



2025
2026

TRUMBULL HIGH SCHOOL
**PROGRAM
OF STUDIES**

INTEGRITY

INNOVATION

SELF - EFFICACY

COLLABORATION

COMMUNICATION

GROWTH MINDSET

EMOTIONAL INTELLIGENCE

CRITICAL THINKING & PROBLEM SOLVING

TRUMBULL HIGH SCHOOL

COURSE SELECTION PROCESS

The course selection process is the first step in designing an appropriately challenging high school program. Students have the opportunity to explore the diverse offerings through our Program of Studies which will enable them to be best prepared for college or employment upon completion of their senior year. While course selection is the primary responsibility of the student and his or her parents, they are advised to consult with and make use of the broad experience and professional background of both the teaching and high school counseling staff. Prerequisite work, feedback, and recommendations are always considered in supporting course selection to maximize our students' learning goals. The following timeline will be used to support students in their course selection:

JANUARY/FEBRUARY

- Students and parents have an opportunity to review course offerings and prerequisites
- 8th-grade families are invited to attend a high school planning program in the evening
- High school counselors will review courses with 8th grade students and collect elective choices
- Placement recommendations for 8th grade students will be determined by performance data on assessments and in school assessments
- High school teachers will make course recommendations based on current performance
- High school teachers discuss offerings by their department with their students
- High school teachers will confer with students during class and input their recommendations into Infinite Campus for the upcoming year
- Students will have scheduled meetings with their School Counselors to review course requests for all core academic and elective courses

MARCH/APRIL

- Parents/guardians will be notified to view and verify course requests for incoming grades 10-12
- Information regarding student course and level placements will be communicated to the incoming grade 9 students and parents/guardians.
- When applicable, 8th-grade transition PPT and 504 meetings will be held with middle and high school staff

COMMUNICATION

- Inquiries regarding course selections can be directed to the corresponding high school Department Chairs or School Counselor throughout the process

- Additional inquiries regarding course selection may be directed to the appropriate THS House Principal, the THS Principal, and/or the Assistant Superintendent

TRUMBULL HIGH SCHOOL

FOREWORD

Trumbull High School offers a modern, comprehensive curriculum from which students may choose a program designed to prepare them for the educational and work objectives they have in mind. A student's program requires close collaboration among the student, parents, teachers, and School Counselor.

TRUMBULL HIGH SCHOOL CORE VALUES AND BELIEFS

The Trumbull High School Community, which engages in an environment conducive to learning believes that all students will read and write effectively, therefore communicating in an articulate and coherent manner. All students will participate in activities that present problem-solving through critical thinking. Students will use technology as a tool in decision-making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will encourage independent thinking and learning. We believe ethical conduct to be paramount in sustaining our welcoming school climate. (Approved 8/26/2011)

ACCREDITATION STATEMENT

Trumbull High School is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

Accreditation of an institution by the New England Association (NEASC) indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one that has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association (NEASC) is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution. Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of the school or college. Individuals






may also contact the association: New England Association Of Schools and Colleges, 209 Burlington Road, Bedford, MA 01730-1433, (781) 271-0022

REGULATIONS

The Trumbull Public Schools shall promote non-discrimination and an environment free of harassment based upon an individual's race, color, religious creed, religion, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, blindness), genetic information, status as a veteran, or any other basis prohibited by Connecticut State and/or Federal non-discrimination laws. The district provides equal access to the Boy Scouts, Girl Scouts, and other designated youth groups. Inquiries regarding the Civil Rights Act of 1964-Title VI, Education Amendments of 1972-Title IX, or the Rehabilitation Act of 1973-Section 504 should be made by contacting the following persons at the Long Hill Administrative Office, located at 6254 Main Street, Trumbull, CT 06611: Title VI Superintendent of Schools 203-452-4301, Title IX Human Resources Director of TPS 203-452-4343, Section 504 Director of PPS 203-452-4352. Grievance procedures for Titles VI, IX, and Section 504 are in the Board of Education policy <https://www.trumbullps.org/boe/policies>.

GRADUATION REQUIREMENTS

All students must acquire a total of 25 credits to graduate.
Credits are to be distributed as shown below:

 HUMANITIES	Humanities - 9 credits	
	English	4 credits
	Social Studies Includes: US History - 1 credit Civics - .5 credit	3 credits
	Fine Arts (Art, Drama, Music, Theatre) 	1 credit
 World Languages	World Language - 1 credit	
	World Language	1 credit
 STEM	STEM - 9 credits	
	Math	3 credits
	Science	3 credits
	Personal Finance	.5
	STEM Electives	2.5 credits
	Wellness - 2 credits	
	Health	1 credit
	Physical Education	1 credit
	Electives	4 credits
	Mastery-Based Diploma Assessment Credit	1 credit
Total		25 credits

Any course, in any department, may be considered an elective if it is not required for graduation. The elective credit requirement may vary depending on the number of credits the student has acquired in the other subject areas.

The Mastery-Based Diploma Credit is described by the CT State Department of Education, as (1) credit “toward meeting the high school graduation requirements upon the successful demonstration of mastery of the subject matter content described in this section achieved through educational experiences and opportunities that provide flexible and multiple pathways to learning, including cross-curricular graduation requirements, career, and technical education, virtual learning, work-based learning, service learning, dual enrollment, and early college, courses taken in middle school, internships and student-designed independent studies, provided such demonstration of mastery in accordance with such state-wide subject matter content standards.”

Community Service is a graduation requirement for all students. The rubric for successful completion of this element will be distributed to each grade nine student upon entering Trumbull High School. The School Counseling Department will maintain the information and report participation annually to the parent/guardian via the report card.

GENERAL RECOMMENDATIONS FOR COLLEGE PREPARATION

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

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

CREDIT LOAD

Every student should pursue a program that will rigorously challenge his/her abilities. Students must take a minimum of 6 credits each academic year. Seniors who have met all requirements for graduation, must take a minimum of 5 credits. In addition to taking courses required for graduation, there is an assortment of electives available to students. Students are encouraged to choose a schedule that provides depth and variety that helps them explore and develop their interests. Administrative involvement may be required in alleviating unique scheduling conflicts. School Counselors will meet with each student in the spring to develop appropriate course selections for the upcoming academic year. The program selected by the students in the early spring of each year represents a final choice of courses for the following year, with the following exceptions:

- If a student fails to meet the requirements of a course in progress and the course is not made up in summer school.
- If a student's educational objectives have altered significantly, students should contact their counselor over the summer to discuss the appropriateness of a change.

COURSE WITHDRAWALS

Any student wishing to drop a course, who would not drop below the minimum credit requirements, must have the approval of the teacher and Department Chairperson. Students dropping a course and/or level may receive a "W", "WP", or "WF" on their transcript, based on the timeline outlined in the Student Handbook.

PASS/FAIL OPTION

If the minimum prerequisite for graduation in any particular academic discipline has been met, the student may choose any course in that particular discipline as an elective on a pass/fail basis, with the exception of AP or Dual Enrollment classes. Forms are available in the counseling offices.

- A student must declare in favor of a Pass/Fail one week after the first progress report of the course.
- A student may select up to one credit per year in any elective (non-AP/Dual Enrollment) area on a Pass/Fail basis.
- An effort mark is to be part of the Pass/Fail grade.

CLASS AUDIT

Students are permitted to audit courses under special circumstances. Details are located in Board of Education Policy 6144.2, "Auditing Courses."

EARLY RELEASE/LATE ARRIVAL

Students requesting early release or late arrival from school should discuss this during course selection with their counselor in the spring. Please keep in mind that requesting "Early Release/Late Arrival" is not a guarantee that will be included on a student's final schedule and it is a privilege that could be revoked if misused. The Early Release/Late Arrival passes are not issued until the parent/guardian and complete the required Google Form granting permission.

NCAA CLEARINGHOUSE

Any student-athlete who plans to participate in Division I or Division II athletics must file with the NCAA Clearinghouse. Students should check to ensure that the courses they are taking are on the approved eligibility list. See www.eligibilitycenter.org, the NCAA Eligibility Quick Reference Guide at the end of the Program of Studies, or his/her School Counselor for more information.

COLLEGE EXPERIENCE COURSEWORK

[UCONN Early College Experience \(ECE\)](#), [Southern Connecticut State University Early College \(SCSU\)](#), and [Housatonic Community College Career Pathway \(CCP\)](#) Dual Enrollment programs provide academically motivated students with the opportunity to take college-level courses while still in high school. These challenging courses allow students to preview college work and build confidence in their readiness for college. They may earn college credits that provide both an academic and financial head-start on a college degree. UCONN ECE instructors, who are high school teachers certified as adjunct professors by UCONN faculty, create a classroom environment fostering independent learning, creativity, and critical thinking—all pivotal for success in college. To support rigorous learning, University of Connecticut Library resources are available to all UCONN ECE students. Depending on the particular department and course selection, these studies will be awarded either Honors or AP weight. Students who are successful receive college credits and a college transcript, in addition to fulfilling their THS credit/course requirements. See individual course descriptions for weighting. UCONN ECE, Southern CT State University and Housatonic CCP students must successfully complete the course with a grade of C or above to receive college credit. College credits are highly transferable to other colleges and universities.











UCONN ECE and Southern CT State University courses: per credit fee, Housatonic CCP courses: no fee. Students who require financial assistance should see their counselor.

ADVANCED PLACEMENT (AP) PROGRAM

AP courses are rigorous academic classes available to students who are interested in the opportunity to pursue challenging college-level classes. The College Board's AP courses are offered in a wide variety of subjects that students can take while still in high school. They offer exciting and stimulating coursework through a college experience while at Trumbull High School. Through these college-level courses, students take course end exams which can qualify them to earn college credit and/or advanced standing. Taking AP courses also distinguishes students in the college admission process as AP courses can help students acquire the skills and habits necessary to be successful in post-secondary education.

Some Advanced Placement courses have prerequisites; be sure to consult the course description in this book and/or talk with your teacher or School Counselor. AP courses are listed throughout the Program of Studies and on the student transcript with the AP designation. The College Board offers a series of examinations each year to students who have enrolled in Advanced Placement coursework. AP exams are given in May. It is expected that students enrolled in an AP course participate in the AP exam. There is a fee for each examination taken. Students who require financial assistance should see their counselor. For more information regarding AP courses and exams, please visit the [College Board website](#).

TRUMBULL HIGH SCHOOL OFFERS THE FOLLOWING AP & DUAL ENROLLMENT COURSES

ENGLISH	FINE ARTS	WORLD LANGUAGE
 <p>AP English Language & Composition AP English Literature & Composition</p>	 <p>AP Art History AP Studio Art:2-D Art and Design AP Studio Art:3-D Art and Design AP Music Theory</p>	 <p>AP French Language & Culture AP Italian Language & Culture AP Latin AP Spanish Language & Culture</p>
SCIENCE	SOCIAL STUDIES	MATHEMATICS
 <p>AP Biology AP Chemistry AP Physics 1 AP/UConn Physics C UConn Physics AP/UConn Environmental Science</p>	 <p>AP/UConn Micro/Macro Economics AP/UConn U.S. History AP Psychology AP Human Geography AP/UConn European History AP/UConn U.S. Govt. & Politics AP Comparative Govt. & Politics AP African American Studies H/UConn Problems of Philosophy H/SCSU Psychology H/SCSU Sociology H/UConn Essentials of Economics</p>	 <p>AP Statistics AP Calculus AB AP/UConn Calculus BC UConn Multivariable Calculus AP Computer Science A AP Computer Science Principles</p>
BUSINESS	FAMILY & CONSUMER SCIENCE	AGRISCIENCE **
  <p>H/SCSU Principles of Marketing H/SCSU Financial Accounting</p>	 <p>H/UConn Individual & Family Development H/UConn If you Love It, Teach It</p>	 <p>H/UConn AgriBiotechnology H/UConn Plant Science H/UConn Veterinary Science H/UConn Large Animal Science</p>

** Students must be accepted and enrolled in the Agriscience and Biotechnology Program to take these courses

OTHER PROGRAMS

INDEPENDENT STUDY - BY APPLICATION ONLY

Independent Study in any subject area requires prior approval of the Independent Study Committee. Independent Study projects may not be used for meeting departmental prerequisites for graduation except in the most unusual circumstances with the approval of the principal. Independent Study coursework will be offered on a Pass/Fail basis only. Independent Study may be done as a full-year or half-year course.

TRUMBULL ALTERNATE PROGRAM - BY APPLICATION ONLY, GRADES 10-12

The Trumbull Alternate Program is an extension of Trumbull High School and is available to students in grades 10 through 12. This setting offers students the opportunity to succeed academically and behaviorally in a small classroom environment. The mission of this program is to support students as they take responsibility for their learning and behavior. Students are enrolled in this program for a minimum of one semester. This program is ideally suited for a student seeking:

- A smaller classroom environment
- Close supervision and individualized attention
- To improve grades
- Assistance in curbing excessive absences
- A flexible program that emphasizes diversity, trust, responsibility, enhanced self-esteem, and independence

The setting consists of a small learning environment, staffed with teachers and a school social worker. Academic offerings consist of core academic classes (English, Social Studies, and Mathematics). Students will engage in classes at THS. Students may earn up to 1.0 credit (0.25 credits per marking period) for verified service learning or paid employment, in which volunteer or paid work of at least 10 hours per week is a requirement. This is not included in the minimum credit requirement. Courses offered are non-leveled and differentiated based on student needs. Students may enter or exit the Trumbull Alternate Program at the beginning of a semester based on established criteria and approval of school administration. A student wishing to enter or exit the program must express this request to his/her school counselor, who will then start the application process.

SERVICE LEARNING – 9510/9520

Grades 11-12 (9510) 60 hours- .5 credit Grades 9-12 (9520) 120 hours- 1 credit

Trumbull High School offers credit for Service Learning. Service Learning allows students to participate in the valuable work being done within the community. This independent effort will help to develop a student's self-directed motivation and responsibility. Service Learning Credit does not replace the minimum credit requirement in academic courses as described in the Program of Studies booklet and the Student Handbook. Special forms, which are required for registration in Service Learning, are available from the College and Career Counselor. Students are responsible for arranging their own placement, presenting all required forms, fulfilling all obligations, and providing validation of completion by their supervisor.

CAREER INTERNSHIP PROJECT– 9530/9540

Grades 11-12 (9530) 60 hours- .5 credit Grades 9-12 (9540) 120 hours- 1 credit

The Career Internship Project allows students the opportunity to experience work-based learning, structured training, and professional mentoring. Students explore complex subject matter in the real world and develop vital workplace skills. Through their work experiences, students acquire the knowledge and skills appropriate to a specific career and the general work expectations of promptness, commitment, and persistence that can serve them in all vocations.

Students are required to:

- Arrange their placement with the internship site.
- Prepare and present an oral presentation of their role and what they learned upon completion.
- Submit supervisor evaluation forms and recorded hours.

Credit will be commensurate with the time spent at the work-based internship site. Participation may be extended to include all grade levels based on program guidelines. Special forms which are required for Career Internship Project are available from the College and Career Counselor.

OFF CAMPUS COURSEWORK

Only credits earned at Trumbull High School will be reflected in a student's GPA and final transcript. Students who chose to take coursework outside of Trumbull High School should have their records forwarded from that institution to colleges during the application process. Students who seek to meet prerequisites through courses taken outside of Trumbull High School should contact the relevant Department Chair prior to enrollment in said course.

SPECIAL EDUCATION

Comprehensive Special Education supports and services are provided at Trumbull High School for students who have been identified with a disability through the Planning and Placement Team (PPT) process. Specialized instruction is delivered in both general education and special education classrooms, as specified in students' Individualized Education Plans. In compliance with state and federal special education law, the need for special education services is considered after meaningful general education supports are designed, implemented, and evaluated through the Response-to-Intervention process. Parents who are concerned that their child may have a disability that would qualify their child for services may request a PPT meeting by contacting their child's counselor or an administrator.



AQUACULTURE

The Bridgeport Regional Aquaculture School is a regional facility located at Captain's Cove Seaport. The Aquaculture School offers a high level of instruction for students interested in the area of aquaculture. Acceptance into the school is achieved through an application process and enrollment is limited. If interested, see your School Counselor.

AQUACULTURE – 9300

Grades 9 - 12 Full-year - 2 credits (double period)

The Bridgeport Regional Aquaculture School offers unique educational opportunities in two separate areas: marine technology and marine science. Students from Bridgeport, Fairfield, Milford, Monroe, Shelton, Stratford, and Trumbull attend these classes on a part-time basis. Academic credits in science and technology are awarded for the successful completion of the course work. There are two unique programs available at the school, each having its own focus on marine science and technology education. The Exploratory segment is a daily two-hour, part-time program which offers the student instruction in marine-related science and marine technology. The student's instruction is enhanced by applying the knowledge acquired in the classroom to activities in science/technology aboard the school's instructional, 57-foot vessel. Students who attend the Aquaculture School have an abbreviated lunch period, to accommodate daily travel to and from the program during the school day. Students who remain at Aquaculture and opt to take an additional class after the school day, will be awarded credit and a grade of P on the THS transcript.

AQUACULTURE INTENSIVE – 9301

Grade 12 Full-year- up to 5 credits

This integrated course of study offers an in-depth study of aquaculture to include the origins (history), aquatic ecosystems (math and science), aquaculture engineering (math, science, and technology), and survey and analysis (math and science). The activities are enhanced by the use of the research vessel. The Intensive component was designed with seniors in mind, who have either experienced the exploratory program or are seriously considering aquaculture science and technology as a career. Aquaculture is the theme of this daily four-hour program offering instruction in the science, technology, mathematics, and history of aquaculture. Finfish and shellfish production is a focus with instruction in the classroom as well as in the field. A total of up to five credits can be earned.



REGIONAL CENTER FOR THE ARTS (RCA)

RCA – 9400

Grades 9-12 Full-year, 2 credits, 4 days per week

The Regional Center for the Arts is a part-time performing arts magnet high school program serving students in grades 9-12. Students attend their local public high schools in the morning for core academic subjects, and then attend RCA Monday through Thursday from 1:30 to 4:45 p.m. Students earn 2.0 credits per year by attending the program. Students may study one of the following: dance (ballet, contemporary, hip hop), music (vocal or instrumental), musical theatre (singing, acting, dancing), creative media (film making and technical theatre production), and theatre (acting for stage and screen). Students must apply to RCA before auditions which occur in the late winter and early spring. Students should indicate in their course selection process that they plan to attend RCA, if admitted. There are a limited number of openings available each year. Students will be selected based on openings in the department to which they apply, and a lottery conducted in the spring after auditions conclude. For more information, visit the RCA website at www.ces.k12.ct.us/rca.



AGRISCIENCE AND BIOTECHNOLOGY

The Agriscience and Biotechnology Program is a four-year course of study with entrance in a student's ninth-grade year. The courses offered in this program are only available to students enrolled in the Agriscience Program. Students participating in the Agriscience and Biotechnology Regional Program traditionally are involved in multiple fundraising and community outreach activities.

AGRISCIENCE 9 – 9134

Grade 9 Full-year- 1 credit

The 9th-grade Agriscience Course is designed for students to explore the broad field of agriculture. This essential course emphasizes technical communication, processing, and college-ready skill enhancement necessary to progress through upper-level coursework. Some of the areas that will be explored include, but are not limited to, the following: Plant Science, Animal Science, Biotechnology, and Agriculture Mechanics.

All students are required to participate in the FFA and have a Supervised Agriscience Experience (SAE) program.

AGRISCIENCE 10 – 9144

Grade 10 Full-year- 2 credits

The 10th-grade Agriscience course is a continuation of the studies from Agriscience 9. This essential course emphasizes technical communication, processing, and college-ready skill enhancement necessary to progress through upper-level coursework. All areas of agriculture will be explored in more depth in this course. Areas of concentration include: Plant Science, Animal Science, and Biotechnology. All students are required to participate in the FFA and have a Supervised Agriscience Experience (SAE) program. This course is scheduled for two consecutive periods. Prerequisite: Successful completion of Agriscience 9. All Students must also sign up for Biology.

H UCONN AGRI BIOTECHNOLOGY – 9154/9164

9154 Grade 11 (3 UCONN credits possible, UCONN Course Code: SPSS 3230) (double period) Full-year- 2 credits

9164 Grade 12 (6 UCONN credits possible, UCONN Course Codes: SPSS 3245, 2120) (double period) Full-year - 2 credits

This course will develop students' knowledge of scientific principles relating biotechnology to plants, animals, and the environment. The course structure will necessitate student involvement in extensive laboratory training and procedures. This course credit is also applied to the student's UCONN course transcript as a dual credit course. Course designs and curriculum are identical to the UCONN college course. All students are required to participate in the FFA and to have a Supervised Agricultural Experience (SAE) Program. This course is open only to students enrolled in the Agriscience Program. Prerequisite: Successful completion of Agriscience 9 and 10.

H UCONN PLANT SCIENCE – 9174/9184

9174 Grades 11 (4 UCONN credits possible, UCONN Course Code: SPSS 2520, SPSS 3530) (double period) Full-year –2 credits . Plant Science in grade 11 may count towards the Fine Arts Requirement.

9184 Grades 12 (3 UCONN credits possible, UCONN Course Code: SPSS 1110) (double period) Full-year - 2 credits

Students will have the opportunity to utilize facilities to study areas including hydroponics, biotechnology, and plant tissue culture. Students will also have the opportunity to study more traditional plant-related topics such as greenhouse management, and floral design. This course credit is also applied to the student's UCONN course transcript as a dual credit course. Course designs and curriculum are identical to the UCONN college course. All students are required to participate in the FFA and to have a Supervised Agricultural Experience (SAE) Program. This course is open only to students enrolled in the Agriscience

Program. This course is scheduled for two consecutive periods. Prerequisite: Successful completion of Agriscience 9 and 10.

H UCONN VETERINARY SCIENCE – 9196

Grades 11-12 (6 UCONN credits possible, UCONN Course Code: ANSC 1602 and ANSC 1676) (double period) Full-year–2 credits

This course is for those students who wish to pursue the study of veterinary science and technology as it relates to small animals. The course will expand on previous coursework and requires in-depth market analysis applications that coincide with both industry standards and specific college curricular expectations. Emphasis will be on the importance of small animals as a major phase of the animal industry. Students will be trained in practical hands-on situations using the THS small animal lab.

The course will emphasize applied knowledge in livestock and small animal production as related to selection, care and management, nutrition, breeding, health, anatomy, physiology, behavior, perception, training, learning, motivation, and stress, with consideration of integrated behavioral management and animal welfare, as well as opportunities in this growing field. This course will offer a concentration in animal science in response to the elevated demands for an educated and experienced workforce. All students will be required to have a successful SAE (Supervised Agricultural Experience) and participate in the FFA.

Prerequisite: Successful completion of Agriscience 9 and 10.

H UCONN LARGE ANIMAL SCIENCE – 9214

Grades 11-12 (6 UCONN credits possible, UCONN Course Code: ANSC 1602 and ANSC 2251) (double period) Full-year–2 credits

This course is for those students who wish to pursue the study of animal science and technology. The course will expand on previous coursework and requires in-depth application of knowledge and skills which coincide with both industry standards and specific college acceptance expectations. Emphasis will be on the importance of large animals as a major sector of agriculture. Students will be trained in practical hands-on situations using the THS demonstrational farm. The course will emphasize applied knowledge in livestock and horse production as related to selection, care and management, showing, nutrition, breeding, and health, as well as opportunities in the industry. Modern technology has created a demand for trained specialists in this area of agriculture and agribusiness.

This course will offer a concentration in large animal science responding to the demands of the job market. Course design and curriculum will support the related UCONN college course, and course credit will be applied to the student's UCONN course transcript as a dual-credit course. All students will be required to have a successful SAE (Supervised Agricultural Experience) and participate in the FFA. Prerequisite: Successful completion of Agriscience 9 and 10.



Courses available to Freshmen	Courses available to Sophomores	Courses available to Juniors	Courses available to Seniors
Visual Art & Design Drawing Painting Painting II Beginning Ceramics Intermediate Ceramics Mixed Media Adv. Drawing & Illustration	Visual Art & Design Drawing Painting Painting II Painting III Photography Beginning Ceramics Intermediate Ceramics Advanced Ceramics AP Art History Adv. Drawing & Illustration Mixed Media Sculpture	Visual Art & Design Drawing Painting Painting II Painting III Photography Beginning Ceramics Intermediate Ceramics Advanced Ceramics Adv. Drawing & Illustration Mixed Media Sculpture AP Studio Art:2D Art and Design AP Studio Art:3D Art and Design AP Art History	Visual Art & Design Drawing Painting Painting II Painting III Photography Beginning Ceramics Intermediate Ceramics Advanced Ceramics Adv. Drawing & Illustration Mixed Media Sculpture AP Studio Art:2D Art and Design AP Studio Art:3D Art and Design AP Art History

VISUAL ART & DESIGN– 8100

Grades 9-12 Half-year - .5 credit

Visual Art & Design is an introductory course that provides a foundation in artistic skill development, personal expression, and creative thinking. This course is an overview of the visual arts program at Trumbull High School and will allow students to explore their strengths and interests for future classes in visual arts and graphic design.

BEGINNING CERAMICS – 8105

Grades 9 -12 Half-year - .5 credit

Beginning Ceramics is a course designed for artistically inquisitive students. If you like to work with your hands and are interested in developing skills in hand building as well as on the potter's wheel...this is the class for you. Students can expect to acquire the ability to create an array of functional and decorative forms. Cups, plates, bowls, vases, and pitchers are a few of the forms, which will be addressed. This is a hands-on class.

INTERMEDIATE CERAMICS – 8110

Grades 9-12 Half-year- .5 credit

Intermediate Ceramics is available to students by recommendation only. It is a course designed to provide the experienced pottery student with a deeper look into the world of clay. While focusing on advanced wheel-throwing techniques, students will round out their knowledge of the craft. Glaze experimentation, kiln loading/firing, the study of other potter's work, and group critiques will serve to provide a deeper understanding of this medium. Students can expect to refine their skills on the wheel and really begin to see ideas come to fruition. Prerequisite: Beginning Ceramics.

ADVANCED CERAMICS – 8120

Grade 10-12 Half-year- .5 credit

This course is an advanced study in ceramics available to students who have received permission from their previous year ceramics instructor. Students are permitted to enroll according to available space and staffing. Prerequisite: Beginning Ceramics and Intermediate Ceramics.

MIXED MEDIA – 8112

Grades 9-12 Half-year - .5 credit

The course will include contemporary crafts, alternative materials, weaving, printmaking, collage, and other forms. This course will build upon knowledge and skills learned in previous art courses. Students will apply the earlier principles to more advanced work with a variety of materials and a combination of art forms. Prerequisite: Visual Art & Design, Drawing, or Painting.

SCULPTURE – 8115

Grades 10-12 Half-year - .5 credit

This course will offer an opportunity for students to explore their creative potential in a number of mediums. Students will learn three-dimensional (3-D) elements and principles of art and design, including shape, form, texture, color, and balance. They will apply these concepts to techniques for sculpture and three-dimensional construction using stone, wood, clay, metal, found objects, and other three-dimensional materials. Studies from classical sculpture to modern 3-D art will allow students to explore the aesthetic potential of various mediums, allowing for artistic exploration and expression. Prerequisite: Successful completion of a semester of art at the high school level, including either Visual Art & Design or Ceramics.

DRAWING – 8140

Grades 9-12 Half-year - .5 credit

This is an intense, in-depth drawing course. Realistic drawing dominates the course which covers topics such as shape, proportion, values, texture, and detail. Students will use various media, which may include pencil, colored pencil, charcoal, and pastel.

ADVANCED DRAWING AND ILLUSTRATION – 8145

Grades 9-12 Half-year - .5 credit

This advanced course will build upon knowledge and skills learned in previous art courses. Students will apply the earlier principles to more advanced work in form, function, and design. The course will include figurative representation and composition form; additional work will be in studies of media, visual techniques, and illustration, focusing students on engaging their audience and bringing them into a story. Prerequisite: Visual Art & Design, Drawing, or Painting.

PAINTING – 8150

Grades 9-12 Half-year - .5 credit

This half-year course will deal with painting methods and the unique characteristics of each. The student will work with watercolors, pastels, and acrylic.

PAINTING II – 8160

Grades 9-12 Half-year - .5 credit

This course is available as advanced studies in painting. Students are permitted to enroll according to available space and staffing. In addition, students must receive permission from their previous year's painting instructor. Prerequisite: Painting.

PAINTING III – 8170

Grades 10-12 Half-year - .5 credit

This course is available as advanced studies in painting. Students are permitted to enroll according to available space and staffing. In addition, students must receive permission from their previous year's painting instructor. Prerequisite: Painting and Painting II.

PHOTOGRAPHY– 8180

Grades 10-12 Half-year - .5 credit

Photography is designed for students with an interest in both creativity and technology. If you are interested in capturing your personal impressions of the world around us, this is the class for you. Students will learn compositional techniques, how to better use their cell phone camera, how to operate a manual

digital camera, compose images in an artistic manner, and utilize computer software, such as Photoshop, in editing photographs.

AP STUDIO ART: 2-D ART AND DESIGN – 8186

Grade 11-12 Full-year- 1 credit

AP Studio Art:2-D Art and Design provides an opportunity for students to pursue and receive credit for college-level coursework. Each AP Studio Art student will develop mastery in the concept, composition, and execution of their ideas in a two-dimensional format that includes, but is not limited to, painting, drawing, graphic design, printmaking, weaving, fashion design, and photography. Through studio practice, application of design concepts, and informed decision making, students will assemble a portfolio of artwork that demonstrates a high level of quality and growth over time of content, technique, and process. Students will develop written reflections on their work and artistic process. At the end of the course, students will submit their portfolios to the College Board for assessment and possible college credit.

Prerequisites: Completion of 1.5 credits in the arts at the high school level.

AP ART HISTORY – 8196

Grades 10-12 Full-year- 1 credit

Advanced Placement Art History will provide an opportunity for students to pursue and receive credit for college-level coursework. Equivalent to a two-semester introductory college course, AP Art History studies “250 works of art characterized by diverse artistic traditions from prehistory to the present” (College Board AP Art History Course Overview). Research of the artworks is a key element of every unit.

AP STUDIO ART: 3-D ART AND DESIGN – 8126

Grade 11-12 Full-year 1 credit

AP Studio Art: 3-D Art and Design provides an opportunity for students to pursue and receive credit for college-level coursework. Each AP 3-D Art student will develop mastery in the concept, composition, and execution of their ideas in a three-dimensional format that includes, but is not limited to, figurative or non-figurative sculpture, architectural models, metalwork, ceramics, glasswork, installation, performance, assemblage, and 3-D fabric/fiber arts. Through studio practice, application of design concepts, and informed decision making, students will assemble a portfolio of artwork that demonstrates a high level of quality and growth over time of content, technique, and process. Students will select portfolio pieces and develop written reflections on their work and artistic process. At the end of the course, students will submit their portfolios to the College Board for assessment and possible college credit. Prerequisites: Drawing class or the Completion of 1.5 credits in the arts at the high school level.



BUSINESS EDUCATION



Courses available to Freshmen	Courses available to Sophomores	Courses available to Juniors & Seniors
Introduction to Business Communications Computer Technology Accounting I Web Design: HTML & CSS The Business of Fashion	Introduction to Business Communications Computer Technology Web Design: HTML & CSS Accounting I Sports/Entertainment Marketing The Business of Fashion Personal Finance H SCSU Prin. of Marketing H Prin. of Financial Accounting	Communications Computer Technology Web Design: HTML & CSS Accounting I Sports/Entertainment Marketing Entrepreneurship Leadership and Character Dev. Personal Finance H Applications of Marketing H SCSU Prin. of Marketing H Prin. of Financial Accounting Investing and the Stock Market The Business of Fashion



INTRODUCTION TO BUSINESS –7100

Grades 9-10 Half-year - .5 credit

This course is a great introduction to business. Students will study a wide range of topics including Accounting, Entrepreneurship, Economics, Marketing, and Finance. This class serves as an introductory course allowing students to get a glimpse into the different parts of the business world in hopes to help guide their future business course choices.



COMPUTER TECHNOLOGY – 7110

Grades 9-12 Half-year - .5 credit

This course is project-oriented and includes instruction in word processing, spreadsheets, databases, and presentation programs. Students will learn software skills and then apply them to a series of real-world projects in preparation for life after high school. This course provides instruction in the skills needed to be prepared for the computer requirements at most colleges.



COMMUNICATIONS – 7140

Grades 9-12 Half-year - .5 credit

Communication skills for life! This course helps develop very useful communications and public speaking skills for high school, college, and beyond! Students will be introduced to oral presentation skills in a comfortable setting. Students will give several different types of presentations during the course.



WEB DESIGN: HTML & CSS – 7170

Grades 9-12 Half-year - .5 credit

Web Design: HTML & CSS is a project-based course that teaches students how to build their own web pages using HTML and CSS coding language. Students will be able to explain how web pages are developed and viewed on the Internet, analyze and fix errors in existing websites, and write code for their very own multi-page websites.



PERSONAL FINANCE – 7210



Grades 10-11 Half-year - .5 credit

This course aims to equip students with the essential knowledge and skills to navigate their financial lives effectively. Students will explore fundamental concepts in personal finance enabling them to make informed decisions about banking, money management, budgeting, taxes, investing, credit, insurance, and their role as a consumer. *This course meets the Financial Literacy requirement for the Class of 2027 and beyond.*



INVESTING AND THE STOCK MARKET-7230

Grade 11-12 Half-year - 0.5 credit

This course will expand upon personal finance topics, with an increased emphasis on investing as a means to financial independence. Personal finance education in high school provides students the knowledge and skills to manage financial resources effectively for a lifetime of financial well-being. This course will cover the time value of money, compound interest, and how investing wisely over long periods of time can lead to financial security. Students will explore investment options such as stocks, bonds, mutual funds, and real

estate as well as careers in the financial industry. Speculative investments and how to incorporate them into an investment portfolio will also be discussed.



ACCOUNTING I – 7250

Grades 9 -12 Full-year- 1 credit

This course represents basic principles of accounting and provides the student with the knowledge of the financial operations of businesses. Emphasis is placed on the accounting cycle including the recording process, income determination, and the development of financial statements. A year-end business simulation creates a realistic approach to accounting procedures and methods of a small business. This course is strongly recommended for students considering further study in any business field. Students are encouraged to become involved in FBLA.



H SCSU PRINCIPLES OF FINANCIAL ACCOUNTING – 7265 (SCSU: ACC200)

Grades 10-12 Full Year - 1 credit SCSU Credits possible, SCSU Course Code: ACC200

Students will expand on the skills successfully learned in Accounting I. Students will continue the study of financial accounting theory and practice-oriented toward the use of financial statements for decision making. Accounting transactions are analyzed, recorded, and summarized for the preparation of general-purpose financial statements in accordance with generally accepted accounting principles. The course follows the syllabus and requirements of an accounting course at Southern CT State University. This course is essential for students considering a business and/or accounting degree in college. SCSU recommends students enrolled in this course have a 3.0 GPA or better. Prerequisite: Grade of B or better in Accounting I and teacher recommendation.



ENTREPRENEURSHIP – 7270

Grades 11-12 Half-year - .5 credit

Do you have aspirations to start your own business? If so, this is the perfect course for you. Students will be introduced to basic entrepreneurial concepts and start a small business where they will assume the role of either an officer or employee while solving real-life business problems. All students are required to make a small financial investment in their class company and have the potential to earn a profit from the proceeds.



LEADERSHIP & CHARACTER DEVELOPMENT – 7310

Grades 11-12 Half-year - .5 credit

Students in grades 11-12 will learn to work as part of a team to learn problem-solving skills through hands-on activities and in- and out-of-class projects. The course will focus on gaining increased self-understanding, leadership styles, communication skills, team-building, group process, and values clarification. There are mandatory community service and reading/writing requirements for this course. Club and student council officers along with all sports team captains are highly recommended for this course.



THE BUSINESS OF FASHION – 7510

Grades 9-12 Half-year - .5 credit

The Business of Fashion will bring to life the business aspects of the fashion world. This course will offer students an introduction to this exciting, dynamic industry through topics such as fashion design, emerging trends, cultural influences, promotion, visual merchandising, and retailing. Learn how to build a career in buying, merchandising, marketing, product development, creative fashion presentations, styling, sales, or management. Explore the future of the fashion industry in this hands-on, project-based course!



SPORTS AND ENTERTAINMENT MARKETING – 7280

Grades 10-12 Half-year - .5 credit

In this marketing course, students will be introduced to marketing concepts as they relate to the sports, and entertainment industries. Topics will include marketing basics, sports and entertainment marketing, sports and entertainment products, imaging, licensing, and promotion. This is a challenging, fast-paced project-based class. Students may not take this course concurrently with H SCSU Principles of Marketing or H Applications of Marketing.



H SCSU PRINCIPLES OF MARKETING – 7295

Grades 10-12 Full-year- 1 credit 3 SCSU credits possible, SCSU Course Code: MKT200

Students enrolled in this course will study the scope and significance of marketing in contemporary American business with an emphasis on marketing consumer goods and the development of the essential

elements of the marketing mix (product, price, distribution, and promotion). Students are expected to work in the School-Based Enterprise (school store) and encouraged to participate in DECA.



H APPLICATIONS OF MARKETING – 7290

Grades 11-12 Half-year - .5 credit

This course is an advanced program of study in marketing and management, with emphasis on in-depth concepts of specific interest to students, as well as strong involvement in the co-curricular organization DECA. Opportunities will be provided for further development of decision-making, problem-solving, and leadership skills through partnering with local businesses as well as independent research, case study analysis, and competition. Students will explore how their marketing ideas can be applied to authentic situations to create integrated campaigns surrounding the consumer. As a culminating assessment, students will develop and pitch a dynamic advertising campaign for a client as part of the State DECA competition. Prerequisite: Successful completion of Sports & Entertainment Marketing or H SCSU Principles of Marketing.



COMPUTER SCIENCE

The following courses are for STEM elective credit

CYBER SECURITY-2450

Grades 9-12 Half-year - .5 credit

As our world becomes increasingly dependent on technology, cybersecurity is a topic of growing importance. This course will prepare students with crucial skills to be responsible citizens in a digital future. Students will learn foundational cyber security topics including digital citizenship, cyber hygiene, classic and modern cryptography, software security, networking fundamentals, and basic system administration. The course is designed for students with an interest in computer science, and beginning to intermediate computer science skills.

VIDEO GAME DESIGN - 7900

Grades 10-12 Half-year - .5 credit

Video Game Design will give students an opportunity to design, program, and create video games. Students will be introduced to the basics of programming and design essential to developing a video game; topics will include design principles, 2-D and 3-D game design, and game programming.

WEB DESIGN: HTML & CSS – 7170

Grades 9-12 Half-year - .5 credit

Web Design: HTML & CSS is a project-based course that teaches students how to build their own web pages using HTML and CSS coding language. Students will be able to explain how web pages are developed and viewed on the Internet, analyze and fix errors in existing websites, and write code for their very own multi-page websites.

AP COMPUTER SCIENCE PRINCIPLES – 2456

Grade 10-12 Full-year - 1 credit

AP Computer Science Principles utilizes students' creative, problem-solving skills to design and program mobile applications using App Inventor for Android. App Inventor is a visual language that enables novice programmers to create powerful mobile applications that interact with the web and with other phones. Students will learn how to access the world of mobile services and applications as creators, not just consumers. Students will learn to create useful apps for real-world contexts, as they develop programming and problem-solving skills. Students will also explore the exciting world of computer science from the

perspective of mobile computing and its increasingly important effect on society. *If students plan on taking both AP Computer Science classes offered at THS, it is recommended that AP Computer Science Principles be taken before AP Computer Science A*. This class cannot count as the third math credit. Prerequisite: Successful completion of ACP Geometry. Space permitting, grade 9 students may request this course based on entrance criteria.

AP COMPUTER SCIENCE A – 2500

Grade 10-12 Full-year - 1 credit

In AP Computer Science A, students will learn how to create computer programs, using the Java programming language. The fundamental topics covered in this course include: problem-solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design. Students will learn to program by way of Object-Oriented Programming design and by way of the programming language Java. Course study includes super and subclasses, objects, variables, conditionals, loops, arrays, ASCII, and hexadecimal coding. *If students plan on taking both AP Computer Science classes offered at THS, it is suggested that AP Computer Science Principles be taken before AP Computer Science A*. This class cannot count as the third math credit. Prerequisite: Successful completion of ACP Algebra II. Students who will be taking ACP Algebra II concurrently must have department chair approval to enroll in this class.



THEATRE PERFORMANCE I – 1710

Grades 9-12 Half-year - .5 credit

Theatre Performance I introduces students to drama and theatre arts, approaching them from two directions. First, we explore the foundations of performance through games, storytelling, pantomimes, and improvisations, learning to use our natural creative skills. Next, we apply these skills as we work with monologues, scenes, and one-act plays. Daily movement, improvisations, theatre games, and (later in the semester) in-class performances require active engagement from all students in our safe and welcoming classroom setting. Occasional visits from guest artists provide authentic practice in acting, directing, and theatre design. No previous performance experience is required.



THEATRE TECH I – 8910



Grades 9-12 Half-year - .5 credit

Theatre Tech 1 will introduce students to the various disciplines of technical theatre: set, props, costume, lights, sound, safety, and script analysis. Students will have the opportunity to apply these disciplines practically in conjunction with the drama performance schedule at Trumbull High School.



THEATRE TECH 2 – 8920



Grades 9-12 Half-year - .5 credit

A deeper investigation of the principles studied Theatre Tech 1, Theatre Tech 2 will enable students to focus on one or two of the various disciplines of technical theatre: set, props, costume, lights, sound, safety, and script analysis. Students will have the opportunity to be responsible for the practical execution of a design plan in conjunction with the drama performance schedule at Trumbull High School. Prerequisite: Theatre Tech 1 or approval of instructor.



THEATRE EXPLORATION: PLAYS – 8930

Grades 9-12 Half-year - .5 credit

Theatre Exploration: Plays introduces students to the development of theatre today. The class will explore storytelling of famous dramatic and comedic plays through reading excerpts and full plays together and also through viewing and analyzing filmed performances. Students will be able to collaborate and conduct self-directed research to find out how plays throughout history have influenced television shows, films, video games, songs, and other media in their lives. This is not a performance-oriented course.



THEATRE EXPLORATION: THE AMERICAN MUSICAL – 8940

Grades 9-12 Half-year - .5 credit

Theatre Exploration: The American Musical introduces students to the development of musicals. If you enjoy going to Broadway or listening to cast recordings and want to know more about what goes into the making of a musical, this course is for you! From classics to current blockbusters such as *The Lion King*, *Dear Evan Hansen*, and *Hamilton*, the musical combines the arts of storytelling, dance, music, and visual design. As a class, we view many performances from musicals as well as documentaries on Broadway and interviews with theatre artists. Students will work collaboratively to analyze and appreciate this art form and its evolution into what we are seeing on Broadway today. This is not a performance-oriented course, and students do not need to have a musical background. The work done in the course will be of great interest and help to performers and non-performers alike.



ENGLISH

The English Department at Trumbull High School strives to present a challenging, engaging curriculum to all students. Required courses offer an integrated approach to reading and writing and include speaking, viewing, and listening skills as well as critical thinking and research, multimedia strategies. Reading and writing skills, combined with the ability to research information to draw conclusions and to solve problems, provide students with an important edge that can make a difference in their success.

CREDIT REQUIREMENTS

Each student is required to earn a minimum of four (4) credits in English during his/her four years, one credit minimum each year. A student may accumulate more than four credits in English if class space is available.

Courses available to Freshmen	Courses available to Sophomores	Courses available to Juniors	Courses available to Seniors
H English 9 ACP English 9 English Elective: Journalism I	H English 10 ACP English 10 English Elective: Journalism I	AP English Language and Composition AP English Literature and Composition ACP English 11– American Perspectives English Elective: Journalism I	AP English Literature and Composition AP English Language and Composition Multicultural Literature (H/ACP) Adolescent Experience African American Lit. Creative Writing(H/ACP) Critical Approach to Popular Literature Dramaturgy (H) Film as Literature Inquiry into Contemporary Texts & Issues (H/ACP) Journalism (H) Literature of Peace, Protest and Tolerance Modern Drama Mythology (H) Poetry (H/ACP) Science Fiction Senior Writing Workshop Shakespeare (H) Story of Self Women’s Literature World Literature (H) English Elective: Journalism I

ENGLISH 9: ACP AND H

Grade 9 Full-year - 1 credit

The freshman year is the first phase of a four-year program in which students are expected to become independent readers, writers, and thinkers. Writing and reading activities are closely guided in 9th grade, with care being taken to ensure that students understand the tools and skills necessary for higher-level thinking. In reading, the focus is on annotating text and close reading and encouraging students to be active readers. An intensive writing program is also a part of the year's curriculum. Students will work within descriptive, narrative, persuasive, reader response, and literary analysis modes to give them a broad background in writing and to illustrate the power of multi-modal writing.

Other assessments will include essay exams and tests, shared inquiry experiences, quizzes, projects, and performance-based assessments to determine how well students are internalizing the skills on which this course builds. The Honor's level of Grade 9 English differentiates from the core English course in a variety of ways including pace, instructional materials, and expectation of a high level of academic independence and original insight.

ENGLISH 10: ACP AND H

Grade 10 Full-year - 1 credit

Grade 10 English is the second phase of a four-year program designed to enact the English department's goal of creating independent, lifelong readers, writers, and learners. It is aligned to the Connecticut Core Standards to promote college and career readiness in students. The Grade 10 classroom is student-centered, requiring students to take an active approach to their learning. Students will apply reading and writing concepts and skills that they have learned in Grade 9 and earlier, building upon these skills to develop their thinking and communication. The course focuses on developing students' ability to analyze, synthesize, and evaluate texts using a range of complex fiction, nonfiction, drama, poetry, and supplemental materials.

The Grade 10 curriculum is a study of human behavior as explored through the tradition of storytelling in literature and literary non-fiction. It ultimately asks to consider how people form their own individual identities within the context of humanity at large. Through this character-study focus, students will practice and expand their writing skills, specifically through honing their ability to clearly explain and support their thinking and through the application of domain-specific language. To accommodate the Advanced College-Preparatory, and Honors levels, teachers will differentiate and scaffold instruction to support and enrich student access to the curriculum. Prerequisite: Successful completion of English 9 and teacher recommendation

ENGLISH 11: AMERICAN PERSPECTIVES: ACP 1034

Grade 11 Full-year- 1 credit

Certain attitudes, beliefs, and values are uniquely American. By studying American Literature, students will learn the heritage that has created the America of today. By examining the attitudes, beliefs, and values of the past and how they have evolved into those of the present, students will have a better understanding not only of America as a nation but also of themselves as individual members of American society. Students will examine these themes, beliefs, and points of view through their study of a wide range of literature, which may include journals, sermons, novels, plays, poems, short stories, as well as nonfiction forms including memoirs, biographies, letters, and newspapers and magazine articles. In addition, students will go beyond the literature to discover the impact of other art forms, such as music, film, and paintings, and contemporary sources, such as journalistic pieces, speeches, interviews, TED Talks, and podcasts.

As a result of this study of American Literature, students will have the ability to weigh, evaluate, understand, and articulate different points of view as well as their own, thus seeing the merits and complications of different world perspectives. Throughout the course, students will hone their ability to process this information through analysis, synthesis, and evaluation. The Grade 11 classroom supports and expects increasing levels of independent learning and thinking as it prepares students for senior year and beyond. Given the increased connectivity to our changing world and society, this curriculum instruction views American literature through a global lens. Prerequisite: Successful completion of English 10 and teacher recommendation.

ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION 1036

Grade 11 or 12 Full-year- 1 credit

The AP English Language and Composition course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts and becoming flexible, reflective writers of texts addressed to diverse audiences for various purposes. Students will analyze predominantly nonfiction texts on the topics of gender, education, justice, popular culture, money, and community & environment, while concurrently establishing their own opinions and perspectives on the topics for development and exploration in their own writing.

The reading and writing students do in the course deepens their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations. Students develop the skills of rhetorical analysis and composition as they repeatedly practice analyzing others' arguments and synthesizing sources, including speeches, op-eds, images, media and marketing, tweets, blogs, and primary sources to name a few. Students will understand that rhetoric and

argument are part of our everyday lives by drawing informed conclusions as to what makes others' arguments convincing or confusing, engaging or dull, persuasive or powerless. This course is highly collaborative and is experienced best when students come to class prepared with their own opinions and questions and ready to explore the perspectives of the class through collective discourse. *This course requires a summer reading assignment that is assessed at the beginning of the school year. Students are highly encouraged to register for the AP Language and Composition National Exam through the College Board. Prerequisite: Successful completion of H English 10 or strong completion of ACP English 10/ACP English 11 and teacher recommendation.

AP ENGLISH LITERATURE AND COMPOSITION– 1106

Grade 11 or 12 Full-year- 1 credit

Advanced Placement English Literature and Composition offers a substantial reading of novels, drama, and poetry as a basis for whole-class discussion, extensive critical and analytical writing, and individual and small group discussion and presentation. Students are required to carry out the kind of in-depth literary analyses and original synthesis required for the Advanced Placement test. In addition, students will be required to take this close reading of text and develop an understanding of the unifying themes that the authors are expressing through their works.

Student readings will include classic and contemporary dramas, Pulitzer-prize winning novels, and poetry. Each major piece of literature is followed by an in-class written reaction/analysis, an out-of-class essay, or an alternate assessment appropriate to the work studied. Extensive revision of written responses is a focal point of the course. This course requires a summer reading assignment that is assessed at the beginning of the school year. Prerequisite: teacher recommendation and successful completion of H English 10/AP Language and Composition or exemplary completion of ACP English 10/ACP English 11 .

MULTICULTURAL LITERATURE 12– 1110 ACP 1111 HONORS

Grade 12 Full-year- 1 credit

Multicultural Literature will explore four units, each focusing on one racial ethnicity per quarter (African, Native-Indigenous, Asian, and Latino). Through a study of the units and authors' techniques, students will widen their understanding of how class consciousness, race, stereotypes, and gender are expressed by authors of multicultural literature. More importantly, students will come to see that experiences of cultures are transferable and relatable because humanity shares a story. Students will also have the opportunity to examine how their own culture has shaped their identity and make connections to the cultures they have learned about in the course. Students will read different genres of literature, both fiction and nonfiction, children's books, poems, articles, essays, and short stories. The writing includes literary analysis in essay form, journal writing, and some creative pieces, all of which link back to the texts and their larger units of

study. Students will also engage in research projects and required presentations. Students may NOT retroactively drop from Honors to ACP to avoid the consequence of not completing the designated requirements/criteria. Prerequisite: teacher recommendation and successful completion of 11 ACP, AP Language and Composition or AP Literature and Composition.

SHAKESPEARE-1115 (H)

Grade 12 Half-year - .5 credit

This course is an intensive study of the life and writings of William Shakespeare within the parameters of the Elizabethan cultural, social, and historical picture. It is intended for students who are interested in pursuing their previous Shakespearean study during their senior year. A multimedia approach will be used to establish an understanding of Shakespeare's view of humanity and the world. Readings will include approximately 5 plays, including comedy, tragedy, and history. Shakespeare's sonnets will also be studied. Students will examine Shakespeare's work on three levels –literary, scholarly, and dramatic–and will analyze selected passages in close detail.

WORLD LITERATURE - 1135 (H)

Grade 12 Half-year - .5 credit

In this course, students will study an array of works—both classic and contemporary—by authors around the globe. They will read a variety of genres, including novels, short stories, poetry, plays, and nonfiction. The aim of the course is for students to become “armchair travelers” through literature, to come to understand the world better, and to see that people from all over the world share many of the same desires, hopes, and struggles. The selections include *The Stranger*, *The Metamorphosis and Other Stories*, *One Hundred Years of Solitude*, *Nectar In a Sieve*, *Cry the Beloved Country*, *One Day in the Life of Ivan Denisovich*, *A Doll's House*, and the plays of Chekov. In addition, students will read from a world literature anthology. The reading is complex and demanding. The writing includes literary analysis in essay form, journal writing, and some creative pieces, all of which link back to the texts and their larger cultural backdrops.

AFRICAN AMERICAN LITERATURE -1144 (ACP)

Grade 12 Half-year - .5 credit

The African American Literature class will focus on texts by and about African-Americans as an exploration of how black Americans' experiences have shaped their culture and how they have turned those experiences into art, which has shaped culture all over the world. Beginning with the stories and music born from slavery to the poetry and fiction of the Harlem Renaissance; to the influence on modern pop culture in a variety of mediums. This course is intended for students of all races and ethnicities and will allow them to hear many voices of the African-American/Black community.

MYTHOLOGY – 1155 (H)

Grade 12 Half-year - .5 credit

Honors Mythology is an elective for seniors that offers a comprehensive look at world mythology through a variety of themes and topics. The course is divided into units of study that include: creation myths, the hero cycle, the afterlife, and themes such as duality, fertility, and the fall from grace. Students will explore and analyze myths from three different perspectives: myth as literature, myth as a glimpse into a culture's ideas and values, and myth as a commentary on the human experience. Each semester project will be presented to the class.

LITERATURE OF PEACE, PROTEST, AND TOLERANCE – 1164 (ACP)

Grade 12 Half-year - .5 credit

The internal and external quest for peace in life and literature is one focus of this course; students examine historical examples of how protest and tolerance can lead to peace or to continued conflict. Another focus of the course is to give voice to student concerns. When considering the world around them, what do students have to say about the things that affect them? Given this, class discussions are prevalent, and students must be willing to explore the thoughts, beliefs, and ideas of others in an honest and respectful manner. The course is interdisciplinary in nature, and the various topics will be studied from their vantage points in philosophy, psychology, literature, politics, current events, and film. Students should be prepared to read fiction, nonfiction, and poetry, and to respond in writing. Units explore both historical (WWII, Vietnam) and contemporary (Africa, Iraq, Afghanistan) vantage points. All students will complete a semester project reflecting current elements of peace, protest, and tolerance (or the lack thereof). Each semester project will be presented to the class, and this will count as the final exam.

POETRY – 1174 (ACP) 1175 (HONORS)

Grade 12 Half-year - .5 credit

This course offers students the opportunity to pursue their interest in studying poetry with a new level of depth and intensity. Students will approach poetry from two vantage points—both that of a reader and that of a writer. As readers, students will analyze authors' techniques and use of literary devices, themes, and poetic forms in order to synthesize and make greater meaning of the poems they read. As writers, students will try their own hand at the art form they are studying; revision of their own work is a requirement, and workshopping opportunities will be provided. Due to its comprehensive nature as representative of the student's body of work over the entire course of study, this course will culminate in a final anthology, allowing students to showcase their work. Students may take the course at the Advanced College-Preparatory or the Honors level. For Honors credit, in addition to completing all regular assignments and anthology requirements each marking period, students will: produce a lesson or podcast in Unit 1 and produce one additional poem as a summative assessment; produce two more poems for the

Great Form Challenge in Unit 2; take on and maintain a leadership role for the interdisciplinary cross-course task or complete an independent study of the Dead Poets Society in Unit 3; include the maximum number of poems in the culminating anthology. Students may NOT retroactively drop from Honors to ACP to avoid the consequence of not completing the designated requirements/criteria.

SCIENCE FICTION– 1184 (ACP)

Grade 12 Half-year - .5 credit

This course offers a chronological and thematic examination of the world of science fiction and, to a lesser extent, the fantasy and horror genres. Students will examine contemporary issues, such as humankind's place in the universe, "the Other" in society, the effectiveness of various forms of government, the benefits and dangers of technology, and many more. The course will offer selections from such writers as Mary Shelley, Isaac Asimov, Ray Bradbury, Richard Matheson, Philip K. Dick, Ursula K. LeGuin, William Gibson, and Neil Gaiman. Students will also utilize an anthology featuring short stories, poetry, and a historical timeline describing how the genre influenced "reality." Students will also explore the genre's influence on filmmakers from the last century. Students will be expected to read, discuss, and write both reader responses and formal essays about each major work in the course.

WOMEN'S LITERATURE - 1194 (ACP)

Grade 12 Half-year - .5 credit

To paraphrase Virginia Woolf, "For most of history, anonymous was a woman." Women's Literature not only names some of the marginalized and silent voices of women throughout history, but it also ensures that students graduate Trumbull High School with an understanding and appreciation of how women writers have paved the way for all people, regardless of gender. Women's literature is an empowering course that delves into many women's issues, past and present. In this course, students will read, write, and discuss as part of their daily practice. Course texts include high-interest books by female authors, where students can analyze the key issues within the pages and decipher how they are projected in our own society. This class not only makes students more conscious of women's issues, but it also brings students together on the basis and realization of the common beliefs that bind us together as a human race. Students participate in dynamic and engaging discussions in a welcoming and safe space. To this end, it is imperative that students arrive with a mature attitude, and are willing to listen to their peers. In order for vivid discussions to be able to take place, students should be both open minded and willing to share their own opinions. Students will also participate in authentic learning experiences that challenge them to create, empower, and learn about how to use their voices to change the world for the better. Authors/voices may include, but are not limited to: Margaret Atwood, Joyce Carol Oates, Betty Friedan, Mary Pipher, Anna Quindlen, Kathryn Stockett, and Chimamanda Ngozi Adichie.

ADOLESCENT EXPERIENCE - 1202 (ACP)

Grade 12 Half-year - .5 credit

Adolescence is a period of startling growth and dramatic change. As such, it has long been the focus of writers who see it as a meaningful subject. Some young people pass through the time smoothly with minimum stress; others come to the very edge of destruction. This course deals with both realities through novels, memoirs, poems, essays, films, and short stories. Students will read and analyze these texts and write essays that examine and clarify their understanding of the material studied. They may also produce self-reflective work that reflects their own adolescent experience and interview older individuals regarding their teenage years. Each semester project will be presented to the class.

MODERN DRAMA - 1214 (ACP)

Grade 12 Half-year - .5 credit

Playwrights use drama to offer a window into human nature and significant issues of the day. In this course, students will read and analyze major works in modern drama in order to explore contemporary society and gain a life-long appreciation for important works of theatre. In addition to reading plays, students will also read criticism and conduct research on works, the playwrights, and the issues and historical periods being portrayed. Students of all levels who have enjoyed studying plays in their grade 9 –11 English classes will find this course engaging.

DRAMATURGY- 1225 (H)

Grade 12 Half-year - .5 credit

In a theatrical production, the “dramaturg” is the person who is considered the expert on the play script. The dramaturg reads, studies, researches, and interprets a play in order to answer questions for and give guidance to actors, directors, and designers. In this Honors-level course, students will be guided through the study of multiple plays and will do the work that allows them to become experts in reading and interpreting play scripts. Then, in the final weeks of the course, the students select a musical or play of their choice to research, study, and share. This project is in lieu of a final exam. Class time will be structured as a workshop for research and collaboration. Students need not be performers to be successful in this course—only curiosity about theatre, an ability to collaborate, keen close reading skills, and a creative mind are required!

A CRITICAL APPROACH TO POPULAR LITERATURE - 1234 (ACP)

Grade 12 Half-year - .5 credit

Why do certain books get so many followers? Do they deserve the popularity and live up to their reputations? How should literature be judged? What makes it good and worth reading? In this course, students will read and analyze a selection of contemporary popular fiction and nonfiction texts that explore the source of popularity and the “contagious” nature of some trends. Students will frequently research aspects of popularity to apply to the texts in an attempt to uncover why people are drawn to certain topics and stylistic choices. Students will look for patterns in popular fiction and even perhaps predict future trends, presenting their findings through frequent discussions. In addition, students will be required to work on a semester project that has them engage in independent reading and analysis of additional informational and fictional texts to further explore the essential questions of the course. Each semester project will be presented to the class. Authors may include but are not limited to: Suzanne Collins, J.K.Rowling, Roald Dahl, Jonas Berger, and Malcolm Gladwell.

INQUIRY INTO CONTEMPORARY TEXTS & ISSUES - 1244 (ACP), 1245 (H)

Grade 12 Half-year - .5 credit

In this diversity and social justice course, students will engage in civil discourse related to the historical, political, and social context of the various “isms”, such as racism, ageism, youth oppression, and classism, providing students with the opportunity to acquire a broader, more informed view of the United States while exploring their identities, personal thoughts, and perspectives on related issues. The course is centered around three units related to students’ understanding of their own personal identities, exploration of societal issues, and learning the inquiry process. The course text, *Readings for Diversity and Social Justice*, and the supplemental texts are a compilation of non-fiction texts related to a variety of societal “isms.” The Inquiry classroom is a respectful and supportive environment where students can take intellectual risks and engage deeply with the readings through questioning techniques, reflective writing, and student-led discussions, including formal shared inquiry discussions. Most of the second half of the course is devoted to independent inquiry and exploration of self-selected societal issues requiring a full class presentation of their research project. The course is heterogeneously grouped with ACP and Honors students learning together; Honors students will complete a supplemental assignment for honors credit. Students may NOT retroactively drop from Honors to ACP to avoid the consequence of not completing the designated requirements/criteria.

JOURNALISM - 1405 (H)

Grade 12 Half-year - .5 credit

Honors Journalism is a semester-long senior elective that provides interested students with a rigorous introduction to scholastic journalism through writing, reading, research, and revision. An integrated study

of the print and digital media, Honors Journalism offers a foundation in the tenets of journalism and an understanding of the ethics and standards required in the field. Students will produce different types of writing, which include News, Opinion Pieces/Editorials, Features, Sports, and Reviews. Students will also make independent journalistic choices about stories and modes to convey information. Student work will be evaluated using a variety of techniques in order to accommodate and recognize different learning styles. Students will primarily be evaluated by their written expressions in each of the modes of journalism with major and minor assignments, including in-class writing, homework writing, small-group assessments, creative projects, and analytical/evaluative essays. The assessments in the course alternate between analyzing published examples of journalism and producing original content, adhering to the established conventions of the specific type of journalism covered in each respective unit. Additionally, class participation will be an important part of the course. The expectation is that students complete all work required for the course and come to class prepared and motivated to meet deadlines. A Journalism Compilation (with a reflective component) and Final Examination will be a comprehensive culmination to the course and will be representative of all the work a student does throughout the entire course of study.

SENIOR WRITING WORKSHOP - 1414 (ACP)

Grade 12 Half-year - .5 credit

This one-semester elective is offered to seniors who want to strengthen their writing foundation for further success after high school. This course requires a high level of independence and self-advocacy. Students will create a portfolio that will contain six major pieces of writing, including a personal philosophy statement, a résumé, a cover letter, a rhetorical analysis, a research report and field study, and an argument essay. In addition, students may complete a technology project, which they will present to their peers. Students will understand that writing is a process and that each piece must be continuously revisited, revised, and edited until published for an intended audience and purpose. Throughout the semester, students will engage in daily writing and ongoing reflection to further promote the idea of writing as a process. Students will be expected to write clearly and coherently, with organization and adherence to writing conventions and mechanics.

STORY OF SELF - 1222

Grade 12 Half-year - .5 credit

This course will explore the concepts and principles that come to create us as individuals. At the core of the course is the premise that we as individuals are a part of a tapestry of human experience that yields who we are in the present. There are many factors, motifs, and themes that have come to influence who we are. This course is designed to focus on individuals who are asking themselves questions about their purpose and their own experiences. The narratives contained within the pieces of literature and media within this course serve as mirrors with which we stare back at ourselves and validate our questions and our thoughts about

ourselves. They also are windows with which we look at the experience of others seeming unlike ourselves and work to help us gain empathy, as well as discover a perspective we may never have seen or consciously thought of before. The goal is to foster critical thinking and independence, as well as strengthen reflective practices in an effort to influence a broader thought about a single person's contribution to the world.

FILM AS LITERATURE - 1424 (ACP)

Grade 12 Half-year - .5 credit

This course teaches students to become active, critical viewers of films as they develop visual literacy, the ability to understand and interpret images. Students will examine film as a technical art, a visual art, and a medium through which themes and ideas are communicated. In addition to learning how to view actively and critically, students will speak and write about various aspects of film composition and film criticism. Students will learn technical terminology so that they will not only identify what's on the screen, but they will also understand how and why directors film scenes in particular ways. For each film, students will be required to complete viewing notes and short response writings. Students will write analytical essays reviewing films and research papers. Films viewed in the course may include *Casablanca*, *Rear Window*, *Citizen Kane*, *The Graduate*, and *Do the Right Thing*. Along with a variety of full length films, students will view short live action films, and clips from award-winning/merited films throughout the semester. Students will complete multiple analytical/research written pieces and creative projects with required presentations. Each semester project will be presented to the class. *This course is not approved by the NCAA and would not count toward eligibility for the NCAA.*

CREATIVE WRITING - 1434 (ACP), 1435 (H)

Grade 12 Half-year - .5 credit

This course pairs the exploration and analysis of writing choices across a variety of creative genres such as nonfiction, fiction, advertising, television and film, children's literature, and memoir with the creation of student portfolios containing brainstorming and drafts, revised pieces, and reflections. Within these units of study, students will focus on different aspects of creative writing, including: idea generation; sensory experience development; sentence and diction variation; point of view, dialogue, plot, and characterization; genre criteria; revision; and storyboarding. Working in a writer's workshop model, students create several short pieces each week and then revise and develop larger, more substantive works for incorporation into their digital writing portfolios. As writers are also readers, students will read and analyze short works as mentor texts to aid in improving their craft. As part of a community of writers, they will share their own work aloud in small and large groups of their peers. The major goals of the course are for each student to develop a writing voice, new creative lenses, and the understanding that creativity is a foundation skill across other fields and subject areas. This course is for both the beginning and experienced creative writer, but it is strongly recommended that students have a passion and the stamina for habitual writing, revision, and

idea-generation. *The course is heterogeneously grouped with ACP and Honors students learning together; Honors students will complete an independent, long-term, multi-step mentor text project AND submit one original written piece to an approved THS or national publication.* Students may NOT retroactively drop from Honors to ACP to avoid the consequence of not completing the designated requirements/criteria.

The following English course is offered for humanities elective credit only:

JOURNALISM I – 1720

Grade 9-12 Half-year - .5 credit

This course offers students the opportunity to learn about the history and ethics of journalism, as well as the structure of writing a news story (whether straight news, features or sports copy). Students learn the art of the inverted pyramid, along with writing leads and headlines, conducting interviews, and other style and copy editing techniques. Students exercise the art of writing captions and developing their photojournalistic skills, and are encouraged to join the school yearbook, *Trillium* as a staff writer. Students are also encouraged to have their work submitted to the school newspaper *The Eagle's Eye*, or the school's literary magazine *Creative Minds*.



FAMILY AND CONSUMER SCIENCES

Courses available to Freshmen	Courses available to Sophomores	Courses available to Juniors & Seniors
Bake Shop I Culinary I	Child Development Bake Shop I Bake Shop II Culinary I Culinary II	Child Development H UCONN Individual & Family Development H UCONN If You Love It, Teach It Bake Shop I Bake Shop II Culinary I Culinary II

H UCONN INDIVIDUAL & FAMILY DEVELOPMENT – 7405

Grades 11-12 Full-year- 1 credit 3 UCONN credits possible, UCONN Course Code: HDFS 1070

Honors / Early College Experience Individual & Family Development is a college-level course whose primary focus is human development throughout the lifespan, with emphasis upon the family as a primary context. In particular, the course emphasizes the developing individual within the context of the family system and changes that occur in family systems over time. Each student is required to complete 40 hours of independent fieldwork. This introduction to the field of family development is particularly helpful for those considering a career in education, medicine, psychology, or social work. Since the course meets the standards of a general education course (HDFS 1070) at the University of Connecticut, Trumbull High students can earn three college credits for successful completion of the course. Prerequisite: Teacher or School Counselor recommendation This course runs on odd years and will be running 2025-2026.

H UCONN IF YOU LOVE IT, TEACH IT – 7402

Grades 11-12 Half-year - .5 credit 3 UCONN credits possible, UCONN Course Code: EDCI 1100

Honors / Early College Experience If You Love It, Teach It is a college-level course that serves as an introduction to historical, philosophical and social foundations of education as well as how those foundations relate to teaching as a profession, school organization, educational reform, and reimagining of educational futures. This course focuses on themes as influential components of the teaching profession. This course runs on even years and will be running 2026-2027.

CHILD DEVELOPMENT – 7401

Grades 10 –12 Half-year - .5 credit

Child Development is designed to provide knowledge, understanding, and practical experience related to child development from conception to age three. Students will explore physical, emotional, social, and intellectual development and how these areas impact a child's learning and growth. Topics and discussions will include: the roles, responsibilities, and challenges of raising children; human sexuality; pregnancy; prenatal development; preparation for birth; the birth process; heredity and the environment; and careers in childcare. In addition, students will apply the concepts learned through the opportunity to be a caregiver for an infant through the Real Care Baby simulator program.

CULINARY I – 7410

Grades 10-12 Half-year - .5 credit

This course is an introduction to food preparation. Topics include safety, sanitation, basic cooking methods and techniques, kitchen equipment and utensils, cutlery, table setting, etiquette, and culinary terms. Cooking techniques and the language of food preparation are also studied to enable students to read and prepare recipes.

CULINARY II – 7420

Grades 10-12 Full-year- 2.0 credit (double period)

Would you like to enhance your culinary skills beyond Culinary I and Bake Shop and learn to cook like a pro? This course is designed for those students with previous basic culinary techniques who want to learn more about meal planning and food preparation. Students are introduced to the basic café operation and a la carte kitchen. They are taught enhanced cooking skills and preparation of appetizers, soups, salads, sandwiches, entrees, and baking. They will also be producing large quantities of food for outside catering requests. These tasks give the student the opportunity (or skills) to work in our professional commercial kitchen and café. All students registered in this course will be required to purchase the culinary chef uniform. This course prepares students to take the industry-recognized ServSafe Manager exam and potentially earn certification. Prerequisite: B+ or better in Culinary I. Bake Shop I recommended.

BAKE SHOP I – 7440

Grades 10-12 Half-year - .5 credit

Do you enjoy making cookies, pizza, breads and muffins? This is a one-semester course that is an introduction to baking. Students will learn basic theory and preparation techniques for various types of baked goods. A wide variety of recipes will be available.

BAKE SHOP II – 7450

Grades 10-12 Half-year - 1 credit (double period)

This course is designed for the students who have had Bake Shop I and are interested in more advanced techniques and/or a career in the Baking and Pastry Industry. Students are introduced to the advanced topics of chiffon and cream pies, a variety of cakes and tortes, muffins and quick breads, various yeast breads, and tying it up with cake decorating and plate presentation. In addition, products will be produced for use in the school “Café”, for scheduled luncheons and holiday purchases. All students registered will be required to purchase the Bake Shop II work uniform and hat. Prerequisite: Grade of B or better in Bake Shop I.

INTERDISCIPLINARY ELECTIVES

GROUP SEMINAR – 9670S

Grade 9 Half-year-.5 credit

The purpose of Group Seminar is to provide proactive support for students who may need more instruction to optimize the high school experience. The students actively work to create a collaborative environment while also working to engage in all Trumbull High School has to offer. The focus is on academic support and the overall social-emotional health of students and building positive relationships in the school community. Class size is limited to approximately 8-10 students per section. According to the design of the curriculum, it is vital that students enroll no later than the first week of class. This course is pass/fail only.

SCIENCE EXPLORATIONS – 5590

Grades 9-12 Half-year. 5 credit per semester

Science Explorations provides students with developmental and intellectual disabilities with the opportunity to explore science topics through an inquiry-based approach tailored to students' interests and ability levels. Students explore high-interest topics related to chemistry, earth science, and biology. When possible, the course will take a unified approach and include typical peers, who may take the course as a general elective and serve as partners for students in their science investigations.



MATHEMATICS

The Department of Mathematics offers a broad range of courses. This allows enough flexibility for students to choose a course commensurate with their ability and background. At the same time, the program is structured enough that there should be no confusion about which math course is appropriate. It is recommended that students confer with their parents, school counselors, and mathematics teachers prior to embarking on any particular sequence of instruction. It is strongly recommended that any student planning to take college entrance exams has satisfactorily completed Algebra I and Geometry courses before taking the exams and in addition, should be enrolled in a math course the year he/she is taking the exams. Some mathematics courses may be taken concurrently with the permission of the department chair (e.g. Geometry and Algebra II, Statistics and Pre-Calculus, Statistics and Calculus).

ALGEBRA I – 2012 (CP), 2014 (ACP)

Full-year- 1 credit

Algebra I is designed to develop the eight standards of mathematical practice in students. Students will solve linear equations and inequalities and explore functions. They will solve systems of equations graphically, numerically, and algebraically and make choices between competing situations in real-world contexts. Students will investigate exponents and exponential equations. This course includes the study of quadratic functions and equations. A graphing calculator is required for this class.

H ALGEBRA I/GEOMETRY A – 2016

Full-year- 1 credit

This is the first year of a two year accelerated course. The course will begin with a study of functions and will continue the work on linear functions and linear inequalities from the middle school courses. Students will perform data analysis using scatter plots and trend lines. The major focus will be on quadratic and exponential functions and their applications. Each unit will incorporate applications and mathematical modeling. The course will also address geometric concepts starting with angle relationships. It will continue with a study of congruence and coordinate geometry. This is a fast paced, rigorous, full year course that will allow students to complete the Algebra I-Geometry-Algebra II sequence in two years. Summer work is required for this course. A graphing calculator is required. Prerequisite: This course is open to 9th graders who meet the criteria for 8th to 9th grade placement posted on the Trumbull Public Schools website.

H GEOMETRY B/ALGEBRA II – 2026

Full-year- 1 credit

This is the second year of a two year accelerated course. The course will continue work done in Honors Algebra I/Geometry A with the trigonometry, applications of area, volume, circles, and transformations. Quadratic and exponential functions explored previously will be expanded on in this course. Students will also explore polynomial, rational, radical, logarithmic, trigonometric functions. Each unit will incorporate applications and mathematical modeling. This is a fast paced, rigorous, full year course that will allow students to complete the Algebra I-Geometry-Algebra II sequence in two years. Summer work is required for this course. A graphing calculator is required. Prerequisite: A grade of C or better in H Algebra I/Geometry A.

GEOMETRY – 2022 (CP), 2024 (ACP), 2025 (H)

Full-year - 1 credit

Geometry focuses on the development of inductive and deductive reasoning. It is designed to develop the eight standards of mathematical practice in students. The course includes a study of the tools of Geometry, formal proofs, parallel and perpendicular lines and the relationships between angles, triangle congruence, the relationships between the sides and the angles of similar polygons, transformations, and reflections of figures in the coordinate plane. Geometry continues with the study of area of polygons, volume, and surface area of three-dimensional figures with an emphasis on real-world applications, the study of relationships in triangles, quadrilaterals, right triangle trigonometry, and the study of circles. A scientific calculator is required for this class. Prerequisite for course CP Geometry: Completion of Algebra I. Prerequisite for course ACP Geometry: A grade of B- or better in ACP Algebra I. Honors Geometry is open to 9th graders who meet the criteria for 8th to 9th grade placement posted on the Trumbull Public Schools website.

ALGEBRA II – 2032 (CP), 2034 (ACP), 2035 (H)

Full-year- 1 credit

Algebra II is designed to develop the eight standards of mathematical practices in students. Algebra II includes the study of functions and their inverses, the analysis, and building of functions, the study of polynomial, rational, and radical functions and equations, complex numbers, trigonometric functions, and exponential and logarithmic functions (Honors only). A graphing calculator is required for this course. Prerequisite for course CP Algebra II: Completion of CP Algebra I. Prerequisite for course ACP Algebra II: Grade of B- or better in ACP Algebra I, grade of C or better in ACP Geometry, and teacher recommendation. Prerequisite for course H Algebra II: Grade of B or better in H Geometry and teacher recommendation.

INTRODUCTORY COLLEGE MATHEMATICS – 2052S (CP), 2054S (ACP)

Grades: 11-12 Half year - 0.5 credit

Introductory College Mathematics will be an introduction to college algebra for students who wish to develop their study of algebra and algebraic functions. Units will include set theory, linear programming, rational expressions and equations, polynomial functions, and trigonometry. Students will be prepared to take college placement tests in mathematics. This course may be taken in addition to or in place of Precalculus, but will not prepare a student for Calculus. A graphing calculator is required for this course. Prerequisite: CP: Successful completion of CP Algebra II; ACP: Successful completion of ACP Algebra II or Honors Algebra II, or an A- or higher in CP Algebra II with teacher recommendation. *2052S is not approved by the NCAA and would not count toward eligibility for the NCAA.*

PRACTICAL APPLICATIONS OF MATHEMATICS – 2042S (CP), 2044S (ACP)

Grades: 11-12 Half year - 0.5 credit

Practical Applications of Mathematics will prepare students in applying mathematics to college-level courses, their lives, and the workplace. The course will emphasize the practical link between mathematics, real-life scenarios, and technology. Units will include financial mathematics, probability and statistics, and mathematical modeling. This course may be taken in addition to or in place of Precalculus, but will not prepare a student for Calculus. A graphing calculator is required for this course. Prerequisite: CP: Successful completion of CP Algebra II ACP: Successful completion of ACP Algebra II or Honors Algebra II, or an A- or higher in CP Algebra II with teacher recommendation. *This course is not approved by the NCAA and would not count toward eligibility for the NCAA.*

STATISTICS – 2304 (ACP)

Full-year- 1 credit

This course includes a variety of activities, projects, and vocational connections. The curriculum concentrates on learning how to appropriately gather, display, interpret, analyze, and use data to make and support decisions. Numerous projects will be included throughout the course connecting the class to current, “real-world” applications of statistics using many of the same topics as AP Statistics. A graphing calculator is required for this course. Prerequisite: A- or higher in CP Algebra II and teacher recommendation or successful completion of ACP or Honors Algebra II.

AP STATISTICS – 2306

Full-year-1 credit

Advanced Placement Statistics is a rigorous, college-level course in statistics which explores the fundamental concepts in statistics and data analysis while maintaining relevance to life in modern society. Students will gain an analytic and interpretive skill set that will enable them to collect, maintain, and analyze

data as well as communicate research findings in a technical manner consistent with academic literature. Other aims of the course include developing students' oral and written communication; critical thinking; scientific and quantitative reasoning; and the ability to separate fact from fiction using the aforementioned competencies. The course is divided into three main units: (1) The Summarization and Collection of Data, (2) Probability, Estimation, and the Mathematical Foundations of Inference, and (3) Statistical Inference. In general, statistics is overtaking calculus and other mathematics classes with respect to enrollment in higher educational institutions across the country, and the future of advancements in nearly every academic discipline involves the analysis of data. The AP Statistics course is an excellent option for all college-bound students who wish to be an educated consumer in the age of "big data". Prerequisite: Successful completion of Honors Algebra II and teacher recommendation; B or better in Honors English 9 or Honors English 10.

PRECALCULUS – 2204 (ACP)

Full-year- 1 credit

The study of functions and their characteristics serves as the theme for this course. In particular, polynomial, rational, exponential, logarithmic, and trigonometric functions, and their applications, are examined. Students will learn to solve equations and develop models to help explore practical applications. Students will also preview calculus in finding limits using a table, graph, and algebraic techniques and in finding the derivative of a function. A graphing calculator is required for this course. This course is intended for students who will take ACP Calculus or AP Calculus AB. Prerequisite: Grade of B- or better in ACP Algebra II and teacher recommendation.

PRECALCULUS – 2205 (H)

Full-year- 1 credit

This course is intended to review and strengthen the skills necessary for AP BC Calculus. Topics include: functions, math modeling, inequalities, exponents, logarithms, trigonometry, polar coordinates, sequences, series, limits, and an introduction to Calculus. A graphing calculator is required for this course. Prerequisite: Grade of B- or better in H Algebra II and teacher recommendation.

CALCULUS – 2214 (ACP)

Full-year- 1 credit

Calculus begins with a review of concepts from Algebra I, Geometry, Algebra II, and Precalculus necessary to the study of Calculus. Calculus topics begin with the study of limits. The derivative is introduced through the study of the tangent line problem and the limit definition of the derivative is developed. Students become proficient at both explicit and implicit derivatives of polynomial, rational, trigonometric, exponential, and logarithmic functions. Derivative applications are studied through motion, curve fitting,

extrema, and related rates. The course continues with anti-differentiation and its applications. Graphing calculators are required. Prerequisite: Grade of C+ or better in ACP Precalculus and teacher recommendation.

AP CALCULUS AB – 2236

Full-year- 1 credit

The AP Calculus course curriculum follows the AP Calculus AB curriculum prescribed by the College Board. The first semester emphasizes a thorough study of derivatives. Students are taught both explicit and implicit derivatives of polynomial, rational, trigonometric, logarithmic, and exponential functions. Derivative applications are studied through motion, curve fitting, extrema, and related rates. The second semester stresses the study of the integral. Applications are stressed through the investigation of volumes, length of curves, volumes of solids of revolution, and surface area. The use of the graphing calculator is an integral part of the course. Summer work is required. Prerequisite: Completion of H Precalculus or a grade of A- or better in ACP Precalculus and teacher recommendation.

AP UCONN CALCULUS BC – 2246

8 UCONN credits possible, S1: UCONN Course Code: MATH 1131Q, S2: MATH 1132Q Full-year- 1 credit

The AP Calculus course curriculum follows the AP Calculus BC curriculum prescribed by the College Board as well as the UCONN ECE curriculum. It covers all of the topics from AP Calculus AB as well as Taylor and Maclaurin series, advanced methods of integration, polar coordinates and equations as well as parametric equations. The use of a graphing calculator is an integral part of the course and is required. Students who do well in this course are prepared to succeed on the AP Calculus BC exam given in May. Summer work is required. Prerequisite: Grade of B or better in Honors Precalculus and teacher recommendation.

UCONN MULTIVARIABLE CALCULUS & LINEAR ALGEBRA – 2256

4 UCONN credits possible, S1: UCONN Course Code: MATH 2110Q, S2 Full-year- 1 credit

The first semester of this course explores Multivariable Calculus. The topics include vectors, surfaces in space in rectangular, cylindrical, and spherical coordinates, partial derivatives, directional derivatives, gradients, optimization, double and triple integrals, line integrals, Green's Theorem, Divergence Theorem, and Stokes Theorem. The second semester is devoted to the study of Linear Algebra. The topics include systems of linear equations, matrices, vector spaces, determinants, eigenvalues, eigenvectors, and linear transformations. Prerequisites: Completion of AP/ UCONN Calculus BC with a teacher recommendation. AP weight will be awarded.



Performance	Non-Performance
Freshman Chorus Concert Choir H Chamber Singers Vocal Music Ensembles^ Marching/SymphonicBand Concert Band Jazz Band^ Winter Percussion^ String Orchestra 9-10 and 11-12 Percussion Ensemble H Wind Ensemble	Digital Music Technology Guitar I Guitar II Music Theory Advanced Music Theory AP Music Theory Music Fundamentals: Pop/Rock Introduction to Piano Piano II UCONN ECE: Popular Music and Diversity in American Society

^Meets after school hours

Performance Courses

FRESHMAN CHORUS – 8410/8410S

Grade 9 Full-year- 1 credit

This course is designed for a mixed group of ninth-grade students interested in singing in a choral group. There should be a desire to learn basic music reading and vocal technique skills. Through participation in this group, students can attain the necessary experience for singing in the Concert Choir. Areas of study are: basic music reading, voice production, and musical interpretation. A variety of music literature is studied and performed. The Freshman Chorus performs at all school concerts. No audition is required. This course is a full year but may be requested for a half year for students enrolled in Agriscience or Aquaculture.

CONCERT CHOIR – 8420/8430

Grades 10-12 (8420) Grades 10-12 (8430) Full-year - 1 credit

This course involves the application of good vocal training through the study and performance of choral literature selected from all periods of music history. Both accompanied and unaccompanied music will be performed and some of the repertoire is in a foreign language. The Concert Choir will perform at all school concerts and at other selected events. This choir is open to all students in grades 10-12 without an audition.

HONORS CHAMBER SINGERS – 8435

Grades 10-12 Full-year- 1 credit

This course involves the application of specific vocal techniques through the study and performance of choral literature selected from all periods of music history. This course is composed of both Treble Choirs and Tenor/Bass Choir Ensembles, both of which meet on Monday evenings. Requirements: Participation in at least one of the other choral groups at Trumbull High School or permission of the instructor.

VOCAL MUSIC ENSEMBLES – 8440

Grades 9-12 Full-year- .5 credit

This course involves the application of specific vocal techniques through the study and performance of choral literature selected from all periods of music history. This course is composed of both Women's and Men's Ensembles, both of which meet on Monday evenings. Requirements: Participation in at least one of the other choral groups or permission of the instructor. This course meets outside of school hours.

MARCHING/SYMPHONIC BAND – 8470/8450S/8455

Grades 9-12 (8470) Full-year - 1 credit, (8450S) Half-year- .5 credit, (8455) $\frac{2}{3}$ days - .667 credit

The Marching/Symphonic Band is open to students who play a brass, woodwind, or percussion instrument. The Marching/Symphonic Band participates in numerous marching band competitions and performs at all home football games. In addition to the regular class period, the ensemble rehearses two evenings a week and on Saturdays for the first quarter only. A ten-day "band camp" in late August is required at which time the season's music and visual design are introduced. The Symphonic Band portion of this course begins directly after the Marching Band season is completed. This ensemble will perform at all instrumental concerts and selected Concert Festivals. Participation in the highly acclaimed Trumbull High School Golden Eagle Marching Band is a rewarding experience for students, staff, and family. This is a commitment that involves practice and competition that could involve exciting travel, which will involve fundraising activities to help offset trip costs. All members of the Golden Eagle Marching Band are required to take this as a full-year course. Opportunities also include auditions for Western Region and All-State Ensembles.

CONCERT BAND – 8500/8480S/8490

Grades 9-12 (8500) Full-year - 1 credit, (8480S) Half-year- .5 credit, (8490) $\frac{2}{3}$ days- .667 credit

Concert Band is open to any ninth, tenth, eleventh, or twelfth-grade brass, woodwind, or percussion student. A planned program of musicianship is thoroughly implemented to expand technical skills and musical aptitude. Music for this group will be chosen to challenge musicians of varying levels of experience. This group will perform at all school instrumental concerts. Opportunities also include performance auditions for Western Region and All-State Ensembles.

PERCUSSION ENSEMBLE– 8566/8566S

Grades 9-12 (8566) Full-year- 1 credit or (8566S) Half-year-.5

Percussion ensemble is an extension of the regular band program designed to give percussionists individualized and group instruction on various percussion instruments. This course is designed to ensure all students receive a well-rounded percussion education in their specialized area.

HONORS WIND ENSEMBLE – 8567

Grades 10-12 Full-year- 1 credit

Honors Wind Ensemble gives advanced students an opportunity to rehearse and perform in a higher-level group. Music will be more challenging and expectations for practice and performance. Prime emphasis will be on improving individual musicianship and advanced ensemble techniques. Performance opportunities will be plentiful and varied. Requirements: Prior participation in one other Trumbull High School band or instructor permission.

STRING ORCHESTRA – 8530/8510S/8515/8505/8505S/8525

Grades 11-12 (8530) Full-year - 1 credit, (8510S) Half-year- .5 credit, (8515) $\frac{2}{3}$ days- .667 credit

Grades 9-10 (8505) Full Year- 1 credit, (8505S) Half -year- .5 credit, (8525) $\frac{2}{3}$ days- .667 credit

String Orchestra 9-10 is open to any ninth-grade or tenth-grade violin, viola, cello, or bass student with prior middle school instrumental instruction. The repertoire for String Orchestra will be chosen to challenge musicians of varying levels of experience. A planned program of musicianship will be thoroughly implemented in order to expand technical skills and musical aptitude. The String Orchestra will perform at the String Fling, winter and spring concerts, and at other selected events. Opportunities also include performance auditions for the Western Region and All-State Orchestras.

WINTER PERCUSSION– 8560

Grades 9-12 Half-year - .5 credit

Winter Percussion is a unit made up of members of the Fall Percussion Section and Band. This group performs at competitions throughout the winter and spring. Members are expected to participate in all Winter Percussion practices and performances. Members must have been a member of the Percussion Section or Marching Band from the previous fall season. This class meets outside of school hours.

JAZZ BAND – 8600

Grades 9-12 Half-year - .5 credit

Jazz Band will consist of approximately 20 advanced musicians selected from within the membership of the Concert and Symphonic Bands. Based on an audition, additional students on select instruments may also participate in this ensemble. Along with the performance of “Big Band” music from the jazz libraries of

Count Basie, Stan Kenton, and Woody Herman, the band will be exposed to the many styles and periods of jazz. Classes are held outside the normal school day. This group will carry an active performance schedule both in school, at competitions, and within the community. Requirements: Enrollment is by audition only.

Non-Performance Courses

MUSIC THEORY – 8570

Grades 9-12 Half-year - .5 credit

This course is designed for the student interested in learning about the basics of musical notation in order to improve his/her own musicianship or to become prepared for the study of voice or any other musical instruments. Notation, manuscript writing, major and minor scales, intervals, transposition, basic chords, and cadences will be studied. The course will also include keyboard and ear training skills. This course is open to all regardless of previous musical experience.

ADVANCED MUSIC THEORY – 8580

Grades 10-12 Half-year - .5 credit

This course is designed for students of music who have a basic knowledge of theoretical fundamentals. Areas covered are altered and extended chords, modulation, four-part voice leading, analysis of musical scores, arranging, and creative writing. The course will also include keyboard and ear training skills.

AP MUSIC THEORY – 8586

Grades 10-12 Full-year- 1 credit

This course will provide an opportunity for students to pursue and receive credit for college-level coursework. AP Music Theory is designed to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or represented in a score. These abilities will be developed through various listening, performance, written, creative, and analytical exercises. Students will gain advanced knowledge of music theory, increased sight-singing ability, ear training, and composition. The course will provide a solid foundation in interval identification, scale structures, rhythmic patterns, and terminology.

MUSIC FUNDAMENTALS: POP/ROCK – 8590

Grades 9-12 Half-year - .5 credit

Students will learn the fundamentals of music, including beat, rhythm, pitch, melody, harmony, and form, through studying a wide range of modern music, including pop, rock, hip-hop, electronic, and more.

Students will gain a greater understanding of how music is constructed, including creating their own music on a digital platform based on examples from existing songs.

DIGITAL MUSIC TECHNOLOGY – 8610

Grades 9-12 Half-year - .5 credit

Designed for students who would like to learn how to create and record their own music, Music Technology will allow students to explore the use of digitally-based instruments and digital music tools to develop and produce musical sequences, arrangements, and compositions. Students will develop an understanding of the basic elements of music, theory, composition, recording, editing, and producing music.

INTRODUCTION TO PIANO – 8620

Grades 9-12 Half-year - .5 credit

Trumbull High School's Introduction to Piano course will provide an introduction to Piano techniques, including the foundational skills of scales and chords. In addition, students will develop basic music reading skills. This course is designed for the beginning player or the amateur player with no formal experience.

PIANO II – 8650

Grades 9-12 Half-year - .5 credit

Piano II is designed for those students who seek to further develop their piano techniques, or if they have previous piano experience. Instruction will focus on practical playing skills, including chords, accompaniment, improvisation, classical repertoire, and continued exposure to various music notations. Through direct instruction and independent learning opportunities, students will be exposed to many styles, including pop, rock, folk, classical, and rhythm and blues.. Students will be expected to play both individually and in ensembles. Prerequisite: Piano I or teacher recommendation.

UCONN ECE: POPULAR MUSIC AND DIVERSITY IN AMERICAN SOCIETY –

Grades 10-12 Half-year - .5 credit

This course examines American popular music within its historical and social context, primarily throughout the 20th century. It will encourage you to think critically and creatively about popular music in relation to topics of diversity. Students will study significant styles of American popular music, with a focus on select songs that exemplify their respective genres, and explore several recurring themes throughout the course, the role of popular music as a symbol of identity (race, ethnicity, gender, social class, generation, etc.), the interaction of European American, African American, and Latin American traditions, and the influence of mass media and technology (printing, recording, radio, video, internet)

GUITAR I – 8630

Grades 9-12 Half-year - .5 credit

Trumbull High School's Guitar I course will provide students an introduction to acoustic guitar technique. Through the exploration of well-known songs, students will build foundational skills in chord playing, strumming and picking, as well as riffs and melodies. In addition, students will develop basic music reading of tablature, chord charts and chord diagrams. The course is designed for the beginning player or the amateur player with no formal experience.

GUITAR II – 8640

Grades 9-12 Half-year- .5 credit

Guitar II is designed for those students who seek to further develop their guitar techniques. Instruction will focus on practical playing skills, including finger-picking, barre chords, improvisation, and continued exposure to various music notations. Through direct instruction and independent learning opportunities, students will be exposed to many styles, including pop, rock, folk, classical, and rhythm and blues. Students will be expected to play both individually and in ensembles. Prerequisite: Guitar I or teacher recommendation.



The Science Department offers a wide variety of courses drawing from the many areas of biological and physical sciences. This is aimed at providing each student with the opportunity to meet their three-year science requirements with courses commensurate with his/her ability level and interest while supporting a core of Physical and Life Sciences. The Science Department encourages students to take elective science courses beyond the three-year requirement, including AP offerings, to better prepare themselves to thrive in a world of ever-increasing technological development. Authentic experiences and field studies are present across the entire science program and change from year to year to match the needs of our students and the ever-changing role of science in our world. It is essential that students confer with their parents and teachers before choosing their science courses. Possible course sequences are listed below. These are suggestions intended as guidelines to students and their parents with actual course selection subject to a yearly review; movement across levels is based on demonstrated skill acquisition and meeting prerequisites for that course. Therefore, movement across levels is possible on an annual basis.

Courses available to Freshmen	Courses available to Sophomores	Courses available to Juniors	Courses available to Seniors
H Integrated Physical Science ACP Integrated Physical Science CP Integrated Physical Science	AP Biology H Biology ACP Biology CP Biology	AP Chemistry H Chemistry ACP Chemistry CP Chemistry Astronomy Forensics Science Research	AP Physics 1 AP Physics C AP Environmental Science AP Biology AP Chemistry H Anatomy & Physiology UCONN Physics ACP Conceptual Physics ACP Anatomy & Physiology ACP Marine & Environmental Science CP Anatomy & Physiology Astronomy Forensics Science Research

INTEGRATED PHYSICAL SCIENCE – 3012 (CP), 3014 (ACP), 3015 (H), 9114 (AGRI- ACP), 9115 (AGRI- H)

Grade 9 Full-year- 1 credit

This course is aligned to the Next Generation Science Standards (NGSS) Disciplinary Core Ideas for Grade 9. Through the implementation of the Three Dimensions of NGSS (Disciplinary Core Ideas, Science and Engineering Practices and Cross Cutting Concepts), students will explore topics in earth and space science through physical science concepts. Students will engage in the Science and Engineering Practices throughout their studies in order to develop their ability to think critically, engage in analysis, effectively communicate and defend their understandings like a scientist or engineer. Algebraic reasoning and independent discovery are expected within this course.

BIOLOGY – 3022 (CP), 3024 (ACP), 3025 (H)

Grade 10 Full-year- 1 credit

This course is aligned to the Next Generation Science Standards (NGSS) Disciplinary Core Ideas for Grade 10. Through the implementation of the Three Dimensions of NGSS (Disciplinary Core Ideas, Science and Engineering Practices and Cross Cutting Concepts), students will explore topics in life sciences. Students will engage in the Science and Engineering Practices throughout their studies in order to develop their ability to think critically, engage in analysis, effectively communicate and defend their understandings like a scientist or engineer. At the Honors level, algebraic reasoning and independent discovery are expected; the CP level mirrors the ACP level with additional guided inquiry. Prerequisites: Successful completion of Integrated Physical Science and teacher recommendation. To be considered for Honors Biology students should have successfully completed Honors Integrated Physical Science or achieved a grade of an A- or better in ACP Integrated Physical Science and teacher recommendation.

AP BIOLOGY – 3026

Grades 10 and 12 Full-year- 1.33 credits (with laboratory)

This is a college-level introductory biology course taught as a complete survey of all major biological theories. The development of laboratory skills along with independent researching skills is an integral part of the program. This may not be taken as a pass-fail course. Summer work packets will be assigned during the summer prior to the course. Prerequisite: Grade of B+ or better in H Integrated Physical Science with teacher recommendation or Prerequisite: Completion of ACP Biology or H Biology with teacher recommendation and departmental permission.

CHEMISTRY – 3032 (CP), 3034 (ACP), 3035 (H)

Grade 11 Full-year- 1 credit

This course is aligned to the Next Generation Science Standards (NGSS) Disciplinary Core Ideas for Grade 11. Through the implementation of the Three Dimensions of NGSS (Disciplinary Core Ideas, Science and Engineering Practices and Cross Cutting Concepts), students will further explore many of the systems and processes of the physical and chemical world by investigating the underlying submicroscopic interactions of matter through the topics of general chemistry. By focusing on the changes in matter and energy, scientifically literate students can use this deeper understanding to make predictions, analyze scientific data, and contribute to the greater scientific community. At the Honors level, algebraic reasoning and independent discovery are expected; the CP level mirrors the ACP level with additional guided inquiry. CP Prerequisite: Successful completion of CP Biology and Integrated Physical Science. ACP Prerequisite: Grade of C or better in ACP Integrated Physical Science and ACP Biology. Concurrent enrollment in or prior completion of ACP Algebra II or H Algebra II is required. H Prerequisite: Grade of B or better in H Biology, or A- or better in ACP Biology with teacher recommendation. Prior completion of ACP Algebra II or H Algebra II or concurrent enrollment in H Algebra II is required.

AP CHEMISTRY – 3036

Grades 11-12 Full-year- 1.33 credits (with laboratory)

This is a college-level introductory chemistry course with an emphasis on the quantitative and qualitative aspects of inorganic chemistry. The development of laboratory skills in analytical procedures is stressed, and considerable opportunity for individual study is offered. This may not be taken as a pass-fail course. Summer work packets will be assigned during the summer vacation. Prerequisite: Grade of B or better in Honors Biology with teacher recommendation. Concurrent or prior enrollment in Honors Precalculus or beyond is required.

CONCEPTUAL PHYSICS – 3104 (ACP)

Full-year- 1 credit

This course consists of a practical study of mechanics, sound, electricity, magnetism, and light, stressing technological application. It is designed to acquaint the student with physics, as it is applicable in everyday life. Recommended for students planning to attend college. The course comprises a quantitative study of mechanics, wave phenomena, optics, electricity, and magnetism. The course demonstrates the mathematical relationships in physics concepts and applies these relationships to problem-solving situations. Prerequisite: Successful completion of CP or ACP Chemistry.

AP PHYSICS 1 – 3106

Grade 12 Full-year- 1.33 credits (with laboratory)

Advanced Placement Physics 1 is the equivalent of an introductory college physics course, without calculus, spread across a full academic year. A depth of understanding in introductory algebra-based college physics is promoted through rigorous exercise of seven science practices. Topics covered include kinematics, dynamics (Newton's Laws), circular motion, universal gravitation law, simple harmonic motion, impulse and momentum, work and energy, rotational motion and dynamics, electrostatics and charges, DC circuits, and mechanical waves. A significant physics application team project is part of the course. Superior mathematical and problem-solving skills are required. Students taking this course will be prepared to take the College Board's Advanced Placement Physics 1 Examination. Prerequisite: A grade of B or better in Honors Chemistry or A- or higher in ACP Chemistry with teacher recommendation. Requirement: Must be concurrently taking Precalculus or beyond.

UCONN PHYSICS – 3107

Grade 12 Full-year- 1.33 credits (with laboratory) 8 UCONN credits possible, S1: UCONN Course Code: PHYS 1201Q, S2: PHYS 1202Q

This is the equivalent of two semesters of introductory college physics without calculus. The pace of this course is very rigorous. The subjects covered include: kinematics, dynamics, impulse and momentum, work and energy, circular motion, universal gravitation, rotational motion and dynamics, fluid mechanics, thermal energy, heat transfer, thermodynamics, simple harmonic motion, mechanical waves, sound, electrostatics, charges, electric fields and potential, dc circuits, magnetic fields, electromagnetism, AC circuits, light, optics, relativity, quantum, and nuclear physics. Superior mathematical, problem-solving, and time management skills are required. Mid-term and final exams are the semester exams provided by UCONN. This may not be taken as a pass-fail course. Students in this course will receive the same weight as students enrolled in an AP course. Summer work packets will be assigned during the summer vacation. Prerequisite: Grade of A- or better in H Chemistry. Requirement: Must be concurrently taking Precalculus or beyond.

AP UCONN PHYSICS C – 3116

Grade 12 Full-year- 1.33 credits (with laboratory) 8 UCONN credits possible, S1: UCONN Course Code : PHYS 1401Q, S2: PHYS 1402Q

This is a calculus-based engineering physics course consistent with two semesters of college-level physics with a lab, based on two approved CollegeBoard syllabi. Semester one topics include: kinematics, classical linear and rotational-Newtonian Mechanics, gravitation, and simple harmonic motion. Semester two is an intensive study of electricity and magnetism from a field point of view. Semester two topics include: electrostatics, electric circuits, (including time-dependent currents) RC circuits, Gauss' law, Biot-Savart law, Ampere's law, the Laws of Faraday and Lenz, LC and LR circuits, and Maxwell's equations. Intensive lab work is

included in both semesters. Calculus and vector algebra are used extensively within the study of topics in both semesters. It is recommended for students seriously considering a career in science or engineering. This may not be taken as a pass-fail course. Prerequisite: Grade of B+ or better in AP Chemistry and teacher recommendation or grade of A or better in H Chemistry and teacher recommendation. Requirement: Must have successful completion of or concurrent enrollment in AP Calculus (BC or Multivariable).



SCIENCE ELECTIVES

These elective courses are offered dependent upon instructor availability and may have limited enrollment.

CP HUMAN ANATOMY & PHYSIOLOGY – 3122

Grade 12 Full-year- 1 credit

This course is designed for students wishing to pursue positions in the Health and Bioscience fields such as a nursing aide or assistant. Field trips and visitations to local hospitals and healthcare facilities are part of the curriculum. Dissections are a mandatory component of this curriculum. Prerequisite: Grade of C or better in CP Integrated Physical Science, CP Biology, and CP Chemistry or department chairperson permission.

ACP HUMAN ANATOMY & PHYSIOLOGY– 3124

Grade 12 Full-year- 1 credit

This course will enable students to acquire a mastery of understanding of the workings of the human body and the interrelationships of its various parts. Concepts concerning functions vital for the continuation of life and homeostasis will also be covered. The organization of the body from simple to complex levels and an introduction to all of the body's organ systems will be additional topics. Each unit covered will contain various activities/labs to enhance our study of anatomy and physiology. Certain health issues will also be covered in this course. This course is designed for students wishing to pursue employment in the Health and Biosciences fields such as nursing, physical therapy, and medical technology. It helps students meet many of the skill prerequisites specified by the State Of Connecticut as needed for respective entry-level positions in those areas. Several field trips and job visitations are required. Dissections are a mandatory component of this curriculum. Prerequisite: Completion of ACP Integrated Physical Science, ACP Biology, and ACP Chemistry with a grade of B or better.

H HUMAN ANATOMY & PHYSIOLOGY – 3125

Grade 12 Full-year- 1 credit

This course is an intense exposure to the main areas of Human Anatomy and Physiology covered in ACP Anatomy and Physiology. There are greater demands upon the student in terms of reading assignments and independent projects. The depth of the material covered will be equivalent to that of a college-level Anatomy and Physiology course. Major independent projects and research papers are required. Students are encouraged to concurrently take AP or UCONN Physics. Dissections are a mandatory component of this curriculum. Prerequisite: Grade of B+ or better in H Biology or AP Biology or permission of department chairperson.

ACP MARINE SCIENCE & ENVIRONMENTAL SCIENCE – 3134

Grade 12 Full-year- 1 credit

This course includes a wide-ranging study of the earth's marine environment emphasizing the oceans and Long Island Sound. Field trips are taken during the fall and spring semesters to Lordship saltmarsh, beaches, and other selected sites. Environmental Science is an interdisciplinary course that embraces a wide variety of topics from the chemical, physical, geological, and biological aspects of the environment emphasizing qualitative and quantitative studies. Students should be expected to carry out independent projects as well as set up and maintain a saltwater aquarium in the classroom. In addition, the course contains substantial laboratory and research components and students should be prepared to spend substantial amounts of time outside of class engaged in field studies. This may not be taken as a pass-fail course. Prerequisite: Grade of B or better in ACP Biology and ACP Chemistry or permission of the department chairperson.

AP ENVIRONMENTAL SCIENCE – 3147

Grade 12 Full-year- 1.33 credits (with laboratory)

Advanced Placement Environmental Science is offered to students who have successfully completed three years of college-preparatory science. The lab component of this class will involve field study, wet labs, and case studies to better enhance student mastery of the curriculum. This course provides students with an opportunity to extend their core science knowledge through field and classroom studies of the environment, and to integrate their knowledge of social issues and governmental processes as they explore current environmental issues and potential solutions. Students taking this course will be prepared to take the College Board's Advanced Placement Environmental Science Examination. Prerequisite: Grade of A- or better in ACP Biology and ACP Chemistry or a B+ in H Biology.

ASTRONOMY-3200

Grade 11 & 12 Half -year- .5 credit

This course will focus on the history and methodology of Astronomy and Astrophysics. Starting from fundamental observation of the Earth-Moon-Sun system, students will learn how humans discovered the size and scale of our Solar System, The Milky Way Galaxy, and beyond. Emphasis will be made on the NGSS Science Practices. Prerequisite: Successful completion of Geometry and Integrated Physical Science; successful completion of Chemistry or concurrent enrollment in Chemistry; for seniors, concurrent enrollment in Physics is preferred and recommended; or department chair permission.

FORENSICS-3210

Grade 11 & 12 Half -year- .5 credit

This course will focus on the history and application of forensics as a means of using science to solve crimes. This is a hands-on course rich in exploration and lab investigation that applies to many disciplines of scientific study, such as biology/anatomy, chemistry, and physics. The instruction in this course is a combination of lecture (in class & by online video) demonstrations, laboratory assignments, article reviews, projects & student-centered learning, where you learn by doing instead of by watching. Studying forensics includes discussion of topics that some may find disturbing, such as murder, arson, drug overdose, and sexual assault. These topics will be handled professionally; however, students need to discuss with their families and counselors whether this course is the right fit. Emphasis will be made to enhance NGSS Science Practices. Prerequisite: Successful completion of Geometry and Integrated Physical Science; successful completion of Chemistry or concurrent enrollment in Chemistry; for seniors, concurrent enrollment in Physics is preferred and recommended; or department chair permission.

SCIENCE RESEARCH-3220

Grade 11 & 12 Half -year- .5 credit

This course will give students the ability to conduct high level research in a field of interest, design experiments of their own, and foster submissions to state and local science fairs. Students will learn how to find academic papers, the components of research papers, the intricacies of the experimental method, as well as be able to design and conduct their own research in a field of their own choosing. Prerequisite: Completing honors or higher in 2/3 of the following; Physical Science, Biology, Chemistry.



SOCIAL STUDIES

Students must have a minimum of three (3) Social Studies credits accumulated during grades 9–12 for high school graduation. Students who are interested in an honors, AP, or a SCSU/ UCONN level course should consult with their teacher and their school counselor to make an informed decision regarding the academic expectations of the course. **Students enrolled in dual enrollment courses should be prepared for college level rigor and grade requirements.**

Requirements:

- Grade 9 students will be enrolled in Global Civilizations.
- Each student must successfully complete U.S. History.
- Students are required for high school graduation to fulfill their senior civics requirement (U.S. Political Systems). Students who complete U.S. Political Systems, AP U.S. Government and Politics, or AP UCONN U.S. Government and Politics/Constitutional Studies fulfill the state and high school graduation requirement for civics.
- Students are encouraged to enroll in an Economics course in grades 11 or 12.

Required and elective opportunities by grade level are represented in the chart below

Courses available to Freshmen	Courses available to Sophomores	Courses available to Juniors	Courses available to Seniors
H Global Civilizations ACP Global Civilizations Archeology & Historical Topics Comparative World Religions Cultural Anthropology American Indian History	AP Comp. Govt. & Politics AP UCONN Euro.History AP Human Geography AP Psychology AP African American Studies H UCONN Problems of Philosophy H Global Insights H Justice & Law: Civil Law H Justice & Law: Criminal Law African American/Black and Puerto Rican/Latino Studies Archeology & Historical Topics Comparative World Religions Cultural Anthropology Justice and Law H SCSU Psychology H SCSU Sociology American Indian History	AP UCONN U.S. History AP Comp Govt. & Politics AP UCONN U.S. Govt. & Politics* AP UCONN Micro/Macro Econ. AP UCONN Euro. History AP Human Geography AP Psychology AP African American Studies AP U.S. History H UCONN Problems of Philosophy H U.S. History H Global Insights H Justice & Law: Civil Law H Justice & Law: Criminal Law ACP U.S. History H UCONN Essentials of Economics H U.S. Political Systems* ACP U.S. Political Systems* ACP U.S. Economic Systems African American/Black and Puerto Rican/Latino Studies Archeology & Historical Topics Comparative World Religions Cultural Anthropology Justice and Law H SCSU Psychology H SCSU Sociology American Indian History	AP Comp. Govt. & Politics AP UCONN U.S. Govt. & Politics* AP UCONN Micro/Macro Econ. AP UCONN Euro. History AP Human Geography AP Psychology AP U.S. History AP African American Studies AP U.S. Govt. & Pol./H UCONN Const. Studies (We The People) * H UCONN Problems of Philosophy H UCONN Essentials of Economics H U.S. Political System* H Justice & Law: Civil Law H Justice & Law: Criminal Law H Global Insights ACP U.S. Political Systems* ACP U.S. Economic Systems African American/Black and Puerto Rican/Latino Studies Archeology & Historical Topics Comparative World Religions Cultural Anthropology Justice and Law H SCSU Psychology H SCSU Sociology American Indian History

* Fulfills the state Civics graduation requirement

GLOBAL CIVILIZATIONS – 4014

Grade 9 Full-year- 1 credit

This course is designed to meet the Connecticut State Framework for Social Studies and district curriculum. This course revolves around global history, emphasizing how interdependence in the contemporary world has evolved through more or less continuous contact among civilizations. The objective of this course is to provide a broad historic panorama for interpreting today's international relations.

H GLOBAL CIVILIZATIONS – 4015

Grade 9 Full-year- 1 credit

This course is designed to meet the Connecticut State Framework for Social Studies and district curriculum. This course is a special adaptation of Global Civilizations for students whose ability and performance in past social studies courses indicate that they will benefit from more in-depth work.

U.S. HISTORY – 4024

Grade 10-12 Full-year- 1 credit

This course is designed to meet the Connecticut State Framework for Social Studies and district curriculum. This course focuses on domestic and international events that impacted the United States from 1870 to the present time. Special efforts will be made to develop an understanding of concepts so students will gain insights into the cause-and-effect relationships of history. Placement will be based on past performance, literacy profiles, and/or teacher recommendation. Students who take U.S. History may not take AP U.S. History.

H U.S. HISTORY – 4025

Grade 10-12 Full-year- 1 credit

This course is designed to meet the Connecticut State Framework for Social Studies and district curriculum. This course focuses on domestic and international events that impacted the United States from 1870 to the present times. This course is a special adaptation of U.S. History for students whose ability and performance in past social studies courses indicate that they will benefit from more in-depth work. Placement will be based on literacy profiles, past performance, and/or teacher recommendation.

AP UCONN U.S. HISTORY – 4027

Grades 10-12 – Full Year – 1 credit 6 UCONN credits possible, UCONN Course Codes: S1: 1501, S2: 1502

The AP/UCONN program in United States History is designed to provide students with opportunities to engage in analytical thinking as well as expose them to the knowledge necessary to critically explore and understand the content and concepts presented in United States History. The curriculum prepares

students for intermediate and advanced college level courses by requiring studies equivalent to a full year introductory course at the post-secondary level. It is recommended that students take the AP Exam. Students who take the AP exam and score in a given school's desired range may be awarded college credit and/or placed in the next level of coursework, depending on the college/university. Students who opt to enroll in the UCONN courses may also be awarded 3 college credits each semester based on a performance of a C or better. Placement will be based upon past performance, literacy profiles and teacher recommendations. Students will be required to complete summer reading to prepare for the course.

Meets Civics Graduation Requirement

U.S. POLITICAL SYSTEMS – 4044

Grade 11-12 Half-year - .5 credit

This course is designed to meet the Connecticut State Framework for Social Studies and district curriculum. This course deals with the structure and function of the United States government. Special attention will also be given to contemporary issues which demonstrate the operation of our democratic system. This course meets the state civics requirement. Placement will be based on past performance, literacy profiles, and/or teacher recommendation.

H U.S. POLITICAL SYSTEMS – 4045

Grades 11-12 Half-year - .5 credit

This course is designed to meet the Connecticut State Framework for Social Studies and district curriculum. This course is a thorough study of the political theory and principles which form the basis of the United States Government. Special attention focuses on the mechanics and operation of the government, featuring assigned readings of current related issues for student analyses. This course meets the state civics requirement. Placement will be based on past performance, literacy profiles, and/or teacher recommendation.

AP UCONN UNITED STATES GOVERNMENT AND POLITICS/UCONN CONSTITUTIONAL STUDIES – 4046 (WE THE PEOPLE)

Grade 12 Full-year- 1 credit 3 UCONN credits possible, UCONN Course Code: POLS 1602

This full-year course provides a college-level experience and is an intensive study of the formal and informal structures of government. The year-long course is designed to prepare students for the AP exam as well as obtain the knowledge for effective citizenship. This course is also aligned with the "We the People...the Citizen and the Constitution" program sponsored by the Center for Civic Education and the Connecticut Consortium for Citizenship and Law. Students who take the course will fulfill their senior social science obligation and will also participate in the state finals of the "We the People" competition. Students will have

the option to take the AP exam or apply for UCONN ECE credit. Students who take the AP Exam offered in the spring and score successfully may be awarded college credit and/or placed on the next level of coursework, depending on the college or university. Placement will be based on past performance, literacy profiles, and teacher recommendation. This course meets the state civics requirement. Students will be required to complete summer reading assignments prior to the course. Prerequisite: Completion of Global Civilizations and/or departmental approval.

AP UCONN UNITED STATES GOVERNMENT AND POLITICS – 4056

Grades 11-12 Half-year - .5 credit

AP United States Government and Politics will provide an opportunity for students to pursue and receive credit for college-level coursework. AP U.S. Government and Politics will introduce students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course will examine politically significant concepts and themes, through which students will learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments. Students will explore general concepts used to interpret topics related to the U.S. government and will examine the various institutions, groups, beliefs, and ideas that comprise American politics. It is recommended that students take the AP exam. This course meets the state civics requirement. Students who select AP United States Government and Politics will not be permitted to also select the AP United States Government and Politics/UCONN Constitutional Studies (We the People) concurrently. Prerequisite: Completion of Global Civilizations and/or departmental approval.

Social Studies Electives

Students may elect to take courses listed on this page for humanities elective credit. These elective courses are designed to follow Connecticut State Framework for Social Studies and district curriculum guides.



U.S. ECONOMIC SYSTEM – 4034

Grades 11- 12 Half-year - .5 credit

This course is designed to meet the Connecticut State Framework for Social Studies and district curriculum. This course focuses on the fundamental principles and concepts as well as the institutions and issues that confront the national and global economies. Emphasis will be given to the topics of supply and demand, gross domestic product, money, banking, and monetary policy. Included also will be current issues

relating to these principles and institutions. Placement is based on literacy profiles, past academic performance, and/or teacher recommendation.



H UCONN ESSENTIALS OF ECONOMICS – 4035 (UCONN 1501 & 1502)

Grades 11-12 Half-year - .5 credit 3 UCONN credits possible UCONN Course Code - ECON 1000

This course is an in-depth study of economic theory and principles, with special emphasis on the application of those principles in the American system. Representative topics include: supply, demand and equilibrium, fiscal policy, monetary policy, business organizations, and problems of monopoly and competition. Placement will be based on past performance, literacy profiles, and/or teacher recommendation. This course is designed to meet the Connecticut State Framework for Social Studies, STEM graduation requirements, and district curriculum.



AP UCONN MICRO/MACRO ECONOMICS – 4036

Grades 11-12 Full-year- 1 credit 6 UCONN credits possible, S1:UCONN Course Code: ECON1201, S2: ECON1202

The first semester of this course will be devoted to the study of Microeconomics. The purpose of this segment is to give the student a thorough understanding of the principles of economics as it applies to the roles of consumers, producers, labor, and government. It places an emphasis on basic economic concepts such as costs, scarcities, and choices. The second semester will contain topics in the study of Macroeconomics. The purpose of this segment is to give the student a thorough understanding of the principles of economics as it applies to the economic system as a whole. This semester will emphasize the study of national income, economic growth and stability, and international development in our global markets. The students will be expected to employ a variety of research, organizational, and writing skills, and will learn to incorporate analytical techniques as well as diagram and graph presentation to support his/her reasons or arguments. It is recommended that students take the AP exam. Students who take the AP Exam offered in the spring and score successfully may be awarded college credit and/or placed on the next level of coursework, depending on the college or university. Placement will be based on past performance, literacy profiles, and/or teacher recommendation.

AP COMPARATIVE GOVERNMENT AND POLITICS – 4066

Grades 10-12 Half-year - .5 credit

AP Comparative Government and Politics will provide an opportunity for students to pursue and receive credit for college-level coursework. This course is designed to develop students' understanding of diverse political structures outside of the United States. This course will use a comparative approach to examine political structures, policies, and the political, economic, and social challenges within and among six countries (Great Britain, Mexico, Russia, Iran, China, and Nigeria). Students will examine how different governments solve similar problems by comparing the effectiveness of approaches to many global issues and will develop their college-readiness skills in reading, writing, speaking, and listening. It is recommended that students take the AP exam. This course does not meet the state civics requirement. Prerequisites: Completion of Global Civilizations and/or departmental approval.

ARCHEOLOGY & HISTORICAL TOPICS – 4100

Grades 9-12 Half-year - .5 credit

Archeology and Historical Topics is a course that will give an insight into how an archeologist unlocks the secrets of the past through the discovery and analysis of artifacts. The course will include the following topics: the study of the archeological process, the examination of artifacts, the analysis of the theories of the development of mankind, the history of the native people of the Americas, the study of various types of maps, the analysis of the tools which an archeologist will use to date a site. The class will be conducted as an interdisciplinary approach to social studies.

COMPARATIVE WORLD RELIGIONS – 4120

Grades 9-12 Half-year - .5 credit

This course will concentrate on an in-depth study of the major religions of Judaism, Christianity, Islam, Hinduism, and Buddhism. For each religion, the following will be studied: origins, historical development, aspects of the divine, sacred texts, sacred persons, ethical principles, sacred space, sacred time, death and the afterlife, and the relationship between religion and society. The religions of Zoroastrianism, Jainism, Sikhism, Confucianism, Taoism, Animism, and Shintoism will also be recognized.

CULTURAL ANTHROPOLOGY – 4130

Grades 9-12 Half-year - .5 credit

This course is a study of cultures around the world. Students will study various aspects of culture: food, economy, social stratification, gender, marriage and family, interest groups, political life, psychology, religion, and the arts. Emphasis will be given to cultural comparisons, how cultures are expressed, and how

cultures change over time. Students will cover different regions of the world as the semester progresses. Much of the student work will be project-based, on portraying how people live in other parts of the world.

H UCONN PROBLEMS OF PHILOSOPHY (INTRODUCTION TO PHILOSOPHY) – 4150

Grades 10-12 Fall Semester –Half-year- .5 credit 3 UCONN credits possible, UCONN Course Code:PHIL1101

The study of philosophy is a journey. This engaging course introduces students to a variety of philosophical theories from thinkers such as Socrates, Plato, and Kant while guiding them through the development and analysis of their own philosophies. Students use critical thinking and argumentation skills to explore questions such as: What is real? What are my beliefs? And when facing moral dilemmas, what is the “right” thing to do? This course centers around small and large group discussion and encourages the student to look beyond surface meaning and delve deeper into the reasons and complexities of life's important issues.

H JUSTICE & LAW: CIVIL LAW – 4155

Grades 10-12 Half-year- .5 credit

This course provides an in-depth look at the civil side of the country's legal system. Students will focus on legal principles and the laws and procedures derived from them. The course will also examine problems within tort law, civil wrongs, products liability, civil rights violations under section 1983 of the Civil Rights Act, modern Supreme Court decisions, and other current topics.

H JUSTICE & LAW: CRIMINAL LAW – 4195

Grades 10-12 Half-year- .5 credit

This course provides an in-depth look at the criminal side of the country's legal system. Students will focus on legal principles, and the laws and procedures derived from them. The course will also examine the criminal laws and what it takes to hold someone responsible for criminal activity. The course will also look at the burden of proof in the criminal justice system and explore historic cases that align with these principles.

JUSTICE & LAW – 4160

Grades 10-12 Half-year - .5 credit

The objective of this course is to provide students with an understanding of the major aspects of our legal system. The major concentration will focus on the application of the law today. Special emphasis will be given to civil and criminal procedures, the juvenile system, the First and Fourth Amendments, modern Supreme Court decisions as well as current topics.

AMERICAN INDIAN HISTORY-4242

Grades 9-12 Half-year - .5 credit

This course provides a historical overview of American Indian History in Connecticut and the Northeast region and their effect on Indian culture, including reactions, adaptations, and conflicts in social, political,

and economic systems. Various facets of Indian culture are explored, including hunting, religion, art, living styles, foods, and relationships between the Native American tribes in Connecticut both now and in the past. Students will gain a deeper sense of “nations” and an understanding of the importance of tribal heritage and identify from a historical perspective.

H SCSU INTRODUCTION TO PSYCHOLOGY– 4170 (SCSU: PSY100)

Grades 10-12 Half-year - .5 credit - 3 SCSU Credits possible, SCSU Course Code: PSY100

This is an introductory course designed to develop the student’s interest in studying human behavior using the tools of the social scientist. Students will learn the scope of psychology, the historical development of psychology as a science, and the techniques used in psychological study. Some of the topics that are covered include the history of psychology, brain function and its effect on behavior, mental health issues, sensation and perception, intelligence, and the sleep and dream process. Students are required to complete a major project by researching a historical psychological experiment and presenting the information to the class. This project is a major component of the final grade in the course.

H SCSU INTRODUCTION TO SOCIOLOGY– 4180 (SCSU:SOC100)

Grades 10-12 Half-year - .5 credit - 3 SCSU Credits Possible, SCSU Course Code: SOC100

This introductory course in sociology will help the students to understand the behavior of humans as members of various groups. After a brief introduction to the scope and nature of sociology as social science and the development of an understanding of the techniques used in sociological research, the students will be given the opportunity to explore those areas which they find relevant to their own interests and needs. Among the topics suitable for study are: the family as a social institution, status and role, class structure, social mobility, human ecology, deviant behavior, and social and cultural change. These topics are merely illustrative.

H GLOBAL INSIGHTS – 4204

Grades 10-12 Full-year- 1 credit

Global Insights is an honors level historical and ideological examination of revolutions and terrorism, both past and present. The course begins with an introduction to the study of revolution, and then analyzes revolution from the Scottish Wars of Independence through the Communist Revolutions of the 20th Century. The course also analyzes the history of terrorism from the birth of state terror during the French Revolution through the climax of state terror in the 20th& 21st centuries. The course then looks at the rise of modern terrorist groups with a specific focus on Northern Ireland and Islamic Extremist groups, and domestic terrorism in the United States. Placement will be based on past performance, literacy profiles, and/or teacher recommendation. Prerequisite: Global Civilizations.

AP UCONN EUROPEAN HISTORY- 4226

Grades 10-12 Full-year- 1 credit 3 UCONN credits possible, UCONN Course Code: HIST 1400

This is a study of European history from antiquity to the present. Significant emphasis is given to topics in intellectual-cultural and socio-economic history as well as those in the more traditional political-diplomatic spheres. Students will have the opportunity to analyze historical evidence. The course is conducted in a college-like fashion with similar expectations. Students who take the AP exam offered in the spring and score successfully may be awarded college credit and/or placed on the next level of coursework, depending upon the college or university. It is recommended that students take the AP exam. Placement will be based on past performance, literacy profiles, and teacher recommendation. Students will be required to complete summer reading assignments prior to the course.

AP PSYCHOLOGY – 4236

Grades 10-12 Full-year- 1 credit

This course will introduce students to a systematic and scientific approach to the study of behavioral patterns. This program prepares students for intermediate and advanced college courses by making demands on them equivalent to those of full-year introductory college courses. It is recommended that students take the AP exam. Students who take the AP Exam offered in the spring and score successfully may be awarded college credit and/or placed on the next level of coursework, depending on the college or university. Placement will be based on past performance, literacy profiles, and/or teacher recommendation.

AFRICAN AMERICAN/BLACK AND PUERTO RICAN/LATINO STUDIES-4240

Grade 10-12 Full-year - 1.0 credit

This course is an opportunity for students to explore accomplishments, struggles, intersections, perspectives, and collaborations of African American/Black and Puerto Rican/Latino people in the United States. Students will examine how historical movements, legislation, and wars affected the citizenship rights of these groups and how they, both separately and together, worked to build the United States cultural and economic wealth and create more just societies in local, national, and international contexts.

AP HUMAN GEOGRAPHY- 4246

Grades 10-12 Full-year- 1 credit

AP Human Geography presents high school students with the curricular equivalent of an introductory college-level course in human geography or cultural geography. Content is presented thematically rather than regionally and is organized around the discipline's main subfields: economic geography, cultural geography, political geography, and urban geography. Case studies are drawn from all world regions, with an emphasis on understanding the world in which we live today. Historical information serves to enrich the analysis of the impacts of phenomena such as globalization, colonialism, and human-environment

relationships on places, regions, cultural landscapes, and patterns of interaction. It is recommended that students take the AP exam. Prerequisite: Honors Global Civilizations or teacher recommendation based on outstanding performance in ACP Global Civilizations.

AP AFRICAN AMERICAN STUDIES-4245 (Pending Board of Education Approval)

Grades 10-12 Full-year - 1.0 credit

AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of African American Studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual and data analysis skills. This course foregrounds a study of the diversity of African American communities throughout the United States within the broader context of Africa and the African diaspora. It is recommended that students take the AP exam. Prerequisites: Completion of Global Civilizations and/or departmental approval. Prerequisites: Completion of Global Civilizations and/or departmental approval.



TECHNOLOGY

Technology education courses allow students to take classes in areas in which they have an interest, aptitude or career aspiration. All courses emphasize learning through hands-on activities in the areas of communication technology, construction technology, manufacturing technology, and transportation technology.

Courses available to Freshmen	Courses available to Sophomores	Courses available to Juniors & Seniors
Digital Design & Printing Wood Technology I Drafting & Design Basic Metal Processing Electronics Transportation Engineering Technology Intro to Automotive Technology	Digital Design & Printing Wood Technology I Wood Technology II Drafting & Design Basic Metal Processing Electronics CNC Plasma Manufacturing Transportation Engineering Technology Intro to Automotive Technology Small Engine Principles Automotive Systems Introduction to Architecture Robotics I Robotics II Video Game Design Digital Media I Digital Media II	Digital Design & Printing Wood Technology I Wood Technology II Drafting & Design Basic Metal Processing Electronics CNC Plasma Manufacturing Transportation Engineering Technology Intro to Automotive Technology Small Engine Principles Automotive Systems Introduction to Architecture Advanced Architecture I Advanced Architecture II Robotics I Robotics II Video Game Design Digital Media I Digital Media II

DIGITAL MEDIA I- 7190

Grades 10-12 Half-year - .5 credit

Learn the basic skills necessary to develop, produce, and edit student-created videos. Camera usage, elements of production, sound, storyboarding, and editing will be addressed. Projects will include, but are not limited to, commercials, public service announcements, stop-motion video, and music videos.

DIGITAL MEDIA II –7191 (Pending Board of Education Approval)

Grades 10-12 Half-year - .5 credit

Digital Media II is a half year course that utilizes professional grade studio equipment to create and film projects that cover a wide range of topics. The course's main focus is for students to begin creating morning announcements and reporting on school issues, giving students more of a voice in reporting on things going on within the school year. In addition, students will gain experience working with professional grade equipment such as cameras, tripods, lighting and green screens, switchboards, microphones, as well as understanding and use of several different types of cables and wiring. The projects covered in class will cover basic journalism and reporting on school issues/topics, learning about and utilizing professional studio equipment, and editing media using the Adobe Suite of applications. Students will gain experiences and skills needed for career paths in the media field and develop an appreciation for the relationship between all different jobs within the media career cluster. Prerequisite: Successful completion of Digital Media I.

WOOD TECHNOLOGY I – 7710

Grades 9-12 Half-year - .5 credit

This course is designed for any student regardless of his/her experience with woodworking. Students are introduced to the basics of measurement, proper use, and safety of hand tools and machines, design, and constructions. An emphasis will be placed on safety. Students will have the opportunity to construct multiple projects; some of his/her own designs.

WOOD TECHNOLOGY II – 7720

Grades 10-12 Half-year - .5 credit

This course is designed for students who want to further their knowledge of woodworking. Students will start with a reintroduction to proper use and safety of tools and explore more advanced woodworking techniques. Students will have the opportunity to construct projects of their own design. Prerequisite: Successful completion of Wood Technology I.

DRAFTING & DESIGN – 7730

Grades 9-12 Half-year - .5 credit

This half-year course is designed to introduce students to technical drawing and design. The class will learn the basics of paper and pencil drawing and apply concepts learned when using computers for their drawings. Students will progress from two-dimensional drawing using AutoCAD to three-dimensional drawing using Onshape. Students will have the opportunity to print their designs on a 3D Printer.

INTRODUCTION TO ARCHITECTURE – 7740

Grades 10-12 Full-year- 1 credit

This course is designed for students who have not had prior experience with drafting and design. Students will be introduced to the basics of drafting and architecture. Students will progress from a rough sketch to a three-dimensional model of their dream home while learning about architectural style and design. Students will have the opportunity to create models of their houses using a state-of-the-art 3D printer. Students will use the latest architectural software to design their houses.

ADVANCED ARCHITECTURE I: STRUCTURAL SYSTEMS – 7751

Grades 11-12 Half-year - .5 credit

This course will be designed for students to further explore residential house designs through the examination of residential constructions. The course will explore the many subsystems needed to create an architectural plan. Students will get an in-depth look into residential zoning and codes, structural systems, HVAC, electrical, construction methods, and alternative house designs. Prerequisite: Successful completion of Introduction to Architecture (formerly called Architectural CAD).

ADVANCED ARCHITECTURE II: LANDSCAPE & COMMERCIAL ARCHITECTURE –7752

Grades 11-12 Half-year- .5 credit

This course is designed to give students an opportunity to continue to explore residential architecture along with urban development and commercial architecture. Students will be given the opportunity to learn about landscape architecture and commercial architecture. Prerequisite: Successful completion of Advanced Architecture I: Structural Systems.

BASIC METAL PROCESSING – 7760

Grades 9-12 Half-year - .5 credit

Are you thinking of getting into the manufacturing field or becoming an engineer? See what many of the industrial metalworking machines do and how to operate them. Precision measurement is of great importance, and you will have the opportunity to learn the proper use of certain measuring devices. The students will further develop skills in safety, measurement, sheet metal basics, hand tool safety, welding methods, and more. Students will gain confidence in learning skills that can be used around the home, for a hobby, or a future career.

CNC PLASMA MANUFACTURING – 7761

Grades 10-12 Half-year - .5 credit

This class is designed to teach students the basic operation of the metalworking CNC plasma cutter, a computer controlled machine that precisely cuts 2D outlines out of sheet metal. Students will gain

experience and confidence in designing parts in a CAD program, the operation of the equipment and fabrication processes for assembly. Classroom discussion will consist of terminology, safety, maintenance and more. Through the introduction of the CAD software, students will learn how to draw, import a G-code file and test a design using the appropriate programs, as this is the standard language students will see in today's engineering and design industry. Prerequisite: Successful completion of Basic Metal Processing.

ELECTRONICS – 7770

Grades 9-12 Half-year - .5 credit

This class will provide a working knowledge of the fundamentals of electricity and electronics. A practical hands-on laboratory experience is used to teach the application of AC and DC circuits. Students will be introduced to safety fundamentals, how electricity is made and how it gets to consumers, the inner workings of household wiring, magnetism, soldering, and more through a project-based curriculum. At the culmination of the course, students will be able to build and take home a variety of functioning electronics kits they build themselves. The electronics course is designed to provide an opportunity to develop a basic background or career-related skill in electricity or electronics.

TRANSPORTATION ENGINEERING TECHNOLOGY – 7780

Grades 9-12 Half-year - .5 credit

This course allows students to study a cross-section of transportation technology topics, including the vehicles and infrastructure systems needed to move people and goods. Students will explore the areas of land, marine, and air transportation and their social, environmental, and economic impact. Students will research and use engineering concepts to construct projects that relate to each form of transportation. Possible projects include scale model boats, hovercrafts, gliders, CO₂ dragsters, and more. Alternative energy transportation systems and power systems are investigated as part of the overall picture of transportation.

INTRO TO AUTOMOTIVE TECHNOLOGY – 7790

Grades 9-12 Half-year - .5 credit

This course is designed for students who wish to have basic knowledge of car maintenance and upkeep. The main emphasis of the class will be on the automobile and the type of work you can do at home. The topics covered will include shop safety practices, tool usage, vehicle maintenance, tire fundamentals, lubrication system/performing an oil change, brake system, car care, and what to look for when buying a car. This class is great for future or current drivers wanting to be more self-sufficient vehicle owners. Students who wish to further their studies in Automotive can then elect to take Automotive Systems AND/OR Small Engine Principles.

ROBOTICS I – 7810S

Grades 10-12 Half-year - .5 credit

Designed for students interested in the design, engineering, and programming of robots, or interested in other technical careers, Robotics will explore past, current, and future applications of automation technology in the industry and in everyday use. The course will provide students with a basic knowledge of engineering and robotics; through hands-on learning, students will explore the processes involved in designing, building, and programming robots, and will develop problem-solving and critical thinking skills that can be used throughout their academic careers.

ROBOTICS II – 7812S

Grades 10-12 Half-year - 0.5 credit

This course is designed to give students an opportunity to continue to explore the design, engineering, and programming of robots. Students will have the opportunity to engineer and build robots to complete specific tasks, exploring mechanical systems, electronics systems, sensors, and programming. Prerequisite: Successful completion of Robotics I.

DIGITAL DESIGN & PRINTING – 7820

Grades 9-12 Half-year - .5 credit

Digital Design & Printing is for creative students who enjoy computer art design. The course will provide students with the foundations of computer design using graphics software such as Photoshop, Illustrator, and In Design. A project-based curriculum will allow students to apply design elements and principles of authentic projects such as logo design, vinyl stickers, screen printing, posters, and T-shirt design. Students will build the foundation for a digital media career during this course.

SMALL ENGINE PRINCIPLES – 7830

Grades 10-12 Half-year - .5 credit

This course is designed to help students build on their previous knowledge to develop a more thorough understanding of the operation of the internal combustion engine. Topics covered will include the principles of four-stroke and two-stroke engine processes, and the various components typically found on small gasoline engines. Students will gain a thorough understanding of each engine operation through the tasks of disassembling, inspecting, and reassembling a small gasoline engine. All units will include classroom theory as well as hands-on practical projects in the lab area. Prerequisite: Successful completion of Intro to Automotive Technology.

AUTOMOTIVE SYSTEMS – 7840

Grades 10-12 Half-year - .5 credit

This course is designed to help students build on their previous knowledge to develop a more thorough understanding of the different automotive systems. Topics covered will include safe work habits, the proper use of tools and equipment, the intake system, forced induction methods, the cooling system, the exhaust system, steering and suspension, and more. Safety and tool comprehension will also be reviewed. All units will include classroom theory as well as hands-on practical projects in the lab area. Prerequisite: Successful completion of Intro to Automotive Technology.

VIDEO GAME DESIGN – 7900

Grades 10-12 Half-year - .5 credit

Video Game Design will give students an opportunity to design, program, and create video games. Students will be introduced to the basics of programming and design essential to developing a video game; topics will include design principles, 2-D and 3-D game design, and game programming.



PHYSICAL EDUCATION AND HEALTH EDUCATION

Healthy lifestyles and physical competence are basic to success in all areas of life. The pursuit of optimal physical fitness throughout life and the development of a healthy body are the foundations of a quality wellness program. We believe that Wellness Education contributes significantly to the optimum development of each student, primarily through movement, and is an essential part of the general education program.

The physical education curriculum provides a balance of activities that reflect and challenge the divergent needs of students in the psychomotor, cognitive, and affective domains to create a physically literate individual. Physically literate individuals have the capacity to move with competency in various physical activities that will develop the whole individual throughout their lifetime. The goal of the program is to encourage exercise for enjoyment, health, and disease prevention. In each of the health offerings, students will develop personal knowledge and approaches about how to lead a healthy lifestyle while increasing his/her abilities to make informed decisions. The courses emphasize the application of essential wellness concepts through prescribed and self-directed learning activities while cultivating personal applications of health knowledge and skills in relevant situations.

Through these experiences, students will possess the skills needed to be health literate members of society. Interscholastic athletes are not allowed to use practice or competitions as an excuse for failure to participate in class.

Courses available to Freshmen	Courses available to Sophomores	Courses available to Juniors & Seniors
Physical Education 9 Health 9 Personal Fitness	Physical Education 10 Health 10 Personal Fitness Unified Physical Education	Health 11: Mindfulness & Movement Senior Seminar(Seniors Only) Basic Weightlifting Advanced Weightlifting/Powerlifting Personal Fitness Unified Physical Education Self Defense/Personal Safety Mindful Fitness & Dance Competitive Team Games Lifetime Activities

PHYSICAL EDUCATION 9 – 8701

Grade 9 Quarter-year- .25 credit

This course is an introduction to the high school physical education program. It includes opportunities for a varied selection of individual, team, dual, and personal development activities with an emphasis on skill development.

PHYSICAL EDUCATION 10 – 8702

Grade 10 Quarter-year- .25 credit

This course builds on skills and activities previously developed in PE 9 with an emphasis on physical fitness. Sophomore classes are required to participate in Connecticut Physical Fitness Assessment.

Wellness Selectives

BASIC WEIGHT TRAINING – 8704

Grades 11-12 Quarter-year- .25 credit

This course will give students an opportunity to develop strength and muscle tone. Students learn how to spot effectively and work out in teams while focusing on individual strength development. Free weights and exercise machines will be utilized along with the proper fundamentals of effective weight training. Safety is a constant, and cooperation and respect are essential to provide safe instruction.

ADVANCED WEIGHT TRAINING/POWERLIFTING – 8705

Grades 11-12 Quarter-year- .25 credit

This course is for the student committed to improving athletic performance through weight training. The Bigger-Faster-Stronger (BFS) curriculum is taught and strictly followed. The course includes basic core lifts, speed workouts, and plyometrics. Students are required to know the fundamental principles of strength gain and weight training.

COMPETITIVE TEAM GAMES – 8713

Grades 11-12 Quarter-year- .25 credit

This course is designed to give students the opportunity to continue participating in competitive games beyond their normal physical education classes. Most activities are team sport-oriented. Teamwork, decision-making, sportsmanship, and strategy are demonstrated through active student performance.

Students must become cognizant of the goals, objectives, and rules of the games. Activities offered may include soccer, football, floor hockey, volleyball, and other competitive team activities.

LIFETIME ACTIVITIES – 8714

Grades 11-12 Quarter-year- .25 credit

Activities focus on individual lifetime sports and developing skills necessary to achieve competency. Badminton, tennis, and Ping-Pong are examples of activity offerings. Skills will be analyzed and critiqued during the course or participation. The course is activity-based and all students are required to be prepared daily.

PERSONAL FITNESS – 8709

Grades 9-12 Quarter-year- .25 credit

This course is designed for students to engage in physical activity in an alternative setting to a traditional physical education class. An emphasis will be placed on improving flexibility, muscular strength, muscular endurance, and cardiovascular fitness. Students will be introduced to activities such as yoga, weight training, spinning, low to high cardio intensity cardiovascular exercise, and other fitness-related ideals. The main focus will be on the importance of being fit for life. This course allows students to assess their individual fitness needs, and work at their own pace to improve their overall fitness.

UNIFIED PHYSICAL EDUCATION – 8777

Grades 11-12 Quarter-year - .25 credit

Unified Physical Education is a course where students of varying ability levels and backgrounds have the unique opportunity to come together on equal terms through ongoing fitness, sports, leadership and wellness activities. Unified Physical Education focuses on the social, intellectual, and physical growth of all participants. Prerequisite: Successful completion of Physical Education 9 & 10 and Wellness teacher recommendation.

MINDFUL FITNESS & DANCE – 8712

Grades 11-12 Quarter-year- .25 credit

Mindful Fitness & Dance is a wellness “selective” that combines physical movement with mindfulness practices to promote overall well-being. This course encourages students to explore various forms of dance and fitness routines while fostering self-awareness and emotional regulation. Students will learn techniques such as yoga, tai chi, and expressive dance, focusing on body awareness, breath control, and stress relief. Through creative expression and mindful movement, participants will enhance their physical fitness, develop coordination, and cultivate a positive body image. This class emphasizes the importance of mental

health alongside physical health, empowering students to make mindful choices that contribute to a balanced lifestyle.

SELF DEFENSE & PERSONAL SAFETY – 8711

Grades 11-12 Quarter-year- .25 credit

The "Self-Defense and Personal Safety" class is a practical wellness “selective” designed for high school students to learn essential skills for personal safety and self-protection. This course covers a variety of self-defense techniques, focusing on awareness, prevention, and response strategies to real-life situations. Students will explore topics such as recognizing potential dangers, understanding personal boundaries, and developing situational awareness. Through hands-on practice, they will learn basic self-defense moves and how to effectively escape from various holds and threats. The course emphasizes empowerment, building confidence, and fostering a sense of security. Additionally, students will engage in discussions about personal safety strategies, conflict resolution, and the importance of trusting their instincts. By the end of the course, students will have gained valuable tools to help them navigate challenging situations, promoting their overall well-being and personal safety in everyday life.

HEALTH 9 – 8700

Grade 9 Quarter-year- .25 credit

Health 9 is a comprehensive approach to making healthy choices regarding personal health and safety, community, and environmental health. Topics including mental and emotional health, substance use, peer and personal relationships, and digital citizenship are presented to enable students to develop health literacy.

HEALTH 10 – 8720

Grade 10 Quarter-year- .25 credit

This course is designed to promote the overall health and wellness of Trumbull High School sophomores. This is an expansion and development of the health content and strategies taught in grades 6-9 in the Trumbull Public Schools. The goal of Health 10 is for students to become “physically literate” individuals who are informed decision-makers that will enjoy lifelong physical wellness while developing a more thorough understanding of fitness principles. Students will be learning and applying a variety of wellness skills essential for living a healthy, balanced life.

HEALTH 11 : MINDFULNESS & MOVEMENT – 8730

Grade 11 Quarter-year- .25 credit

This course is designed to help students reduce stress through a number of methods such as breathing and movement exercises, “re-wirement” lessons, team building, meditation, thoughtful conversations, and

mindfulness activities. Students will learn to cope with stress, be mentally present, and be active in a variety of different mindfulness activities. Students will also practice communication and problem-solving skills, as well as work cooperatively while participating in various team-building activities.

SENIOR SEMINAR – 8710

Grade 12 Quarter-year- .25 credit

Senior Seminar is designed to promote the health and wellness of all Trumbull High School seniors. The course will give students a thorough understanding of health principles and will provide them the tools and resources to live healthy, well-balanced lives. The course design places particular emphasis on positive decision-making, promoting health-enhancing behaviors, and addressing social pressure for a lifetime of health and wellness. Ultimately, through their work, students will gain knowledge directly applicable to health-promoting decisions and behaviors.



WORLD LANGUAGES

The World Languages Department at Trumbull High School recommends that each student planning to attend a college or university or to pursue a service career completes at least three years of one modern world language and/or Latin at the high school level. More competitive colleges and universities recommend an uninterrupted study of world languages during the high school years. Some universities require world languages for admission, while others have a world language graduation requirement. Historically, the World Languages Department has recognized the significance and the importance of world languages study. As the global community becomes smaller through advances in technology and business, learning a language has evolved as a direct avenue linking the cultures in a changing society. Our program is designed to inspire students to pursue career opportunities using a world language. As students progress through the program, a renewed cultural awareness is heightened and emphasized to encourage, explore, and define career paths. The World Language Department follows the standards stated in the ACTFL Guidelines for Language Learning which come directly from the National Standards for Learning Languages. They state that “The five ‘C’ goal areas (Communication, Cultures, Connections, Comparisons, and Communities) stress the application of learning a language beyond the instructional setting. The goal is to prepare the learners to apply the skills and understandings measured by the Standards, to bring global competence to their future careers and experiences (www.actfl.org).” The National Standards for Learning Languages have been revised based on what language educators have learned from more than 15 years of implementing the Standards. The guiding principle was to clarify what language learners would do to demonstrate progress on each Standard. These revised Standards include language to reflect the current educational landscape, including: Connecticut Core Standards, College and Career Readiness, 21st-century skills. All students taking a World Language are encouraged to join their language club! Independent Study courses are not offered in World Languages. Placement of native speakers and transfer students will be determined by the Department Chair with the appropriate placement test, and/or oral and written evaluation.

FRENCH I - 6114

Grades 9-12 Full-year- 1 credit

This introductory course is designed to help each student attain an acceptable degree of proficiency in the five basic skills: listening, speaking, reading, writing and culture. Students will participate in cultural presentations, role-playing, vocabulary practice, and daily interaction with the French language through film, interactive programs, language lab activities, computer-assisted learning, etc. Basic grammatical

structures are introduced. The student will be able to manipulate the structures at a level appropriate for reading and writing activities. Software and interactive activities are available to students.

FRENCH II – 6124

Grades 9-12 Full-year- 1 credit

This course continues to develop the five basic skills in an attempt to focus on spontaneity in communicating ideas to others and responding to conversation stimuli. The student will have ample opportunity for self-expression through thematic vocabulary used in skits, presentations, and situational dialogues. The grammatical foundation will be strengthened to expand language usage. The French language and Francophone culture will continue to be reinforced through multimedia and language lab activities and research. Software and interactive activities are available to students. Prerequisite: Successful completion of French I.

FRENCH III – 6134

Grades 10-12 Full-year- 1 credit

In the third year of study, the emphasis will be placed on communicative skills based upon the 5 “C’s” of language learning. Culturally authentic contemporary situations will motivate proficient oral production. Self-expression in the target language will be emphasized as the previous study of tenses has served to create a solid grammatical foundation on which to expand and broaden written skills. Language lab usage will enhance listening and speaking skills. Cultural references and interdisciplinary connections will be enhanced and paralleled through authentic readings, films, poems, research, etc. whose topics will include art, music, and literature. Software and interactive materials are available to students. Prerequisite: Successful completion of French II.

H FRENCH III – 6135

Grades 10-12 Full-year- 1 credit

In the third year of study, the emphasis will be placed on communicative skills based upon the 5 “C’s” of language learning. The approach to learning will be through the five skills of listening, speaking, reading, writing, and culture. H French III will provide the student with an intensive cultural vocabulary base, writing skills reinforced through advanced grammar use, conversational skills, and an opportunity to read and discuss literary excerpts and poems. The course will integrate the basic grammar and cultural topics of French III and will broaden the scope of language acquisition to include the creation of original compositions based on authentic reading/cultural materials, peer editing, oral presentation, etc. The students will read authentic articles on current events from major French publishers, and use it as the basis for oral and written creative expression. Language lab usage will enhance listening and speaking skills. The course will integrate the basic curriculum of French III while broadening the scope of study to challenge the

honors student. Software and interactive materials are available to students. Students are encouraged to join the French Club and to participate in activities outside of the classroom, like the French Café.

Prerequisite: Grade of A- or better in all quarters in French II, and midterm and final exam grades of A- or better, or teacher recommendation.

FRENCH IV – 6144

Grades 10-12 Full-year- 1 credit

This course is geared toward an integrated approach to the study of the language with an emphasis placed on communicative skills based upon the 5 “C’s” of language learning. The conversational component will enhance speaking and listening strands as various activities will afford the student the opportunity to converse on topics presented in the text. Students will study French art, issues in France and Francophone countries today, as well as French literature through authentic resources. Previously learned grammatical skills will be reviewed and new skills presented in order to enable the student to converse, understand, read, and write with greater precision. The student will be able to compare and contrast the francophone culture to each other and to his or her own. The language lab will give the student additional practice. Students will be guided in the use of the Internet as a tool to research chosen topics assigned in class. Prerequisite: Successful completion of French III.

H FRENCH IV – 6145

Grades 10-12 Full-year- 1 credit

H French IV will provide the student a solid introduction to French history and literature. In addition to reading literary texts from various French historical periods, students will also read the novel *Le Petit Prince*. Students will continue to develop and refine their speaking, reading, writing, and listening skills. Emphasis will be placed on spontaneous speaking. Students will develop these skills through many hands-on creative activities, and responses to film. This course is recommended as a prerequisite for AP French Language. In the fourth marking period, the students will take the APPL exam to assess their skills in the target language and to give them the opportunity to receive the CT State Seal of Biliteracy. Students are encouraged to join the French Club and to take the National French Exam.

Prerequisite: Grades of B- or better in all quarters in H French III, and midterm and final exam grades of B- or better; or grades of A- or better in all quarters in French III, and midterm and final exam grades of A- or better, or teacher recommendation.

FRENCH V – 6154

Grades 11-12 Full-year- 1 credit

Students will have the opportunity to discuss current themes in Francophone countries and contemporary life. In this course, the concentration will be on the development and refinement of audio-lingual skills

through debates, discussions, individual and group presentations, and film. Grammatical structures will be reinforced as well as conversational expressions. Emphasis will be on proficiency in the five skill areas. Weekly interactive activities will increase aural comprehension. This course is designed to afford the motivated student the opportunity to continue his/her study of the French language and culture through authentic resources such as articles, poetry, short stories, and film of various genres. Prerequisite: Successful completion of French IV.

H FRENCH V – 6155

Grades 11-12 Full-year- 1 credit

This honors course is designed to refine students' linguistic skills while providing ample opportunities for writing, reading, and peer group practice. Current themes and issues in francophone countries will be explored. There will be an emphasis on the correct use of grammar, literary interpretation, cultural appreciation through film and art, and personal expression. The language lab will be used to reinforce advanced linguistic skills. Selected poems, a novel, or a play will be read in their entirety and analyzed through discussion and composition. Films of various genres relating to the thematic units of study will be used to further language acquisition and appreciation for French culture and civilization. This is not a preparatory course for the AP exam. Prerequisite: Grades of B- or better in all quarters in H French IV, and midterm and final exam grades of B- or better; or grades of A- or better in all quarters in French IV, and midterm and final exam grades of A- or better, or teacher recommendation.

AP FRENCH LANGUAGE & CULTURE – 6156

Grades 11-12 Full-year- 1 credit

This course provides the students with the opportunity to follow the suggested curriculum in preparation for the AP exam in French Language and Culture. The students will develop their oral/aural proficiency through intensive weekly use of the language lab, impromptu conversations, and prepared presentations in class. Course content will reflect the six themes of the AP curriculum and exam: Global Challenges, Science and Technology, Contemporary Life, Self-Identity, Family and Community, and Beauty and Esthetics. Students will develop and integrate the skills for impersonal writing, presentational writing, interpersonal conversation, and presentational speaking into each theme. It is recommended that the AP exam be taken in the spring. Summer work packets and other culturally specific assignments will be assigned during the summer vacation. Prerequisite: Grades of B- or better in all quarters in H French IV and midterm and final exam grades of B- or better or teacher recommendation.

ITALIAN I – 6214

Grades 9-12 Full-year- 1 credit

This introductory course is designed to help each student attain an acceptable degree of proficiency in the five basic skills: listening, speaking, reading, writing and culture. Students will participate in cultural presentations, role-playing, vocabulary practice, and daily interaction with the Italian language through film, interactive programs, language lab activities, computer-assisted learning, etc. Basic grammatical structures are introduced. The student will be able to manipulate these structures in level-appropriate reading and writing activities. Software and interactive activities are available to students.

ITALIAN CONVERSATION & CULTURE II – 6220

Grades 10-12 Full-year- 1 credit

This course continues to develop the five basic skills in an attempt to focus on spontaneity in communicating ideas to others and responding to conversation stimuli. The student will have ample opportunity for self-expression through thematic vocabulary used in skits, presentations, and situational dialogues. A comprehensive, detailed study of the language and culture of Italy, products, practices, and perspectives of the culture through authentic presentation will foster conversation. The grammatical foundation will be strengthened to expand language usage and will be strengthened as the student will be introduced to direct composition writing. The Italian language and culture will continue to be reinforced through multimedia and language lab activities and research. Software and interactive activities are available to students. Prerequisite: Italian I with teacher recommendation.

ITALIAN II – 6224

Grades 10-12 Full-year- 1 credit

This course continues to develop the five basic skills in an attempt to focus on spontaneity in communicating ideas to others and responding to conversation stimuli. The student will have ample opportunity for self-expression through thematic vocabulary used in skits, presentations, and situational dialogues. The grammatical foundation will be strengthened to expand language usage as the student will be introduced to direct composition writing. The Italian language and culture will continue to be reinforced through multimedia and language lab activities and research. Software and interactive activities are available to students. Prerequisite: Successful completion of Italian I with teacher recommendation.

H ITALIAN II – 6225

Grades 10-12 Full-year- 1 credit

In the second year of study, the emphasis will be placed on communicative skills based upon the 5 “C’s” of language learning. The approach to learning will be through the five skills of listening, speaking, reading, writing, and culture. H Italian II will provide the student with an intensive cultural vocabulary base, writing

skills reinforced through advanced grammar use, conversational skills, and an opportunity to read and discuss informational texts. The course will integrate the basic grammar and cultural topics of Italian II and will broaden the scope of language acquisition to include the creation of original compositions based on authentic reading/cultural materials, peer editing, oral presentation, etc. The students will read authentic resources and use it as the basis for oral and written creative expression. The language lab will give the student additional practice. Software and interactive materials are available to students. The course will integrate the basic curriculum of Italian II while broadening the scope of study and introducing a thematic approach to challenge the honors student. Prerequisite: Grades of A- or better in all quarters in Italian I, and midterm and final exam grades of A- or better, or teacher recommendation.

ITALIAN CONVERSATION & CULTURE III – 6230

Grades 10-12 Full-year- 1 credit

In the third year of study, the emphasis will be placed on communicative skills based upon the 5 “C’s” of language learning. Culturally authentic contemporary situations will motivate proficient oral production. Self-expression in the target language will be emphasized as well as a continued study and practice of the language with embedded culture. The previous grammatical foundation will expand and broaden writing skills. Language lab usage will enhance listening and speaking skills. Cultural references and interdisciplinary connections will be enhanced and paralleled through authentic readings, films, poems, research, etc. whose topics will include art, music, and literature. Software and interactive materials are available to students. Prerequisite: Successful completion of Italian Conversation & Culture II or Italian II with teacher recommendation.

ITALIAN III – 6234

Grades 10-12 Full-year- 1 credit

In the third year of study, the emphasis will be placed on communicative skills based upon the 5 “C’s” of language learning. Culturally authentic contemporary situations will motivate proficient oral production. Self-expression in the target language will be emphasized as the previous study of tenses has served to create a solid grammatical foundation on which to expand and broaden written skills. Language lab usage will enhance listening and speaking skills. Cultural references and interdisciplinary connections will be enhanced and paralleled through authentic readings, films, research, etc. whose topics will include art, music, and literature. Software and interactive materials are available. Prerequisite: Successful completion of Italian II with teacher recommendation.

H ITALIAN III – 6235

Grades 10-12 Full-year- 1 credit

In the third year of study, the emphasis will be placed on communicative skills based upon the 5 “C’s” of language learning. The approach to learning will be through the five skills of listening, speaking, reading, writing, and culture. H Italian III will provide the student with an intensive cultural vocabulary base, writing skills reinforced through advanced grammar use, conversational skills, and an opportunity to read and discuss literary excerpts. The course will integrate the basic grammar and cultural topics of Italian III and will broaden the scope of language acquisition to include the creation of original compositions based on authentic reading/cultural materials, peer editing, oral presentation, film, etc. The students will read authentic literature and use it as the basis for oral and written creative expression. Language lab usage will enhance listening and speaking skills. Software and interactive materials are available to students.

Prerequisite: Grades of B- or better in all quarters in H Italian II, and midterm and final exam grades of A- or better; or Grades of A- or better in all quarters Italian II, and midterm and final exam grades of A-, or teacher recommendation.

ITALIAN IV – 6244

Grades 11-12 Full-year- 1 credit

This course is geared toward an integrated approach to the study of the language with an emphasis placed on communicative skills based upon the 5 “C’s” of language learning. The conversational components will enhance speaking and listening strands as various activities will afford the students the opportunity to converse on topics presented in the text. Students will study Italian art, issues in Italy today, as well as Italian literature through authentic resources. Previously learned grammatical skills will be reviewed and new skills presented, in order to enable the student to converse, understand, read, and write with greater precision. The student will be able to compare and contrast the Italian cultures to each other and to his or her own. The language lab will give the student additional practice. Students will be guided in the use of the Internet as a tool to research chosen topics assigned in class. Prerequisite: Successful completion of Italian III with teacher recommendation.

H ITALIAN IV– 6245

Grades 11-12 Full-year- 1 credit

H Italian IV will provide the student with an advanced grammar review and a continued examination of all aspects of Italian culture. The students will read one novel and/or play and use it as the theme for discussion and written expression. The course will integrate various authentic resources such as literary excerpts, current articles from the press, films, and a novel with the cultural discussions. Required listening and speaking skills will be further developed through an intensive use of the language lab. This course is designed for the student who wishes to pursue a higher level of study of the Italian language and culture. In

the second marking period, the students will take the APPL exam to assess their skills in the target language and to give them the opportunity to receive the CT State Seal of Biliteracy. Prerequisite: Grades of B- or better in all quarters in H Italian III , and midterm and final exam grades of B- or higher; or grades of A- or better in all quarters in Italian III, and midterm and final exam grades of A- or higher, or teacher recommendation.

AP ITALIAN LANGUAGE AND CULTURE – 6246

Grade 12 Full-year- 1 credit

This course provides students with the opportunity to follow the suggested curriculum in preparation for the AP exam in Italian Language and Culture. The students will develop their oral/aural proficiency through intensive weekly use of the Language Lab, impromptu conversations, and prepared conversations in class. Course content will reflect the six themes of the AP curriculum and exam: Global Challenges, Science and Technology, Contemporary Life, Self-Identity, Family and Community, and Beauty and Esthetics. Students will develop and integrate the skills for impersonal writing, presentational writing, interpersonal conversation, and presentational speaking into each theme. In the second marking period, the students will take the APPL exam to assess their skills in the target language and to give them the opportunity to receive the CT State Seal of Biliteracy. Prerequisite: Grades of B- or better in all quarters in H Italian III, and grades of B- or better on midterm and final exams, or teacher recommendation.

SPANISH I – 6414

Grades 9-12 Full-year- 1 credit

This introductory course is designed to help each student attain an acceptable degree of proficiency in the five basic skills: listening, speaking, reading, writing and culture. Students will participate in cultural presentations, role-playing, vocabulary practice, and daily interaction with the Spanish language through film, interactive programs, language lab activities, computer-assisted learning, etc. Basic grammatical structures are introduced. The student will be able to manipulate these structures in level-appropriate reading and writing activities. Software and interactive activities are available to students.

SPANISH CONVERSATION & CULTURE II – 6420

Grades 9-12 Full-year- 1 credit

This course continues to develop the five basic skills in an attempt to focus on spontaneity in communicating ideas to others and responding to conversation stimuli. The student will have ample opportunity for self-expression through thematic vocabulary used in skits, presentations, and situational dialogues. A comprehensive, detailed study of the language and culture of Spanish-speaking countries, products, practices, and perspectives of the culture through authentic presentation will foster conversation. The grammatical foundation will be strengthened to expand language usage and will be

strengthened as the student will be introduced to direct composition writing. The Spanish language and culture will continue to be reinforced through multimedia and language lab activities and research. Software and interactive activities are available to students. Prerequisite: Successful completion of Spanish I with teacher recommendation.

SPANISH II – 6424

Grades 9-12 Full-year- 1 credit

This course continues to develop the fOUR basic skills in an attempt to focus on spontaneity in communicating ideas to others and responding to conversation stimuli. The student will have ample opportunity for self-expression through thematic vocabulary used in skits, presentations, and situational dialogues. The grammatical foundation will be strengthened to expand language usage and will be strengthened as the student will be introduced to directed composition writing. The Spanish language and Hispanic culture will continue to be reinforced through multimedia and language lab activities. Software and interactive activities are available to students. Prerequisite: Successful completion of Spanish I or with teacher recommendation.

SPANISH FOR HERITAGE SPEAKERS A– 6425

Grades 9-12 Full-year- 1 credit

The course is tailored for heritage speakers of Spanish who already possess some oral proficiency in the language. It welcomes students from diverse linguistic backgrounds, catering to Heritage speakers of Spanish with level 1-2 proficiency. Through this course, students will enhance their existing skills while developing both language and cultural literacy. The curriculum fosters a deeper appreciation for cultural history and heritage, emphasizing the diverse ways of being Latinx. Students will gain confidence in using Spanish to express ideas on various topics, engage with other heritage speakers, comprehend oral and written materials in the target language, learn and apply diverse grammatical structures, deliver oral and written presentations, and critically analyze authentic resources in Spanish. Language lab usage will enhance listening and speaking skills. Prerequisites: Teacher recommendation and Spanish Heritage Speaker Placement Test.

SPANISH CONVERSATION & CULTURE III – 6430

Grades 10-12 Full-year- 1 credit

In the third year study, the emphasis will be placed on communicative skills based upon the 5 “C’s” of language learning. Culturally authentic contemporary situations will motivate proficient oral production. Self-expression of the target language will be emphasized as well as a continued study and practice of the language with embedded culture. The previous grammatical foundation will expand and broaden writing skills. Language lab usage will enhance listening and speaking skills. Cultural references and

interdisciplinary connections will be enhanced and paralleled through authentic readings, films, poems, research, etc. whose topics will include art, music, and literature. Software and interactive materials are available to students. Prerequisite: Successful completion of Spanish Conversation and Culture II or Spanish II with teacher recommendation.

SPANISH III – 6434

Grades 10-12 Full-year- 1 credit

In the third year of study, the emphasis will be placed on communicative skills based upon the 5 “C’s” of language learning. Culturally authentic contemporary situations will motivate proficient oral production. Self-expression in the target language will be emphasized as the previous study of tenses has served to create a solid grammatical foundation on which to expand and broaden written skills. Language lab usage will enhance listening and speaking skills. Cultural references and interdisciplinary connections will be enhanced and paralleled through authentic readings, films, poems, research, etc. whose topics will include art, music, and literature. Software and interactive materials are available to students. Prerequisite: Successful completion of Spanish II or Spanish Conversation & Culture II with teacher recommendation.

H SPANISH III – 6435

Grades 10-12 Full-year- 1 credit

In the third year of study, the emphasis will be placed on communicative skills based upon the 5 “C’s” of language learning. The approach to learning will be through the five skills of listening, speaking, reading, writing, and culture. Honors Spanish III will provide the student with an intensive cultural vocabulary base, writing skills reinforced through advanced grammar use, conversational skills, and an opportunity to read and discuss a variety of selected readings. The course will integrate the basic grammar and cultural topics of Spanish III and will broaden the scope of language acquisition to include the creation of original compositions based on authentic reading/cultural materials, peer revision, oral presentation, etc. The students will read authentic resources and use them as a basis for oral and written creative expression. Language lab usage will enhance listening and speaking skills. Software and interactive materials are available to students. The course will integrate the basic curriculum of Spanish while broadening the scope of study to challenge the honors student. Prerequisite: Grades of A- or better in all quarters in Spanish II, and midterm and final grades of A- or better, or teacher recommendation.

SPANISH FOR HERITAGE SPEAKERS B – 6436

Grades 9-12 Full-year- 1 credit

This course is designed for advanced heritage speakers of Spanish who possess a strong foundation in oral language proficiency. Open to students in grades 9-12 or those with intermediate to advanced proficiency in the Spanish language, it accommodates a broad spectrum of linguistic backgrounds. The curriculum is

structured to refine existing language skills while fostering advanced cultural and linguistic literacy. Students will cultivate a deeper understanding of their cultural history and heritage, embracing the multifaceted nature of Latinx identities. Through this course, students will gain confidence in articulating their thoughts on diverse themes, engaging with fellow heritage speakers, analyzing complex oral and written texts, delivering grammatically advanced presentations, and critically evaluating authentic materials in the target language. Prerequisites: Teacher recommendation, Spanish Heritage Speaker Placement Test, and/or successful completion of Spanish Heritage Speakers A course.

SPANISH CONVERSATION & CULTURE IV – 6440

Grades 10-12 Full-year- 1 credit

In the fourth year of study, the emphasis will continue to be on communicative skills based upon the 5 “C’s” of language learning: communication, cultures, connections, comparisons, and communities. Culturally authentic contemporary situations will motivate proficient oral production. Self-expression in the target language will be emphasized as well as a continued study and practice of the language with embedded culture. The previous grammatical foundation will expand and broaden writing skills. Language lab usage will enhance listening and speaking skills. Cultural references and interdisciplinary connections will be enhanced and paralleled through authentic readings, films, poems, research, etc., whose topics will include art, music, and literature. Software and interactive materials will be available to students. Prerequisite: Successful completion of Spanish III or Spanish Conversation & Culture II with teacher recommendation.

SPANISH IV – 6444

Grades 10-12 Full-year- 1 credit

This course is geared toward an integrated approach to the study of the language with emphasis placed on communicative skills based upon the 5 “C’s” of language learning. The conversational component will enhance speaking and listening strands as various activities will afford the student the opportunity to converse on topics presented in the text. Students will study three Spanish master artists, myths and legends in Latin American culture and the history behind the reconquering of Spain and the conquering of the Americas. Students will read a children's novel from a prolific Dominican author as well as watch an authentic historical film that encompasses many of the themes seen throughout the year. Previously learned grammatical skills will be reviewed and new skills will be presented in order to enable the student to converse, understand, read and write with greater precision. The language lab will give the student additional practice. Prerequisite: Successful completion of Spanish III or Spanish Conversation & Culture III with teacher recommendation.

H SPANISH IV – 6445

Grades 10-12 Full-year- 1 credit

This course will provide an intensive study of advanced grammar principles needed to develop an individual refinement of speaking and writing skills. Reading selections from famous contemporary and traditional Spanish and South American authors along with authentic non-fiction articles will enhance discussions and spark creative compositions. Creative group projects will be assigned. The works of famous Spanish artists will be introduced. Required listening and speaking skills will be further developed through intensive use of the language lab. This course is a requirement for Advanced Placement in Spanish. Students will begin to prepare for AP Spanish by working frequently with a partner on many self-guided oral activities. In the fourth marking period, the students will take the APPL exam to assess their skills in the target language and to give them the opportunity to receive the CT State Seal of Biliteracy. Prerequisite: Grades of B- or better in all quarters in H Spanish III, and midterm and final exam grades of B- or better; or grades of A- or better in all quarters in Spanish III, and midterm and final exam grades of A- or better, or teacher recommendation.

SPANISH V – 6454

Grades 11-12 Full-year- 1 credit

The focus of this course is the acquisition of language proficiency in conjunction with reviewing and broadening the grammar foundation obtained previously. Authentic current magazine and newspaper articles and internet websites are introduced to stimulate conversation and thought. Films and literary pieces of various genres help to foster an awareness and appreciation of Hispanic culture. Reading selections may include interviews, legends, short stories, and films which correspond thematically with the grammar and oral and cultural components. Language lab activities further refine listening and speaking skills. Students will work extensively with a partner to practice their speaking skills. Prerequisite: Successful completion of Spanish IV or Spanish Conversation and Culture IV with teacher recommendation.

H SPANISH V – 6455

Grades 11-12 Full-year- 1 credit

This Honors course is designed to refine students' linguistic skills while providing ample opportunities for writing, reading, and peer group practice. There will be an emphasis on the correct use of grammar, literary interpretation, culture appreciation through film and art, and personal expression. Advanced grammar points will be explored. The language lab will be used to reinforce advanced linguistic skills and research on topics of Spanish culture. Various genres of literature will be addressed in class. Selected poems and short stories will be read in their entirety and analyzed through discussion and composition. Prerequisite: Grades of B- or better in all quarters in H Spanish IV, and midterm and final exam grades of B- or better; or grades of A- or better in all quarters in Spanish IV, and midterm and final exam grades of A- or higher, or teacher recommendation.

AP SPANISH LANGUAGE & CULTURE – 6456

Grades 11-12 Full-year- 1 credit

This course provides the students with the opportunity to follow the suggested curriculum in preparation for the AP exam in Spanish Language and Culture. The students will develop their oral/aural proficiency through intensive weekly use of the Language Lab, impromptu conversations, and prepared presentations in class. Course content will reflect the six themes of the AP curriculum and exam: Families in Different Societies, The Influence of Language and Culture on Identity, Influences of Beauty and Art, How Science and Technology Affect our Lives, Factors that Impact Quality of Life, Environmental, Political and Social Challenges. Students will develop and integrate the skills for interpersonal writing, presentational writing, interpersonal conversation, and presentational speaking into each theme. It is recommended that the AP exam be taken in the spring. Prerequisite: Grades of B- or better in all quarters in H Spanish IV, and grades of B- or better on midterm and final exams, or teacher recommendation.

LATIN I – 6314

Grades 9-12 Full-year - 1 credit

This introductory course is designed to help each student attain an acceptable degree of proficiency in reading and understanding Roman culture. Latin is the foundation of the English language and the other Romance Languages, e.g. Italian, French, and Spanish. Students will discover how Latin works by learning basic grammar and reading comprehension skills. Cultural units of study include Roman life, traditions, legends, myths, culture, civilization, and Pompeii. They will strengthen their English grammar and vocabulary through studies in derivatives, word roots, prefixes, and suffixes. Students will engage in learning Latin by using games for vocabulary practice, creation of cultural and artistic presentations, role-playing, and using technology to explore and support their learning.

LATIN II – 6324

Grades 10-12 Full-year - 1 credit

This Latin II course is designed to help each student attain an acceptable degree of proficiency in: reading and Roman culture. Latin II continues the study of the language through the narrative reading method and cultural stories. Students will build a wider knowledge of vocabulary and syntax by focusing on reading comprehension. Roman life, customs, and traditions will be explored through the study of ancient Rome using a variety of sources. History, legends, and mythology will continue to be studied in greater depth. Students will engage in learning Latin by using games for vocabulary practice, creation of cultural and artistic presentations, role-playing, and using technology to explore and support their learning. Prerequisite: Successful completion of Latin I.

H LATIN II – 6325

Grades 10-12 Full-year - 1 credit

This class emphasizes the development of skills of increased proficiency in: reading, writing and Roman culture. The class will provide the student with an intensive cultural vocabulary base; allow students to reinforce skills through grammar use, and offer an opportunity to read and discuss more varied texts. The course will integrate the grammar and cultural topics of Latin II while broadening the scope of language acquisition. Roman life, customs, and traditions will be further explored through the study of ancient Rome. History, legends, and mythology will continue to be studied in greater depth. Students will engage in learning Latin by using games for vocabulary practice, creation of cultural and artistic presentations, role-playing, and using technology to explore and support their learning. Successful completion of Latin I and teacher recommendation.

LATIN III – 6334

Grades 10-12 Full-year - 1 credit

In the third year of study, the emphasis will be placed on the reading of Latin, history, and culture, building the foundation necessary to interpret the language and understand historical themes of ancient Rome. It will expand upon the language and cultural learning that took place during the second-year course. Students will read selected classical materials, continue their study of mythology, history, and culture. Students will benefit from etymology and word studies, helping to improve their understanding of their own language. Students will engage in learning Latin by using games for vocabulary practice, creation of cultural and artistic presentations, role-playing, and using technology to explore and support their learning. Prerequisite: Successful completion of Latin II.

H LATIN III – 6335

Grades 11-12 Full-year - 1 credit

This course incorporates a concentrated study of reading Latin, history, and society, building the foundation necessary to read authentic texts in Latin. It will expand upon the language and cultural learning that took place during the second year course and focus more upon building reading stamina. Students will read selected classical materials, continue their study of mythology, history, and culture, and advance their skills in reading interpretation, writing, and cultural analysis. Students will benefit from etymology and word studies, helping to improve their understanding of English and other languages they may be studying. Students will engage in learning Latin by using games for vocabulary practice, creation of cultural and artistic presentations, role-playing, and using technology to explore and support their learning. Successful completion of Latin II and teacher recommendation.

LATIN IV – 6344

Grades 11-12 Full-year - 1 credit

Latin IV continues the study of Latin authors throughout Ancient Rome. Emphasis is on reading for comprehension, authentic passages, mythology, Roman History politics, culture, and projects. Authentic texts may include Cicero, Caesar, Vergil, Ovid and Catullus. Appropriate grammar will be highlighted. Students will engage in learning Latin by using games for vocabulary practice, creation of cultural and artistic presentations, role-playing, and using technology to explore and support their learning. Prerequisite: Successful completion of Latin III.

H LATIN IV – 6345

Grades 11-12 Full-year - 1 credit

H Latin IV continues the advanced study of Latin authors throughout Ancient Rome. Emphasis is on reading for comprehension, authentic passages, mythology, Roman History, politics, culture, and projects. Authentic texts may include Cicero, Caesar, Vergil, Ovid and Catullus. In depth grammar study will help to increase comprehension skills. Students will engage in learning Latin by using games for vocabulary practice, creation of cultural and artistic presentations, role-playing, and using technology to explore and support their learning. Successful completion of Latin III and teacher recommendation.

UCONN LATIN-CLASSICAL MYTHOLOGY-6347 (pending approval)

3 UCONN credits possible, UCONN Course Code: CAMS 1103 -Grade 12 Full-year - 1 credit

Classical Mythology/ECE Latin is an engaging and interdisciplinary course designed for seniors who are passionate about exploring the rich cultural and literary heritage of ancient Rome and Greece. This course integrates the study of classical mythology with advanced Latin language skills, offering students the opportunity to earn Early College Experience (ECE) credit through the University of Connecticut.

Through the study of Latin texts and translations, students will delve into timeless myths, epic poetry, and foundational narratives that have shaped Western literature, art, and thought. Works by authors such as Ovid, Vergil, and Homer will be explored alongside artistic and archaeological evidence to provide a comprehensive understanding of the ancient world.

Students will analyze recurring themes such as heroism, fate, and morality while considering their relevance in contemporary culture. The course also emphasizes advanced Latin grammar, syntax, and vocabulary, enhancing students' language proficiency and critical reading skills.

In addition to reading and translating Latin texts, students will engage in creative projects, presentations, and discussions to connect classical mythology to modern contexts. This course aims to foster analytical

thinking, cultural awareness, and a deeper appreciation for the enduring legacy of classical civilizations. Successful completion of Latin III and teacher recommendation.

AP LATIN – 6346

Grades 12 Full-year - 1 credit

This class provides students with the opportunity to follow a suggested curriculum in preparation for the College Board’s Advanced Placement exam in Latin. The course’s primary focus is reading authentic texts, specifically *The Gallic Wars* by Gaius Julius Caesar and *The Aeneid* by Publius Vergilius Maro. Students engage with the two primary texts, exploring their cultural history, themes, and meanings. Furthermore, Roman poetry (dactylic hexameter) will also be explored. It is recommended that students take the AP exam. This course will be offered based upon enrollment. Successful completion of Latin III and teacher recommendation.

AMERICAN SIGN LANGUAGE-6500

Grades 12 Full-year - 1 credit

This course is designed for students who have little or no previous knowledge of American Sign Language. The course will also afford students with insights into the culture of the Deaf community. An emphasis will be placed on ASL vocabulary development and an introduction to the sentence structure, and the cultural foundation of ASL. The focus will be on communication in sign language. Students will learn the manual alphabet, numbers, and ASL vocabulary. Students will work on both receptive and expressive skills that will be incorporated into the course.

THS PERIOD 9 EXTENSION OPPORTUNITIES

SERVICE LEARNING

- Not included in the minimum credit requirement
- .5 = 60 hours and 1.0 = 120 hours

INDEPENDENT STUDY

- Approval through Independent Study Committee
- Enrichment opportunity for material investigation not found in the published curriculum

CAREER INTERNSHIP

- Needs College & Career Counselor approval
- Taken as pass/fail
- Provides a work-based learning, structural training, and mentoring opportunity
- Credit will be commensurate with the time spent on the internship site
- Not included in minimum credit requirements

JAZZ BAND/WINTER PERCUSSION

- Receives .5 credit
- Meets 2 nights per week for 2.5 hours per night
- Membership achieved by audition only

VOCAL ENSEMBLES

- Receives .5 credit
- Meets 1 night per week for 1.5 hours
- The prerequisite of the course is participation in at least one of the other choral groups or by permission of the instructor
- Required hours are extended to dress rehearsals, concerts, additional rehearsals, performances, tours, etc.
- Intended to be an extension of the learning that takes place on a daily basis utilizing gender-specific repertoire

CHAMBER STRINGS ENSEMBLE

- Receives .5 credit
- Meets 1 night per week for 1.5 hours
- Required hours are extended to dress rehearsals, concerts, additional rehearsals, performances, tours, etc.

WORK CREDIT FOR STUDENTS IN TRUMBULL ALTERNATE PROGRAM & REACH

- .25 credit per marking period per quarterly verification of employment by the department chairperson
- Enrollment in Trumbull Alternate Program or REACH Program
- A job in the community at least 10 hours per week is a requirement
- Automatic pass if successfully meeting 10-hour work requirement

NCAA ELIGIBILITY QUICK REFERENCE GUIDE

Division I Initial Eligibility Requirements | Core Courses

NCAA Division I Requires 16 core courses. See Chart below for subject-area requirements

▪ Ten (10) core courses completed before the seventh semester; seven (7) of the 10 must be in English, math, or natural/physical science. These courses/grades are "locked-in" at the start of the seventh semester (cannot be repeated for grade-point average [GPA] improvement to meet initial-eligibility requirements for competition).

Division I –Core Course Requirement (16 courses)
<ul style="list-style-type: none">▪ 4 years of English▪ 3 years of mathematics (Algebra 1 or higher)▪ 2 years natural/physical science (1 year of lab science if offered by HS)▪ 1 year additional English, Math or Natural/Physical Science▪ 2 years of Social Science▪ 4 years of additional courses from any area above, foreign language or comparative religion/philosophy

Test Scores*

- Standardized test scores are not required for NCAA qualification at the time of publication. Check the eligibility [NCAA eligibility center](#) for the most current requirements.
- Core Grade-Point Average | Earn at least a 2.3 GPA in your NCAA core courses
- Only core courses that appear on the high school's List of NCAA Courses on the NCAA Eligibility Center website (www.eligibilitycenter.org) will be used to calculate your core-course GPA that must be at least a 2.3 GPA.

Division II Initial-Eligibility Requirements | Core Courses

NCAA Division II requires 16 core courses.

Division II –Core Course Requirement (16 courses)

- | |
|---|
| <ul style="list-style-type: none">▪ 3 years of English▪ 2 years of mathematics (Algebra 1 or higher)▪ 2 years of natural/physical science (1 year of lab if offered by high school)▪ 3 years of additional English, math, or natural/physical science▪ 2 years of social science▪ 4 years of additional courses from any area above, foreign language or comparative religion/philosophy |
|---|

Test Scores*

- Standardized test scores are not required for NCAA qualification at the time of publication. Check the eligibility [NCAA eligibility center](#) for the most current requirements.

Core Grade-Point Average

Earn at least a 2.0 GPA in your NCAA core courses. If you are planning to attend a Division III school, you do not need to register with the NCAA Eligibility Center. Division III schools set their own admissions standards. If you are unsure, you should still register. For more information please visit:

<http://www.ncaapublications.com/productdownloads/EB17.pdf>

*NCAA Policies for test scores or other eligibility are subject to change due to the COVID Pandemic. For updates and more information, please refer to the NCAA Eligibility Center website at:

<https://web3.ncaa.org/ecwr3/>

COURSE SELECTION TIP SHEET

- Students must take a minimum of 6 credits each year, seniors must take a minimum of 5
- Trumbull High School runs on an eight period day
- Students are encouraged to pay attention to STEM, Humanities, and Fine Arts Requirements when selecting electives.
- Three or four years of one World Language is preferred by colleges

Periods available (courses will not be in this order)	Course Requests Semester 1	Course Requests Semester 2
1		
2		
3		
4		
5		
6		
7		
8		
9* (Optional-After School Offerings)		
Alternate		
Alternate		

STUDENT FOUR YEAR PLANNER

Area of Study	Requirement	Grade 9	Grade 10	Grade 11	Grade 12
STEM 9.0	Math (3)				
	Personal Finance (.5)				
	Science (3)	Integrated Physical Science	Biology	Chemistry	
	STEM electives (2.5) *You can elect to take a fourth year of math & science for 2				
Humanities 9.0	English (4)	English 9	English 10	English 11 or A.P. Language and Composition or A.P. Lit	Senior English Electives (2) or A.P. Literature And Composition
	Social Studies (3)	Global Civilizations		US History	Civics (0.5)
	Fine Arts (1) (Art, music, drama or dance)				
	French, Spanish, Italian, or Latin (1)				
Wellness 2.0	PE (1)	PE 9	PE 10	PE 11 or Elective	PE 12 or Elective (class of 26 and beyond)
	Health (1)	Health 9	Health 10	Health 11	Senior Seminar
Electives 4.0	Electives (4)				
Mastery-Based Diploma 1.0	1 credit				