Biotechnology (0.5 credit) Forensic Science Forensic Science (0.5 credit) Introduction to Robotics Robotics 2 (WHS) Independent Study Science Teaching Science Research Public Health (WHS) Genetics (WHS) Science of Landscape Design (WHS)NEW
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**8372- Integrated Science**

8372 - Honors

8372- Sheltered

8372 - Administrative approval required

<b>Credit 1.0</b>		Integrated Science is a comprehensive course for all 9th-grade students designed to further their understanding of scientific principles while equipping them for success in their academic and professional lives. Topics covered include measurement conversion, model creation, use of scientific methods, interpretation of atoms, identification of the properties of common compounds, the impact of force on linear motion, and the study of various physical phenomena and forms of energy. This NGSS aligned freshman course prepares students to succeed in future science pathways.
<b>SHS</b>	<b>WHS</b>	

**8110 - Biology**

8060 - Sheltered

861/987 - Administrative approval required

8121 - Honors

8362 - AP

8359 - Lab

<b>Credit (s) 1</b> <b>Credit (s) 1.5</b> <b>(8362 &amp; 8359)</b>		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.  For AP Biology, students must enroll in both 8362 and 8359. AP Biology (8362) will run every other day for the entire school year. The accompanying lab course (8359) will run during the fall semester as a .5 class.
<b>SHS</b> <b>(except 8362)</b>	<b>WHS</b>	
<b>Prerequisite:</b>		<b>861/987:</b> One year of high school science <b>8121 Honors:</b> B average in science <b>8362 AP:</b> Biology, Chemistry and two years of mathematics with a minimum grade of B.

**8361 - UConn ECE Biology (1107)**

<b>Credit(s) 1</b>		This course is a comprehensive 4 credit college laboratory science, prerequisite to further study in Biology, and transferable to most colleges and universities at their discretion.
<b>SHS</b>		

	Topics investigated include: Biochemistry, Enzymes, Osmosis, Cells, Prokaryotes, Respiration, DNA, Protein Synthesis, Molecular Genetics, Cell Division, Reproduction and Development, Anatomy and Physiology, Genetics. Students will participate through collaborative laboratory investigations and problem-solving, from which skills they develop will be useful in the workplace, and necessary to be successful in further study at higher levels.
<b>Prerequisite:</b>	Successful completion of two years of laboratory science including Biology and Chemistry, along with Algebra II (Honors level recommended)

### 8363- UConn ECE Biology (1108)

<b>Credit(s) 1</b>	This course is a comprehensive 4 credit college laboratory science, prerequisite to further study in Biology, and transferable to most colleges and universities at their discretion.
<b>SHS</b>	Topics investigated include: Genetics, Evolution, Population Genetics, Speciation, Molecular Evolution, Photosynthesis, Ecosystem Productivity, Plant Evolution, Plant Anatomy, and Physiology, Animal Evolution, Animal Behavior, Protista, Fungi, Biosphere, Community Ecology, Population Ecology, Restoration Ecology Students will participate through collaborative laboratory investigations and problem-solving, from which skills they develop will be useful in the workplace, and necessary to be successful in further study at higher levels.
<b>Prerequisite:</b>	Successful completion of two years of laboratory science including Biology and Chemistry, along with Algebra II (Honors level recommended)



**Daniel Bak - Westhill High School**



**Myrla Principe -Stamford High School**



8210 - Chemistry  
 8221 - Sheltered  
 8280 - Honors  
 8422 - AP  
 8433 - Lab  
 8424 - ECE

**Credit(s) 1**  
**Credit (s) 1.5 (8422 & 8433)**

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, electro-chemistry, 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.

**SHS**  
**(except 8422)**

**WHS**  
**(except 8424)**

For AP Chemistry at WHS, students must enroll in both 8422 and 8433. AP Chemistry (8422) will run every other day for the entire school year. The accompanying lab course (8433) will run during the fall semester as a .5 class.

For ECE Chemistry at SHS, students must enroll in both 8424 and 8433. ECE Chemistry (8422) will run every other day for the entire school year. The accompanying lab course (8433) will run during the fall semester as a .5 class.

**Prerequisite:**

**8210:** Algebra 1 or Geometry and one year of high school science. Concurrent enrollment in Algebra 2 recommended

**8280 Honors:** B Average in science and mathematics (Geometry or Algebra 1). Concurrent enrollment in Algebra 2 recommended

**8422 AP:** Two years of laboratory science including Chemistry (Honors Chemistry is recommended) and two years of mathematics

8310 - Physics  
 8400 - Honors

**Credit(s) 1**

This course explores classical and modern physics principles in a comprehensive approach. The course examines: Newtonian mechanics, heat, kinetic theory and thermo-dynamics, 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.

**SHS**

**WHS**

**Prerequisite:**

**8310:** Algebra 2 (or concurrent enrollment) and two years of high school science

**8400 Honors:** B Average in science and mathematics (Algebra 2 or Pre-Calculus). Concurrent enrollment in Pre-Calculus recommended

*8101 - Foundations of Science 1*  
*8102 - Foundations of Science 2*

**Credit(s) 0.5**

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

**SHS**

**WHS**

*8384 - AP Physics 1*

**Credit(s) 1**

This course is the equivalent of 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, 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.

**SHS**

**WHS**

**Prerequisite:**

Geometry and concurrent enrollment in Algebra 2

*8390 - UConn ECE Physics 1201Q*

**Credit(s) 1**

This full-year college non-calculus based 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.

**SHS**

**WHS**

**Prerequisite:**

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



**Franchesca DeMarchena - Westhill High School**

**8388 - AP Physics C - Mechanics**

<b>Credit(s) 1.5 (8388 &amp; (8393)</b>		<p>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, including Kinematics, Newton's laws, Work, Energy, Momentum, Gravitation, Rotation, and Oscillation. Laboratory investigations are an integral part of this course. Students will participate through collaborative laboratory investigations and problem-solving. The skills they develop will be useful in the workplace, and necessary to be successful in further study at higher levels.</p> <p>For AP Physics C - Mechanics, students must enroll in both 8388 and 8393. This course (8388) will run every other day for the entire school year. The accompanying lab course (8393) will run during the fall semester as a .5 class.</p> <p>Students are expected to take AP Physics C-Mechanics test in May.</p>
<b>SHS</b>	<b>WHS</b>	
<b>Prerequisite:</b>		Calculus or concurrent enrollment in Calculus.

**8386- AP Physics C - Electricity and Magnetism**

<b>Credit(s) 1</b>		<p>This course meets the objectives of a rigorous course in first-year calculus-based physics at a college level. The course delves deeply into calculus based Electricity and Magnetism., This course explore concepts such as electrostatics, conductors, capacitors and dielectrics, electric circuits, magnetic fields, and electromagnetism. Students will do hands-on laboratory work and in-class activities to investigate phenomena and use calculus to solve problems.</p> <p>Students are expected to take AP Physics C-Electricity and Magnetism exam in May</p>
<b>WHS</b>		
<b>Prerequisite:</b>		Calculus or concurrent enrollment in Calculus.

**8740 - AP Environmental Science**

**8741 - UConn ECE**

<b>Credit(s) 1</b>		<p>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.</p>
<b>SHS</b>	<b>WHS</b>	
<b>Prerequisite:</b>		Biology and Chemistry

**8379 - UConn ECE Applied Mechanics 1**

<b>Credit(s) 1</b>	This is a college-level course focusing on the 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.
<b>SHS</b>	
<b>Prerequisite:</b>	Calculus or concurrent enrollment in Calculus

**8960 - AP Capstone - Seminar**

<b>Credit(s) 1</b>	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, 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.
<b>WHS</b>	

**8961 - AP Capstone - Research**

<b>Credit(s) 1</b>	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. Students design, plan, and implement a yearlong 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.
<b>WHS</b>	
<b>Prerequisite:</b>	AP Capstone Seminar

### 8750 - Environmental Science

<b>Credit(s) 0.5</b>		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.
<b>SHS</b>	<b>WHS</b>	
<b>Prerequisite:</b>		One year of high school science

### 8930 - Earth Systems

<b>Credit(s) 0.5</b>		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.
<b>SHS</b>	<b>WHS</b>	
<b>Prerequisite:</b>		One year of high school science

### 8940 - Space Systems

<b>Credit(s) 0.5</b>		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.
<b>SHS</b>	<b>WHS</b>	
<b>Prerequisite:</b>		One year of high school science

### 8200 - Human Physiology

<b>Credit(s) 1</b>		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.
<b>SHS</b>	<b>WHS</b>	
<b>Prerequisite:</b>		One year of high school science

**8222 - Consumer Chemistry**

<b>Credit(s) 0.5</b>		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.
<b>SHS</b>	<b>WHS</b>	
<b>Prerequisite:</b>		One year of high school science

**8760 - Marine Biology**

<b>Credit(s) 0.5</b>		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.
<b>SHS</b>	<b>WHS</b>	
<b>Prerequisite:</b>		One year of high school science

**8470 - Bioethics**

<b>Credit(s) 0.5</b>		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 the morality of choices. Finally, bioethical practices of different cultures will be examined.
<b>SHS</b>	<b>WHS</b>	

**8800 - Biotechnology**

<b>Credit(s) 0.5</b>		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.
<b>SHS</b>	<b>WHS</b>	
<b>Prerequisite:</b>		One year of high school science. Concurrent enrollment in Chemistry is recommended.



**1702 - Introduction to Robotics**

<b>Credit(s) 1</b>		Students will be introduced to robotics and robot kinematics and will be involved in the development, building, and programming of robots. Students will apply the fundamentals of electronics and networking to build a remotely controlled robot that can perform specific tasks. Students will have the opportunity to participate in a Robotics Competition.
<b>SHS</b>	<b>WHS</b>	

**1705 - Robotics 2**

<b>Credit(s) 1</b>		This course is an advanced study of robotics and robot kinematics. Students will be involved in the development, building, and programming of robots. Students will apply the 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 competitions.
<b>WHS</b>		
<b>Prerequisite:</b>		B or better in Math and Science, Knowledge of a programming language is recommended

**8510 - CP Forensic Science**

<b>Credit(s) 1</b>		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.
<b>SHS</b>	<b>WHS</b>	
<b>Prerequisite:</b>		One year of high school science

**8511 - Forensic Science**

<b>Credit(s) 0.5</b>		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.
<b>SHS</b>	<b>WHS</b>	
<b>Prerequisite:</b>		One year of high school science

**8431 - Independent Study Science Teaching**

<b>Credit(s) 0.5</b>		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 a growth mindset in regards to science and that significantly improves student achievement.
<b>SHS</b>	<b>WHS</b>	
<b>Prerequisite:</b>		<i>Administrative approval required.</i>

**8501 - Science Research**

<b>Credit(s) 1</b>		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 techniques will be explored and students will design and implement several smaller research projects in addition to one major scientific investigation.
<b>SHS</b>	<b>WHS</b>	
<b>Prerequisite:</b>		Successful completion of two years of Science

**8830 - Public Health**

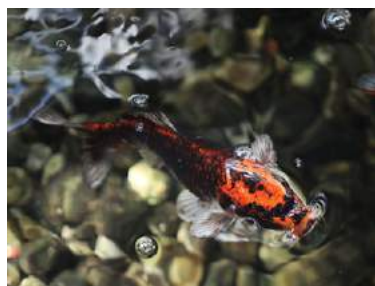
<b>Credit(s) 1</b>		This course is designed to introduce students to the history, biological science, and careers in public health. This course explores communicable and non-communicable disease and their impact on global health. Students will explore causes and types of disease, modes of disease transmission, epidemiology, medical and community response. Main topics of study include infectious diseases including viruses & bacteria that lead to pandemics and plagues, non-communicable disease and their societal impact, history of widespread diseases, careers in public health, and public policy that impact aspects of the community such as workforce 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.
<b>WHS</b>		
<b>Prerequisite:</b>		One year of high school science

**8331 - Genetics**

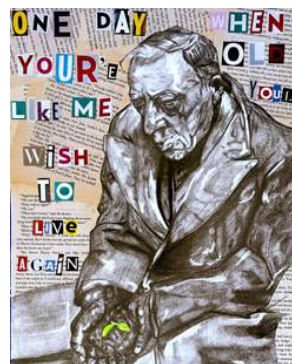
<b>Credit(s) 0.5</b>	This one-semester course for 11th and 12th-grade students is designed to introduce the history, science, and practical side of human genetics. Students will be exposed to many different aspects of the field and will gain experience in many of its main tools—DNA structure, protein synthesis, patterns of inheritance, pedigree analysis, human genetic disorders, population genetics, and genetic technologies such as RFLP analysis, GMOs, DNA fingerprinting, gel electrophoresis, etc.
<b>WHS</b>	
<b>Prerequisite:</b>	One year of high school science

**8756 - Science of Landscape Design**

<b>Credit(s) 1.0</b>	This project based course is designed to introduce students to the landscape design process. Learn how to choose plants appropriate for the zone( temperature range), light, water and soil conditions. What plants pair well with others. Create garden plans by measuring a garden space and drafting a base plan. Projects are an integral part of this class. This class is appropriate for anyone who wants to do landscaping, enjoys gardening, and/or prefers project-based classes. Prerequisite: Biology
<b>WHS</b>	
<b>Prerequisite:</b>	One year of science and completion of Algebra /Integrated Math 1



**Ilana Rahim Braden- Westhill High School**



**Nina Roshe - Stamford High School**

**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.

## MATH

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 classwork. Both homework and assessments play a vital role in the teacher evaluations of students.

**(For information on Honors, AP, IB, and UConn ECE courses, see pages 9-10)**

**\*\*All courses will run next year based upon student requests. We may not run the course if a course is not at 80% capacity.**

### Graduation Requirement 3 Credits - Possible Course Sequences

Grade 9	Grade 10	Grade 11	Grade 12
Integrated Math I Integrated Math I Honors Integrated Math II Integrated Math II Honors Honors Algebra 2	Integrated Math II Integrated Math II Honors Algebra 2 Honors Algebra 2 Honors Pre-Calculus	Algebra 2 Honors Algebra 2 Pre-Calculus Honors Pre-Calculus AP Calculus	Pre Calculus Honors Pre-Calculus Calculus AP Calculus Multivariable Calculus

### Course Offerings

Integrated Math I (replaced Algebra 1) Integrated Math I Honors (replaced Algebra 1 Honors) Integrated Math II (replaced Geometry) Integrated Math II Honors (replaced Geometry Honors) Algebra 2 Honors Algebra 2 Pre-Calculus Honors Pre-Calculus Calculus	<p><b>AP Courses:</b> AP Pre Calculus (WHS) AP Calculus AB AP Calculus BC AP Statistics AP Computer Science (WHS) AP Computer Science Principles AP Data Structures &amp; Algorithms (WHS)</p> <p><b>UConn ECE Courses:</b> UConn ECE Calculus AB (WHS) UConn ECE Statistics (WHS)</p>	<p><b>IBDP Courses:</b> IB Mathematics: Analysis and Approaches HL 1&amp;2 (SHS) IB Mathematics: Analysis and Approaches SL 1&amp;2 (SHS) IB Mathematics: Applications and Interpretations SL 1&amp;2 (SHS)</p> <p><b>Electives:</b> Multivariable Calculus (WHS) Statistics and Probability</p>	<p><b>Electives (cont.):</b> Introduction to Computer Science (0.5 credits) Computer-Based Investigative Mathematics Math Lab Bridges Math Foundations Math 1,2,3,4 (EL) Independent Study Math Teaching (WHS) Data Science (WHS)</p>
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637 - Math 9  
961 - Math 10

*Administrative approval required*

<b>Credit(s) 1</b>		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 mathematical connections, as well as continued reinforcement and application of computation skills. Students apply the skills learned to everyday problem-solving and real-life applications.
<b>SHS</b>	<b>WHS</b>	

6218 - *Integrated Math I*  
6218- *Honors*  
6218 - *Sheltered*

<b>Credit(s) 1</b>		This course examines the properties of real numbers, linear equations, inequalities, piecewise equations, linear programmings, systems of equations and applications, dimension and measurement, and transformations. 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.
<b>SHS</b>	<b>WHS</b>	

6250/6251 - *Integrated Math II*  
6241 - *Honors*  
6660 - *Sheltered*

<b>Credit(s) 1</b>		<i>Integrated Math II</i> builds upon the concepts learned in <i>Integrated Math 1</i> , focusing on deepening understanding of polynomials, quadratic functions, geometry, trigonometry, probability concepts. The course is aligned with Common Core State Standards and emphasizes problem-solving skills and real-world applications, fostering a deeper appreciation for the interconnected nature of mathematics. This course offers a rich and engaging learning experience, equipping students with the mathematical foundation and skills necessary for success in subsequent math courses and related fields.
<b>SHS</b>	<b>WHS</b>	
		<i>Integrated Math II Honors</i> is a comprehensive course designed to further students' understanding of mathematical concepts while fostering critical thinking, problem-solving skills, and mathematical reasoning. This course is the second installment in the integrated math series, blending algebraic, geometric, and statistical concepts, including polynomials, quadratic functions, similarity, trigonometry, and probability, to provide students with a well-rounded and interconnected approach to mathematics. The course offers challenging

		and enriching experiences for honors students, preparing them for advanced coursework and providing a solid foundation for future studies in mathematics and related fields.
<b>Prerequisite:</b>		<b>6250/6251:</b> Integrated Math I <b>6241 Honors:</b> Integrated Math I with a minimum grade of B <b>6660 Sheltered:</b> Integrated Math I

<b>6200 - Algebra 2</b> <b>6502 - Sheltered</b> <b>6210 - Honors</b>		
<b>Credit(s) 1</b>		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.
<b>SHS</b>	<b>WHS</b>	
<b>Prerequisite:</b>		<b>6200:</b> Geometry and Integrated Math 1 or Algebra 1 <b>6502 Sheltered:</b> Integrated Math I and Geometry <b>6210 Honors:</b> Integrated Math I and Geometry Honors or Geometry with a minimum grade of B

<b>6181 - Foundations Math 1</b> <b>6182 - Foundations Math 2</b> <b>6183 - Foundations Math 3</b> <b>6184 - Foundations Math 4</b> <b>(EL Courses)</b>		
<b>Credit(s) 0.5</b>		This course provides academic support for <u>new arrival English learners</u> 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.
<b>SHS</b>	<b>WHS</b>	



**6861 - Statistics and Probability**

<b>Credit(s) 1</b>		This 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.
<b>SHS</b>	<b>WHS</b>	
<b>Prerequisite:</b>		Geometry

**6320 - Pre-Calculus**  
**6330 - Honors**

<b>Credit(s) 1</b>		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.
<b>SHS</b>	<b>WHS</b>	
<b>Prerequisite:</b>		<b>6320:</b> Algebra 2 <b>6330 Honors:</b> Honors Algebra 2 or Algebra 2 with a minimum grade of B

**6340 - Calculus**

<b>Credit(s) 1</b>		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.
<b>SHS</b>	<b>WHS</b>	
<b>Prerequisite:</b>		Pre-Calculus

<i>6331 - AP Precalculus (WHS)</i>	
<b>Credit(s) 1</b>	<p>In AP Precalculus, students explore everyday situations and phenomena using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever-changing world.</p> <p>AP Precalculus prepares students for other college-level mathematics and science courses. The framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. Students study each function type through their graphical, numerical, verbal, and analytical representations and their applications in a variety of contexts. Furthermore, students apply their understanding of functions by constructing and validating appropriate function models for scenarios, sets of conditions, and data sets, thereby gaining a deeper understanding of the nature and behavior of each function type.</p> <p>Modeling is also a key feature of the course. Students select, construct, and validate function models using transformations of functions and regressions. Students learn to select mathematical models-based characteristics of a bivariate data set; characteristics of covarying quantities and their relative rates of change; or a set of characteristics such as zeros, asymptotes, and extrema. Students also identify, interpret, and apply information from a function model for a given context or data set, subject to assumptions and limitations related to the context.</p> <p>Through the course, students strengthen their procedural and symbolic fluency skills needed for higher-level mathematics. While studying each function type, students solve equations and construct equivalent analytic representations in both contextual and purely mathematical settings.</p>
<b>WHS</b>	
<b>Prerequisite:</b>	<p><b>6320:</b> Algebra 2</p> <p><b>6330 Honors:</b> Honors Algebra 2 or Algebra 2 with a minimum grade of B</p>

<i>6290 - AP Calculus AB</i> <i>6341- UConn ECE (WHS)</i>	
<b>Credit(s) 1</b>	<p>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, trigonometric, 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</p>
<b>SHS 6290</b>	
<b>WHS 6290 6341</b>	<p>Honors Pre-Calculus or Pre-Calculus with a minimum grade of B</p>
<b>Prerequisite:</b>	

**6291 - AP Calculus BC**

<b>Credit(s) 1</b>		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.
<b>SHS</b>	<b>WHS</b>	
<b>Prerequisite:</b>		Honors Pre-Calculus or Pre-Calculus with a minimum grade of B

**6342 - Multivariable Calculus**

<b>Credit(s) 1</b>		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.
<b>WHS</b>		
<b>Prerequisite:</b>		AP Calculus BC, AP Calculus AB

**6360 - AP Statistics**

**6361 - UConn ECE (WHS)**

<b>Credit(s) 1</b>		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 problem-solving and real-life applications through critical thinking activities as well as the use of computers and graphic calculator technology.
<b>SHS 6360</b>	<b>WHS 6360 6361</b>	
<b>Prerequisite:</b>		Algebra 2

**6630 - Introduction to Computer Science**

<b>Credit(s) 0.5</b>		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.
<b>SHS</b>	<b>WHS</b>	
<b>Prerequisite:</b>		Integrated Math I

**6640 - AP Computer Science (WHS)**

<b>Credit(s) 0.5</b>		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 problem-solving and real-life applications through critical thinking activities including the social and ethical implications of computer use.
<b>WHS</b>		
<b>Prerequisite:</b>		Algebra 2 with a minimum grade of B

**6644 - AP Computer Science Principles**

<b>Credit(s) 1</b>		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.
<b>SHS</b>	<b>WHS</b>	

**6643 - AP Data Structures & Algorithms (WHS)**

<b>Credit(s) 1</b>		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.
<b>WHS</b>		
<b>Prerequisite:</b>		AP Computer Science

**6600 - Computer-Based Investigative Mathematics (SHS)**

<b>Credit(s) 1</b>		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 packages including the Internet. Students focus on problem-solving and real-life applications through critical thinking activities.
<b>SHS</b>		

**695 - Math Center**

*Administrative approval required*

<b>Credit(s) 1</b>		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.
<b>SHS</b>	<b>WHS</b>	

**6901 - Math Lab**

<b>Credit(s) 1</b>		This course is designed to assist ninth graders with various areas of growth in mathematics to ensure their success in high school Integrated Math I. During the Math Lab, students will develop a conceptual understanding with followed-up procedural fluencies based on conceptual understanding. Course enrollment is determined by grades, assessment data, and teacher recommendations.
<b>Grade 9</b>		
<b>SHS</b>	<b>WHS</b>	

**6530 - Independent Study Math Teaching (WHS)**

<b>Credit(s) 0.5</b>		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 Integrated Math I, Integrated Math II, and Algebra 2 classrooms (including Bilingual, Academic, and Sheltered classes) to create an environment that creates a growth mindset in regards to math and that significantly improves student achievement.
<b>Grades 11, 12 2 semesters</b>		
<b>WHS</b>		
<b>Prerequisite:</b>		Administrative approval required

**640 - Bridges Math**

<b>Credit(s) 1</b>		This full-year course is designed for high school seniors. In a partnership with CT State Community College Norwalk 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.
<b>Grade 12</b>		
<b>SHS</b>	<b>WHS</b>	

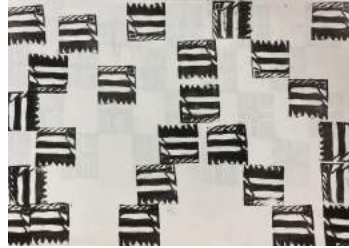
**6112 - Data Science (WHS)**

<b>Credit(s) 1.0</b>		Even students who “hate math” avidly gather and analyze data about their favorite sports teams, musicians or TV game shows. A foundation in data analysis is important both for numerous later subjects of study (beyond computer science, from business to biostatistics to
<b>WHS</b>		

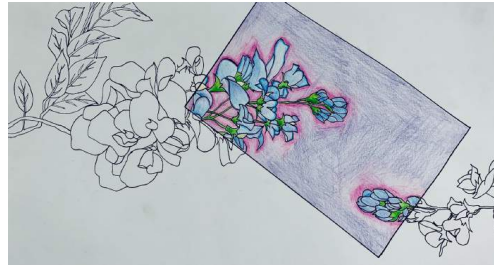
	archeology to sociology) and for creating an educated citizen. Our plan is to channel students' inherent passions to motivate learning.
<b>Prerequisite:</b>	Integrated Math I and Geometry/Integrated Math II



**Rihan Thajeer - Stamford High School**



**Fanel Medina Rodriguez - Westhill High School**



**Samira Sultana - Stamford High School**



**Ricardo Chaparro - Stamford High School**



## 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.

**\*\*All courses will run next year based upon student requests. We may not run the course if a course is not at 80% capacity.**

### COURSE OFFERINGS

Introduction to Automobiles (0.5 credit) (WHS)	Advanced Additive & Subtractive Manufacturing (0.5 credit) (WHS)
Video Technology (0.5 credit) (SHS)	Applied Business Concepts for Manufacturing (WHS) (0.5 credit) NEW
Woodworking (0.5 credit) (WHS)	Introduction to Artificial Intelligence (WHS) (0.5 credit) NEW
General Construction Emerging Technology (0.5 credit) (WHS)	AP Cyber Security Javascript (SHS) (1.0 credit) NEW
Power and Mechanics (0.5 credit) (WHS)	Mobile Apps & Artificial Intelligence (SHS) (0.5 credit) NEW
Introduction to Manufacturing (0.5 credit) (SHS)	Virtual Reality (SHS) (0.5 credit) NEW
Advanced Manufacturing Foundations (WHS) NEW	
General Construction Emerging Technology (0.5 credit) (WHS)	

### *1210 - Introduction to Automobiles (WHS)*

Credit(s) 0.5	Primarily intended as a personal automobile mechanics course, but also useful for students exploring future careers in automotive technologies, this Introduction to Automobiles course exposes students to the various mechanical systems in automobiles and provides basic experience in maintenance tasks. The course will also cover career opportunities in the automotive and/or transportation fields.
WHS	



**Daniela Chutan - Westhill High School**

**1560 - Video Technology (SHS)****Credit(s) 0.5**

This course provides the student with a basic understanding of the technology behind video as an information medium and the 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 could include producing a school news program, narrative shorts, PSAs, and many other visual media.

**SHS****1190 - Woodworking (WHS)****Credit(s) 0.5**

This course focuses on humans' most widely used construction and manufacturing materials. Through a series of projects and problem-solving activities, the student is exposed to the techniques and processes common to designing and producing a product. This is an activity-oriented lab-based class.

**WHS****1220 - General Construction Emerging Technology (WHS)****Credit(s) 0.5**

Students will design, plan, identify, and solve problems, and build prototypes. This is an activity-based class in which students use electrical and mechanical equipment to build solutions to technical problems. Students in this class will first study the building of structures. Full-size and model buildings will be reviewed. Conventional and modern technologies are discussed and used in the design and production process. Students will then move on to the practical application of mechanical devices, products, or substances, to contribute to the harmony between humans and their environment.

**WHS****Prerequisite:**

Woodworking

**1230 - Power and Mechanics (WHS)****Credit(s) 0.5**

Students will design, plan, identify, and solve problems, and build prototypes. This is an activity-based class in which students use electrical and mechanical equipment to build solutions to technical problems. Students in this class will first study the building of structures. Full-size and model buildings will be reviewed. Conventional and modern technologies are discussed and used in the design and production process. Students will then move on to the practical application of mechanical devices, products, or substances, to contribute to the harmony between humans and their environment.

**WHS****Prerequisite:**

Introduction to Automobiles

**1221- Introduction to Manufacturing (SHS)****Credit(s) 0.5**

Introduction to Manufacturing is a course specializing in how people use modern manufacturing systems with an introduction to manufacturing technology and its

<b>SHS</b>	relationship to society, individuals, and the environment. Students will learn programs such as TinkerCad, Fusion 360, OnShape, and SolidWorks. Students will have access to 3D printers, CNC machines, and laser technology, as well as design, prototype, and improve on student-led hands-on products. Students will investigate the properties of engineered materials such as metallics; polymers; ceramics; and composites. After gaining a working knowledge of these materials, students will study six major material processes: casting and molding; forming; separating; conditioning; finishing; and assembling.
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***1223- Advanced Manufacturing Foundations (NEW!)***

<b>Credit(s) 1</b>	Advanced Manufacturing Foundations is a course specializing in how people utilize modern manufacturing systems with an introduction to manufacturing technology and its relationship to society, individuals, and the environment. Students will learn programs like TinkerCad, Fusion 360, OnShape, and SolidWorks. Students will have access to 3D printers, CNC machines, and laser technology and design, prototype, and improve on student-led hands-on products. Students will also learn blueprint reading and benchwork as part of this course; CSTCC - MFG 1424 Blueprint Reading 1 and MFG 1453 Benchwork. Blueprint reading topics include layouts of drawings, line types and their usage, orthographic projections, sketching, and dimensioning. Benchwork topics include proper techniques of hand tools, band saws, hole-making tools, and deburring tools to fabricate workpieces from blueprints. An understanding of manufacturing provides a background toward developing engineering & technological literacy.
<b>WHS</b>	

***1222 - Advanced Additive Subtractive Manufacturing (WHS)***

<b>Credit(s) 0.5</b>	Intermediate Additive and Subtractive Manufacturing is a course that covers more advanced additive and subtractive manufacturing applications than what is covered in the Introduction to Manufacturing course. Subtractive manufacturing (CNC and laser), including machining and related processes, removes material from a workpiece to make complete parts with superior accuracy and surface quality. Additive manufacturing (3D printing) builds complete or partially complete parts by creating or fusing layers of raw material, which allows highly complex part geometry. Students will also understand the potential benefits of producing parts using both subtractive and additive manufacturing techniques, as well as the benefits of the hybridization of the two. Students will have the opportunity to design and build a final product that drives, flies, floats, or does all three!
<b>WHS</b>	

***1223 - Applied Business Concepts for Manufacturing (WHS) NEW!***

<b>Credit(s) 0.5</b>	Applied Business Concepts for Manufacturing will provide students with the opportunity to learn basic business principles and concepts about how manufacturing companies operate. The students will learn about how manufacturing businesses contribute to our
<b>WHS</b>	

	society, understanding how the economy operates, providing skills to utilize in manufacturing, operations, and new product development.
<b>Co-requisite:</b>	Advanced Manufacturing

### *2689 - Introduction to Artificial Intelligence (WHS) NEW!*

<b>Credit(s) 0.5</b>	Introduction to Artificial Intelligence (AI) will provide students an understanding of how AI shapes the world around us. Students will explore the exciting capabilities with AI and machine learning, including natural language processing.
<b>WHS</b>	

### *2515 - AP Cyber Security-Javascript (SHS) NEW!*

<b>Credit(s) 1.0</b>	This course teaches the foundations of computer science and basic programming, with an emphasis on helping students develop logical thinking and problem solving skills. Students learn material equivalent to a semester college introductory course in computer science and can program in JavaScript upon completion. The CodeHS introduction to computer science curriculum teaches the foundations of computer science and basic programming, with an emphasis on helping students develop logical thinking and problem solving skills.
<b>SHS</b>	

### *1994 - Virtual Reality (SHS) NEW!*

<b>Credit(s) 0.5</b>	Introduction to Virtual Reality is a mini-course that introduces students to the basics of building virtual reality worlds using HTML and the A-Frame JavaScript Library. Through this course, students will build their own virtual reality worlds that are compatible with VR devices, including smartphone VR headsets!
<b>SHS</b>	

### *2517- Mobile Apps & Artificial Intelligence (SHS) NEW!*

<b>Credit(s) 0.5</b>	Students will learn the foundations of the React Native framework, components and how to use components to create scalable custom and fast mobile applications. Students will also learn about important computer science topics including state changes, using XML and stylesheet objects, and creating modular app layouts with flex and the Dimensions API.
	Students will learn how to incorporate basic Artificial Intelligence (AI) in computer science and society at large. They will also learn how to incorporate basic AI algorithms in their own work and consider the social and ethical implications of how AI is used. Students will develop a series of projects that illustrate the variety of ways AI can be used to optimize and predict information and processes.

## 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.

**(For information on Honors, AP, IB, CT State Norwalk and UConn ECE courses, see pages 9-10)**

**\*\*All courses will run next year based upon student requests. We may not run the course if a course is not at 80% capacity.**

### COURSE OFFERINGS

Technology Skills for the 21 <sup>st</sup> Century (0.5 credit)	Personal Finance (0.5 credit)
Information Technology (0.5 credit)	Sports and Entertainment Management and Marketing
Information Technology and Design (0.5 credit)	Esports Management <b>(WHS)</b>
Accounting 1, 2	Web Design
Advanced Principles of Accounting	Introduction to Game Design (0.5 credit)
Business Concepts (0.5 credit)	Game Design 2 (0.5 credit) <b>(WHS)</b>
Business Exploration <b>(SHS)</b>	Python <b>(WHS)</b>
Business Law	Cyber Security <b>(WHS)</b>
Business Math	Honors Cyber Security <b>(WHS)</b>
Career Pathways and Success Skills (0.5 credit)	Honors Data Science <b>(WHS)</b>
Entrepreneurship in the 21 <sup>st</sup> Century	UConn ECE Essentials of Economics (0.5 credit) <b>(SHS)</b>
International Business (0.5 credit) <b>(SHS)</b>	<u>CT State Norwalk:</u>
Introduction to Investments and the Stock Market (0.5 credit)	Web Development & Design I (0.5 credit) <b>(SHS)</b>
Leadership (0.5 credit) <b>(SHS)</b>	Database Development 1 (0.5 credit) <b>(SHS)</b>
Principles of Business (0.5 credit) <b>(SHS)</b>	Introduction to Programming (0.5 credit) <b>(SHS)</b>
Business Economics (0.5 credit) <b>(SHS)</b>	Internet of Things (0.5 credit) <b>(WHS)</b>
Managerial Accounting (0.5 credit) <b>(SHS)</b>	IB Business Management HL 1&2 <b>(SHS)</b>
Marketing in the 21 <sup>st</sup> Century	IB Computer Science SL 1&2 <b>(SHS)</b>
Marketing Education 2 <b>(SHS)</b>	IB Computer Science HL 1&2 <b>(SHS)</b>

**2465 - Technology Skills**  
**2466 - Sheltered**

**Credit(s) 0.5**

**SHS**

**WHS**

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**

**Credit(s) 0.5**

**SHS**

**WHS**

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**

**Credit(s) 0.5**

**SHS**

**WHS**

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 website. In the database application, students create a database, query a database, and prepare reports and forms.

**2170 - Accounting I**

**Credit(s) 1**

**Grade 10, 11, 12**

**SHS**

**WHS**

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



**2170 - Accounting 2**

<b>Credit(s) 1</b>	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 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.
<b>Grade 11, 12</b>	
<b>SHS</b>	
<b>Prerequisite:</b>	Accounting 1

**2275 - Advanced Principles of Accounting (WHS)**

<b>Credit(s) 1</b>	<p><i><b>NOTE:</b> 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).</i></p> <p>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.</p>
<b>WHS</b>	

**2390 - Business Concepts**

<b>Credit(s) 0.5</b>	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.
<b>Grade 9, 10</b>	
<b>SHS</b>	

**2120 - Business Exploration (SHS)**

<b>Credit(s) 1</b>	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 Internet e-learning tools including video lectures, digitized videos, tutorials/quizzes with feedback, and integrated e-books.
<b>Grade 12</b>	
<b>SHS</b>	

**2370 - Business Law**

<b>Credit(s) 1</b>	<p><i><b>NOTE:</b> 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.</i></p> <p>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.</p>
<b>Grade 10, 11, 12</b>	
<b>SHS</b> <b>WHS</b>	

**2100 - Career Pathways and Success Skills**

<b>Credit(s) 0.5</b>	The curriculum of this course is designed to teach students the skills necessary to transition to high school, be college-ready, and be 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.
<b>SHS</b> <b>WHS</b>	

**2400 - Business Math  
2401 - Sheltered**

<b>Credit(s) 1</b>	This course introduces students to practical math principles with an emphasis on discounts, interest, bills, fractions, decimals, percentages, 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.
<b>Grade 10, 11, 12</b>	
<b>SHS</b> <b>WHS</b>	

**2081- Entrepreneurship**

**Credit(s) 1**

**Grade 10, 11, 12**

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

**SHS**

**WHS**

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 of 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.

**2090 - International Business (SHS)**

**Credit(s) 0.5**

**SHS**

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**

**Credit(s) 0.5**

**SHS**

**WHS**

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 emphasizes 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.

**2995 - Leadership (SHS)****Credit(s) 0.5****Grade 9****SHS**

This project-based leadership course develops student understanding and skills in such areas as communication skills, emotional intelligence, operations, and professional development. Students acquire an understanding and appreciation of the need for leadership skills. The capstone activity of the course is the implementation of a service-learning project. Throughout the course, students are presented with problem-solving situations for which they must apply academic and critical-thinking skills. Formal reflection is an ongoing component of the course.

**2842 - Principles of Business (SHS)****Credit(s) 0.5****SHS**

Project-based learning course aimed at developing understanding in areas such as business law, economics, financial analysis, human resource management, information management, marketing, operations, and strategic management. This is the first course in the High School of Business (HSB) program which is designed to simulate a college business administration program. An interview and application are necessary to enter the program. **10th grade only**

**2821- Business Economics (SHS)****Credit(s) 0.5**

Project-based business course which will develop a student's understanding of economics, operations, and professional development. Through the use of six projects, students acquire an understanding of economic decision-making and entrepreneurial contribution. Interview and application process. **10th-grade only**

**Prerequisite:**

Principles of Business

**2274 - Managerial Accounting (SHS)****Credit(s) 0.5****SHS**

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**

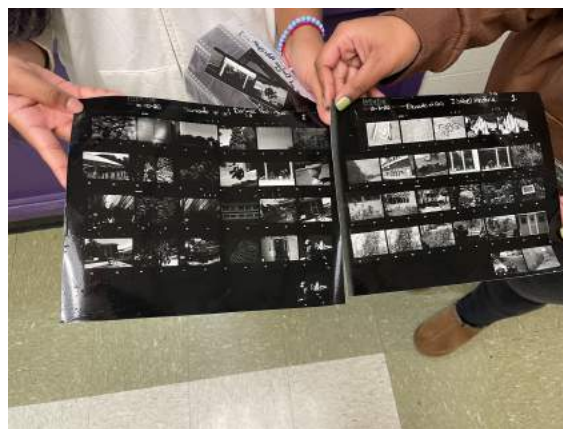
<b>Credit(s) 1</b>		<p>This course provides an understanding of the business world and the development of the student's knowledge and ability in the marketing field. Marketing introduces the students to the processes and strategies involved in transferring business products or services to a consumer. 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.</p>
<b>Grade 10, 11, 12</b>		
<b>SHS</b>	<b>WHS</b>	

**2280 - Marketing Education 2 (SHS)**

<b>Credit(s) 1</b>		<p>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.</p>
<b>Grade 11, 12</b>		
<b>SHS</b>		
<b>Prerequisite:</b>		

**2361 - Personal Finance**

<b>Credit(s) 0.5</b>		<p>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.</p>
<b>Grade 11, 12</b>		
<b>SHS</b>	<b>WHS</b>	



**Darlinee Rodriguez & Isabel Medina - Westhill High School**

**2352 - Sports and Entertainment Management and Marketing**

<b>Credit(s) 1</b>		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 products, 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.
<b>SHS</b>	<b>WHS</b>	

**2356 - Esports Management (WHS)**

**2356 - Esports Management Honors (Full Year) Offered for 3 dual enrollment college credits through the UB**

<b>Credit(s) 1 1 Honors</b>		This course introduces students to the fundamental concepts of today's Esports industry and bringing games to market. Students learn about best practices through Esports case studies, articles, and videos. Exploration of financial, legal & ethical, marketing, and operational issues surrounding the Esports and gaming industries will be studied at length. With the skills gained in earlier Game Design classes, students will learn the process of bringing a game to market. Students will explore career opportunities and execute tournaments throughout the year, in conjunction with the AITE Esports Club. The ultimate objective would be tournaments for games created by students.
<b>Grade 11, 12</b>		
<b>WHS</b>		
<b>Prerequisite:</b>		Intro to Game Design, Game Design and Development

**2630 - Web Design**

<b>Credit(s) 1</b>		This course helps students plan and develop well-designed websites that combine effective use of graphics, text, and color. The student uses techniques that let users easily and quickly access information. Websites are built from scratch and redesigned using methods that make using HTML and Dreamweaver web content more interesting, accessible and visually attractive.
<b>Grade 10, 11, 12</b>		
<b>SHS</b>	<b>WHS</b>	

**2473 - Introduction to Game Design**

<b>Credit(s) 0.5</b>		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, gameplay, 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.
<b>SHS</b>	<b>WHS</b>	



**2475 - Game Design 2 (WHS)**

<b>Credit(s) 0.5 each</b>	The course continues with more advanced developmental strategies and coding for game development. The developmental strategy will focus on the roles and responsibilities, production and management, and marketing and maintenance of game development.
<b>WHS</b>	
<b>Prerequisite:</b>	Introduction to Game Design

**2760 - Python (WHS)**

<b>Credit(s) 1</b>	Our Python curriculum is a deep dive into the fundamentals of programming concepts. The one-year introductory course is for beginners with no previous background in computer science. The course is highly visual, dynamic, and interactive, making it engaging for new coders. Python is predicated on the notion that learning about programming and computer science should be fun and engaging. In this introductory programming course, we expose students to graphics-based problem solving because it is visually engaging, allows for multiple correct solutions, and provides visual cues when a solution goes awry. In addition, this course introduces concepts, techniques, and processes associated with computer programming and software development. This requires interesting problems to solve, as computational problem-solving is the core of computer science.
<b>WHS</b>	

**2771 - Internet of Things (WHS)**

<b>Credit(s) 0.5</b>	This course is a broad overview of coding technologies using the interoperability of platforms through the internet. Students will create a mobile app and website to provide monitor and control functionality of a remote Internet of Things (IoT) device. Leveraging a web-based database, students are able to connect multiple platforms together using shared data. They will then learn what it takes to create their own IoT device.
<b>WHS</b>	

**2511 - Cyber Security (WHS)**

<b>Credit(s) 1</b>	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.
<b>WHS</b>	
<b>Prerequisite:</b>	Integrated Math I

**2511 - Honors Cyber Security (WHS)**

<b>Credit(s) 1</b>	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
<b>WHS</b>	
<b>Prerequisite:</b>	Integrated Math I

**2650 - CT State Norwalk Introduction to Programming (SHS)**

<b>Credit(s) 0.5</b>	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.
<b>SHS</b>	
<b>Prerequisite:</b>	Placement into Math 172 via CT State Norwalk Accuplacer.

**2082 - Honors Data Science (WHS)**

<b>Credit(s) 1</b>	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.
<b>WHS</b>	
<b>Prerequisite:</b>	Algebra 1

**5981 - UConn ECE Essentials of Economics (SHS)**

<b>Credit(s) 0.5</b>	A 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.
<b>SHS</b>	
<b>Prerequisite:</b>	Successful completion or concurrent enrollment in Geometry & Algebra II

**2652 - CT State Norwalk Web Development and Design 1 (SHS)**

<b>Credit(s) 0.5</b>	This course provides entry into the fast-moving website development industry. With its heavy hands-on mode of delivery, students will learn XHTML, and 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.
<b>SHS</b>	
<b>Prerequisite:</b>	Placement into English 101 via CT State Norwalk Accuplacer.

**2651 - CT State Norwalk Database Development I (SHS)**

<b>Credit(s) 0.5</b>	Relational database development including data modeling, database design, and database implementation. The student learns to create and alter tables, and 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.
<b>SHS</b>	
<b>Prerequisite:</b>	Placement into English 101 via CT State Norwalk Accuplacer.



**Sophia Tarzia - Westhill High School**



**Stephanie Archila - Westhill High School**



**Zoeisha Ashley - Westhill High School**



**Tracy Tello Barzola - Westhill School**

## 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 pg. 9)**

**\*\*All courses will run next year based upon student requests. We may not run the course if a course is not at 80% capacity.**

Course Offerings		
Rising Educators I & II (Honors) (0.5 credit) <b>(SHS)</b> Child Development (0.5 credit) <b>(SHS)</b> UConn ECE Individual & Family Development <b>(SHS)</b> UConn ECE If You Love It, Teach It <b>(SHS)</b> (0.5 credit)	Introduction to Culinary Arts (0.5 credit) Baking & Pastry (0.5 credit) <b>(SHS)</b>	Global Foods (0.5 credit) <b>(SHS)</b> Interior Design 1 & 2 (0.5 credit) <b>(SHS)</b> Fashion & Furnishings 1 & 2 <b>(WHS)</b>

**0390 - Honors Rising Educators I (SHS)**  
**0391 - Honors Rising Educators II (SHS)**

<b>Credit(s) 0.5</b>	This honors-level course is designed for sophomores, juniors, and seniors who are interested in exploring a career in teaching at any grade level from early childhood through high school. Class discussions 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 instruction. Students will participate in guided observations and participate in internship-field 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, attending national Educators Rising national conferences, and being part of the Educators Rising membership network of peers across the country.
<b>SHS</b>	

**0392 - Child Development (SHS)**

**Credit(s) 0.5**

**SHS**

This 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 Human Development & Family Studies (SHS)**

**Credit(s) 1**

**SHS**

Human Development & Family Science will provide students with an understanding of individual and family development over the lifespan. The course will focus on the developing individual in the context of the family system and the changes that occur in family systems over time. The course will include an internship component. Students may be eligible for three (3) UCONN credits provided they have completed all the coursework and they have completed forty (40) internship hours.

**5613 - UConn ECE Education Curriculum and Instruction, *If You Love It, Teach It* (SHS)**

**Credit(s) 0.5**

**SHS**

This is an educational foundations survey course for those who are interested in learning more about the landscape of K-12 education and how to connect their passions to it. *If You Love it, Teach It* engages students interested in working in K-12 settings in studies about teaching, learning, and schooling in the United States. It explores teaching and learning as processes that can relate to personal passions as well as how those passions are shaped, cultivated, or denied in different educational contexts. Course topics will include introductions to historical, philosophical, and social foundations of education, as well as how those foundations and personal passions relate to teaching as a profession, school organization, educational reform, and the reimagining of educational futures.

**0140 - Introduction to Culinary Arts**

**Credit(s) 0.5**

**Grades 9, 10, 11**

**SHS**

**WHS**

This 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.



**0283 - Baking and Pastry (SHS)**

<b>Credit(s) 0.5</b>	The course reinforces all of the techniques learned in Introduction to Foods. Quick breads, batters and yeast products are explored. Pies, tarts and cupcake 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. ServSafe certification for Food Handling will be offered in the class.
<b>SHS</b>	
<b>Prerequisite:</b>	Intro to Culinary Arts

**0284 - Global Foods (SHS)**

<b>Credit(s) 0.5</b>	Join us for an exciting culinary journey across the globe. Students will learn the cultural richness of meals that represent a country's history and origins. They will explore new food patterns and trends. Students will reinforce all techniques learned in Intro to Foods and Baking and Pastry.
<b>SHS</b>	
<b>Prerequisite:</b>	Intro to Culinary Arts

**021 - Fashion and Furnishings 1 (WHS)**

<b>Credit(s) 1</b>	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.
<b>WHS</b>	

**022 - Fashion and Furnishings 2 (WHS)**

<b>Credit(s) 1</b>	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.
<b>WHS</b>	

**1265 - Interior Design 1 (SHS)**

**Credit(s) 0.5**

**SHS**

This 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)**

**Credit(s) 0.5**

**SHS**

This 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.

**Prerequisite:**

Interior Design 1



**Daniel Zaika - Stamford High School**



**Ariadna Otero - Westhill High School**

## 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. The program emphasizes communication, 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. **Advancement to the next level of a course requires a grade of C- or higher.**

**(For information on Honors, AP, IB, and UConn ECE courses, see pages 9-10)**

**\*\*All courses will run next year based upon student requests. We may not run the course if a course is not at 80% capacity.**

### Graduation Requirement 1 Credit\* - Possible Course Sequences

Grade 9	Grade 10	Grade 11	Grade 12
French 1 Honors French 2 Italian 1 Spanish 1 Spanish 2 Honors Spanish 2 Spanish 3 Honors Spanish 3 Heritage Spanish 1 Spanish Native Language Arts	French 2 Honors French 2 French 3 Honors French 3 Italian 2 Spanish 2 Honors Spanish 2 Spanish 3 Honors Spanish 3 Heritage Spanish 2 Honors	French 3 Honors French 3 Honors French 4 Italian 3 Honors Italian 3 Spanish 3 Honors Spanish 3 Spanish 4 Honors Spanish 4 Honors Spanish 5 AP Spanish Language and Culture	Honors French 4 Honors French 5 Honors Italian 4 Honors Spanish 5 AP Spanish Literature

**\*2-3 credits within the same language recommended for college admissions**

### Course Offerings

French 1, 2, 3, 4 Honors French 2, 3, 4, AP French <b>(WHS independent study)</b> Italian 1, 2, 3 Honors Italian 2 - <b>NEW</b> Honors Italian 3 Honors Italian 4 /UConn ECE Italian	Spanish 1, 2, 3, 4 Honors Spanish 2, 3, 4, 5 Spanish Native Language Arts 1, 2	AP Spanish Language AP Spanish Literature <b>(WHS)</b> Heritage Spanish 1 Honors Heritage Spanish 2 Spanish Language & Cultural Foundations <b>(SHS) NEW</b>	IB Spanish 1 <b>(SHS)</b> IB Spanish SL 1&2 <b>(SHS)</b> IB Spanish HL 1&2 <b>(SHS)</b> IB Spanish Ab Initio 1&2 <b>(SHS)</b> IB Italian Ab Initio SL 1 <b>(SHS)</b>
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**4100 - French 1****Credit(s) 1****SHS****WHS**

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****Credit(s) 1****SHS****WHS**

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.

**Prerequisite:**

Completion of French 1

**4300 - French 3****4620 - Honors****Credit(s) 1****SHS****WHS**

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.

**Prerequisite:**

Completion of French 2

**4400 - French 4****4640 - Honors****Credit(s) 1****SHS****WHS**

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.

**Prerequisite:**

Completion of French 3

**4670 - Honors French 5**

<b>Credit(s) 1</b>		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.
<b>SHS</b>	<b>WHS</b>	
<b>Prerequisite:</b>		Completion of French 4

**4500 - AP French (WHS)**

<b>Credit(s) 1</b>		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.
<b>WHS</b>		
<b>Prerequisite:</b>		Completion of Honors French 5 or with permission of the department head

**4120 - Italian 1**

<b>Credit(s) 1</b>		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.
<b>SHS</b>	<b>WHS</b>	

**4220 - Italian 2**  
**4220 - Honors**

<b>Credit(s) 1</b>		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.
<b>SHS</b>	<b>WHS</b>	
<b>Prerequisite:</b>		Completion of Italian 1

**4320 - Italian 3**  
**4321 - Honors**

**Credit(s) 1**

**SHS**

**WHS**

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.

**Prerequisite:**

Completion of Italian 2

**4421 - Honors Italian 4/UCONN ECE Italian(Co-seated)**

**Credit(s) 1**

**SHS**

**WHS**

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

**Prerequisite:**

Completion of Italian 3 Honors

**4130 - Spanish 1**

**Credit(s) 1**

**SHS**

**WHS**

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**

**Credit(s) 1**

**SHS**

**WHS**

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.

**Prerequisite:**

Completion of Spanish 1



**4330 - Spanish 3**  
**4630 - Honors**

<b>Credit(s) 1</b>		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.
<b>SHS</b>	<b>WHS</b>	
<b>Prerequisite:</b>		Completion of Spanish 2

**4430 - Spanish 4**  
**4650 - Honors**

<b>Credit(s) 1</b>		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.
<b>SHS</b>	<b>WHS</b>	
<b>Prerequisite:</b>		Completion of Spanish 3

**4680 - Honors Spanish 5**

<b>Credit(s) 1</b>		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.
<b>SHS</b>	<b>WHS</b>	
<b>Prerequisite:</b>		Completion of Spanish 4

**4530 - AP Spanish Language**

<b>Credit(s) 1</b>		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.
<b>SHS</b>	<b>WHS</b>	
<b>Prerequisite:</b>		Completion of Honors Spanish 5 or Honors Heritage Spanish 2

**4580 - AP Spanish Literature****Credit(s) 1**

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.

**WHS****Prerequisite:**

Completion of AP Spanish Language

**4131 - Heritage Spanish 1****Credit(s) 1**

This course is designed for students who can read and write in Spanish and are fluent. 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.

**SHS****WHS****4231 - Honors Heritage Spanish 2****Credit(s) 1**

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.

**SHS****WHS****4233 - Spanish Language and Cultural Foundations NEW!***Administrative approval required***Credit(s) 1**

This full-year course is designed to provide students with a foundation in the Spanish language and an understanding of Hispanic cultures. The course is co-taught by a Spanish teacher and a special education teacher to ensure a supportive and inclusive learning environment. It satisfies the high school world language requirement and focuses on developing basic functional vocabulary and essential language skills for use within various public spaces, hospitals, restaurants, schools, and the workplace.

**SHS**

*3141 - Spanish Native Language Arts 1*  
*3142 - Spanish Native Language Arts 2*

<b>Credit(s) .5</b>		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.
<b>SHS</b>	<b>WHS</b>	
<b>Prerequisite:</b>		Native speaker of Spanish who does not read or write in Spanish



**Denise Sobral - Stamford High School**

## HEALTH AND PHYSICAL EDUCATION

The Health Education Program provides students with a comprehensive study of various aspects of personal health and wellness. Core content includes Optimal Wellness, Mental & Emotional Health, Alcohol, Nicotine & Other Drugs, Healthy Relationships, Violence Prevention, Safety & Injury Prevention, Healthy Eating & Physical Activity, Sexual Health, Disease Prevention, and Sexual Assault & Abuse Prevention. Students will also have the opportunity to earn American Red Cross First Aid, CPR, and AED Certification. Students are required to take one full credit (two semesters) of Health courses, typically taken during 9<sup>th</sup> and 10<sup>th</sup> 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 9<sup>th</sup> and 10<sup>th</sup> grades. All students will participate in the state-mandated Connecticut Physical Fitness Test within their Physical Education class.

**\*\*All courses will run next year based upon student requests. We may not run the course if a course is not at 80% capacity.**

### Graduation Requirement 1 Credit of Health and 1 Credit of Physical Education - Possible Course Sequences

Grade 9	Grade 10	Grade 11	Grade 12
Health 1/PE 9 (SHS) Health 1/PE 9 (WHS)	Health 2 / Choice of any PE Elective Below (SHS) Health 2 / Choice of any PE Elective Below (WHS)	Health & Physical Education Elective Offerings	Health & Physical Education Elective Offerings

### Required and Elective Courses

Health 1, 2 Human Behavior 1, 2 Stress Management & Mindfulness Health Science Technology I (WHS) Health Science Technology II (WHS) Sports Medicine	Intro to Public Safety EMS Explorer 1: Fundamentals of Emergency Medical Services (WHS) NEW EMS Explorer 2: Advanced Emergency Medical Procedures (WHS) NEW UConn ECE Health and Education in Urban Communities (SHS)	Physical Education 9 Unified Physical Education (SHS) Adaptive Physical Education (WHS) Team Sports Leisure Sports Weight Training Cardio Fitness Power Walking	Dance Forms Yoga Sports Officiating Racquet Sports Beginner Swimming (WHS) Intermediate Swimming (WHS) Physical Education Leadership
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**9900 - Health 1**  
**9831 - Sheltered**  
**9680 - Administrative approval required**

<b>Credit(s) 0.5</b>		Health 1 will focus on the following key standards and skills - Analyzing Influences, Accessing Valid Health Information, and Interpersonal Communication as they relate to various health core content.
<b>Grade 9</b>		
<b>SHS</b>	<b>WHS</b>	

**9910 - Health 2**  
**9832 - Sheltered**  
**9820 - Administrative approval required**

<b>Credit(s) 0.5</b>		Health 2 will focus on the following key standards and skills - Decision Making, Goal Setting, Self-Management and Advocacy as they relate to various health core content.
<b>Grade 10</b>		
<b>SHS</b>	<b>WHS</b>	

**9830 - Human Behavior 1**

<b>Credit(s) 0.5</b>		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.
<b>Grades 11, 12</b>		
<b>SHS</b>	<b>WHS</b>	

**9840 - Human Behavior 2**

<b>Credit(s) 0.5</b>		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.
<b>Grades 11, 12</b>		
<b>SHS</b>	<b>WHS</b>	
<b>Prerequisite:</b>		Human Behavior 1

**9113 - Stress Management & Mindfulness**

<b>Credit(s) 0.5</b>	This semester course is designed to make the student aware of stress and how it can impact their quality of life. It will provide methods for identifying stressors and strategies to manage them effectively. Comprehensive stress reduction programming based on practices from around the world provides a theoretical and experiential learning opportunity. Students will be able to construct a personalized lifestyle management program through developing holistic, behavioral, and cognitive (coping) skills, as well as, become an advocate for stress management in our community.
<b>Grades 11, 12</b>	
<b>SHS</b> <b>WHS</b>	
<b>Prerequisite:</b>	Health 1 and 2

**9921 - Health Science Technology I (WHS)**

<b>Credit(s) 0.5</b>	Students will be able to identify and address future goals and aspirations through this introductory program. Foundations of healthcare will be explored including the legal and ethical aspects of healthcare. Students will research career pathways in health care and develop general knowledge about basic healthcare management and training including safety, infection control, family dynamics, abuse & neglect as well as therapeutic-communication skills. Clinical assessment competencies will be taught including blood pressure, vital signs, medical terminology, and Red Cross First Aid and CPR training.
<b>Grades 11, 12</b>	
<b>WHS</b>	
<b>Prerequisite:</b>	Health 1 and Health 2

**9922 - Health Science Technology II (WHS)**

<b>Credit(s) 0.5</b>	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 healthcare setting. Development of skills during disease management, clinical assessment & developing differential diagnoses. Technology in the healthcare setting, ECG monitoring & interpretation. Critical thinking and systematic problem-solving skills related to assessment, diagnosis, and treatment in healthcare. The psychology of healthcare and patient management including mental health assessment training, domestic violence, and sexual assault awareness, care, and treatment.
<b>Grades 11, 12</b>	
<b>WHS</b>	
<b>Prerequisite:</b>	Health Science Technology I



**9030 - Sports Medicine**

<b>Credit(s) 0.5</b>	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 job-shadowing project.
<b>Grades 11, 12</b>	
<b>SHS</b> <b>WHS</b>	
<b>Prerequisite:</b>	Health 1 and 2

**9112 - Intro to Public Safety**

<b>Credit(s) 0.5</b>	This course provides students with an opportunity to learn about the important issues that First Responders face while serving their community. We will dive into and learn about some of the basic skills utilized by the ambulatory, police, and fire systems when providing care in emergency and non-emergency situations. The course curriculum involves interactive lectures, hands-on practical training, and professional guest speakers currently working in the field as a First Responder.
<b>Grades 11, 12</b>	
<b>SHS</b> <b>WHS</b>	
<b>Prerequisite:</b>	Health 1 and 2

**8935 - EMS Explorer 1: Fundamentals of Emergency Medical Services -Offered in the Fall**

<b>Credit(s) 0.5</b>	During the initial semester of this year-long program, EMS Explorer 1 offers a thorough introduction to the realm of Emergency Medical Services (EMS). Participants will acquire a foundational understanding of medical terminology, anatomy, physiology, and medical terminology, establishing the groundwork for addressing diverse medical emergencies. Emphasis will be placed on practical skills, including basic life support, patient assessment, and effective emergency scene management. Additionally the ethical and legal considerations related to pre-hospital care will be explored, fostering a comprehensive grasp of EMS providers' role within the healthcare framework.
<b>Grades 11, 12</b>	
<b>WHS</b>	
<b>Prerequisite:</b>	Intro to Public Safety

**8936 - EMS Explorer 2: Advanced Emergency Medical Procedures - Offered in the Spring**

<b>Credit(s) 0.5</b>	Progressing from the groundwork laid in EMS Explorer 1, the second semester concentrates on sophisticated emergency medical procedures. EMS Explorer 2 covers areas such as pharmacology, trauma care, and the management of specialized patient demographics and much more. Participants will hone their abilities in administering and assisting in the administration of medications, handling intricate trauma scenarios, and responding to obstetric and pediatric emergencies. The incorporation of practical scenarios and simulated exercises aims to enhance critical thinking and decision-making capabilities.
<b>Grades 11, 12</b>	
<b>WHS</b>	
<b>Prerequisite:</b>	EMS Explorer 1: Fundamentals of Emergency Medical Services

**9951 - UConn ECE Health and Education in Urban Communities (SHS)**

<b>Credit(s) 0.5</b>	UCONN 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.
<b>Grades 11, 12</b>	
<b>SHS</b>	

**9010 - Physical Education 9**

<b>Credit(s) 0.5</b>	This course engages students by encouraging lifelong fitness. Activities offered in this course include but are not limited to, soccer, flag 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.
<b>Grades 9</b>	
<b>SHS      WHS</b>	

**9643 - Unified Physical Education (SHS)**

<b>Credit(s) 0.5</b>	This course engages students by encouraging lifelong fitness while working with our adaptive physical education students in a fun and inclusive setting. Students will not only learn about individual and team sports and activities but will also engage in player/partner peer assisted Physical Education activities and fitness.
<b>Grades 10, 11, 12</b>	
<b>SHS</b>	
<b>Prerequisite:</b>	Administrative approval required

**9640 - Adaptive Physical Education (WHS)**

<b>Credit(s) 1</b>	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 competitions.
<b>WHS</b>	
<b>Prerequisite:</b>	Administrative approval required

**9340 - Team Sports**

<b>Credit(s) 0.5</b>	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: flag football, soccer, basketball, volleyball, softball, floor hockey, and a variety of cooperative games.
<b>Grades 10, 11, 12</b>	
<b>SHS</b>	

**9350 - Leisure Sports**

<b>Credit(s) 0.5</b>	This course engages students who wish to participate in a variety of individual or dual sports. Students develop basic and intermediate skills and guidelines for each sport. Activities may include tennis, badminton, golf, handball, pickle-ball, archery, and table tennis.
<b>Grades 10, 11, 12</b>	
<b>SHS</b>	

**9360 - Weight Training**

<b>Credit(s) 0.5</b>	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.
<b>Grades 10, 11, 12</b>	
<b>SHS</b>	

**9390 - Cardio Fitness**

<b>Credit(s) 0.5</b>	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.
<b>Grades 10, 11, 12</b>	
<b>SHS</b>	

**9380 - Power Walking****Credit(s) 0.5****Grades 10, 11, 12****SHS****WHS**

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****Credit(s) 0.5****Grades 10, 11, 12****SHS****WHS**

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****Credit(s) 0.5****Grades 10, 11, 12****SHS****WHS**

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 the self-efficacy of students.

**9111 - Sports Officiating****Credit(s) 0.5****Grades 10, 11, 12****SHS****WHS**

This semester course will provide students with the knowledge and expertise necessary to officiate in physical education classes, intramurals, and athletic programs. It includes the basic fundamental skills on officiating as well as the rules and mechanics of a variety of sports such as basketball, volleyball, soccer, softball & baseball. Opportunities for certification for sports officiating may be provided.

**9185 - Racquet Sports****Credit(s) 0.5****Grades 10, 11, 12****SHS****WHS**

This semester course is a PE elective for students interested in developing progressions from fundamental motor skills to tactical and mechanical concepts in a variety of racquet sports including Badminton, PickleBall, Table Tennis and Tennis. Available teaching space, equipment, and weather conditions will vary the choices.

**9170 - Beginner Swimming (WHS)**

**Credit(s) 0.5**

**Grades 10, 11, 12**

**WHS**

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

**9180 - Intermediate Swimming (WHS)**

**Credit(s) 0.5**

**Grades 10, 11, 12**

**WHS**

**Prerequisite:**

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 the possibility of American Red Cross Lifeguard Certification training.

Must have passed Beginner Swimming or have staff approval.

**9391 - Physical Education Leadership**

**Credit(s) 0.5**

**Grades 11, 12**

**SHS**

**WHS**

**Prerequisite:**

Interested in becoming a teacher or coach? Do you excel in Physical Education or on the field in your sport, and want to develop leadership skills? This course provides students with the opportunity to develop their communication skills and leadership qualities while working one-on-one with a Physical Education teacher. As a PE intern for the semester, you will learn classroom management skills and an introduction to the field of education. Must obtain cooperating teacher sign-off.

PE 9 and Any one of the other Physical Education courses



**Eleni Yohannaes - Westhill High School**



**Sofia Amezquita - Stamford High School**



**Wyatt Elsner - Stamford High School**



**Elizabeth Ramales Bravo - Westhill High School**



**Erick Emilio Contreras Perez - Westhill High School**



**9208 - First -Year Seminar**

<b>Credit(s) 0.5</b>		First-Year Seminar is a required course that offers ninth-graders relevant skills, tools, and knowledge to navigate high school effectively and informs decisions for life beyond graduation. This course will introduce 9th graders to the culture of their school, focusing on the traditions, activities, and services available. Students will work on academic planning; career development; and explore related post-secondary education and training options. Topics may include study skills/test preparation, goal setting, career pathways, career planning, course selection, conflict resolution, team building, school climate, advocacy, and others.
<b>SHS</b>	<b>WHS</b>	

**900 - Student Aide**

<b>Credit(s) 0.5</b>		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.
<b>SHS</b>	<b>WHS</b>	

**9707- Cooperative Work Education 1**  
**9708 - Cooperative Work Education 2**

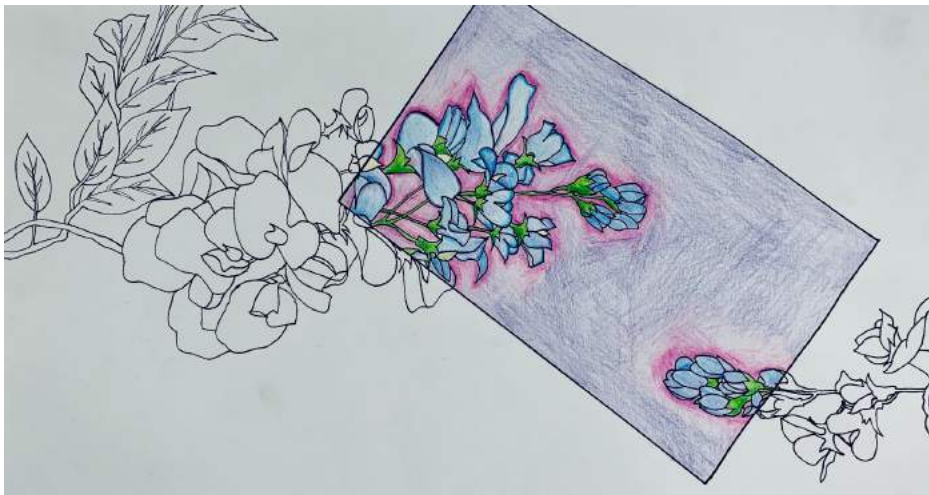
<b>Credit(s) 0.5 - 9707</b> <b>Credit(s) 0.5 - 9708</b>		The Stamford Public Schools Cooperative Work Education Program is designed to equip Juniors and Seniors (who will be preferred) with real-world occupational skills as well as a business-oriented curriculum to support a successful transition into the workforce. The Cooperative Work Education program is made up of two components: virtual asynchronous modules (CWE 1) and work-based learning experiences (CWE 2). The 0.5 credit virtual CWE class contains a career development curriculum focusing on soft skills at the workplace, building a LinkedIn profile, developing a resume and discussing workplace related case studies. Students earn 0.5 - 1 credit (depending on logged work hours) for the work-based learning. They earn 0.5 credits for the virtual class-based learning experiences. This adds up to a combined 1-1.5 credit(s). Students may use their current job and must submit online academic work. The CWE program is open to Juniors and Seniors at SHS and WHS who are interested in learning about the world of work. Approval from administrator and school counselor is required.
<b>SHS</b>	<b>WHS</b>	
<b>Prerequisite:</b>		Approval from administrator and school counselor and submission of <a href="#">this form</a> is needed for complete enrollment.

*9701/9703- Senior Internship Experience*

**Credit(s) 0.5-9701**  
**Credit(s) 1.0-9703**

The Senior Internship Experience (SIE) allows Seniors to explore an area of interest outside the constructs of their formal educational program. By helping foster independence and decision-making skills, the SIE will give students the opportunity to develop and make a smoother transition from high school to college, trade school, the workplace, or military service. The students can explore a career interest or service opportunity in a particular field or self-design their internship experience. Students earn .5 credits for 60 hours or one credit for 120 hours for the internship. A work-based safety training and an approval process are required before starting the internship.

**SHS**      **WHS**



**Samira Sultana - Stamford High School**



**Joseph Candacho - Westhill High School**



**Lauren Bin - Westhill High School**



**Luis Cux - Westhill High School**



**Maisha Jahane - Westhill High School**



**Maisha Mumtahn - Westhill High School**



**Marisol Martinez-Valdovinos - Westhill High School**