STAFFORD HIGH SCHOOL
STAFFORD SPRINGS, CONNECTICUT

PROGRAM OF STUDIES 2018/2019

GRADES 9 – 12

ADMINISTRATION

Marco R. Pelliccia, Principal
Susan Mike, Assistant Principal

SCHOOL COUNSELING

Phil Gascon, School Counselor
Hilary Lackman, School Counselor
Mary Kate McDonald, School Counselor

SUPERINTENDENT OF SCHOOLS

Steven Moccio

BOARD OF EDUCATION

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IMPORTANT PHONE NUMBERS

Ms. Jolene Piscetello, Director of Pupil Services, Section 504 Coordinator, Board of Education District Title IX Coordinator, PH: (860)684-4212
Mrs. Marie McDonald, SHS Title IX Coordinator (860)684-4233, Ex. 61107

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HOW TO USE THIS BOOKLET

This booklet is intended to be your guide for planning your high school program. It provides you with information regarding various requirements at Stafford High School, as well as brief descriptions of the courses available. Each course listing includes the course level, credit value, as well as a course description with prerequisites for enrollment. The S.H.S. expectations are indicated by a letter (A – Academic, C - Civic, and S – Social), and the relevant indicator number (See Core Values on the following page).

AS A PARENT, YOU SHOULD:

1. Discuss course possibilities and future plans with your child.

2. Check the list of courses tentatively selected by your child, their teachers, and counselor. Read the course descriptions in the book and make sure all prerequisites have been met.

3. Check your child's latest report card and compare past achievement with the courses selected. Do they seem appropriate?

4. Look over the "Suggested Course of Study" printed in this book for ideas concerning electives and standard high school preparation for various career/college interests.

5. Contact your student's teachers or school counselor for additional help, if needed, regarding the specifics of your student's program.

AS A STUDENT, YOU SHOULD

1. Read course descriptions carefully to assure that you have accurate information about the courses you are selecting.

2. Discuss course choices with your present teachers to get their recommendations.

3. Seek your parents' advice before making final selections.

STAFFORD HIGH SCHOOL CORE VALUES

Stafford High School, in partnership with students, families, and the community, strives to nurture learners that are *P*roductive, *R*esponsible, *I*ndependent, and *D*edicated to *E*xcellence or "PRIDE". *We will develop informed members of a 21st Century global society and expect the highest character, integrity, respect cultural understanding, and ethical behavior. We will provide a safe, supportive, and challenging learning environment in which students have the opportunity to learn in ways that best meet their needs, and can work collaboratively to solve problems and accomplish goals.*

The above Core Values, Beliefs, and Learning Expectations, as well as our academic, civic, and social expectations, are our guiding principles in the development of Stafford High School's policies and procedures. In addition, they serve as a measurement of the success of our programs.

ACADEMIC EXPECTATIONS:

A1: Use a variety of research tools to access, evaluate, and apply information appropriate for authentic tasks.
A2: Effectively apply analysis, synthesis, and evaluative processes that enable productive problem solving.
A3: Communicate information clearly and effectively, using a variety of tools for a multiplicity of purposes.
A4: Demonstrate innovation, flexibility, and adaptability in thinking patterns and work habits.

CIVIC EXPECTATIONS:

C1: Value and demonstrate an understanding of global citizenship.
C2: Demonstrate cultural understanding and respect for diversity.

SOCIAL EXPECTATIONS:

S1: Value and exhibit personal responsibility and ethical behavior.
S2: Work both independently and collaboratively to solve problems and accomplish goals.

21st CENTURY SKILLS:

1. Value and demonstrate personal responsibility, character, cultural understanding/global citizenship, and ethical behavior.
2. Work independently and collaboratively to solve problems and accomplish goals.
3. Use a variety of research tools/media to access, evaluate, and effectively apply information appropriate for authentic tasks, such as projects.
4. Effectively apply the analysis, synthesis, and evaluative processes that enable productive problem solving.
5. Communicate information clearly and effectively, using a variety of tools/media in varied contexts for a multiplicity of purposes.
6. Demonstrate innovation, flexibility, and adaptability in thinking patterns and work habits.

- The Stafford High School Core Values, Beliefs, and Learning Expectations were developed over a significant period of time with input from the student body, the faculty and administration, members of the Stafford community, and the Stafford Board of Education.
- Parents, students, teachers, and the community share responsibility for the educational process and serve as integral partners in striving toward Stafford High School's Core Values. Parents, actively involved through parent support groups and various committees, are expected to encourage students in their quest for excellence.
- Students are expected to set high personal goals and work towards the attainment of the academic, civic, and social expectations as they develop individual talents and abilities. Teachers are expected to recognize the individuality of students and guide them toward success. The Stafford community provides financial, moral, and civic support to the high school and its student body, while serving as a vital and active partner in the support of education.
- Student attainment of ***PRIDE*** is an on-going process at Stafford High School.

THE REVIEW PROCESS FOR STAFFORD HIGH SCHOOL'S CORE VALUES, BELIEFS, AND LEARNING EXPECATIONS
A committee comprised of faculty members, administrators, parents, and students facilitate:

1. Periodic reviews that will be conducted by the high school staff, students, parent representatives, and the Stafford Board of Education.
2. Suggested additions and modifications that will be reviewed by all constituency groups (students, parents, administrators, teachers, community, and Board of Education members).
3. Consensus generated around these additions and modifications and their adoption.

OPPORTUNITIES FOR PARENTS TO SUPPORT STUDENTS AND SHS!

JOIN PIE!

Parents are usually involved in the school when a youngster is in elementary school; but when the high school years come, the parents may be a little harder to find. We encourage you to continue to support your high school student and Stafford High School by becoming involved in ***PIE – PARTNERS IN EDUCATION.*** This group of students, parents, and educators works cooperatively to enhance the educational opportunities available for our students. Whether they are running a book fair, sponsoring a breakfast for the high school mentor program, or brainstorming cultural enrichment events, they are here for kids. Won't you be, too? Thank you.

PARENT ADVISORY COMMITTEE (PAC)
Meetings occur three times a year. The mission of the committee is to gather parent feedback and share school information.

JOIN SAFE GRADUATION!

This group of dedicated parents works to develop an all-night activity for members of the graduating class. From raising funds to holding this event to deciding the place and activities to be held, this group tries to make graduation night both memorable and safe. Students always comment on what a great night it is, and underclassmen look forward to their chance to experience this fun event. Interested in helping out? Contact the main office to volunteer.

JOIN THE ATHLETIC BOOSTERS!

This active group of parents runs an annual golf tournament, a booth at the Speedway, a food booth at various athletic events, an annual dinner dance, and the 50/50 raffle at football games. Monies raised support the purchase of equipment for Stafford High School athletic teams, a donation to Safe Graduation, and 12 scholarships to Stafford athletes. They meet monthly. Join them as they work to support SHS athletes.

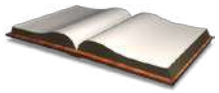
JOIN THE MUSIC BOOSTERS!

"Music practiced is meant to be shared". The Stafford High School music department is a safe place for students to express themselves; we encourage parents to support them by joining the Music Boosters:

Music Open House
Coffee House
Football Game Halftimes
Car Wash
NCCC Music Festival
Madrigal Feaste
Golden Age Club
Tour of Schools
PIE Variety Show
Six Flags Trip
Bottle/Can Drives
Big E Parade
Sponsored Lock-In
Spring Sizzler
Stafford Lion's Club
Bake Sales
N.H.S. Induction
District Concert
Italian Ladies Auxiliary
Graduation Ceremony
UConn Band Day
Spring Concert at S.E.S.
Tour of Schools
Color Guard/Drum Major Camps
Enfield Mall Performances
Junior Women's Club Concert/Avery Park
Choral Concert at Methodist Church
Easter Sunrise Service
New England Music Festival
Eastern Regional Music Festival
Homecoming Winter/Spring Pep Rallies
Evergreen/Blair Manor Concerts
Citizens' Scholarship Reception
School District Employee Reception
Holiday Faculty Breakfast
Memorial Day Cemeteries and Parade
Music Banquet/Awards/Concert
Baccalaureate Service
Music Booster Scholarship Dinner

As you can see, the music department is very active at the high school. Support Stafford High School and students by joining the Music Boosters!

STAFFORD HIGH SCHOOL
GROUPING POLICY



- Stafford High School utilizes flexible grouping. This grouping method provides support for each student as he or she strives to achieve the school's Core Values, Beliefs, and Learning Expectations for student learning. It is an effort to engage all students in inquiry, problem solving, and higher order thinking skills, and it encourages authentic application of knowledge and skills. This method of flexible grouping gives all students an equal opportunity to achieve the school's expectations and to become involved as active learners completing work to the highest standard possible.
- This method of grouping allows for personalization within groups and for differentiated instruction. Equity of curriculum and instruction provides all students with a core of knowledge, while the collaboration between students, parents, and educators allows for placement that encourages all students to strive for excellence.
- Stafford High School has made a conscious decision not to track students. A student may be enrolled in an advanced math course, a general English course, and a heterogeneously grouped social studies course. With the exception of the honors program (where students are invited to participate based on past academic performance, standardized test results, and teacher recommendation), students may select courses based on having met prerequisites. Teachers make course recommendations for the edification of students and parents, but these recommendations are advisory in nature. All groups engage students in reflective and critical thinking, develop visual, oral, and written communication skills, and emphasize skills in research and technology. This method of grouping allows all students to become cooperative and independent learners by providing instruction that is challenging and engaging.

FOR YOUR INFORMATION:

- Stafford High School has a seven-period day, but does utilize a modified block schedule on Tuesdays and Wednesdays.
- Some students may elect to take more than the required 6.0 credits of course work. These additional credits are an excellent opportunity for students to take advantage of the many elective offerings that the high school sponsors.
- Stafford High School weighs courses in an effort to portray accurately individual course demands and to encourage students to enroll in courses that are intellectually challenging. Each course is weighted utilizing a four-point scale, with a weight of four being the most demanding. This weighting system is used in the compilation of the class rank and is indicated in the write-up for each course in this Program of Studies booklet. (For more information, refer to "Class Rank and Weighting of Grades").
- The high school offers several opportunities that strive to support parents and help students be successful at the high school. We offer two evening programs (one Open House and two Parent/Teacher Conferences) for parents to meet with teachers, utilize PowerSchool for student academic progress reports, sponsor a number of clubs and activities that afford students an opportunity to bond with the high school staff and each other, and have numerous opportunities for students to become involved in athletics.
- The high school is staffed by support staff who work with both individuals and small groups of students. The services of these professionals may be accessed by the student directly or through phone or email contact by the parents. When concern warrants it, student/parent/teacher/counselor meetings may be scheduled through the counselor. The pupil services office arranges intervention program(s) for individuals with academic needs.
- Students and parents are encouraged to bring health concerns to the attention of our full-time school nurse who is a source of both information and support. Additionally, social/emotional concerns can be addressed by the high school social worker, psychologist, or counselors. Working together, it is our goal to make our high school a welcoming and productive place where ***PRIDE*** is fostered.

STATE VOCATIONAL TECHNICAL or AGRICULTURAL SCHOOLS

In addition to Stafford High School, students living in Stafford have the option of attending a state vocational technical school or a vocational agricultural school. The technical schools for our district are Windham Regional Vocational Technical School in Willimantic, Howell Cheney Technical High School in Manchester and A. I. Prince Technical High School in Hartford. The emphasis is on vocational training in areas such as architectural drafting, auto body, automotive repair, carpentry, electrical, industrial electronics, machine drafting, machine tool, major appliance repair, culinary arts, and health programs. Students interested in agriculture may choose to attend Rockville Vocational Agricultural High School in Rockville. Its emphasis is on the vocational aspects of training in agriculture. In all the schools noted, applications should be filed directly to the school of choice. Usually, students must attend these schools for a minimum of three years. Further information about these schools may be obtained directly from the schools or from a Stafford High School counselor.

MAGNET SCHOOLS

Stafford High School students are eligible to participate in regional magnet school programs. Students interested in these programs enroll in both Stafford High School and the magnet school and attend each site for approximately 50% of each day. Currently, our students are enrolled in Great Path Academy in Manchester and Capitol Theater Arts Academy in Willimantic. Since students are enrolled in two schools at the same time, the school day for these students is longer than normal. For motivated students, these programs can be very exciting, but students need good time management skills and a high energy level to be successful. For more information, students may see a Stafford High School counselor or contact the magnet school directly.

OPTIONS FOR POST-SECONDARY EDUCATION

FOUR-YEAR COLLEGE

Students should pursue a traditional college preparatory program, which includes four years of college preparatory English and math, three years of social studies, foreign language, and lab science.

TWO-YEAR JUNIOR COLLEGE AND COMMUNITY COLLEGE

These colleges may offer either an associate degree or certificate programs. Admission requirements vary but, in general, are more lenient than at a four-year college.

NURSING SCHOOLS

Nursing programs usually require a college preparatory background with at least two years of college preparatory math and one year of both college biology and college chemistry. With competition as it is today, the more college preparatory work taken in high school, the better. Students are also advised that some nursing colleges may require physics.

TWO-YEAR TECHNICAL COLLEGE

Students are advised to take two or three years of both college preparatory math and science (including physics). Pre-tech programs are often available for students who have not completely fulfilled these requirements.

SPECIALIZED SCHOOLS OF BUSINESS AND TRADE

Students are usually expected to have earned a high school diploma to qualify for admission into business and trade schools. Students considering this option should check these schools carefully to see that they are licensed and provide programs as advertised.

MILITARY SERVICE

The military provides training for a wide variety of civilian jobs. High school background should be the same as for civilian jobs that require a high school diploma. Representatives from the military come to the high school periodically, and meetings with students and parents can be arranged by counselors.

ASNUNTUCK COMMUNITY COLLEGE

Asnuntuck Community College is a two-year college located in Enfield, CT. Asnuntuck offers students programs that may be transferred into a four-year college and programs that prepare students for employment upon completion of their program. Asnuntuck has two programs that S.H.S. students may take advantage of:

- **ASNUNTUCK HIGH SCHOOL PARTNERSHIP PROGRAM**

  This one semester program enables students to take college courses on the Asnuntuck Community College campus and receive college credit while still in high school. A variety of courses are offered. For each semester course passed, the student will receive college credit and a half (0.50) credit may be awarded at the high school level. A total of no more than one credit can be used toward the S.H.S. graduation requirements and may not take the place of any required courses. Asnuntuck Community College will waive the cost of tuition and fees for program participants. Transportation, books, and supplies are the student's responsibility. Eligible students may enroll in as many as one course per semester. These courses are offered after the completion of the high school day. This program is open to students in grades 11-12 who have received principal approval and who have a minimum grade point average of 80.

- **COLLEGE CAREERS PATHWAYS**

  Juniors and seniors at Stafford High School may elect to become part of the College Careers Pathways program. Doing so will enable the student to earn Stafford High School credit and Asnuntuck Community College credit simultaneously. There is no cost involved.

  Presently, Asnuntuck recognizes that the curricula of our Accounting I and Accounting II, Business Administration, AP/ECE English 12, and **Algebra II courses are comparable to their ACC 100 Basic Accounting, BBG Intro to Business, ENG 101 Composition, and Math 137 Intermediate Algebra. Stafford High School students who take these courses and earn a minimum grade point average of 80 will be eligible to receive Asnuntuck Community College credit upon graduation, provided they have completed an application for both the college and the College Careers Pathways. These credits can then be transferred to other community colleges as well as four year colleges/universities who accept ACC credits for transfer.

  **Students must score CLM61 or better on the Accuplacer test or have a 550 or higher on the SAT (or ACT equivalent) math in order to receive MATH 137 credit from Asnuntuck Community College. Students must also earn an 80 or better in their Algebra II class taught at the high school.

UCONN EARLY COLLEGE EXPERIENCE

Each year, Stafford High School teachers invite students to participate in the UConn Early Campus Experience (ECE). Under this program, students are eligible to receive University of Connecticut credits for approved courses offered at Stafford High School. S.H.S. courses that are part of this program include: ECE English, ECE/AP U.S. History, AP/ECE Biology, French V, and Spanish V.

If the students do not plan on attending UConn, they may apply to transfer the credits obtained through this program to other colleges. Each college determines whether or not it will accept the credits; but in general, colleges of a similar caliber as UConn will grant credit for courses taken as part of this program. Obtaining college credits while in high school allows students to meet their college graduation requirements in a timely manner, reduce the cost of their undergraduate education, and/or take additional courses.

To participate in this program, students must complete an application and pay the UConn fee of $25 per credit.

HONORS COURSES

Honors courses are advanced standing courses for students, where achievement expectancy level is the highest. The courses offered on an honors level include:

World Literature – Honors 10
American Literature – Honors 11
World Literature – Honors ECE 12
Level 5 Geometry
Level 5 Algebra II
Math Analysis
AP Calculus AB
Level 5 Chemistry
AP Chemistry
Biology/UConn ECE
AP Political Science/Government
AP Physics
AP Art
AP U.S. History/UConn ECE
AP European History
AP Music Theory
UConn ECE French V
UConn ECE Perspectives on Latin America

The honors program has been developed in core subject areas for those students identified as above average achievers for whom a more rigorous program is appropriate and beneficial. Students are usually invited into these courses but may also meet with their school counselor for enrollment consideration in the courses in which they have academic strength. Honors courses stress the acquisition of knowledge and skills needed to be successful at the most demanding colleges and universities. Students are expected to apply their skills and knowledge in useful and creative ways. Additionally, the curriculum encourages experiences outside the regular classroom. Course requirements go beyond the usual age/grade expectations.

Advanced placement/UConn ECE courses offer the opportunity for interested students to gain college-level learning experiences and college credits dependent upon class performance and/or test scores on the College Board AP exams in May. The tests are optional and the College Board charges a fee for testing services. The scores are forwarded to the college of the respective student's choice for evaluation, and credits may be granted by the college.

Enrollment in honors and advanced placement courses is based on standardized test results, past academic performance, and teacher recommendation. All students are encouraged to strive for enrollment in honors or advanced placement courses.

GUIDELINES FOR ENROLLMENT
in
ADVANCED PLACEMENT/UCONN EARLY CAMPUS EXPERIENCE COURSES

The *ADVANCED PLACEMENT/UCONN EARLY CAMPUS EXPERIENCE PROGRAM* is an opportunity for students to broaden their educational horizons. Through successful completion of high school and college course requirements, students may attain both high school and college credits for these courses.

Minimal requirements for invitation into this challenging program include:

- Grade in previous course – at least an 85
- Rank – top 1/3 of the class
- Recommendation – Teachers who have preciously taught the student in a similar course
- CAPT – Score of at least a 4 in the applicable area
- SAT (PSAT) – at least a 500 (50) in the applicable area, if available

Initially, teacher recommendation for enrollment in these programs is based on the student's previous academic performance, class rank, test scores, and interest. A motivated student, not initially invited to participate, may seek admission through an application process in which the student shares his/her rational for inclusion.

Academics

CREDIT REQUIREMENTS FOR GRADUATION

Students must earn 22 credits to graduate and must have met the following course requirements:

English – 4 credits
Math – 3 credits*
Science – 3 credits
Social Studies – 3 credits**
Physical Education – 1 credit
Art or Technology Education – 1 credit
Applied Computer Technology - 0.50 credits***
Health - 0.50 credits
Electives - 6 credits****

*All students that graduate from SHS are recommended to take one of the following math courses: Personal Finance, Money Management, or Financial Algebra.

** The requirements for the three social studies credits are 1 credit for World Cultures, 1.50 credits for United States History, and 0.50 credits for Government. Due to the depth of content covered, students who earn credit in AP U.S. History wil be exempt from Modern U.S. History as a graduation requirement.

*** The courses that satisfy the Applied Computer Technology requirement are Technology, Graphic Design, CAD, Architectural Drawing, and Web Development.

**** Students in the Class of 2020 will need to complete an additional two elective credits in order to graduate.

PROMOTION POLICY

In order to be considered a member of a particular grade level, students must have earned the following number of credits:

Grade 10 – 5.0 credits
Grade 11 – 10 credits
Grade 12 – 15 credits
Graduation – 22 credits

MINIMUM CREDIT REQUIREMENTS

All students are required to take a minimum of 6.0 credits. Students choosing to carry more than the required credit load should do so with careful consideration since there is no add/drop options.

CROSS CREDITS

The term “cross credit” refers to granting credit in one department for courses offered by another department. For example, some business courses receive social studies credit. Under each department, cross credit courses have been listed to assist you in planning your program.

NO ADD/DROP

Effective for the 2018-2019 academic year, Stafford High School will no longer have an add/drop period the first 10 days of each semester. As a smaller high school, we pride ourselves on being able to offer the number of courses we have in order to maximize student learning. In order to maintain these course offerings, Stafford High School students are expected to remain in their scheduled courses once the start of the academic year begins. Students will receive their future schedules in the spring and have until the end of the current academic year to make changes to those schedules.

INDEPENDENT STUDY

An independent study is designed to allow students an opportunity to pursue study in enrichment areas independently, while under the supervision of a faculty member. It is taken in addition to the normal 5.5 credits per semester, and students must spend the equivalent of five periods per week in the independent study. Students should be aware that the independent study is not allowed as part of the 22 credits required for graduation. Total course load, including independent study, may not exceed seven credits for the year. Students interested in obtaining an independent study should contact their school counselor for more information. Open to students in grades 9-12. Prerequisites: vary – see your school counselor. Grades for independent study courses are not included in determining class rank.

NATIONAL HONOR SOCIETY

Membership in the National Honor Society is based equally on service to school and community; leadership within classes and activities; a pleasant, helpful, and ethical character; and a high level of scholarship. Induction into this prestigious group occurs during junior and senior year. Students who desire to be considered for membership should work diligently during all their years at the high school to maintain high levels of performance. NHS is an organization that recognizes juniors and seniors that excel in the areas of scholarship, leadership, service and character. Students are nominated for NHS based on the criterion of scholarship (cumulative GPA of 88 or above). Students fill out an application pertaining to leadership (team captain, drama choreographer, class or club officers, section leaders, etc.) and service (participation in athletics, clubs, musical groups, etc.) Teachers provide input in for the criteria of leadership and character to a Faculty Council. The Faculty Council will review student applications and select the students for the Stafford Chapter of NHS.

CLASS RANK AND WEIGHTING OF GRADES

All students are ranked bi-annually (at the end of each semester) using a weighted system. A special third marking period class rank is calculated for seniors. All courses are assigned to one of four levels, with the fourth level being considered the most difficult. Each level is assigned a quality point multiplier based upon academic difficulty. A student's grade will be multiplied by an assigned point multiplier and then averaged to determine class rank:

Level 1 = .95 Level 2 = 1.00 Level 3 = 1.05 Level 4 = 1.10

Note: Physical education grades are included when computing grade point averages (GPA) for class rank, while student aide and independent study grades are not included.

CONNECTICUT SCHOLASTIC APTITUTE TEST (SAT) SCHOOL DAY

All Stafford High School eleventh grade students will participate in an annual statewide SAT assessment known as the Connecticut SAT School Day, which will occur each spring. Students and parents should be aware that many colleges require Scholastic Aptitude Tests (SAT I and/or SAT II) for admission. The SATs are a measure of a students' potential for success in college. The test is comprised of mathematics, English, and writing sections. Students taking college English and college mathematics courses (Algebra I, Geometry, Algebra II, Pre-Calculus, Math Analysis, and Calculus) are best prepared to perform well on these tests.

The SATs are offered monthly from October through June, with registration deadlines one month prior to testing. Students may register online by going to www.collegeboard.org.

PRELIMINARY SCHOLASITC APTITUDE TEST (PSAT)

All ninth, tenth, and eleventh grade students will participate in the PSATs each fall. Like the SAT, the PSAT is designed to measure the ability to understand and process elements of reading, writing, and mathematics. Each student will receive a learning profile following the test, which will guide instructional processes leading up to the Connecticut SAT School Day during their eleventh grade year. Additionally, student profiles via College Board will specify potential areas in need of improvement and provide the student specific online tutorial opportunities.

SUMMER SCHOOL

Students may attend summer school to attempt to secure credit in courses they have failed, provided they have maintained a 50 course average or have obtained a 50 on the final exam.

SCIENTIFIC RESEARCH-BASED INTERVENTION (SRBI)

Stafford High School offers a variety of interventions for students that may be in need of academic support. We utilize 16 weeks per semester of intervention which is a three-tier system that includes the following forms of support:

Content*/ Skill-based Support	Work completion SRBI
Algebra 1	Homework club for 9th graders
Geometry	Tier 2 Work completion during school day
Algebra 2	Tier 3 Work completion during the school day
English 9	Tier 3 Work completion after school
English 10	
English 11	

***0.25 credit per semester**

HOMEWORK POLICY

Homework is an integral part of the instructional program and learning process. Homework is given to provide an opportunity to practice skills that have been learned in class. In addition, it assists in developing long-term retention of learned concepts. The regular practice of homework requires the development of self-discipline and study skills. Homework is fundamental to the individual's learning and development; yet it is recognized that some time should be allotted for physical and social recreation.

It should be understood that each grade level serves as the foundation for the next. All homework activities should contribute to the student's performance evaluation. Activities may need to be modified to accommodate students with different learning and organizational difficulties or those with special needs.

STUDENT AIDES

Students should complete a teacher aid form located in pupil services to serve as aides within various departments. Each of these positions requires a student who is hardworking, competent, and capable of assuming responsibility with independence. Duties vary from department to department, but generally include lab, clerical, and equipment support. Open to students in grades 10-12, with permission of the instructor. Students must have a GPA of 80 or above in order to apply.

SUGGESTED COURSES OF STUDY

Students may enroll in as many as 28 credits (seven per academic year) throughout their four years at the high school. The course of study chosen depends on the student's post-secondary goals. Suggested courses of study are listed below:

REQUIRED

For students who are planning to enter the world of work or the military, the following program is suggested:

English	4 credits
Mathematics	3 credits
Social Studies	3 credits
Science	3 credits
Arts or Technology Education	1 credit
Computer Technology	0.50 credits
Health	0.50 credits
Physical Education	1 credit
Electives	6 credits
Total	**22 credits**

RECOMMENDED

For students who are planning to go on to college, the following program is suggested:

College English	4 credits
College Mathematics	4 credits
Social Studies	4 credits
Science	4 credits
Arts or Vocation Education	1 credit
Technology	0.50 credit
Health	0.50 credit
Physical Education	1 credit
World Language	3 credits
Electives	5 credits
Total	**27 credits**

Students are reminded that they must carry a minimum of 6.0 credits per year.

LIBRARY MEDIA CENTER

The library media center's core values, beliefs, and learning expectations are taken directly from Information Power: Guidelines for School Library Media Programs.

> The school library media program beliefs are to ensure that students are effective users of ideas and information. This is accomplished by providing intellectual and physical access to materials in all formats, by providing instruction to foster competence and stimulate interest in reading, viewing, and using information and ideas, and by working with other educators to design learning strategies to meet the needs of the individual students. [1]

Hours

The library media center is open daily before, during, and after school to afford our students optimal access to the media specialist and materials.

Monday-Friday..... 7:00 a.m. - 3:00 p.m.

Resources

Students have access to many resources and services. The library media center provides students with opportunities to collaborate, study, research, use computers, print/scan/copy and borrow materials. Students are permitted to use personal devices as long as they are using them in compliance with school policy outlined in the Stafford High School Parent/Student Handbook. The library media center maintains a safe and welcoming environment.

Fines and Fees

Damaged books $5.00
Destroyed and Lost books .....Replacement Cost
Overdue Materials .....$.05 per day

Fine maximum per material is $2.00. Fines are not forgiven. All proceeds collected are used to buy replacement library materials.

[1] American Association of School Librarians. *Information Power: Guidelines for School Library Media Programs.* Chicago: American Library Assoc., 1988. Print.

Art Department

Art as a means of communication, creative personal realization, well-being and engagement with the community

The art department explores the universal language of the arts through building students' artistic skills, techniques, personal visual expression, and the ability to think, talk, and write about art. These courses reinforce alternative approaches to development of the 21st century skills of problem solving, self-motivation, independent thinking, and understanding diversity. Art coursework emphasizes the important role in society, and the vitality of art within students' lives. We believe that art makes a unique contribution in the world, offering a visual language of expression and investigation; art plays a significant part in expanding the public imagination by engaging the viewer in visual and intellectual dialogue. Students should know that all classes require a weekly sketchbook assignment, research/analysis, writing and critiques. Students wishing to pursue art as a career should plan to take at least one half-credit art course each year.

FOUNDATIONS OF STUDIO ART ONE

61830 CREDIT: 0.50
LEVEL: 2

This introductory course provides students with a basic foundation in visual arts, focusing on both two-dimensional work such as drawing and painting and three-dimensional work such as ceramics and sculpture. The course combines art production with the processes and content of visual thinking, problem solving, elements of design, and the study of art movements. Students will develop their artistic abilities for both personal growth and communication. The course provides the foundational prerequisite enabling students to study further in their preferred media in other art courses.

21st Century Skills – #1, 3

Open to students in grades 9-12. Prerequisites: none.

FOUNDATIONS OF STUDIO ART TWO

61831 CREDIT: 0.50
LEVEL: 2

This course will further develop the skills, techniques, and processes learned in Foundations of Studio Art One, as well as introduce an expanded variety of art medial for creating drawings, paintings, and three-dimensional work. Emphasis will be placed on incorporating students' personal interests and experiences within their work to enhance their ability to create art for communication and self-expression.

21st Century – #1, 3

Open to students in grades 9-12. Prerequisites: Foundations of Studio Art One

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DRAWING & PAINTING 1

61834 CREDIT: 0.50
LEVEL: 2

In this course, students will explore a variety of traditional and nontraditional subject matter such as still life, landscape, portraits, personal ideas, and varied art styles. Drawing from observation and other sources, students will develop their technical and compositional skills with a wide range of drawing and painting media, such as graphite, colored pencils, charcoal, pen and ink, pastel, watercolor, tempera, acrylic and oil paint. A variety of artists will be studied for their relevance in art history and to students' own artistic development. Students will keep a sketchbook or a visual/verbal journal throughout the class.

21st Century – #1, 2, 3

Open to students in grades 9-12. Prerequisite: Foundations of Studio Art One.

DRAWING & PAINTING 2

61829 CREDIT: 0.50

LEVEL: 2

This second level course provides an opportunity for a deeper study of drawing and painting as a means of communication and expression, while extending and refining skills with media introduced in Drawing & Painting 1. Students will continue to study techniques, theories, and historical periods and styles of art. Under the guidance of the instructor, student initiated projects will explore a particular media in depth, a breadth of a media centered on a one subject matter or the development of a concentration (theme for a body of work). Students will keep a sketchbook or a visual/verbal journal throughout the class.

21st Century – #1, 2, 3

Open to students in grades 10-12. Prerequisites: Foundations of Studio Art One, Drawing & Painting 1, Drawing & Painting I may be waived at the discretion of the instructor for students with necessary skill levels.

CERAMICS & SCULPTURE

61833 CREDIT: 0.50

LEVEL: 2

This course is geared toward self-expression through three-dimensional material exploration with a variety of sculptural methods and media, such as assemblage, additive, reductive and wire sculpture. Students will learn hand-building techniques of clay construction, and surface design with slips and glazes to create functional and decorative ware. Drawing is expected in the planning stages and a research project is included. Projects are based on personal history or experience, research, sketch journal entries, personal interpretation of assignments, and problem solving. Individual and group work is expected.

21st Century– #1, 3

Open to students in grades 9-12. Prerequisites: Foundations of Studio Art One.

UNIFIED ART

101 CREDIT: 0.50

LEVEL: 2

In this course, special needs students and regular education students will work in supportive partnerships to create collaborative artworks using a

variety of tactile media and techniques, including ceramics, collage, printmaking, and painting. Regular education partners will prepare and present art lessons to the group. A relaxed, creative setting will foster artistic and creative development, as well as supportive social interaction and friendship, in an inclusive community. All students will be expected to participate fully with tolerance, patience, and sensitivity. Regular education students wishing to take this class will complete a short application indicating their understanding of their role within the class and the purposes of the Unified program.

Open to grade 12 or with instructor permission. Prerequisites: none.

TRADITIONAL & FUNCTIONAL ARTS

61832 CREDIT: 0.50

LEVEL: 2

This course will engage students in examining the world around them to make connections between everyday life and the design of objects used on a daily basis. Students will explore everyday objects and art in contemporary, historic, and global contexts. Topics will vary each semester, and may include fashion/accessory design, textile arts, bookmaking, printmaking, mask making, basket weaving, and paper making. The emphasis will be on attention to detail, originality of design, skill level, and high quality of execution.

21st Century – #1, 2, 3

Open to students in grades 9-12. Prerequisites: Foundations of Studio Art One.

AP STUDIO ART

102 CREDIT: 1.0

LEVEL: 4

AP Studio Art coursework is designed for students who are serious about art and interested in the practical experience of art. AP Studio Art is not based on a written exam: instead, students submit a portfolio of artwork for review in May. The AP Studio Art program consists of three portfolio options corresponding to common college foundation courses: - 2-D Design, 3-D Design, and Drawing. Students will choose one portfolio option, and create works showing breadth, an artist concentration and high visual, technical quality.

Students may take this course for two consecutive years, submitting one portfolio for AP review each year. Portfolio work completed will also match requirements for art college entrance portfolios.

Open to students in grades 10-12. Prerequisites: One full credit of art, including Foundations of Studio Art One, and instructor approval.

HONORS PORTFOLIO DEVELOPMENT

61835 CREDIT: 1.0
LEVEL: 4

In this course, students who are serious about their art work will build a portfolio. Students taking this course must have successfully completed the prerequisite courses and show great skill and interest in the arts. Students will create a physical portfolio and learn the requirements to gain acceptance at an art school or university.

21st Century – #4, 5, 6

Open to students in grades 11-12. Prerequisites: One full credit of art, including Foundations of Studio Art One, and instructor approval.

INDEPENDENT STUDY IN ART

61867 CREDIT: 0.50
LEVEL: 2

Students who have taken Foundations of Studio Art One, and at least one other semester of art are able to take part in an Independent Study, enabling students to concentrate on a specific medium that they liked during previous courses to gain more experience and develop sophisticated techniques.

Open to students in grades 10-12. Prerequisites: One full credit of art, including Foundations of Studio Art One, and/or instructor approval.

GREAT ARTISTS TRENDS & TECHNIQUES

61836 CREDIT: 0.50
LEVEL: 3

The student will create original and appropriate art projects mirroring the style in the historical timeline, while exploring famous artists' approaches, visions, and techniques. The student will study the history of art through text, videos, connections, and art's universal language. First semester will explore ancient art to baroque period, while second semester will investigate the impressionist movement to modern art. A student may select one semester or both semesters. This class can be taken each semester in order to receive one whole credit.

21st Century – #1, 2, 3

Open to students in grades 9-12. Prerequisites: Foundations of Studio Art One.

ART & MUSIC HISTORY I

61855 CREDIT: 0.50
LEVEL: 2

Art and Music History is designed to give students a better understanding of the arts and implications they have in our world. This course gives insight into the political, geographical, religious, and economic influences that have affected the development of both art forms from prehistoric times to the Renaissance. The student will: 1) develop breath of understanding and appreciation of the cultural pattern of the Western world; 2) develop insight into exemplary works of art and music; 3) develop a technique of critical analysis by which to arrive at his/her own evaluation and judgment of works of visual art and music.

Open to students in grades 10-12. Prerequisites: none. This course may be taken for a Visual Art, Music, or Social Studies credit.

PHOTOGRAPHY

61659 CREDIT: 0.50
LEVEL: 2

A basic look into the world through the lens of a camera, students will not only learn how to "see photographically," but about the history of photography as well. This course is designed to introduce beginning photographers to the basic techniques of digital photography. Cameras, printers, inks and paper have evolved that are able to not only match traditional photographic quality, but can also broaden traditional possibilities. In this first introductory course in digital photography, we will use this technology to create, edit, and share our images electronically. Students will come to understand the metaphoric possibilities of photography and pay attention more closely to the visible world, as well as looking at the interrelationships between photography and the other visual arts.

21st Century – #1, 2

Open to students in grades 9-12. Prerequisites: none.

BUSINESS DEPARTMENT

The belief of business education at Stafford High School is to prepare students who can confidently enter the work place either immediately upon graduation from high school or after obtaining additional education. The confidence of these students will be justified because they have acquired analytical and problem-solving skills that will allow them to make intelligent choices in a world full of options.

MARKETING I

61607 First Semester CREDIT: 0.50
LEVEL: 2

The class will cover modern methods and trends in marketing as well as the application of critical thinking and problem solving to the tasks of retail marketing.

21st Century – #2, 3, 5

Open to students in grades 10-12. Prerequisites: none.

E-COMMERCE

61608 CREDIT: 1.00
LEVEL: 3

The E-Commerce course introduces students to the world of e-commerce and develops academic skills, creative thinking, and problem solving through the completion of a comprehensive e-commerce business project. Students and teachers utilize Word process and PayPal to set up, develop, and maintain a fully functioning online store. As part of their coursework, students and teachers participate in synchronous and asynchronous online technical seminars and virtual conferences facilitated by content experts, high school teachers, and technology professionals.

21st Century –# 4, 5

Open to students in grades 11-12. Prerequisites: teacher recommendation.

SPORTS & ENTERTAINMENT MARKETING

61609 Second Semester CREDIT 0.50
LEVEL: 2

This is an introductory course that will help students develop a thorough understanding of the marketing concepts and theories that apply to sports and entertainment. The areas this course will cover include basic marketing, target marketing and segmentation, event marketing, and promotions. This course will also delve into the components of promotion plans, sponsorship proposals, and the key elements needed in sports marketing plans.

21st Century – #2, 5

Open to students in grades 10-12. Prerequisites: none.

ACCOUNTING I

61620 CREDIT: 1.00
LEVEL: 3

This course offers students the opportunity to learn how to keep accurate financial records for personal and business applications. Student's progress through the accounting cycle by learning how to analyze transactions, prepare financial statements, and interpret financial reports. Students also learn about career and employment possibilities in the field of accounting, develop good work habits, and learn the importance of neatness and accuracy. Students are introduced to automated accounting applications on the computer.

21st Century – #1, 2

Open to students in grades 10-12. Prerequisites: none

INDEPENDENT STUDY ACCOUNTING II

6113 CREDIT: 1.00
LEVEL: 3

Accounting II reinforces the theory and concepts acquired in Accounting I. Applications are taken to the next level of complexity in preparing more detailed adjustments, worksheets, and financial statements. The course content also includes computer applications in automated accounting software.

21st Century – #1, 2

Open to students in grades 11 and 12. Prerequisites: Successful completion of Accounting I. This course is available for College Careers Pathways credit.

TECHNOLOGY IN ACTION

61660 CREDIT: 0.50
LEVEL: 2

Students will learn the Microsoft Office Suite: Word, Excel, PowerPoint, and Access, while integrating the structure and development of business documents.

21st Century – #1, 3, 5, 6

Open to students in grade 9-12. Prerequisites: none

BUSINESS ADMINISTRATION & MANAGEMENT PRINCIPLES

61690 CREDIT: 1.00
LEVEL: 3

This course will introduce the student to the interesting, dynamic, and rewarding world of business -be it domestic or international operations. Different business models successfully employed throughout the world to start, operate, and manage a business entity or operation will be evaluated and analyzed.
This course is strongly recommended for the student interested in developing a strong foundation for future success in his or her business career.

21st Century – #3, 4, 5

Open to students in grades 11 and 12. Prerequisites: None. This course is available for College Careers Pathways credit.

PERSONAL FINANCE

61614 CREDIT: 0.50
LEVEL: 3

In this course students learn how to manage their personal finances by making informed choices as consumers in the marketplace. The course will use consumer problems that students are likely to encounter during both their school years and adult lives as case studies, and computer simulations. Students will delve deeper into career planning and learn how to grow and protect wealth as they make rational decisions as it pertains to buying and saving. Students will gain the ability to make personal financial decisions in the areas of budgeting, tax return preparation, insurance options, the wise use of credit, risk management, and investing techniques. Students will use investment strategies to align to their individual personal goals. This course will encompass blended learning from Business and other core courses.

21st Century – #2, 3

Open to students in grades 11+12. Prerequisite: none.

ECONOMICS

61695 CREDIT: 1.00
LEVEL: 3

Economics is designed to give students a better understanding of the economy and how it affects their world. Students will learn about specific economic problems and be able to view critically the problem and develop a solution based on economic theory. Students will analyze current economic problems, discuss their impact, and suggest possible solutions to the problems.

Open to students in grades 11 and 12. Can be counted as one social studies credit. Prerequisites: none.

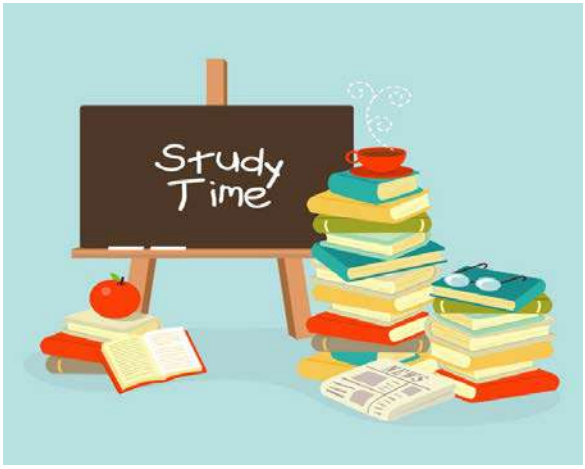
MONEY MANAGEMENT

61815 CREDIT: 1.00
LEVEL: 2

This course provides an overview of the role of an individual, business and government in our national and global economy. Special emphasis is placed on the individual earning an income, being economically conscious and a concerned citizen. Course content focuses on buying, budgeting, saving, career planning, borrowing, investing and insuring. The intent is for students to recognize economic and financial responsibilities; also build consumer skills to compete in a competitive society.

Open to students in grades 10-12.

ENGLISH DEPARTMENT



To meet the literacy demands of the 21st century, Stafford High School will provide the resources to help students to become proficient in, to think with, to respond to, and to enjoy our language in its many aspects. Study of the language arts is vital for Stafford students because language is the medium for all communication, whether written or spoken. Students need to develop confidence and fluency in their ability to read, write, listen, speak, and view multi-media presentations critically. Students are required to compose papers on the computer and turn them in on turnitin.com, an anti-plagiarism site on the Internet. English courses address the following student expectations: A1,2,3,(1.2) C1 S1.

INTRODUCTION TO LITERATURE 9

61156 CREDIT:1.00
LEVEL: 3

The main objective of the course is to lay the foundation for the achievement of the four basic skills of listening, speaking, writing, and reading. This course emphasizes the development of skills in reading and writing through a survey of various literary genres. Students will engage regularly in the writing process to develop communication, research, and critical thinking skills. Assessments include essays, projects, and tests to evaluate student learning. Vocabulary, grammar, and SAT preparation are additional components of the course.

HONORS ENGLISH 9

611589 CREDIT: 1.00
LEVEL: 4

The main objective of the course is to lay the foundation for the achievement of the four basic skills of listening, speaking, writing, and reading. This course will cover similar material to the Introduction to Literature 9 curriculum; however, the pace and rigor are designed to prepare students for honors-level academics. This course emphasizes the development of skills in reading and writing through a survey of various literary genres. Students will engage regularly in the writing process to develop communication, research, and critical thinking skills. Assessments include essays, projects, and tests to evaluate student learning. Vocabulary, grammar, and SAT preparation are additional components of the course.

Open to students in grade 9. Prerequisites: Teacher recommendation and entrance exam.

WORLD LITERATURE 10

61161 CREDIT:1.00
LEVEL: 2

This course emphasizes the development of skills in reading and writing through the study of selections from world literature. Students will engage regularly in the writing process to develop communication, research, and critical thinking skills. Assessments include essays, projects, and tests to evaluate student learning. Vocabulary, grammar, and SAT preparation are additional components of the course.

Open to students in grade 10. Prerequisites: Introduction to Literature 9.

COLLEGE WORLD LITERATURE 10

61160 CREDIT:1.00
LEVEL: 3

This course will cover similar material to the World Literature 10 curriculum; however, the pace and rigor are designed to prepare students for post-secondary academics. It emphasizes the development of skills in reading and writing through the study of selections from world literature. Students will engage regularly in the writing process to develop communication, research, and critical thinking skills. Assessments include essays, projects, and tests to evaluate student learning. Vocabulary, grammar, and SAT preparation are additional components of the course.

Open to students in grade 10. Prerequisites: Introduction to Literature 9 and teacher recommendation based on test scores.

HONORS WORLD LITERATURE 10

61166 CREDIT:1:00
LEVEL: 4

This course will cover similar material to the College World Literature 10 curriculum; however, the pace and rigor are designed to prepare students for English ECE 1010, in which students can earn early college credit. It emphasizes the development of skills in reading and writing through the study of selections from world literature. Students will engage regularly in the writing process to develop communication, research, and critical thinking skills. Assessments include essays, projects, and tests to evaluate student learning. Vocabulary, grammar, and SAT preparation are additional components of the course.

Open to students in grade 10. Prerequisites: Introduction to Literature 9 and teacher recommendation based on test scores.

AMERICAN LITERATURE 11

61172 CREDIT:1.00
LEVEL: 2

This course emphasizes the development of skills in reading and writing through the study of selections from American literature. Students will engage regularly in the writing process to develop communication, research, and critical thinking skills. Assessments include essays, projects, and tests to evaluate student learning. Vocabulary, grammar, and SAT preparation are additional components of the course.

Open to students in grade 11. Prerequisites: World Literature 10.

COLLEGE AMERICAN LITERATURE 11

61170 CREDIT:1.00
LEVEL: 3

This course will cover similar material to the American Literature 11 curriculum; however, the pace and rigor are designed to prepare students for post-secondary academics. It emphasizes the development of skills in reading and writing through the study of selections from world literature. Students will engage regularly in the writing process to develop communication, research, and critical thinking skills. Assessments include essays, projects, and tests to evaluate student learning. Vocabulary, grammar, and SAT preparation are additional components of the course.

Open to students in grade 10. Prerequisites: World Literature 10 and teacher recommendation based on test scores.

UCONN ECE ENGL 1010: HONORS 11 ENGLISH

61127 CREDIT:1.00
LEVEL: 4

This course is rooted in the lived practice of academic writing. Students will explore how reading and writing transform ways of thinking about and engaging with communities and the world. As a way of engaging in academic work, students will put experiences and ideas into conversation with texts, peers, and broader contexts through language. This seminar emphasizes collaborative inquiry and discovery of new locations for thinking, discussion, and writing. Students will contribute to the intellectual work of the university, and in doing so, will have the opportunity to investigate their own interests through shared readings and materials (UConn ECE English Handbook 2016). Specifically, this course will examine what it means to be American. Students will study literary and nonfiction readings that explore the values, beliefs, dreams, politics, and diverse cultures that make up the American identity. Vocabulary and grammar instruction in addition to SAT preparation are

supplementary components of the course. The result of this writing process will be at least thirty (30) pages of revised and edited formal prose at a publishable level. In addition to this requirement, there will be a plethora of informal and timed writing and mechanical practice, including vocabulary and grammar, citations and formatting.

Open to students in grade 11. Prerequisites: World Literature 10 and teacher recommendation based upon test scores.

BRITISH LITERATURE 12

61196 CREDIT:0.50
LEVEL: 2

This course emphasizes the development of skills in reading and writing through the study of selections from British literature. Students will engage regularly in the writing process to develop communication, research, and critical thinking skills. Assessments include essays, projects, and tests to evaluate student learning. As a graduation requirement, students are responsible for an intensive term paper on a British author of their choice, as well as a book analysis on this author's work. Vocabulary and grammar are additional components of the course.

Open to students in grade 11. Prerequisites: American Literature 11.

COLLEGE ENGLISH 12

61140 CREDIT:1.00
LEVEL: 3

This course is rooted in the lived practice of academic writing. Students will explore how reading and writing transform ways of thinking about and engaging with communities and the world. Students will engage regularly in the writing process to develop communication, research, and critical thinking skills. Assessments include essays, projects, and tests to evaluate student learning. As a graduation requirement, students are responsible for an intensive term paper on an author of their choice, as well as two book analyses on this author's work. Vocabulary and grammar are additional components of the course. Students may be eligible for Asnuntuck Community College Credit based their criteria.

Prerequisites: American Literature 11 and teacher recommendation.

UCONN ECE ENGL 1011: HONORS 12 ENGLISH

61128 CREDIT:1.00
LEVEL: 4

Developing a relationship between a reader and a literary text is at the core of the ECE class. The course encourages a complex, and organic written conversation between the text and the student. This conversation is one of inquiry, focus, and bringing life into the readings. Only through the lens of a student's experience and understanding does literature become something more than information and this class strives to present the tools, practice, and support necessary for a student to engage in a thoughtful relationship with complex texts. Students are expected to engage thoughtfully and thoroughly with the subject matter and the classroom experience offered by this course, and in this, the student should be willing to enter into a process by which they read, workshop, read again, write, discuss, revise and write again. In this way, the class will focus (especially earlier in the semester) on the process of writing before finally addressing the product. The result of this writing process will be at least thirty (30) pages of revised and edited formal prose at a publishable level. In addition to this requirement, there will be a plethora of informal and timed writing and mechanical practice, including vocabulary and grammar, citations and formatting.

Open to students in grade 12. Prerequisites: American Literature 11 and teacher recommendation based upon test scores.

CREATIVE WRITING I

61152 CREDIT:0.50
LEVEL: 2

This course will provide students with the opportunity to hone creative writing skills in a workshop format. The fall semester will encompass various styles of writing, including poetry and fiction. Students will write, workshop, revise, and develop a portfolio of their work. Journal responses to daily prompts will be used to encourage students to write routinely in diverse mediums and genres for a range of tasks, purposes, and audiences. In addition, short readings will accompany each unit as exemplars of craft.

Open to students in grades 11 and 12.

CREATIVE WRITING II

611521 CREDIT:0.50
LEVEL: 2

This course will provide students with the opportunity to hone creative writing skills in a workshop format. The spring semester will encompass various styles of writing, including playwriting, children's literature, and nonfiction. Students will write, workshop, revise, and develop a portfolio of their work. In addition, journal responses to daily prompts will be used to encourage students to write routinely in diverse mediums and genres for a range of tasks, purposes, and audiences. In addition, short readings will accompany each unit as exemplars of craft.

Open to students in grades 11 and 12.

EXPLORATION OF LITERATURE

61117 CREDIT: 0.50
LEVEL: 2

This course is designed to increase the student's interest in reading. Aimed at developing a reading habit, the course requires that the student read productively each period. The books to be read (no magazines, newspaper, etc.) will be student and teacher choice. Each student will keep a record of the reading done. Written response/reaction to the reading will be done through daily journals; multiple projects book talks, and lit. circles make up the rest of this course. The course grade is determined by the reading, the daily writing, and the projects.

Open to students in grades 11 and 12.

PERSPECTIVES IN LITERATURE

61129 CREDIT:0.50
LEVEL: 2

The underdog succeeds in this half year course. A Multicultural literature approach to this topic incorporates works by and about people of diverse ethnic backgrounds (African, African American, Native American, Asian, Hispanic, Latin). Different genres: novels, short stories, and poetry will be used. These works are studied for connecting styles, themes, structure, etc. Critical thinking skills will be developed through class discussions and oral and written project presentations. Evaluation is through essays, objective testing, and projects.

Open to students in grades 11 and 12.

MYTHOLOGY

61134 CREDIT:0.50
LEVEL: 2

This half year course focuses on mythology and its relevance to modern society and literature. World mythology, including a study of Greek and Roman gods, heroes, and drama, will be the center point for the first half of the course. Other world mythologies will be explored. Topics will include the development and purpose of myths and their continued existence. Writing and research will all be part of this course.

Open to students in grades 11 and 12.

SCIENCE FICTION

61153 CREDIT: 0.50
LEVEL: 2

This course will be concerned with short stories and novels dealing with the genres of science fiction, fantasy and horror. Besides analyzing the various stylistic elements that define a true sci-fi story, the course will examine how writers of this genre use technology and the unknown to explore truths about human nature. Students will also be required to compose various essays as a means of integrating the reading and writing process. Focus will be on classic tales of the unknown written by contemporary authors. Works of fiction by some of the following authors will be explored: Mary Shelley, Arthur C. Clark, Ray Bradbury, Isaac Asimov, and Robert Louis Stevenson.

Open to students in grades 11 and 12.

SPEECH 101

61158 CREDIT:0.50
LEVEL: 2

Designed to develop the students' ability to speak effectively before others, this class requires participants to prepare and deliver a variety of speeches while also evaluating others' speeches. Students will learn the value of analyzing their audience and their speaking tasks. In addition, they will practice researching a topic and outlining. Students will also complete a videotaped speech and a Power Point presentation.

Open to students in grades 11 and 12.

SPEECH 102

611581 CREDIT: 0.50
LEVEL: 2

Designed to enhance the students' ability to speak effectively before others, this class is a continuation of Speech 101 and requires participants to prepare and deliver a variety of speeches with the focus on informative, persuasive, entertaining, and specialized speeches. Students will continue to realize the value of analyzing their audience and their speaking tasks. In addition, they will continue the practice of researching a topic and outlining their speeches. They will also focus on creating effective introductions and conclusions. The students will also complete a videotaped speech and Power point presentations.

Open to students in grades 11 and 12. Prerequisites: Speech 101.

BUSINESS ENGLISH

61174 CREDIT:0.50
LEVEL: 2

In a world where technology drives industry, there is a need to understand the practical use of language in the *real* world. The purpose of this course is to develop those practical reading and writing skills based on real world nonfiction literature. Emphasis will be on traditional and new literacies of the Internet. Units on reading technical literature, writing reports, writing resumes and cover letters, and interviewing skills and use of language to present and persuade are some of the topics learned. Students will have regular short reading and writing assignments, and presentations. In addition, there will be longer writing assignments on some of the larger readings.

Open to students in grades 11 and 12.

SHAKESPEARE'S COMEDIES

611370 CREDIT:0.50
Level 2

This survey course will cover at least four Shakespearean comedies. Additionally, it will provide an historical framework to enhance appreciation and understanding of these works. A variety of formats will be used: parallel text, original text, film and live performances. Students will participate in performance, recitation, and oral interpretation of key scenes and sonnets and make connections to contemporary issues and universal themes of humanity. The students will partake in a variety of learning activities as well as writing, journaling, and reflecting. Projects will also be utilized in this course. Evaluation is through essays, objective testing, and projects. Students will be required to compose some papers on the computer and turn them in on turnitin.com, an anti-plagiarism site on the Internet. Weekly vocabulary quizzes will be given.

Open to students in grades 11 and 12

SHAKESPEARE'S TRAGEDIES

611371 CREDIT:0.50
LEVEL: 2

This survey course will cover at least four plays. Additionally, it will provide a historical framework to enhance appreciation and understanding of these works. A variety of formats will be used: parallel text, original text, film and live performances. Students will participate in performance, recitation, and oral interpretation of key scenes and sonnets and make connections to contemporary issues and universal themes of humanity. The students will partake in a variety of learning activities as well as writing, journaling, and reflecting. Projects will also be utilized in this course. Evaluation is through essays, objective testing, and projects. Students will be required to compose some papers on the computer and turn them in on turnitin.com, an anti-plagiarism site on the Internet. Weekly vocabulary quizzes will be given.

Open to students in grades 11 and 1

PHYSICAL EDUCATION & HEALTH EDUCATION

It is the belief of the SHS Health Department to provide students with the necessary skills to make informed decisions about their physical and mental health. All students are expected to participate in freshmen physical education and sophomore physical education.

HEALTH EDUCATION

61400 CREDIT:0.50
LEVEL:2

Health education emphasis is on understanding the importance of good health and the factors that enter into acquiring it, with particular emphasis placed on the concerns of adolescents. The curriculum includes topics in the areas of mental/emotional health, substance abuse, AIDS education, nutrition, personal health, disease prevention and control, family life and sexuality, consumer health, environmental health, and safety and accident prevention. Sound knowledge and decision-making skills related to one's health are the ultimate goals of health education.

FRESHMEN PHYSICAL EDUCATION

CREDIT:0.50
LEVEL:2

This course focuses on preparing students for the mandated State Fitness Assessment. Students will be expected to perform a variety of physical activities. The goal of this course is to develop the skills and knowledge necessary to engage in various health-enhancing lifetime activities after completion of the course.

Open to students in 9th grade.

SOPHOMORE PHYSICAL EDUCATION

61940 CREDIT:0.50
LEVEL:2

This course is a continuation of freshman physical education. A requirement of this course is to complete all four areas of the State Fitness Assessment. Improving fitness levels and further developing psychomotor skills are two goals of this course.

Open to students in 10th grade. Prerequisite: Received credit in freshmen physical education.

TEAM SPORTS & FITNESS

619011 CREDIT:0.50
LEVEL: 2

This course is designed to further enhance fitness levels and participate in more advanced team activities and games learned in sophomore physical education classes. The class aims to explore components of fitness, specific strategies to improve skills and the roles in a team dynamic. Students will participate in a wide variety of team sports such as; volleyball, soccer, handball, speedball, kickball, flag football, ultimate frisbee, floor hockey, etc. Students will work on several team concepts including cooperation, leadership, teamwork, communication, patience, and many more.

Open to students in grades 11-12. Prerequisite: Grade of B or higher in both Freshman PE & Sophomore PE.

UNIFIED PHYSICAL EDUCATION

61697 CREDIT: 0.50
LEVEL: 2

Unified PE is a course designed to partner students with special needs with regular education students. Throughout this course, students will be able to understand and appreciate individual differences. Teamwork, sportsmanship, and communication will be emphasized in both verbal and non-verbal scenarios. Students will also develop many skills necessary to participate in a variety of sports and activities. Many units end with a large tournament to demonstrate skill progression.

Open to students in grades 11-12. Prerequisite: Grade of B or higher in both Freshman PE & Sophomore PE/Health and approval by instructors. Letters of intent are required if prerequisites are not met.

ELECTIVE PHYSICAL EDUCATION

61901 CREDIT:0.50
LEVEL:2

This course offers a competitive and strategic environment while reinforcing basic skills learned in freshmen and sophomore physical education. Units will include the following: badminton, basketball, flag football, floor hockey, kickball, handball, speedball, softball, soccer, ultimate Frisbee and volleyball. The objective of this course is to promote lifelong fitness through the use of recreational activities.

Open to students in grades 11-12. Prerequisite: Grade of a B or higher in both freshmen PE

MATHEMATICS DEPARTMENT

Mathematics is an area of study that trains the brain to think critically and to assess and analyze material in an organized and efficient manner. It provides the students with concrete skills not only to solve problems in the present but to utilize this information in a predictive fashion. Students are encouraged to enroll in four years of mathematics and to view study in this area as essential to their development as productive members of society.

ALGEBRA 1

61341 CREDIT:1.00
LEVEL: 2

Algebra I places emphasis on the structure of algebra. Students will study topics such as the properties of real number systems, equations and inequalities, graphs and functions, linear systems, exponents and exponential functions.

Open to students in grades 9-12. Prerequisites: none. A graphing calculator is required.

COLLEGE ALGEBRA I

61312 CREDIT: 1.00
LEVEL: 3

Algebra I places emphasis on the structure of algebra. The properties of real numbers, sets, variables, equations, inequalities, factoring, and graphing are the main topics of the course. In addition, there is an overall emphasis on developing a systematic approach to problem solving.

Open to students in grades 9-12. Prerequisites: none. A graphing calculator is required.

GEOMETRY

61321 CREDIT: 1.00
LEVEL: 2

Level 2 Geometry is designed to follow Level 2 Algebra I. Various geometric figures are studied – points, lines, polygons, circles, and volumes and surface areas of solids, as well as their properties and applications, relating many of them to everyday problems and decisions. Although the course is presented as a logical system, guidance is provided in the use of the deductive process; and many problems are offered that allow the students to respond by means of intuitive or inductive thinking.

Open to students in grades 10-12. Prerequisites: level 2 Algebra 1.

COLLEGE GEOMETRY

61320 CREDIT: 1.00
LEVEL: 3

The study of geometry helps the students to develop an understanding of induction and deduction as problem-solving techniques and gives the student the opportunity to practice these methods of reasoning. Various geometric figures are studied – points, lines, polygons, circles, and volumes and surface areas of solids, as well as their properties and applications. Many of the geometric concepts are developed through discovery methods. Students are expected to expand their knowledge of geometry through investigation of related topics.

21st Century – #2, 6

Open to students in grades 9-12. Prerequisites: level 3 Algebra I.

HONORS GEOMETRY

61322 CREDIT: 1.00
LEVEL: 4

This course will engage students in an intensive study of concepts in plane, solid, and coordinate geometry. The material presented will explore topics covered in Level 3 geometry in greater depth and detail. Classes will be taught at a challenging pace, and students will be expected to investigate related topics.

21st Century – #2, 6

Open to students in grades 9-10. Prerequisites: level 3 Algebra I with a grade of 85 or higher and teacher recommendation based on test scores.

ALGEBRA II

61331 CREDIT: 1:00

LEVEL: 2

This course refines algebraic concepts and is designed to follow level 2 Geometry. Topics include linear systems of equations, inequalities, quadratic and other polynomial functions, exponential and logarithmic functions, and probability. There is an emphasis on practical problem solving throughout.

21st Century – #2, 4

Open to students in grades 11 and 12. Prerequisites: level 2 Algebra I and level 2 geometry. A graphing calculator is required.

COLLEGE ALGEBRA II

61330 CREDIT: 1.00

LEVEL: 3

Algebra II continues the emphasis on the structure of algebra. The main topics covered deal with functions and inverses, polynomial functions, rational expressions and functions, trigonometric functions, exponential and logarithmic functions, and inferential statistics.

21st Century – #2, 4

Open to students in grades 10-12. Prerequisites: level 3 Algebra I and level 3 geometry or permission of instructor. This course is available for College Careers Pathways credit. A graphing calculator is required.

HONORS ALGEBRA II

61332 CREDIT: 1.00

LEVEL: 4

The material in the Algebra II program is expanded in this course to include the extended use of word problems, more practical application of the algebraic formulae.

21st Century- #2, 5

Open to students in grades 10 and 11. Prerequisites: a grade of 85 or better in level 3 Algebra I and level 3 geometry, and teacher recommendation based on test scores. A graphing calculator is required.

PRE- CALCULUS

61349 CREDIT: 1.00

LEVEL: 3

A full-year course for college bound students, pre-calculus will cover material from trigonometry and advanced algebra. Students will study and apply the concepts of functions and their inverses, complex numbers, logarithms, and discrete mathematics. A graphing calculator is required.

Open to students in grades 11-12. Prerequisites: level 3 Algebra I, level 3 Algebra II, and level 3 geometry or higher. A graphing calculator is required.

MATH ANALYSIS

61340 CREDIT: 1.00

LEVEL: 4

This advanced high school mathematics course is designed as an introduction to calculus. It presents material from algebra, trigonometry, sequences and functions, polar coordinates, theorems about limits, and the algebraic and geometric interpretation of the derived function. The emphasis of the course is not only on theoretical understanding but on practical applications.

Open to students in grades 11-12. Prerequisites: a grade of 85 or better in level 3 Algebra I, level 3 geometry, level 3 Algebra II and teacher recommendation. A graphing calculator is required.

DATA EXPLORATIONS

61367 CREDIT: 1.00

LEVEL: 2

This course will focus on the application of probability and statistics. Students will develop an understanding of how data are used in many different disciplines and gain additional practice with a variety of math concepts.

Prerequisites: Algebra 2 and recommendation of sending teacher. A graphing calculator is required.

COLLEGE DATA EXPLORATIONS

61368 CREDIT: 1.00
LEVEL: 3

This course will focus on probability and statistics, advanced algebra topics, logic problems, and functions. Students will develop an understanding of how data are used in many different disciplines and gain additional practice with math concepts that they will continue at the college level.

Prerequisites: Algebra 2 and recommendation of sending teacher. A graphing calculator is required.

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ADVANCED ALGEBRA WITH FINANCIAL APPLICATIONS

61352 CREDIT: 1.00
LEVEL: 3

This course will offer students the opportunity to view the world of finance through a mathematical lens. The mathematical formulas, functions, and pictorial representations used will assist student in making sense of the financial world around them and equip them with the ability to make sound financial decisions. This course will build strength in reasoning and number sense because the real world applications demand that solutions make sense. Through contextual problem solving and the mathematical modeling of real situations, the course will give the students the motivation to persevere through routine and non-routine problems, and as a result, develop strength and confidence in their mathematics ability.

Prerequisites: Algebra 2 and recommendation of sending teacher

COLLEGE CALCULUS

61351 CREDIT: 1.00
LEVEL: 3

This class will present the study of change and motion by emphasizing limits, derivatives, integrals and their applications. Students who choose this course will be prepared to enroll in a Calculus I class at the college level.

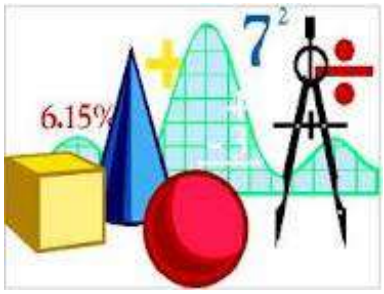
Open to students in grade 12. Prerequisites: pre-calculus with a grade of 85 or better or with the consent of the teacher. A graphing calculator is required

AP CALCULUS AB

61350 CREDIT: 1.00
LEVEL: 4

Calculus is the mathematics of change and motion. Advanced placement calculus consists of a full year of calculus comparable to courses in colleges and universities. It is expected that students who take an AP course in calculus will seek credit or placement, or both, from an institution of higher learning. This course stresses both a numerical and graphical approach. Topics include functions and their limits, derivatives, applications and computation of derivatives, integrals and interpretations, and applications of integrals.

Open to students in grade 12. Prerequisites: mathematical analysis with a grade of 85 or better and consent of teacher. A graphing calculator is required.



MUSIC DEPARTMENT

The S.H.S. music department adheres to the philosophy that music practiced is meant to be shared through performance. The concerts, parades, and other scheduled performances are required as part of the course grade, and we encourage students to become members of our active department. Grow up in the high school with music in your life. The road you choose now can make all the difference.

PIANO

61945 CREDIT: 0.50
LEVEL: 2

Students will learn how to play the piano or guitar from the ground up. No prior experience is necessary. Students will practice daily on either a piano/keyboard or their own acoustic guitar. Daily progress logs will be kept and weekly performances will be held in front of the class. The focus is that the students practice every day. Students will be instructed at their own pace and entering ability level. Classical and modern piano/guitar literature will be used.

Open to students in grades 10-12. Prerequisites: none.

MUSICAL THEATER

61946 CREDIT: 0.50
LEVEL: 3

Students will create, produce, and act in a theatrical performance tailored to the needs of the class. We will explore the history of musical theater from 1950 to the present, study vocal techniques, rehearse and perform, analyze and evaluate other performances. Students will be required to participate in stage direction of scenes, monologues, technical theater elements, and the use of technology in the theater today. Some field trips will be taken to performances and local theaters.

21st Century – #2, 3, 5

Open to students in grades 10-12. Prerequisites: none.

BAND

61950 CREDIT: 1.00
LEVEL: 3

The concert band program offers the students an opportunity to rehearse and perform a variety of concert music including transcriptions of classical orchestral masterpieces, important music for wind ensemble, and music in the popular rock, jazz, and Broadway music styles. The fall marking period places emphasis on marching and maneuvering. There will be opportunities for students to participate in festivals, exchange concerts, and other social experiences. One of the primary goals of this group is to develop performance standards.

21st Century – #2, 5

There are a number of school performances and outside school performances in which students are required to participate for a grade. Attendance at home football games and four scheduled basketball games is also required. Uniforms will be provided. Black marching shoes must be purchased. Open to students in grades 9-12. Prerequisites: Student must have previous experience on a band instrument or consent of instructor.

MUSIC HISTORY

61956 CREDIT: 1.00
LEVEL: 3

Music history is designed to give students a better understanding of the role music has played in the development of western civilization. Insight into the political, geographical, religious, and economic

influences that have impacted this topic will be developed. The student will: 1) develop breadth of understanding and appreciation of the cultural pattern of the Western World; 2) develop insight into actual works of music; 3) develop a technique of critical analysis by which the student can arrive at his or her own evaluation and judgment of musical works.

21st Century – #1, 3, 4

Open to students in grades 10-12. Prerequisites: none. This course may be taken for social studies credit

CONCERT CHOIR

61970 CREDIT: 1.00
LEVEL: 2

The concert choir is a group of students with previous choral experience. The performances of the group are varied and rather frequent. There will be an opportunity for these students to participate in festivals throughout Connecticut, an exchange concert, and several concerts at the high school. There are a number of performances in which the student is required to participate.

21st Century – #1, 2

Several concerts, including winter and spring concerts, madrigal feast, and coffee house are grade requirement performances. The concert dress is black pants/long black skirts, and white shirts/blouses, or costumes. Open to students in grades 10-12. Prerequisites: chorus or consent of instructor.

THEORY OF MUSIC

61972 CREDIT: 1.00
LEVEL: 3

This class will develop basic skills such as note reading, elementary harmony, dictation, and score analysis. Students interested in music are encouraged to develop basic understanding of the theoretical skills in music.

21st Century – #2, 3

Open to students in grades 9-12. Prerequisites: consent of instructor.

AP THEORY OF MUSIC

61973 CREDIT: 1.00
LEVEL: 4

Advanced placement music theory is a course designed for the study of musical structure. It will emphasize harmonic, melodic, textural, rhythmic, and formal aspects. The student's ability to read and write musical notation is naturally fundamental to such a course. The ultimate goal of a music theory course is to develop a student's ability to recognize and understand the basic materials and processes of music that are heard or read in score. Students will be encouraged to take the advanced placement test in May in hopes of earning college credit.

21st Century – #4, 5, 6

Open to students in grades 10-12. Prerequisites: grade of B+ in theory of music.

UNIFIED MUSIC

61698 CREDIT: 0.5
LEVEL: 2

Unified music is an inclusive, experiential music course specified to students with special needs. Regular education and special education students will build partnerships while fostering important and meaningful relationships through music. The class will focus on movement to music, singing, theatrics, technology and basic in-class performance coupled with experimentation between different genres and equipment. The philosophy of the music department focuses on providing outstanding music opportunities for all students and creating lifelong learners and lovers of music.

21st Century – #4, 5, 6

Open to students in grades 9-12. Prerequisites: permission of instructor

SCIENCE DEPARTMENT

It is the intention of the S.H.S. science department to prepare students, through the use of scientific inquiry, to problem solve and to utilize technology in order to make informed decisions about the world in which they live.

COLLEGE PHYSICAL SCIENCE

61414 CREDIT: 1.00
LEVEL: 3

This course will explore the topics of scientific inquiry, energy, the nature of matter, earth cycles, and human use of resources. Students will be expected, not only to read and write analytically, but also complete tests using higher-level thinking skills.

21st Century – #1, 2, 3

Prerequisite: None.

BIOLOGY

61439 CREDIT: 1.00
LEVEL: 2

This course explores the basics of biology. Topics to be covered include scientific methods, the cell, genetics, evolution, and ecology. Organisms are studied in detail in order to identify the relationship between form and function to ensure efficiency and survival. Labs are integrated routinely throughout the course. Students will be exposed to a variety of alternate assessments, including lab practical examinations.

21st Century – #2, 3

Open to students in grades 10-12. Prerequisites: successful completion of physical science or a grade 10 status.

COLLEGE BIOLOGY

61422 CREDIT: 1.00
LEVEL: 3

This course is a traditional biology course for students preparing to attend college after high school. Topics include the cell with emphasis on DNA technology, genetics and how that relates to evolution and organisms and how they interact with their environment in an ever changing world. Many lab experiences are integrated throughout the course along with a variety of assessments.

21st Century – #2, 3

Open to students in grades 10-12. Prerequisites: level 3 physical science with a grade of 85 or higher and teacher's recommendation.

HONORS BIOLOGY

61444 CREDIT: 1.00
LEVEL: 4

Honors biology is designed to be a more in-depth study of biology to prepare students for taking AP/ECE UConn Biology. In addition, activities that support independent practice and self-motivation will be embedded into the course. There is a focus on independent and collaborative learning, working at a faster pace, and rigorous coursework. Students will study the structures, functions and processes of living organisms and their interactions within the environment. Major themes include cell structure, cell communication and specialization, energy and chemistry of life, genetics and evolution, diversity of life, plant systems, and ecology.

Prerequisites: 90 or higher in physical science freshmen year and science teacher recommendation.

BIOLOGY

UCONN EARLY COLLEGE EXPERIENCE

61433 CREDIT: 1.00
LEVEL: 4

Early college experience biology is an extremely technical course, offered for the student who intends to pursue biology in college. The course relates materials presented in Level 3 biology and chemistry. Students earn college credit when a C or better is obtained in the course. The topics will be covered in a very detailed manner. Lectures will be accompanied with laboratory investigation. A college-level textbook will be used, and college level lab reports are required.

Open to students in grade 12. Prerequisites: completion of Level 3 biology with an 85 average, chemistry with at least an 85 average and recommendation of the instructor.

CHEMISTRY

61430 CREDIT: 1.00
LEVEL: 2

This course introduces students to chemical laws and processes, simple problem solving, equation writing, and the chemistry of everyday life. Topics will include: fundamentals of matter and energy, atomic theory, chemical bonding, chemical formulas and balancing equations, gas laws, making solutions, and chemistry as it applies to home, environment, and industry. Laboratory experiences enhance classroom discussions and math concepts will be reviewed.

21st Century – #2, 3

Open to students in grades 11 and 12. Prerequisites: level 3 biology

COLLEGE CHEMISTRY

61432 CREDIT: 1.00
LEVEL: 3

College chemistry is a course designated for the student planning to attend college and who is interested in science. This course introduces students to chemical laws, logical and sequential thinking, problem solving, and practical application of chemistry. Students must be able to use algebra skills to solve for unknown variables, manipulate exponents and logarithms, and operate a graphing calculator. Topics include, but are not limited to: properties of matter, atomic theory, periodic table, chemical naming systems, chemical changes, thermo chemistry, reaction rates, kinetics, molecular structure, and stoichiometry. Laboratory experiences enhance classroom discussions.

21st Century – #2, 3

Open to students in grades 11-12. Prerequisites: level 3 biology and Algebra I with a grade of 70 or higher.

HONORS CHEMISTRY

61434 CREDIT: 1.00
LEVEL: 4

Level 4 chemistry is a course designed for a student with high interest and aptitude in science and for a student who intends to pursue a career in science. Through extensive research and individual effort, students will study atomic structure, periodic table, bonding, states of matter, solutions, equilibrium, kinetics, gasses, thermodynamics, oxidation reduction, acid base reactions, and organic chemistry. Laboratory inquiry is used to enhance classroom discussions.

21st Century – #2

Open to students in grades 11-12. Prerequisites: Successful completion of level 3 biology and Algebra I with a grade of 80% or higher, and recommendation of a science teacher.

COLLEGE PHYSICS

61440 CREDIT: 1.00
LEVEL: 3

Physics is the study of matter, energy, and the transformation of energy. Topics covered are classical kinematics and dynamics, gravitation, electricity, magnetism, optics, atomic structure, special relativity, and an introduction to quantum phenomena. Laboratory work is included.

21st Century – #2, 3

Open to students in grades 11 and 12. Prerequisites: Algebra II with a 75 or above, and recommendation by a science teacher based on test scores.

AP PHYSICS

61441 CREDIT: 1.00
LEVEL: 4

Advanced placement physics is a college-level introductory course in classical mechanics. This class provides a systematic introduction to the study of the following topics: one dimensional and vector kinematics, Newton's laws of motion, work and energy, power, linear momentum, rotational motion, oscillations, and gravitation. Trigonometry, algebra with vector notation, differential and integral calculus are used. A college level, calculus-based textbook will be used. Students who opt to take the AP exam may qualify to receive college credits.

Open to students in grade 12. Prerequisites: 85 average in Physics or teacher permission, current enrollment in Calculus.

COLLEGE ANATOMY AND PHYSIOLOGY

61450 CREDIT: 1.00
LEVEL: 3

This course is recommended for self-motivated students who plan to study additional biology in college or for students interested in careers in the allied health field. Anatomy and physiology is a detailed study of the structure and function of humans. The lecture portion is an in-depth study of the human body, with an emphasis on structure and function, as well as heavy emphasis on medical terminology. The lab portion involves a detailed analysis of human anatomy (dissection required). Research and oral presentations are required.

21st Century – 2, 3

Open to students in grade 12. Prerequisites: biology, chemistry, and teacher recommendation.

COLLEGE ENVIRONMENTAL SCIENCE

61480 CREDIT: 1.00
LEVEL: 3

Environmental science examines the interaction between humans and the environment. Students will use the scientific method to investigate interactions between the living and non-living world. Designed as an interdisciplinary course, environmental science integrates ecology, biology, botany, earth science, physics, chemistry, and the social sciences. Students will demonstrate knowledge through the completion of of many hands-on projects in the classroom and laboratory and by participating in outdoor field studies.

21st Century – #2, 3

Open to students in grades 11-12. Prerequisites: successful completion of physical science and biology.
Open to students in grades 11-12. Prerequisites: successful completion of physical science and biology.

SOCIAL STUDIES DEPARTMENT

The philosophy of the Stafford High School social studies department is to allow students to gain perspective of local, national, and global issues. The department seeks to challenge young people to construct solutions to today's problems. Students take a variety of academic courses to provide them the foundation to become active, knowledgeable citizens.

To this end, students are encouraged to participate in the classroom, throughout the school, and in the local community.

COLLEGE WORLD CULTURES

61195 CREDIT: 1.0
LEVEL: 3

This course's curriculum is comparable to world cultures (level 3) with an increased emphasis on the five themes of geography and the economic development of specific societies. In addition, students will be required to research and write a term paper each semester.

21st Century – #2, 3, 5

Recommended for all 9th grade students planning to attend college after graduation. Prerequisites: none.

U.S. HISTORY

61238 CREDIT 1.0
LEVEL: 2

This course offers a chronological survey of major events in United States history from the Columbian Exchange to the wars of the 20th century. Students should expect an emphasis on the improvement of their reading, writing, research, test-taking, and study skills in addition to expanding their knowledge of United States history. Students will be required to research and write a term paper each semester.

21st Century – #5

Required for graduation. Offered in 10th grade.

COLLEGE U.S. HISTORY

61237 CREDIT 1.0
LEVEL: 3

This course takes a chronological overview of United States history starting with the cultures of North America through World War II. The main purpose of the course is to develop an understanding of a handful of key historical ideas and concepts that are found periodically in our country's history. In addition, students will practice historical skills, forming an argument, and using evidence to support a position. The course devotes a substantial amount of time to working with primary sources, ranging from political cartoons and excerpts of letters to photographs and video/audio footage. In addition, this course requires students to write a term paper each semester.

21st Century – #2, 3, 5

Required for all 10th grade students who have successfully completed world cultures.

AP U.S. HISTORY

61189 CREDIT: 1.00
LEVEL:4

This course is a survey of American history that attempts to duplicate college-level inquiry and discussion. There is a tremendous amount of historical data that is sifted through by the students that is later organized into well-defined historical arguments. The focus of the course is for student to be able to engage in higher levels of thinking through analysis of historical evidence and then be able to write a persuasive historical essay. There is a term paper requirement for each semester in this course. The coursework is all preparation for the AP examination in which students can earn college credit.

21st Century – #2, 3, 4

Open to students in grades 11 and 12 with the permission of the instructor. Due to the depth of content covered, students who earn credit in AP U.S. History wil be exempt from Modern U.S. History as a graduation requirement.

MODERN U.S. HISTORY WWII TO PRESENT

61234 CREDITS: 0.50
LEVEL: 2

This course focuses on the development of U.S. policies and practices after World War II. Main topics of discovery and discussion will be the Cold War, Korean

War, Vietnam War, Civil Rights Movement, women's rights, student movements of the 1960s, Watergate, rise of modern Conservatism, and post 9/11 world. Students will use a variety of sources to understand recent historical events and how they influence current United States policies at home and abroad. Students must complete a term paper as part of the course requirements.

21st Century – #3, 5

Required for graduation. Due to the depth of content covered, students who earn credit in AP U.S. History wil be exempt from Modern U.S. History as a graduation requirement.

COLLEGE MODERN U.S. HISTORY WWII TO PRESENT

61235 CREDIT: 0.50
LEVEL: 3

In this course for students who have successfully completed College U.S. History 237, we will explore the development and practices after World War II focusing on the evolution of U.S. policies and movements of the 1960s, Watergate, modern Conservatism, and the post 9/11 world. Topics to be studied include the Cold War, Korean War, Vietnam War, Civil Rights Movement, and women's rights. Students will use a variety of sources to understand recent historical events and how they influence current United States policies at home and abroad. History 235 uses an intense review of primary documents from the era, and students must complete a term paper as part of the course requirements.

21st Century – #3, 5

Required for graduation. Due to the depth of content covered, students who earn credit in AP U.S. History wil be exempt from Modern U.S. History as a graduation requirement.

GOVERNMENT

61192 CREDIT 0.50
LEVEL: 2

This civics course provides the opportunity for students to study and practice the principles of democracy. Students will learn about the origins of our democratic system and how these foundations are applied today. Students are expected to participate in a community service activity as part of the course requirements. In addition, students must complete a term paper as part of the course requirements as well.

21st Century – #1, 2, 5

Required for graduation. Open to students in grades 11 and 12.

COLLEGE GOVERNMENT

61191 CREDIT 0.50
LEVEL: 3

This civics course is designed for a more in-depth look at the study and practices of the principles of democracy. Students will build upon their college level U.S. history classes to increase knowledge and research abilities in the areas of judicial, legislative, and executive branches of our government. Students are required to produce a term paper and to participate in a community service activity as part of the course requirements.

21st Century – #1, 3, 5

Prerequisites: Successful completion of Level 4 U.S. history or permission of the instructor. Open to students in grades 11 and 12.

AP GOVERNMENT & POLITICS

61232 CREDIT: 1.0
LEVEL: 4

Students will explore both theoretical and practical issues in contemporary politics and current events in the context of the constitutional underpinnings of our government. It is intended to acquaint students with the vital governing documents from the United States history such as the Articles of Confederation, the Declaration of Independence, the United States constitution and the federalist papers. Students will then study both the formal and informal institutions of American Government with the goal of developing a thorough understanding of the interaction of the two in the policy making process and for the purpose of nurturing a systemic approach to the study of government.

21st Century – #3

Open to students in grades 11 & 12. Prerequisites: College US History or AP US History and teacher recommendation.

AP EUROPEAN HISTORY

612625 CREDIT: 1.0
LEVEL: 4

This course focuses on developing students' understanding of European history from approximately 1450 to the present day. Students will study the content of European History for significant events/individuals/developments and the processes in four historical periods, develop and use thinking skills

and methods employed by historians when they interpret the past. The course focuses on 5 themes: interaction of Europe and the world, poverty and prosperity, objective knowledge and subjective visions, states and other institutions of power, and individuals and society.)

21st Century – #3

Open to students in grades 11 & 12. Prerequisites: College US History or AP US History & teacher recommendation.

CURRENT EVENTS

61242 CREDIT 0.50
LEVEL: 2

Students will demonstrate their comprehension of important, often controversial, issues through daily and weekly news. In order to increase awareness of current events at the local, national, and international level, students will focus on and examine issues of special interest to them individually. Students will be responsible for learning about current events outside of their own personal interests. Each student will be required to read, analyze, evaluate, and possibly debate an issue. Weekly assessments will determine the students' ability to identify and summarize the key components of current events. Stories and articles will come from a variety of global-media and web based resources including CNN Student News. CNN Student News offers a blog so that students may respond about a segment of the news as well as reading daily opinions from other students and schools. By accessing a wide range of resources, students will be able to utilize the information for class discussion and then to present their evidence objectively. By examining the multiple viewpoints of nations and cultures on current events, students will develop informed perspectives and opinions about the increasingly interdependent and diverse world of the 21st century.

21st Century – #3, 4

Open to students in grades 11 and 12.

WOMEN IN HISTORY

61246 CREDIT: 0.50
LEVEL: 2

Women have been key players in U.S. history as well as in a global context. In this course, students will learn about some of the most important women in historical events in our history. Students will demonstrate their knowledge of Women in History spanning all periods of history encompassing many diverse groups, races, and regions of the United States. Students will be required to compare everyday experiences, failures, frustrations, and hard-won victories of ordinary and extraordinary American women. Each student will analyze and interpret firsthand accounts of the lives of American women from some of the original settlers to the women of today. In order to place a document in a historic framework, students will research primary/secondary sources. Students will analyze and interpret this information to conduct class debates and discussions.

21st Century – #3, 5

Open to students in grades 11 and 12.

PSYCHOLOGY

61221 CREDIT: 0.50
LEVEL: 3

This is a semester course that introduces students to the field of psychology. This study explores the behavior and mental processes of individuals, methods of psychological research, psychological disorders, and more. Psychology 221st Century is a college preparatory course.

21st Century – #3, 4

Open to students in grade 12.

SOCIOLOGY

61218 CREDIT: 0.50
LEVEL: 3

This semester-long course offers an introduction to the field of sociology. This discipline explores the behavior of people in social groups, as well as the role of groups as a socializing force upon individuals. Course 21st Century8 is a college preparatory course.

21st Century – #1

Open to students in grade 12.

WORLD HISTORY

61205 CREDIT: 1.00
LEVEL: 2

This course examines the history of human development and aspirations, using a chronological and thematic approach. The first semester studies the contributions of ancient Eastern, Middle Eastern, Greek, and Roman cultures. The second semester focuses on the middle ages, French Revolution, Agricultural Revolution, and Industrial Revolutions. The topics will embrace the struggle of the human mind and spirit throughout the ages.

21st Century – #3, 5

Open to students in grades 11 and 12.

TECHNOLOGY EDUCATION DEPARTMENT

Technology education encourages students to explore and develop individual interests, creative and intellectual abilities that relate to technical careers, problems, and solutions.

WEB DEVELOPMENT

61040 CREDIT: 0.50
LEVEL: 2

Students who take this course will learn how to create original responsive websites using various techniques and tools. Coding technologies such as HTML, CSS, JavaScript, and JQuery are introduced and explored by completing different projects. This course is perfect for students interested in careers in computer programming, graphic arts, video game design, and more.

21st Century – #1, 2, 3, 4, 5, 6

Open to students in grades 10-12. Prerequisites: Graphics.

VIDEO COMMUNICATIONS

61701 CREDIT: 0.50
LEVEL: 3

Lights, Camera, ACTION! Everywhere we go we are bombarded by visual media. In Video Communications & Production we will be exploring the world of video. Students will film, direct, star in, and edit pieces from commercials to movies. Over the span of this course, students will gain experience using cutting edge equipment and software to create their pieces. Graphic Design is a required pre requisite for this course as the programs we cover in that course will be leaned on to create components in your movies.

21st Century – #1, 2, 3, 4, 5, 6

Open to Students in grades 11-12. Prerequisites: Graphics.

CONSTRUCTION TECHNOLOGY

61704 CREDIT: 1.00
LEVEL: 2

This course will introduce students to residential house construction while continuing to build on the skills and techniques learned in Wood Technology 1. Students will design and construct increasingly complex wood projects for individual use. Students may also contribute to the Stafford High School community by constructing various projects for use around the school. Building design and construction will be studied throughout the class including the use of building codes, site preparation, material selection, framing, and finishing techniques. Students will be eligible to take a pre-apprentice carpenter or a level 1 semi-skilled carpenter exam upon successful completion of the course. Active participation, positive attitude, and daily cleanup are required. A $10 shop fee for basic materials will be required for all students. Any materials above and beyond what the shop fee covers will be the responsibility of the student.

21st Century – #1, 2, 3, 4, 5, 6

Open to students in grades 10-12. Prerequisites: Wood Technology 1 and permission of instructor.

ROBOTICS

61708 CREDIT: 0.50
LEVEL: 3

"*Welcome… To the world of tomorrow!!*" Robotics is one of the hottest topics around. This course will introduce students to a variety of robotic systems. Students will work with VEX robotics kits and learn about mechanical systems, motion systems, motor controls, transmissions, sensors, autonomous behavior, and arms/manipulators to move objects. Students will work as individuals and as teams to complete various tasks and design challenges.

Students will be given a problem and be asked to go through the design process towards an end result. This course is ideal for any student considering a career in engineering, robotics, programming, or manufacturing.

21st Century – #1, 2, 3, 4, 5, 6

Open to students in grades 11-12. Prerequisites: none.

WOOD TECHNOLOGY I

61710 CREDIT: 1.00
LEVEL: 2

This course is designed for the beginning student in woodworking. The student will learn all of the hand tools, power hand tools, and machinery on an introductory level stressing personal safety when using these tools. The students will learn project planning, layout work, and plan of procedures for product

development. Construction techniques and finishing will be explored. Students will construct beginning level projects to develop their skills and appreciation for good craftsmanship. Active participation, positive attitude, and daily cleanup are required. A $10 shop fee for basic materials will be required for all students. Any materials above and beyond what the shop fee covers will be the responsibility of the student.

21st Century – #1, 2, 3, 4, 5, 6

Open to students in grades 9-12. Prerequisites: none.

COMPUTER AIDED DRAFTING (CAD)

61728 CREDIT: 0.50

LEVEL: 3

Using Mountain Boards to Trebuchets, students will learn the skills necessary to operate some of the most advanced solid modeling software available. This course will be guided through instruction, demonstration, hands-on activities, and problem-solving techniques in computer-aided design (CAD). Since all objects can be broken down to points, lines, arcs, symbols, and text, students will become masters at manipulating these primitives to create 3-D objects in the digital and physical realm. This course is appropriate for students planning to pursue careers in engineering, architecture, graphic design, manufacturing, building trades, or related fields.

21st Century – #1, 2, 3, 4, 5, 6

Open to students in grades 10-12. Prerequisites: none.

VIDEO GAME DESIGN

61731 CREDIT 0.50

LEVEL: 2

This is an introductory course to game design and development that engages students using project-based learning. From the first lesson to the last lesson, students navigate through guided tutorials building several different games that test and enhance different coding skills. Beyond building games, students learn the components of how gaming is used in the "real" world, what goes into designing good games, how physics principles are used in game development, the gaming and engineering design cycle, and much more.

21st Century – #1 ,2, 3, 4, 5, 6

Open to students in grades 10-12. Prerequisites: Graphics.

ARCHITECTURAL DESIGN/DRAFTING

61737 CREDIT: 0.50

LEVEL: 2

Designing sheds, homes, schools and offices, students will learn the ins and outs of architectural design and drafting. Students will learn how to create landscape designs that include grass, trees, shrubbery, etc. in computer-based architectural software that will allow them to create stunning designs with fully finished, furnished, and landscaped structures that include exterior and interior design. Finally, students will create 3-D models of their house designs in the form of framing models and landscape models.

21st Century – #1, 2, 3, 4, 5, 6

Open to students in grades 9-12. Prerequisites: none.

GRAPHICS I
Introduction to Graphics

61741 CREDIT: 0.50

LEVEL: 2

Making movie posters, calendars, business cards, advertisements, comics, illustrations, and photo editing, students in this course will use all four areas of graphic design (design and layout, image generation, pre-production and production, and binding and finishing) to create professional looking material using the Corel suite as well as Adobe Photo shop and other programs. Students will use these skills to produce these professional grade materials for class as well as producing material for Stafford High School and the rest of the district.

21st Century – #1, 2, 3, 4, 5, 6

Open to students in grades 9-12. Prerequisites: none.

GRAPHICS II

61743 CREDIT: 0.50

LEVEL: 3

Students that successfully completed Graphics will dive deeper into Adobe Photoshop, Adobe Illustrator and Adobe InDesign. Students will be exploring advanced techniques as well as ways to produce projects and items that they would encounter in industrial, professional and commercial settings.

21st Century – #1, 2, 3, 4, 5, 6

Open to students in grades 10-12. Prerequisites Graphics I.

METAL TECHNOLOGY I

61751 CREDIT: 0.50
LEVEL: 2

This first year course in beginning metals is designed for the student who has never had a course in metals. The course involves developing safe work habits using various hand tools, hand-operated equipment, and other hand related processes that are used in the fabrication of sheet metal projects. The student will learn how to use basic measuring tools, basic layout procedures, and pattern making that is used for sheet metal bending and forming. Fastening concepts using various forms of hardware, soldering, brazing, spot welding, and MIG welding used in sheet metal work will also be covered. A $10 shop fee for basic materials will be required for all students. Any materials above and beyond what the shop fee covers will be the responsibility of the student.

21st Century – #1, 2, 4, 6

Open to students in grades 9-12. Prerequisites: none. Taking CAD I at the same time is recommended.

METAL TECHNOLOGY II

61752 CREDIT: 0.50
LEVEL: 2

The second year course in metals is designed to give the student an opportunity to identify and use machinist hand tools and develop a better understanding of blueprint reading and layout procedures of a project. The student will learn how to use the various machines that machinists use every day in the fabrication of metal products. The emphasis is placed on developing individual skills in metal machining, metal product development, and fastening methods that are required to complete various fabricated parts. Active participation, positive attitude, and daily cleanup are required. A $10 shop fee for basic materials will be required for all students. Any materials above and beyond what the shop fee covers will be the responsibility of the student.

21st Century – #1, 2, 4, 6

Open to students in grades 10-12. Prerequisites: Metal Technology 1 and permission of instructor.

WELDING TECHNOLOGY

61762 CREDIT: 0.50
LEVEL: 2

This course is designed to introduce the student to the basic introductory concepts of safe welding practices. Skill development will depend on each student's individual practice. The types of welding to be explained and practiced safely will be gas welding, arc welding, spot welding, MIG welding, and TIG welding. The students in this course must pass required safety tests and other set-up procedure tests and practice safe work habits each time they use the equipment. The students must wear appropriate clothing each day throughout the course to protect their bodies. Active participation, positive attitude, and daily cleanup are required. A $10 shop fee for basic materials will be required for all students. Any materials above and beyond what the shop fee covers will be the responsibility of the student.

21st Century – #1, 4, 6

Open to students in grades 10-12. Prerequisites: Metal I.

RESEARCH AND DEVELOPMENT (R&D)

612002 CREDIT: 1.00
LEVEL: 3

This is a college level course focused on the design process. This student driven class will explore topics related to Science, Technology, Engineering and Mathematics. Students may choose to compete in the CT Electrathon in which they will construct an ultra-high mileage electric race car. Or the students might choose to participate in the CT hovercraft races which would require them to design and build a hovercraft to go on land and water. However, the students are not restricted to these two options, any topic that the class researches and presents to the instructors can become the focus of the course. Focusing on the design and engineering processes students will spend a year delving deep into 21st century skills related to modern manufacturing and design.

Open to students in grades 11-12. Prerequisites: CAD, Metals 2, Woods 2, or Physics and instructor recommendation.

YEARBOOK

61942 CREDIT: 0.50
LEVEL: 3

Creation of the yearbook is a longstanding tradition at Stafford High School. Put your creativity and talents to good use and help create the next great edition of the Stafford High School Torch.

Open to students in grades 9-12. Prerequisites: Graphics (grade 90 or better) or teacher recommendation.

WORLD LANGUAGE

As a result of world language education in grades 9-12, students will: communicate in at least one language other than English; gain knowledge and understanding of other cultures; make connections with other areas of study and acquire information; understand the nature of language and cultures through comparisons; and participate in multicultural communities within a variety of contexts.

FRENCH I

61510 CREDIT: 1.00
LEVEL: 3

This is an introduction to spoken French, through the use of CD's, oral classroom drills, short speeches, and skits as well as an introduction to basic written French, through written workbook exercises, classroom drills, and short compositions. French culture and customs are introduced. On completion of the course, students should be able to a hold a limited conversation, give a short speech, write a short composition, and read simple prose. The student should earn a grade of 70 to continue to French II. Some short selections are read.

21st Century – #1, 5

Open to students in grades 9-11. Prerequisites: none.

FRENCH II

61520 CREDIT: 1.00
LEVEL: 3

This class is a review of French I skills while continuing on to more complex grammar. Oral skills are further perfected through short speeches, oral classroom exercises, dictation, longer compositions, and letters. There will be continued study of French and Francophonic culture and civilization. Students will be expected to practice new lessons and vocabulary along with previously mastered material through conversation, skits, songs, and written assignments. Students will read short stories. Songs and poems are used to reinforce grammar and pronunciation.

21st Century – #2, 5

Open to students in grades 9-12, who have completed French I with at least a 70 average.

FRENCH III

61530 CREDIT: 1.00
LEVEL: 3

In French III, more advanced grammar is taught. Students create and perform skits as well as continuing with other classroom drills. Stories and grammar are intertwined with cultural and integrated units. Current French topics are discussed as well. Songs and poems are used to reinforce grammar and pronunciation. Classroom discussions, oral reports, and compositions are all included. Feature length films for the study of the occupation of France in World War II are a major part of the last quarter.

21st Century – #1, 2, 5

Open to students in grades 10, 11 and 12. Prerequisite: French II.

FRENCH IV

61540 CREDIT: 1.00
LEVEL: 3

A central focus of this course is on French literature and film. Stories, plays, and poems will be studied in thematic units. Literature circles, where students analyze together in groups and other group/paired activities, will be utilized. Finer points of grammar will be studied. Recordings and video presentations by native speakers will be used to further increase students' aural comprehension. Current events and daily life events will be used, including oral reports and summaries to further increase oral proficiency. Grammar is reviewed and elaborated upon, as needed.

21st Century – #2, 3, 4, 5

Open to students in grades 11 and 12 by teacher recommendation.

FRENCH V
UCONN EARLY COLLEGE EXPERIENCE

61545 CREDIT: 1.00
LEVEL: 4

French V (not offered every year) is taught as a history of French literature and culture through the centuries which includes the history of France, corresponding scientific discoveries, music, and art works, while following themes of societal changes, religion, and economics. Field trips are incorporated when appropriate. Two texts are used for literary and historical selections: *Moments Litteraires* (a college text) and *Tresors du Temps*. Grammar is only taught incidentally at this level. A variety of methods are utilized: lecture, student-teacher question and answer interaction, group work, pair work, and students' oral presentations and re-enactment. Many exercises of comprehension and "perception" are in the text that will often be used in conjunction with the methods stated above. Power Point, CDs, and DVDs are used where appropriate. Testing will include oral presentations, analysis through written essays, and objective instruments. A five-page paper is required by the University of Connecticut and will be worked on in stages throughout the second semester. Six UConn college credits will be awarded.

Open to students in grade 11 and 12 by teacher recommendation.

SPANISH I

61550 CREDIT: 1.00
LEVEL: 3

Initial instruction emphasizes correct pronunciation of the language, basic vocabulary, essential grammar concepts, and study skills. On completion of the course, students should be able to hold a limited conversation, give a short speech, write a short composition, and read simple prose. Students are introduced to Spanish customs and culture. A student who does not achieve at least a 70 in this course is advised not to take Spanish II.

21st Century – #1, 5

Open to students in grades 9-12. Prerequisites: none.

SPANISH II

61560 CREDIT: 1.00
LEVEL: 3

Students continue developing skills in listening, speaking, reading, and writing. Short stories and selections from other forms of literature will serve as a basis for oral and written practice. Study of grammar will include past and future tenses, object pronouns, and idioms. Students will be expected to practice new lessons and vocabulary along with previously mastered material through conversation, skits, songs, speeches, and written assignments.

21st Century – #2, 5

Open to students in grades 9-12, who have completed Spanish I with at least a 70 average.

SPANISH III

61570 CREDIT: 1.00
LEVEL: 3

Spanish III is open to all students who have successfully completed Spanish I and Spanish II. Spanish III will continue to develop audio-lingual skills with greater emphasis on conversation in the foreign language. The amount of reading and writing will increase considerably. Vocabulary will be emphasized, and the coverage of basic grammar will be completed. Students will be required to make oral presentations. All written work will be completed in Spanish.

21st Century – #1, 2, 5

Open to students in grades 10, 11, and 12. Prerequisites: Spanish II.

SPANISH IV

61580 CREDIT: 1.00
LEVEL: 3

Spanish IV students will be expected to work more independently than they have in their previous years of language study. Students will read together, translate, and discuss short stories, essays, and plays by noted Spanish and Latin American authors. Conversation will be conducted in Spanish, and students will make occasional oral presentations to the class. Recordings and video presentations by native speakers will be used further to increase the students' aural comprehension. There will be a general review of grammar and idioms.

21st Century – #2, 3, 4, 5

Open to students in grades 11 and 12. Prerequisites: Spanish II and recommendation of teacher.

SPANISH V: PERSPECTIVES ON LATIN AMERICA UCONN EARLY COLLEGE EXPERIENCE

61590 CREDIT: 1.00
LEVEL: 4

In this multi-cultural world, language study is very important. Enroll in Spanish V and increase your oral and written proficiency in Spanish through the study of both history and literature. This will be a multidisciplinary course including geography, indigenous peoples, colonization, and nation formation. Society, politics, economy, and culture of contemporary Latin America and its place in today's world will also be studied. Three UConn college credits will be awarded.

Open to students in grade 12 as recommended by their present teacher.

Odysseyware Career and Technical Education
2018-2019 Course Descriptions

AGRICULTURE, FOOD & NATURAL RESOURCES COURSES

Introduction to Agriculture, Food, and Natural Recourses
Agribusiness Systems
Animal Systems
Environmental Service Systems
Food Products and Processing Systems
Natural Resources Systems
Plant Systems
Power, Structural and Technical Systems

Introduction to Agriculture, Food, and Natural Recourses **Credit: 0.50**
This course introduces students to the basic scientific principles of Agriculture and Natural Resources. Students will be recognizing and researching plant systems, animal systems, government policy, "green" technologies, agribusiness principles, and sustainability systems.

Agribusiness Systems **Credit: 0.50**
Agribusiness Systems introduces the business, management, marketing, and financial skills needed to successfully produce food, fiber, and fuel for domestic and global markets. Nearly 16 percent of total U.S. employment and 14 percent of the U.S. gross domestic product can be attributed to agribusiness systems, which means agriculture, food, and natural resources play a pivotal role in the economic success of our nation. Students will learn about the components of the agribusiness system and how they interact to deliver food to our tables. They will also learn about the key elements of a successful agribusiness enterprise: economics, financial management, marketing and sales, and government policies and regulations.

Animal Systems **Credit: 0.50**
This course provides students with a wealth of information on livestock-management practices, animal husbandry, physiological systems, the latest scientific trends, and innovations in food production. Changes in practices, regulations, and legislation for animal welfare continue as new research provides solutions to medical, ethical, and practical concerns. The course reviews current topics, such as advancements in technology and research, and defines areas of discussion while maintaining focus on best-management practices. How the research translates to management practices is a vital area of study and discussion.

Environmental Service Systems **Credit: 0.50**
This semester-length, high school elective introduces students to career opportunities and educational pathways in a wide array of environmental fields. Students examine environmental legislation and regulations, government agencies and organizations, monitoring and testing methods and requirements. They discover the relationship between environmental regulations and careers, and study the issues, history, and current status of air and water quality, soil and atmospheric conditions. In an environmentally challenged world, ESS professionals are critically

important. Job outlooks and salary scales reflect this need for educated, dedicated researchers, scientists, and engineers.

Food Products and Processing Systems **Credit: 0.50**

Agriculture, food, and natural resources (AFNR) are central to human survival and civilization. Mankind's development, use, and stewardship of natural resources to create food products have a long and ever-changing timeline. This course explores the history and evolution of food products, along with the processing methods that have arisen to feed an ever-growing world population. Students study specifics in a wide spectrum of food product topics, from early methods of preservation to technological advancements in packaging, regulations in labeling, and marketing trends. The course prepares students for a variety of possible educational and career pathways in the food industry. Students learn industry terminology in each area of the overall system, from "farm to fork" to vertical integration to smart packaging. Advertising, marketing, product testing, and distribution of food products comprise a huge sector of food product systems and careers. The course prepares students for further research and work experience in these lucrative fields.

Natural Resources Systems **Credit: 0.50**

People depend on natural resources. Regions, cultures, nations, and societies are shaped by how people use land, water, plants, and wildlife. The large and small ecosystems that make up the environment are complex; each component of our ecosystem depends on another. The purpose of this course is to provide students with an overview of the planet's natural resource systems. Students will explore and develop a basic understanding of how the systems relate to one another other. Students will consider the role people play in managing, using, protecting, and conserving natural resources. In addition, the course will provide information about many different careers that are available to students who are interested in natural resources and natural resource management.

Plant Systems **Credit: 0.50**

Plant Systems introduces students to the basics of plant biology, soil science, agriculture, and horticulture, along with the environmental management practices involved in each, including integrated pest management, biotechnology, growth techniques, and crop management. Students will learn the basic parts of a plant, how plants are scientifically classified, and how they interact with water, air, nutrients, and light to undergo the processes of photosynthesis and respiration. Plant reproduction, including pollination, germination, and dispersal of seeds, is also presented.

Power, Structural and Technical Systems **Credit: 0.50**

Power, Structural, and Technical Systems provides students with an understanding of the field of agriculture power and will introduce them to concepts associated with producing the food and fiber required to meet today's and tomorrow's needs. This understanding gives students the opportunity to explore agriculture machinery, as well as structures and technological concepts. Students will understand the technological innovations that have contributed to changing the face of agriculture. Students will gain an understanding of the professional career opportunities and responsibilities of growers across the country. Additionally, students can learn about some of the resources available to professionals in the agriculture industry.

ARCHITECTURE & CONSTRUCTION

INTRODUCTION TO CAREERS IN ARCHITECTURE AND CONSTRUCTION CONSTRUCTION CAREERS

Introduction to Careers in Architecture and Construction **Credit: 0.50**

The goal of this course is to provide students with an overview of careers in Architecture and Construction in order to assist with informed career decisions. This dynamic, rapidly evolving career cluster is comprised of three pathways (fields): Design and Pre-Construction (Architecture and Engineering); Construction (Construction and Extraction); and Maintenance and Operations (Installation, Maintenance, and Repair). The Architecture and Construction career cluster is defined as careers in building, designing, managing, maintaining, and planning the built environment. The built environment encompasses all zones of human activity—from natural conservation areas with minimal human intervention to highly dense areas with tall skyscrapers and intricate highway systems to suburban cul-de-sacs. The interrelated components that make up the built environment are as varied and unique as the professionals who help shape it.

Construction Careers **Credit: 0.50**

This course in Construction Technology introduces students to the basics of construction, building systems, engineering principles, urban planning, and sustainability. Students will learn the key techniques in building all types of buildings, as well as the key individuals involved in each step of the process. Many lessons present information on green building techniques and concepts that are becoming a standard part of the construction industry. Safety practices are emphasized in several lessons because construction is one of the most dangerous industries; students will learn that there is no way to be successful in construction without taking such issues seriously. Toward this end, the lessons also explore regulatory agencies and guidelines established for the purpose of protecting not only construction workers but also the occupants of a building.

ARTS, A/V TECHNOLOGY & COMMUNICATIONS

INTRODUCTION TO CAREERS IN ARTS, A/V TECHNOLOGY, AND COMMUNICATIONS A/V TECHNOLOGY AND FILM CAREERS

Introduction to Careers in Arts, A/V Technology, and Communications **Credit: 0.50**

This introductory course provides comprehensive information on five separate areas of arts and communications as potential educational and career pathways. Students who are interested in careers across a broad spectrum of professional positions, including fine artist, telecommunications administrator, magazine editor, broadcast journalist, or computer graphics artist, will gain useful perspective on industry terminology, technology, work environment, job outlook, and guiding principles.

A/V Technology and Film Careers **Credit: 0.50**

This course discusses careers in audio/visual (AV) technology and film, and provides students with background about the required skills, education, equipment, and technology in this industry. Students will understand the collaborative team effort of many different professionals who make

films, videos, audio, and TV programming. The course begins with an introduction to the history and development of AV technology and film, with subsequent units focusing on specific sectors of the industry and the stages for producing film and media. The concluding unit focuses on the finishing stages for exhibition, distribution, and reaching a market. In addition, the course will provide information about many different careers that are available to students who are interested in AV technology and film.

BUSINESS

ESSENTIALS OF BUSINESS
ESSENTIALS OF COMMUNICATION
MEDIA STUDIES
TECHNOLOGY AND RESEARCH

Essentials of Business **Credit: 0.50**

This course is an introduction to the goals, processes, and operations of business enterprises for students. The main focus is on the functions that a company – whether a multinational corporation or a corner grocery store – must manage effectively to be successful. These include accounting, finance, human resource management, marketing, operations management, and strategic planning. Attention is also given to the legal environment in which businesses operate, and the importance of business ethics and corporate citizenship.

Essentials of Communication **Credit: 0.50**

Essentials of Communication covers fundamentals of the communication process important for successful interaction in a variety of social and professional settings. Students can use the course to gain and apply knowledge about communication theories, characteristics of language and language use, interpersonal relationships, group dynamics, and public speaking in order to interact more effectively with others.

Media Studies **Credit: 0.50**

This course is part of a worldwide educational movement called media literacy that focuses on analyzing the media. The goal of the media literacy movement is to educate people about how the media impacts both individuals and society as a whole. Students will examine media such as magazines, the Internet, video games, and movies. They'll learn the kinds of strategies that advertisers use to persuade people to buy products. They'll also explore how news broadcasters choose which stories to air. Lessons and projects encourage students to examine ways in which media helps shape our culture and the ways in which our culture shapes the media.

Technology and Research **Credit: 0.50**

This course uses the topic of technology as a way to help students develop fundamental knowledge of the steps in the research process. During the course, students learn how new technology is developed and evaluate ways that technology affects society. Students learn about the development of the personal computer, robots, blogs, and wikis. They learn research and writing skills such as how to evaluate scientific journal articles, how to write an abstract, and how and when to use different online sources.

BUSINESS MANAGEMENT AND ADMINISTRATION

BUSINESS LAW
OFFICE 2010 APPLICATIONS 1
OFFICE 2010 APPLICATIONS II
OFFICE 2013 APPLICATIONS I
OFFICE 2013 APPLICATIONS II
PRINCIPLES OF BUSINESS AND FINANCE
SMALL BUSINESS ENTREPRENEURSHIP
TECHNOLOGY AND BUSINESS

Business Law **Credit: 0.50**

This course is designed to provide students with the knowledge of some of the vital legal concepts that affect commerce and trade, after first gaining some familiarity with how laws are created and interpreted. Students will then be introduced to the types of businesses that can be created to engage in commerce as well as the contractual and liability considerations that can impact a business. Laws that affect how a business is regulated will also be reviewed, particularly the impact of administrative rules and regulations on a business. Global commerce and international agreements, treaties, organizations, and courts that can affect business will be discussed to get a better sense of what it means to "go global" with a business.

Office 2010 Applications 1 **Credit: 0.50**

Office Applications 1 explores the use of application skills in Microsoft® Word®, Publisher®, and PowerPoint® 2010. Students will use these applications to design, develop, create, edit, and share business documents, publications, and presentations. This course provides key knowledge and skills in Microsoft Word in which students are provided with an introduction to advanced skills in various uses of Microsoft Word that range from simply developing an understanding of the various uses of Word to more complex explorations of mail merge, tab stops, reference resources, and additional features available in backstage view; Microsoft Publisher in which students learn to create publications, insert and edit publication items, and view, review, and share those publications; Microsoft PowerPoint, in which students will learn how to create presentations, enter and modify content, modify and deliver presentations, and collaborate and share PowerPoint presentations.

Office 2010 Applications II **Credit: 0.50**

Office Applications 2 is a semester-length high school elective course that explores the use of application skills in Microsoft® Excel® and Microsoft® Access®. Students will use these applications to design, develop, create, edit, and share business spreadsheet and database documents. This course provides key knowledge and skills in the following areas: 1. Introduction to advanced skills in Microsoft® Excel® ranging from basic spreadsheet terminology to exploring data entry, formatting, formulas, functions, charts, graphics, and additional features available in backstage view 2. Skills in Microsoft® Access®, ranging from basic relational database terminology to creating and modifying tables, forms, queries, and reports

Office 2013 Applications I **Credit: 0.50**

Office Applications I explores the use of application skills in Microsoft® Word®, Publisher®, and PowerPoint® 2013. Students will use these applications to design, develop, create, edit, and share business documents, publications, and presentations. This course provides key knowledge and skills in the following Microsoft Office® applications: Microsoft Word: Students are provided with an introduction to advanced skills in Microsoft Word that range from simply developing an understanding of the various uses of Word to more complex explorations of mail merge, tab stops, reference resources, and additional features available in backstage view; Microsoft Publisher: Students learn to create publications, insert and edit publication items, and view, review, and share those publications; Microsoft PowerPoint: Students will learn how to create presentations, enter and modify content, modify and deliver presentations, and collaborate and share PowerPoint presentations.

Office 2013 Applications II **Credit: 0.50**

Office 2013 Applications II explores the use of application skills in the 2013 versions of Microsoft® Excel® and Microsoft® Access®. Students will use these applications to design, develop, create, edit, and share business spreadsheet and database documents. This course provides key knowledge and skills in the following areas: Introduction to advanced skills in Microsoft® Excel® ranging from basic spreadsheet terminology to exploring data entry, formatting, formulas, functions, charts, graphics, and additional features available in backstage view; Skills in Microsoft® Access®, ranging from basic relational database terminology to creating and modifying tables, forms, queries, and reports.

Principles of Business and Finance **Credit: 0.50**

This course will introduce students to the fundamental structure of the American economy, the complexities of the global economy, and the principles, practices, and strategies associated with starting, managing, or simply working for a business. Through a combination of lessons and projects, students will trace a trajectory of their potential role in the American economy as consumers, laborers, and executives. With lessons on everything from marketing to writing formal business correspondence, from the basic structures and legal definitions of business to the operations and importance of financial institutions, students will emerge from this course with a thorough introductory understanding of the business world.

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Small Business Entrepreneurship **Credit: 0.50**

This course is designed to provide the skills needed to effectively organize, develop, create, and manage your own business, while exposing the challenges, problems, and issues faced by entrepreneurs. Throughout this course, students will be given the chance to see what kinds of opportunities exist for small business entrepreneurs and become aware of the necessary skills for running a business. Students will become familiar with the traits and characteristics that are found in successful entrepreneurs and will see how research, planning, operations, and regulations can affect small businesses. Students will learn how to develop plans for having effective business management and marketing strategies as well as the major steps relevant to starting a new business including financing, marketing, and management skills.

Technology and Business **Credit: 1 ***

Technology and Business is a course that teaches students technical skills, effective communication skills, and productive work habits needed to make a successful transition into the workplace or postsecondary education. In this course, students gain an understanding of emerging technologies, operating systems, and computer networks. In addition, they create a variety of business documents, including complex word-processing documents, spreadsheets with charts and graphs, database files, and electronic presentations.

**This course can be given as two .5 credit courses*

CAREER EXPLORATION

CAREER MANAGEMENT
CAREER EXPLORATIONS I
CAREER EXPLORATIONS II
CAREER EXPLORATIONS III

Career Management **Credit: 0.50**

Career management is a semester-length high school elective course that assists students in their preparation for career selection. The course is designed to improve workforce skills needed in all careers including: communication, leadership, teamwork, decision making, problem solving, goal setting, and time management. Students will complete activities that help identify personal interests, aptitudes, and learning styles, and will use results of self-assessments to determine careers that may prove personally satisfying.

Career Explorations I **Credit: 0.50**

The Career Explorations I course introduces one particular field in each of its five units. Unit 1, Career Management examines the elements of employment, from the purpose and personal benefits of work to lifelong learning and technology; Unit 2, Introduction to Careers in Health Sciences. students learn about the history of health care and explore important medical discoveries of the 17th and 18th centuries, and the integration of technology into medicine: Unit 3, Hospitality and Tourism Systems, students explore the various sectors that provide services to people going on vacation, taking a business trip, or visiting an attraction; Unit 4, Human Services, students learn about the human services professionals; Unit 5: Consumer Services: Consumer services organizations are those that provide services to individual consumers, as opposed to businesses.

Career Explorations II **Credit: 0.50**

The Career Explorations II course introduces one particular field in each of its five units. Unit 1, Information Technology examines Computer Systems and Networks along with Communications Technology; Unit 2, Introduction to Information and Support Services, examines On-Premise Systems and Cloud-Based Systems; Unit 3, Introduction to Network Systems, examines Computer Networks and Networking Models; Unit 4, Introduction to Agriculture, Food, and Natural Resources, examines an Overview of Agriculture, and Agriculture's Role in Society; and Unit 5 examines Introduction to STEM (Science, Technology, Engineering, and Mathematics), and an exploration of careers in STEM.

Career Explorations III **Credit: 0.50**

The Career Explorations III course introduces one particular field in each of its five units. Unit 1, Introduction to Business and Finance, which examines business structure and philosophy, and management and leadership; Unit 2: Introduction to Manufacturing, which examines manufacturing's impact on the economy and the structure of manufacturing; Unit 3: Introduction to Transportation, Distribution, and Logistics, which examines modes of transportation and the regulatory environment; Unit 4: Introduction to Architecture and Construction, which examines the built environment as an interrelated system; and Unit 5, Introduction to Marketing
Unit 5: Introduction to Marketing, which examines the marketing process and ethics.

EDUCATION & TRAINING

INTRODUCTION TO CAREERS IN EDUCATION AND TRAINING
TEACHING AND TRAINING CAREERS

Introduction to Careers in Education and Training **Credit: 0.50**

The Introduction to Careers in Education and Training course will introduce students to the field of education and training, and the opportunities available for early-childhood care, primary school, secondary school, higher education, vocational training, and adult and continuing education. The students will gain an understanding of the career options available in teaching, administrative work, and support services. They will also explore the education and background experience needed to succeed in these careers.

Teaching and Training Careers **Credit: 0.50**

This course introduces students to the art and science of teaching. It provides a thorough exploration of pedagogy, curriculum, standards and practices, and the psychological factors shown by research to affect learners. In five units of study, lessons, and projects, students engage with the material through in-depth exploration and hands-on learning, to prepare them for teaching and training careers. Students are given many opportunities to be the teacher or trainer, and to explore the tasks, requirements, teaching strategies, and research-based methods that are effective and high-quality.

FINANCE

INTRODUCTION TO CAREERS IN FINANCE
BANKING SERVICES CAREERS
MONEY MATTERS A
MONEY MATTERS B
PERSONAL FINANCIAL LITERACY

Introduction to Careers in Finance **Credit: 0.50**

The Introduction to Careers in Finance course provides the fundamentals of the financial services industry in the United States and explores the jobs and career opportunities that the industry offers. Lessons include: an examination of securities markets and investment companies, how companies evaluate and mitigate risk, and discusses the valuation of stocks and bonds; the roles and

responsibilities of corporate finance and accounting, analysis of financial statements, capital budgeting, and capital structure; banking services, including how the industry is organized and regulated and how risks are managed; the insurance industry, including how it is organized and regulated, how it addresses risks, and the career opportunities it offers.

Banking Services Careers **Credit: 0.50**

This course will focus on the specific skills related to banking and related services. In addition, you will explore career paths and the required training or higher education preparation necessary to obtain a career in banking and related services. Also, students will gain an understanding of the basic functions of customer transactions, cash drawer activity, check collection processes, and other customer service–related transactions. This course will also discuss how technology has changed the banking and related services industry. Finally, this course will provide an overview of the technical and people skills necessary to aid consumers with setting up an account, processing a loan, or establishing a business.

Money Matters A **Credit: 0.50**

In this course students will explore global economics, and the impact of the free enterprise system on business and consumers. Students will learn about their financial options and goal-setting based on existing and projected economic indicators. Investments, income taxes, asset planning will also be investigated, as will risk management, and retirement and estate planning. The course will cover the following topics: Unit 1: Economics; Unit 2: Economic Roles; Unit 3: How the Market Works; Unit 4: Market Structure and Regulation; Unit 5: The Macroeconomy.

Money Matters B **Credit: 0.50**

In this course students will explore global economics, and the impact of the free enterprise system on business and consumers. Students will learn about their financial options and goal-setting based on existing and projected economic indicators. Investments, income taxes, asset planning will also be investigated, as will risk management, and retirement and estate planning. The course will cover the following topics: Unit 1: Financial Responsibility and Decision Making; Unit 2: Careers and Income; Unit 3: Saving and Spending Wisely; Unit 4: Principles of Business; Unit 5: Economics and Business.

Personal Financial Literacy **Credit: 0.50**

Personal financial Literacy is designed to help high school students prepare for success in making financial decisions throughout their lives. Topics in the course address the advantages of making sound financial decisions in both the short and long term, income planning, money management, saving and investing, and consumer rights and responsibilities.

GOVERNMENT & PUBLIC ADMINISTRATION

INTRODUCTION TO CAREERS IN GOVERNMENT AND PUBLIC ADMINISTRATION
NATIONAL SECURITY CAREERS

Introduction to Careers in Government and Public Administration **Credit: 0.50**
Introduction to Careers in Government and Public Administration will provide students with an overview of American politics and public administration, including how political institutions and public management systems at the local, state, and federal levels exercise supervisory authority and maintain accountability.

National Security Careers **Credit: 0.50**
This course discusses careers in national security. It provides students with the history, background, and recent advances in this field. Students will learn about the major departments and agencies responsible for national security as well as the history, laws, and policies that guide these groups; the policymakers and agencies that make up the national security bureaucracy, the national security roles of the president, presidential cabinet and advisors, the seventeen national security agencies, and Congress; the history of the Army, Air Force, Navy, Marines, National Guard, and Coast Guard. Technological advancements are presented, as well as careers within these branches of the military; the roles, responsibilities, and legal limitations of intelligence and law enforcement; and national security challenges in the 21st century.

HEALTH SCIENCE

INTRODUCTION TO CAREERS IN THE HEALTH SCIENCES
CAREERS IN ALLIED HEALTH
FORENSICS – USING SCIENCE TO SOLVE A MYSTERY
NURSING – UNLIMITED POSSIBILITIES AND UNLIMITED POTENTIAL
PHYSICIANS, PHARMACISTS, DENTISTS, VETERINARIANS AND OTHER DOCTORS
PUBLIC HEALTH – DISCOVERING THE BIG PICTURE IN HEALTH CARE
SCIENTIFIC DISCOVERY AND DEVELOPMENT
THERAPEUTICS - THE ART OF RESTORING AND MAINTAINING WELLNESS

Introduction to Careers in Health Sciences **Credit: 0.50**
This course is an overview of health careers and overriding principles central to all health professions. Units include: science and technology in human health; anatomy, physiology, and disease development; privacy, ethics, and safety in health care; communication and teamwork in the health care environment; and health careers, creating a diverse workforce of lifelong learners
The course provides a foundation for further study in the field of health science. When students complete the course, they will be able to discuss the potential career choices and have an understanding of basic concepts that apply to many different career choices.

Careers in Allied Health **Credit: 0.50**
Allied health is the term for the area of healthcare (and health care professions) that provide support and care services other than specific doctoring and nurse care. Allied health career paths can be divided into general roles like diagnostic (testing to see what's wrong), technical (taking care of technology aspects), therapeutic (moving the patient toward healing) and direct patient care (caring

for the patient in other ways). In this course, students will focus on select allied health careers, studying a variety of different levels, responsibilities, settings, education needs and amounts of patient contact. Students will also look at things like the degree or training needed for each job, the environment one would work in, how much money the position could make, and the facts of the actual working day.

Forensics: Using Science to Solve a Mystery **Credit: 0.50**

This course is the overview of modern-day forensic science careers at work using science concepts to collect and analyze evidence and link evidence to the crime and suspects in order to present admissible evidence in courts of law. Modern-day forensic science practices have come into being thanks to the contribution of science and legal professions seeking ways to study crime scenes and criminal activities in an effort to stop crime. Following the presentation of the concepts, students are encouraged to conduct online research exploring examples and applying the concepts just learned. Of particular interest in this course are the various applications of medicine in the field of forensic science.

Nursing—Unlimited Possibilities and Unlimited Potential **Credit 0.50**

More registered nurses (2.7 million in 2010) work in healthcare than any other professional position; at the same time, a national shortage of qualified nurses exists and is projected to become significantly worse by 2020. As new nursing positions become available and a significant number of registered and licensed practical nurses approach retirement age, there are opportunities for recent graduates of accredited nursing programs throughout the country. This course provides students opportunities to compare and contrast the various academic and clinical training pathways to an entry-level position in nursing and to explore the growing number of opportunities for professional advancement given the proper preparation and experience. Students will have the opportunity to learn about the expanding scope of professional practice for registered nurses and better understand the important changes proposed in the education and ongoing professional development of nurses.

Physicians, Pharmacists, Dentists, Veterinarians and Other Doctors **Credit: 0.50**

This course focuses on preparation for physician-level careers, including dental, veterinary and pharmaceutical, along with a look into the Physician Assistant and alternative medicine systems. This course will also introduce the topics of diversity, and the move toward an emphasis on social and cultural skills in medicine, in addition to academic ability. Students will explore important aspects that are applicable to the entire health field, such as behaving ethically, keeping patients safe and free from infections and germs, and following laws and policies. This course will also focus on diversity, the need for social and cultural skills in medicine, the degree or training needed for each job, the environment one would work in, how much money the position could make, and the facts of the actual working day.

Public Health—Discovering the Big Picture in Health Care **Credit: 0.50**

In this course, the multiple definitions of public health and the ways that these definitions are put into practice are discussed. Explored are the five core disciplines and the ways that they interact to reduce disease, injury and death in populations. The contributions of public health to society have shaped our modern world and will continue to do so in the future.

Scientific Discovery and Development **Credit: 0.50**

This course teaches students about careers in laboratory science while simultaneously instructing them on major concepts in the biological sciences. The curriculum is quite comprehensive and includes a history of clinical laboratory science, immunology, microbiology, blood-bank system biotechnology, nanotechnology, pharmaceutical research and development as well as clinical research. Students will study the circulatory system, cells and tissues, cell division and the difference between basic and applied research. Students should come away from this course with a solid understanding of the basic responsibilities of working in a laboratory.

Therapeutics—The Art of Restoring and Maintaining Wellness **Credit: 0.50**

This course focuses on careers that help restore and maintain mobility and physical and mental health, such as physical therapists, physical therapy assistants, occupational therapists, athletic trainers, massage therapists, dieticians and dietetic technicians, art therapist, neurotherapists, vocational rehabilitation counselors, and registered dental hygienists. Each career is explored in depth, examining typical job duties, educational and licensure requirements, working conditions, average salary, and job outlook.

HOSPITALITY AND TOURISM

INTRODUCTION TO HOSPITALITY AND TOURISM SYSTEMS
FOOD AND BEVERAGE MANAGEMENT
FOOD SAFETY AND SANITATION
LODGING OPERATIONS MANAGEMENT
MARKETING AND SALES FOR TOURISM AND HOSPITALITY
PLANNING MEETINGS AND SPECIAL EVENTS
SUSTAINABLE SERVICE MANAGEMENT FOR HOSPITALITY AND TOURISM
TRANSPORTATION AND TOURS FOR THE TRAVELER

Introduction to Hospitality and Tourism Systems **Credit: 0.50**

Travel and tourism is now the largest industry in the world: In the United States alone, over 7.5 million people work in this industry, and in 2010, 60 million international visitors came to the United States, spending $134 billion. This course establishes a foundation for the concept of tourism, travel, and hospitality as a system. Students will learn about the various segments of the travel and tourism industry and how they are interrelated and integral to international and domestic travel and tourism. This discussion will include travel agencies, tour companies, the airlines and other transportation sectors, lodging facilities, cruise lines, and marketing companies.

Food and Beverage Management **Credit: 0.50**

Food & Beverage Management is designed as an overview to prepare students for Food and Beverage Management core courses and to introduce them to specialty areas. Students will learn the basics of food service management and operations with an emphasis on the fundamental values of hospitality and responsible management. We will examine where the industry began, current best practices, and future trends.

Food Safety and Sanitation **Credit: 0.50**

This comprehensive course will cover the principles and practices of food safety and sanitation that are essential in the hospitality industry for the protection and well-being of staff, guests and customers. The course will provide a systems approach to sanitation risk management and the prevention of food contamination by emphasizing the key components of the Hazard Analysis Critical Control Point (HACCP) food safety system. After successful completion of this course, students will be prepared to meet the requirements of state and national certification exams.

Lodging Operations Management **Credit: 0.50**

This course introduces students to hotel management. Students taking this course briefly review the history of the lodging industry, and place contemporary hotels in a larger context of the hospitality industry. They then study hotels from several different angles: vision and mission, organizational structures, and the structure and functions of different divisions within the hotel.
The course emphasizes the rooms divisions, and addresses how it relates to food and beverage, sales and marketing, hospitality, and security divisions. This course is valuable to students planning a career in hotel management and also useful to any student interested in the hospitality industry or business in general.

Marketing and Sales for Tourism and Hospitality **Credit: 0.50**

This course is designed as an introduction to the study of tourism and hospitality marketing and sales. Students will be introduced to marketing theory and application of the basic principles of marketing as applied in hospitality and tourism. The relationship between marketing and other functions such as advertising, sales techniques, and public relations in order to maximize profits in a hospitality organization is addressed. Students will have an opportunity to explore this multi-faceted world, identifying multiple career paths and opportunities.

Planning Meeting and Special Events **Credit: 0.50**

Being a meetings and special events planner is an important job that's both demanding and rewarding. The Bureau of Labor Statistics projects this profession will grow by 43.7 percent between 2010 and 2020. A meeting coordinator is responsible for every detail of an event. Planners have to know how to communicate, be empathetic, and think of their clients. Topics include networking, working with committees, catering, and advertising.

Sustainable Service Management for Hospitality and Tourism **Credit: 0.50**

This comprehensive course will cover the principles and practices of sustainable service management. The purpose of this course is to provide students with an understanding of socially, environmentally, and financially sustainable hospitality management. The course will provide a sustainable approach to service management, incorporating the role of the customer, employee, leaders, and the environment. After successful completion of this course, students will understand and be able to explain the fundamentals of sustainability in the hospitality industry.

Transportation and Tours for the Traveler **Credit: 0.50**

Transportation and Tours for the Traveler looks at transportation and package tours. During this course, students will learn about the package tour industry, travel industry professionals, and package tour customers. Students will find out who tour operators have to work with to create travel products and what kinds of decisions they have to make in terms of meal, lodging,

attractions, and, of course, transportation. Finally, students will learn about how technology, world events, the global recession, and increased environmental awareness are affecting the travel industry today.

HUMAN SERVICES

INTRODUCTION TO HUMAN SERVICES
COUNSELING AND MENTAL HEALTH SERVICES
EARLY CHILDHOOD DEVELOPMENT AND SERVICES
FAMILY AND COMMUNITY SERVICES
INTRODUCTION TO CONSUMER SERVICES
INTRODUCTION TO HUMAN GROWTH AND DEVELOPMENT
PERSONAL CARE SERVICES

Introduction to Human Services **Credit: 0.50**
This course introduces high school students to the possibilities for careers in the human services professions. Through anecdotes, lessons, and a variety of assignments and projects, students will learn about the broad variety of jobs available in the human services. The history of the profession will be covered, as well as the impact of the cultural, social, and economic environment on individual people, especially those who are in need of social services assistance.

Counseling and Mental Health Services **Credit: 0.50**
This course will also introduce students to various careers in the mental health field. Among the professions reviewed are: psychiatrists, psychologists, school counselors, social workers, social and human service assistants, dual diagnosis disorder counselors, recovery coaches, correctional counselors, forensic psychologists, crime victim advocates, geriatric psychiatrists, and recreational therapists. The roles, responsibilities, and duties of these workers along with the educational, licensure/certification, job outlook, and salaries of these professions are discussed.

Early Childhood Development and Services **Credit: 0.50**
Early Childhood Development (ECD) is an introductory course offering a detailed overview of both developmental stages and areas of early childhood, and how early childhood education professionals provide optimal assistance during these important years of growth and learning. An examination of the history, theories, teaching models, research, and policies that grew with the advance of early childhood education, as well as an introduction to the achievements of many leaders in this field, will provide students a thorough grounding in the science and practice of early childhood education. This course further provides students with keen insight into why these years are so important to the life of the child, what areas of physical, emotional, and cognitive development are manifested from birth through age five, and what developmentally appropriate practices are proving to be most effective.

Family and Community Services **Credit: 0.50**
This course introduces applications within professions related to Family and Community Services. Students will identify degree and credential requirements for occupations in this pathway and identify individual, social, historical, economic, and cultural context to increase awareness of family and community services; will develop the abilities necessary to evaluate and identify a

range of effective communication strategies and skills for establishing a collaborative relationship with others; and complete a variety of projects to apply skills and knowledge.

Introduction to Consumer Services **Credit: 0.50**
This course is designed as an overview to prepare students for a consumer services-related career and to introduce them to specialty areas. Emphasis is placed on the human services aspect (vs. corporate concerns) of consumer services. Social issues and advocacy, as well as ethics and legalities, are a recurring theme. Students will gain knowledge of current issues affecting various consumer services professions, and the impact of local, state, national and global issues on consumer services.

Introduction to Human Growth and Development **Credit: 0.50**
Introduction to Human Growth and Development focuses on human growth and development over the lifespan, as well as careers that help people deal with various physical, intellectual, and socio-emotional issues, such as physicians, nurses, nutritionists, substance abuse counselors, clergy, teachers, career counselors, psychologists, and psychiatrists. Students who take this course will come away with a broad understanding of all the careers that help people.

Personal Care Services **Credit: 0.50**
This course in Personal Care Services introduces students to a variety of careers in the following areas: cosmetology (including hairstyling and haircutting, esthetics, manicuring, makeup, and teaching) and barbering (including cutting and styling of hair and facial hair and manicuring for men); massage therapy, teaching body-mind disciplines (yoga, Pilates, and the martial arts), and fitness (general exercise classes and acting as a personal trainer); and mortuary science (embalming and funeral directing). The course teaches students about what each career entails and the education and training they will need to become credentialed in various career specialties.

INFORMATION TECHNOLOGY

INTRODUCTION TO INFORMATION TECHNOLOGY
FUNDAMENTALS OF COMPUTER SYSTEMS
FUNDAMENTALS OF DIGITAL MEDIA
FUNDAMENTALS OF PROGRAMMING AND SOFTWARE DEVELOPMENT
INTRODUCTION TO INFORMATION TECHNOLOGY SUPPORT AND SERVICES
INTRODUCTION TO NETWORK SYSTEMS
NETWORK SYSTEM DESIGN
NEW APPLICATIONS: WEB DEVELOPMENT IN THE 21ST CENTURY
SOFTWARE DEVELOPMENT TOOLS

Introduction to Information Technology **Credit: 0.50**
In this course students are introduced to the knowledge base and technical skills that will help them to successfully compete for jobs within the Information Technology Career Cluster. Students will explore a range of career tracks that include network engineers, application/programming developers, and systems analysts. These career paths are described in depth, discussing typical job responsibilities, educational and licensure requirements, working conditions, and job outlooks.

Fundamentals of Computer Systems **Credit: 0.50**

The Computer Fundamentals course will provide students with an understanding of computers and how they operate as well as a basic understanding of how to manage and maintain computers and computer systems. These skills will provide students with the ability to configure computers and solve computer problems. Students will learn details about the different elements of computers and computer systems. They will learn to identify hardware devices and their functions. They will be instructed on the role of operating systems as well as how to install and customize the Windows operating system. Students will learn about networking and the Internet. They will also be introduced to security issues in order to protect themselves and their computers and data.

Fundamentals of Digital Media **Credit: 0.50**

This course gives an overview of the different types of digital media and how they are used in the world today. Students examine the impact that digital media has on culture and lifestyle. The course reviews the basic concepts for creating effective digital media and introduces a number of different career paths that relate to digital media. Students will examine the use of social media, digital media in advertising, digital media on the World Wide Web, digital media in business, gaming and simulations, e-commerce, and digital music and movies. Students will review ethics and laws that impact digital media use or creation.

Fundamentals of Programming and Software Development **Credit: 0.50**

This course will provide students with an understanding of basic software development concepts and practices, issues affecting the software industry, careers within the software industry, and the skills necessary to perform well in these occupations. Students will learn details about core concepts in programming using Java, including writing and debugging code, proper syntax, flow of control, order of operations, comparison operators, and program logic tools and models. They will learn the function of key program techniques including if statements, looping, and arrays. They will also learn about web development using HTML and drag-and-drop development of user interfaces in an Integrated Development environment.

Introduction to Information Technology Support and Services **Credit: 0.50**

This course focuses on real-world application including common industry best practices and specific vendors that offer tools for technicians, project managers, and IT leadership. Students will analyze technical support needs to perform customer service, perform configuration management activities, and evaluate application software packages and emerging software. Students will demonstrate and apply knowledge of IT analysis and design by initiating a system project and evaluating applications within the IT system. Information Technology is a dynamic discipline that is continuously evolving.

Introduction to Network Systems **Credit: 0.50**

This course introduces students to the fundamental technology and concepts that make networking systems possible and explores various components of technology, specifically the software and hardware supporting LANs, WANs, and Wi-Fi networks. Students are also introduced to the hardware, including hubs, switches, bridges, routers, and transmission media.

Network System Design **Credit: 0.50**

The Network System Design course will provide students with an understanding of computer networks and how they operate, as well as a basic understanding of how to manage and maintain computer networks. Students will learn the basics of network design, including how to identify network requirements and determine the proper network architecture. They will be instructed on the requirements of network models, as well as be introduced to local area networks. Students will also learn about Internet Protocol and the basics of routing data on a network.

New Applications: Web Development in the 21st Century **Credit: 0.50**

This course begins with a historical tour of the Internet and World Wide Web as well as the programs and applications that made it possible for computer users on every continent to begin to explore and better understand their world. Students are introduced to the evolution of networking and data-transfer capabilities beginning with early HTTP protocols continuing through to the recent introduction of smartphones capable of connecting to sites on the World Wide Web without having to rely on a browser for navigation. The course concludes with a survey of the continuing explosion of new apps, or applications, designed to operate on one or more of the proprietary mobile devices (smartphones, tablets, and netbooks).

Software Development Tools **Credit: 0.50**

This course introduces students to the variety of careers related to programming and software development. Students will gather and analyze customer software needs and requirements, learn core principles of programming, develop software specifications, and use appropriate reference tools to evaluate new and emerging software. Students will produce IT-based strategies and a project plan to solve specific problems, and define and analyze system and software requirements.

LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY

INTRODUCTION TO LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY
CORRECTIONS: POLICIES AND PROCEDURE
FIRE AND EMERGENCY SERVICES
LAW ENFORCEMENT FIELD SERVICES
LEGAL SERVICES
SECURITY AND PROTECTIVE SERVICES

Introduction to Law, Public Safety, Corrections, and Security **Credit: 0.50**

In this course, students will analyze and interpret the differences between the public sector criminal justice system, and private security; understand the duties of the various career paths in the legal, public safety, corrections, and private security fields; recognize and be able to apply the different laws and regulations affecting the legal, public safety, corrections, and private security fields; demonstrate an understanding of legal, public safety, corrections, and security practices; apply analytical methods to understand the process of gathering and utilizing intelligence in crime prevention and providing security services; and recognize the different regulations and requirements required to obtain employment in the legal, public safety, corrections, and private security fields.

Corrections: Policies and Procedure **Credit: 0.50**

Corrections is one of the three branches of the Criminal Justice System in the United States. All three branches employ personnel who are authorized to uphold and enforce the law, and are required to operate under the rule of law. Each branch works as part of the entire system to maintain the public safety and well-being, and bring criminals to justice. Corrections facilities and programs are run by a complex system of policies and procedures, which uphold local, state, and federal laws. This course gives students an introductory, yet thorough view of many aspects of corrections operations. Students receive historical and legal background information as they study how prisons and prisoners have evolved into correctional facilities and programs for offenders.

Fire and Emergency Services **Credit: 0.50**

Emergency and fire-management services are essential infrastructure components of a community. They provide a resource for dealing with numerous types of emergencies, including fires, motor vehicle, and industrial accidents, and medical emergencies. In addition, these services provide fire prevention and community-outreach programs. This course provides students with the basic structure of these organizations as well as the rules and guidelines that govern pre-employment education requirements. The vehicles, equipment, and emergency-mitigations strategies that are commonly used in the emergency- and fire-management field are also explored. Students will understand the goals of an emergency-management service and how they are implemented and managed, including personnel, budget, and labor-management challenges in the organization.

Law Enforcement Field Services **Credit: 0.50**

The Introduction to Law Enforcement Services course will introduce students to the field of law enforcement and the local, county, state, and federal laws that law enforcement personnel are sworn to uphold. The student will also gain an understanding of the career options available in this field and the skills, education, and background experience needed to succeed in these careers.

Legal Services **Credit: 0.50**

The Legal Services course will provide students with an overview of the system of laws in the United States and the practice areas and career options in the field. Students will learn about how the legal system operates to control how society punishes those who commit crimes and settles disputes; how criminal and civil cases reach court and are resolved; the courtroom and the basics of a typical court case; constitutional rights and legal safeguards; how technology has changed the practice of law; and about legal education and careers in law for attorneys and non-attorneys with an interest in the field.

Security and Protective Services **Credit: 0.50**

Security is critical for the safety and stability of life in the United States and many other nations. The security and protective services industry includes companies and professionals that provide the strategic, managerial, and legal knowledge and skills that are necessary to protect property and people. The purpose of this course is to provide an overview of the security and protective services industry. Students will understand different types of security services and how they relate to one another. They will also understand the distinction between the criminal justice system within the public sector and private security.

MANUFACTURING

INTRODUCTION TO CAREERS IN MANUFACTURING
CAREERS IN MANUFACTURING PROCESSES

Introduction to Careers in Manufacturing **Credit: 0.50**
The Introduction to Careers in Manufacturing course provides the fundamentals of manufacturing in the United States and explores the jobs and career opportunities that manufacturing offers.

Careers in Manufacturing Processes **Credit: 0.50**
Careers in Manufacturing Processes concerns the manufacturing process, from the conception of a new product through the prototype stage to fabrication, assembly, testing, and customer satisfaction. This course examines every aspect of the manufacturing process from strategy and management to factory-floor tactics.

MARKETING

Introduction to Careers in Marketing
Careers in Marketing Research

INTRODUCTION TO CAREERS IN MARKETING **Credit: 0.50**
The Introduction to Marketing course will provide students with an overview of marketing, which is an essential element for any company that produces products that are bought and used by individuals. Students will learn about what marketing is and how the process of marketing works, the role of market research and how companies incorporate ethics into their marketing strategies.

CAREERS IN MARKETING RESEARCH **Credit: 0.50**
Marketing research is the foundation of all marketing activities because it provides the data needed to make key strategic decisions about products, promotions, pricing, and other key organizational decisions. This course will provide information about the process of investigation and problem analysis by using research to produce key marketing statistics that are communicated to management and used throughout the organization. This course concludes with the execution, interpretation, and presentation of marketing research.

SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS COURSES

Introduction to STEM
Engineering and Design
Engineering and Innovation
Engineering and Product Development
Principles of Technology and Engineering
Science and Mathematics in the Real World
Scientific Research
STEM and Problem Solving

Introduction to STEM **Credit: 0.50**

This course introduces students to the four areas of Science, Technology, Engineering, and Mathematics through an interdisciplinary approach that will increase awareness, build knowledge, develop problem solving skills, and potentially awaken an interest in pursuing a career in STEM. Students will be introduced to the history, fundamental principles, applications, processes, and concepts of STEM. Students will explore some of the great discoveries and innovations in STEM and review and analyze some of the world's problems that still exist today.

Engineering and Design **Credit: 0.50**

Engineering and Design is part of the STEM (Science, Technology, Engineering, and Mathematics) education and career path. By building real-world problem-solving and critical thinking skills, students learn how to innovate and design new products and improve existing products. Students are introduced to the engineering design process to build new products and to the reverse engineering process, which enables engineers to adjust any existing product and will incorporate the engineering design process, environmental life cycle, and green engineering principles to create a decision matrix to learn how to solve environmental issues.

Engineering and Innovation **Credit: 0.50**

The Engineering and Innovation course will provide students with an understanding of the field of engineering and introduction to the concepts of invention and innovation, as well as some of the skills and tools necessary to invent and innovate. Students will learn details about the scope and nature of the field of engineering as well as the history of invention and innovation and how those activities play a role in the advancement of human society. Students will be introduced to patents, regulations, and ethical and professional standards that apply in the fields of engineering and invention. Lastly, students will learn about career choices and organizations and resources available for individuals who wish to incorporate invention and innovation into their careers and lives.

Engineering and Product Development **Credit: 0.50**

Engineers address society's needs and problems by designing and producing products and services. The field is diverse and includes professionals who design skyscrapers, design machinery, oversee public works, and develop software and systems. The purpose of this course is to provide an overview of the concepts of product engineering and development. Students will analyze the life cycle of a product to prepare a product for distribution and for target markets. In addition, the course will provide information about the different careers available to students interested in engineering, product development, and project management.

Principles of Technology and Engineering **Credit: 0.50**

The Principles of Technology and Engineering course will introduce students to the field of engineering and the types of technology that can result from the engineering design process. Student will gain an understanding of the career options available in this field, and the skills, education, and experience needed to obtain these careers. Students will also learn about the relationship between engineering, science, and technology. They will learn how scientific knowledge is applied to create technology that benefits society. Additionally, students will learn how design modifications can be made based on an analysis of the underlying principles from physics, chemistry, biology, and the earth sciences.

Science and Mathematics in the Real World **Credit: 0.50**

Science and mathematics are part of the STEM (Science, Technology, Engineering, and Mathematics) multi-dimensional strategy that can effectively sustain our twenty-first century knowledge-based economy. STEM careers provide a wide variety of opportunities to understand and address global issues. The most pressing issues of this generation include overpopulation, environmental degradation, pollution, and global warming. These are all subjects of intense and dedicated research by STEM professionals in very diverse fields. The course exposes students to a wide variety of STEM applications and to real world problems from the natural sciences, technology fields, and the world of sports, and emphasizes the diversity of STEM career paths.

Scientific Research **Credit: 0.50**

The course Scientific Research describes these activities from the point of view of a professional scientist. While this inside look should appeal to students of all ages, the lessons provide support, accessible ideas, and specific language that do not dumb down the content but rather guide students at their own pace through most of the steps, insights, and experiences they would eventually face if they continue through higher education toward a graduate degree.

STEM and Problem Solving **Credit: 0.50**

Science, technology, engineering, and math (STEM) are active components in the real world. This course will outline how to apply the concepts and principles of scientific inquiry, encouraging the use of problem-solving and critical-thinking skills to produce viable solutions to problems. Students will learn the scientific method, how to use analytical tools and techniques, how to construct tests and evaluate data, and how to review and understand statistical information. This course is designed to help students understand what we mean by problem solving and to help understand and develop skills and techniques to create solutions to problems.

TRANSPORTATION, DISTRIBUTION & LOGISTICS

INTRODUCTION TO CAREERS IN TRANSPORTATION, DISTRIBUTION, AND LOGISTICS CAREERS IN LOGISTICS PLANNING AND MANAGEMENT SERVICES

Introduction to Careers in Transportation, Distribution, and Logistics **Credit: 0.50**

Transportation and Distribution Logistics is a course intended to introduce students to the complicated world of commercial transportation. Transportation is among the most crucial and defining elements of modern commerce and includes the ability to move people and goods from place to place requires vast investments of technology, and of manpower.

Careers in Logistics Planning and Management Services **Credit: 0.50**

This course discusses careers in Logistics Planning and Management Services, and provides students with the history of logistics and recent advances in the field. Modern societies and economic development depend on the ability to transport products from their point of origin to store shelves and then into the hands of consumers. Students will learn about packaging goods and materials for safe transport; managing inventory; documentation and liability for goods; and regulatory agencies and compliance with OSHA standards.