



**TRUMBULL HIGH SCHOOL  
PROGRAM OF STUDIES**

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**2022 - 2023**

# **TRUMBULL HIGH SCHOOL**

## **COURSE SELECTION PROCESS**

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

### **FEBRUARY/MARCH**

- Students and parents have an opportunity to review course offerings and prerequisites
- Teachers will make course recommendations based on current performance
- Teachers discuss offerings by their department with their students
- Teachers will confer with students during class and input their recommendations into Infinite Campus for the upcoming year
- Students will review recommendations and submit requests
- Students will have scheduled meetings with their School Counselors to review course requests for all core academic and elective courses

### **MARCH/APRIL**

- Parents will be notified to view and verify course requests (incoming grades 10-12)
- Information regarding student course and level placements will be communicated home (Incoming Grade 9)
- When applicable, 8th-grade transition PPT meetings will be held with middle and high school staff

### **COMMUNICATION**

- Parents will be notified to view and verify course requests
- Inquiries from students and parents regarding course selections can be directed via email or phone calls to the high school Department Chair, or School Counselor throughout the process
- Additional inquiries regarding course selection may be directed to the appropriate THS House Principal, the THS Principal, and/or the Assistant Superintendent

# TRUMBULL HIGH SCHOOL

## FOREWORD

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

## TRUMBULL HIGH SCHOOL CORE VALUES AND BELIEFS

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

## ACCREDITATION STATEMENT

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

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

Accreditation By the New England Association (NEASC) is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution. Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of the school or college. Individuals may also contact the association: New England Association Of Schools and Colleges, 209 Burlington Road, Bedford, MA 01730-1433, (781) 271-0022




## REGULATIONS

The Trumbull Public Schools shall promote non-discrimination and an environment free of harassment based upon an individual's race, color, religious creed, religion, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, blindness),

genetic information, status as a veteran or any other basis prohibited by Connecticut State and/or Federal non-discrimination laws. The District provides equal access to the Boy Scouts, Girl Scouts, and other designated youth groups. Inquiries regarding the Civil Rights Act of 1964-Title VI, Education Amendments of 1972-Title IX, or the Rehabilitation Act of 1973-Section 504 should be made by contacting the following persons at the Long Hill Administrative Office, located at 6254 Main Street, Trumbull, CT 06611: Title VI Superintendent of Schools 203-452-4301, Title IX Human Resources Director of TPS 203-452-4343, Section 504 Director of PPS 203-452-4352. Grievance procedures for Titles VI, IX, and Section 504 are in the Board of Education policy <https://www.trumbullps.org/boe/policies>.

# GRADUATION REQUIREMENTS

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

	<b>Humanities - 9 credits</b>	
	English	4 credits
	Social Studies Includes: US History - 1 credit Civics - .5 credit	3 credits
	Fine Arts (Art, Drama, Music, Theatre) 	1 credit
	Humanities Electives	1 credit
<b>World Language - 1 credit</b>		
	World Language	1 credit
	<b>STEM - 9 credits</b>	
	Math	3 credits
	Science	3 credits
	STEM Electives	3 credits
<b>Wellness - 2 credits</b>		
	Health	1 credit
	Physical Education	1 credit
	<b>Electives</b>	3 credits
	<b>Mastery-Based Diploma Assessment Credit</b>	1 credit

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

The Mastery-Based Diploma Credit is described by the CT State Department of Education, as (1) credit “toward meeting the high school graduation requirements upon the successful demonstration of mastery of the subject matter content described in this section achieved through educational experiences and

opportunities that provide flexible and multiple pathways to learning, including cross-curricular graduation requirements, career, and technical education, virtual learning, work-based learning, service learning, dual enrollment, and early college, courses taken in middle school, internships and student-designed independent studies, provided such demonstration of mastery in accordance with such state-wide subject matter content standards.”

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

## **GENERAL RECOMMENDATIONS FOR COLLEGE PREPARATION**

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

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

## **CREDIT LOAD**

Every student should pursue a program that will rigorously challenge his/her abilities. Students must take a minimum of 6.25 credits each academic year. In addition to taking courses required for graduation, there is an assortment of electives available to students. Students are encouraged to choose a schedule that provides depth and variety that helps them explore and develop their interests. Students are to be scheduled for a lunch period. Administrative involvement may be required in alleviating unique scheduling conflicts. School Counselors will meet with each student in the spring to develop appropriate course selections for the upcoming academic year. The program selected by the students in the early spring of each year represents a final choice of courses for the following year, with the following exceptions:

- If a student fails to meet the requirements of a course in progress and the course is not made up in summer school.

- If a student's educational objectives have altered significantly; students should contact their counselor over the summer to discuss the appropriateness of a change.

## **COURSE WITHDRAWALS**

All students will be scheduled for a minimum of 6.25 credits. Any student wishing to drop a course, who would not drop below 6.25 credits, requires completion of the Request for Change of Program form. The current teacher and department chairperson must sign the form to initiate the change process. Students dropping a course and/or level may receive a "W", "WP", or "WF" on their transcript.

## **PASS/FAIL OPTION**

If the minimum prerequisite for graduation in any particular academic discipline has been met, the student may choose any subject in that particular discipline as an elective on a pass/fail basis. Forms are available in the counseling offices.

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

## **CLASS AUDIT**

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

## **EARLY RELEASE/LATE ARRIVAL**

Juniors and seniors requesting early release or late arrival from school should discuss this during course selection with their counselor in the spring. Due to special programming, students in grades 9-12 enrolled in RCA and Aqua can request early release. Please keep in mind that requesting "Early Release/Late Arrival" is not a guarantee that will be included on a student's final schedule and it is a privilege that could be revoked if misused. The Early Release/Late Arrival passes are not issued until the parent/guardian and student's School Counselor sign the required permission slip.

## **NCAA CLEARINGHOUSE**

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

## **COLLEGE EXPERIENCE COURSEWORK**

Early College Experience (UConn), College Career Pathway (CCP), and Southern CT State University (SCSU) Dual Enrollment

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







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

### **ADVANCED PLACEMENT (AP) PROGRAM**

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



## TRUMBULL HIGH SCHOOL OFFERS THE FOLLOWING AP COURSES:

FINE ARTS	ENGLISH	MATHEMATICS
 <p>AP Art History</p> <p>AP Studio Art:2-D Art and Design</p> <p>AP Studio Art: 3-D Art and Design</p> <p>AP Music Theory</p>	 <p>AP English Language &amp; Composition</p> <p>AP English Literature &amp; Composition</p>	 <p>AP Statistics</p> <p>AP Calculus AB</p> <p>AP Calculus BC</p> <p>AP Computer Science A</p> <p>AP Computer Science Principles</p>
SCIENCE	SOCIAL STUDIES	WORLD LANGUAGE
 <p>AP Biology</p> <p>AP Chemistry</p> <p>AP Physics 1</p> <p>AP Physics C</p> <p>AP Environmental Science</p>	 <p>AP Micro/Macro Economics</p> <p>AP U.S. History</p> <p>AP Psychology</p> <p>AP Human Geography</p> <p>AP European History</p> <p>AP U.S. Government &amp; Politics</p> <p>AP Comparative Government &amp; Politics</p>	 <p>AP French Language &amp; Culture</p> <p>AP Italian Language &amp; Culture</p> <p>AP Latin</p> <p>AP Spanish Language &amp; Culture</p>

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

# OTHER PROGRAMS

## **INDEPENDENT STUDY – BY APPLICATION ONLY**

Independent Study in any subject area requires prior approval of the Independent Study Committee.

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

## **TRUMBULL ALTERNATE PROGRAM – BY APPLICATION ONLY, GRADES 10-12**

The Trumbull Alternate Program is an extension of Trumbull High School and is available to students in grades 10 through 12. This setting offers students the opportunity to succeed academically and behaviorally in a small classroom environment. The mission of this program is to support students as they take responsibility for their learning and behavior. This is a mainstream educational program with a student capacity of 25. Students are enrolled in this program for a minimum of one semester. This program is ideally suited for a student seeking:

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

The setting consists of a small learning environment, staffed with teachers and a school social worker.

Academic offerings consist of core academic classes (English, Social Studies, Mathematics, and Science).

Students may engage in classes at THS, per approval. The program runs on a modified day schedule.

Students may stay beyond the program schedule for classes at THS or have early release, with approval from administration. Students may earn up to 1.0 credit (0.25 credits per marking period) for verified service learning or paid employment, in which volunteer or paid work of at least 10 hours per week is a requirement.

This is not included in the minimum credit requirement. Courses offered are non-leveled and differentiated based on student needs. Students may enter or exit the Trumbull Alternate Program at the beginning of a semester-based on established criteria and approval of school administration. A student wishing to enter or exit the program must express this request to his/her school counselor who will then start the application process.

## **SERVICE LEARNING – 9510/9520**

*Grades 9–12 (9510) 60 hours– .5 credit Grades 9–12 (9520) 120 hours– 1 credit*

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

## **CAREER INTERNSHIP PROJECT– 9530/9540**

*Grades 9–12 (9530) 60 hours– .5 credit Grades 9–12 (9540) 120 hours– 1 credit*

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

Students are required to:

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

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

## **OFF CAMPUS COURSEWORK**

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

# SPECIAL EDUCATION

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



# AQUACULTURE

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

## **AQUACULTURE – 9300**

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

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

## **AQUACULTURE INTENSIVE – 9301**

*Grade 12 Full-year- up to 5 credits*

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



# REGIONAL CENTER FOR THE ARTS (RCA)

## **RCA – 9400**

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

The Regional Center for the Arts is a performing arts magnet high school program serving students in grades 9–12. Students attend their local public high schools in the morning and attend RCA Monday through Thursday from 1:30 to 4:45 p.m. Credit is earned through the study of dance, theater, musical theater, film/video production, and creative script writing. All Students planning to enroll must signup during course selection, after applying at RCA. A limited number of students will be eligible to participate. First priority will be given to returning students. All other students will be selected through a lottery.



# AGRISCIENCE AND BIOTECHNOLOGY

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

## **INTEGRATED PHYSICAL SCIENCE (AGRI) – 9114 (ACP), 9115(H)**

*Grade 9 Full-year- 1 credit*

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

## **BIOLOGY (AGRI) – 9124 (ACP), 9125(H)**

*Grade 10 Full-year- 1.25 credits with laboratory*

This course is aligned to the Next Generation Science Standards (NGSS) Disciplinary Core Ideas for Grade 10. Through the implementation of the Three Dimensions of NGSS (Disciplinary Core Ideas, Science and Engineering Practices and Cross-Cutting Concepts), students will explore topics in life sciences. Students

will engage in Science and Engineering Practices throughout their studies in order to develop their ability to think critically, engage in analysis, effectively communicate and defend their understandings like a scientist or engineer. At the Honors level, algebraic reasoning and independent discovery are expected; the CP level mirrors the ACP level with additional guided inquiry. Prerequisites: Successful completion of Integrated Physical Science and teacher recommendation. To be considered for Honors Biology students should have successfully completed Honors Integrated Physical Science or achieved a grade of an A- or better in ACP Integrated Physical Science and teacher recommendation.

### **AGRISCIENCE 9 – 9134**

#### ***Grade 9 Full-year- 1 credit***

The 9th-grade Agriscience Course is designed for students to explore the broad field of agriculture. This essential course emphasizes technical communication, processing, and college-ready skill enhancement necessary to progress through upper-level coursework. Some of the areas that will be explored include, but are not limited to, the following: Plant Science, Animal Science, Food Science, Natural Resources and Environment, Agriculture Mechanics, and Agribusiness. All students are required to participate in the FFA and have a Supervised Agriscience Experience (SAE) program.

### **AGRISCIENCE 10 – 9144**

#### ***Grade 10 Full-year- 2 credits***

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

### **H UCONN AGRI BIOTECHNOLOGY – 9154/9164**

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

***9164 Grade 12 (6 UCONN credits possible, UCONN Course Codes: SPSS 3240, 2120) (double period) Full-year - 2 credits***

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

## **H UCONN PLANT SCIENCE – 9174/9184**

*9174 Grades 11 (4 UCONN credits possible, UCONN Course Code: SPSS 2520, SPSS 3530) (double period) Full-year –2 credits*

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

Students will have the opportunity to utilize state-of-the-art facilities to study areas including hydroponics, biotechnology, and plant tissue culture. Students will also have the opportunity to study more traditional plant-related topics such as turf and landscape management, greenhouse management, fruit and vegetable production, and floral design. This course credit is also applied to the student's UCONN course transcript as a dual credit course. Course designs and curriculum are identical to the UCONN college course. All students are required to participate in the FFA and to have a Supervised Agricultural Experience (SAE) Program. This course is open only to students enrolled in the Agriscience Program. This course is scheduled for two consecutive periods. Prerequisite: Successful completion of Agriscience 9 and 10.

## **H UCONN VETERINARY SCIENCE – 9196**

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

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

The course will emphasize applied knowledge in livestock and small animal production as related to selection, care and management, showing, nutrition, genetics, breeding, health, anatomy, physiology, behavior, perception, training, learning, motivation, and stress, with consideration of integrated behavioral management and animal welfare, as well as opportunities in this growing field. Modern technology and a rapidly increasing rate of ownership of small animals have caused a demand for trained specialists in this area of agriculture and agribusiness. This course will offer a concentration in animal science responding to the elevated demands for an educated and experienced workforce. All students will be required to have a successful SAE (Supervised Agricultural Experience) and participate in the FFA. Prerequisite: Successful completion of Agriscience 9 and 10.

## **H UCONN LARGE ANIMAL SCIENCE – 9214**

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

This course is for those students who wish to pursue the study of animal science and technology. The course will expand on previous coursework and requires in-depth application of knowledge and skills which



coincide with both industry standards and specific college acceptance expectations. Emphasis will be on the importance of large animals as a major sector of agriculture. Students will be trained in practical hands-on situations using the THS demonstrational farm. The course will emphasize applied knowledge in livestock and horse production as related to selection, care and management, showing, nutrition, breeding, and health, as well as opportunities in the industry. Modern technology has created a demand for trained specialists in this area of agriculture and agribusiness.

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



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

## **VISUAL ART & DESIGN– 8100**

*Grades 9–12 Half-year - .5 credit*

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

## **BEGINNING CERAMICS – 8105**

*Grades 9 –12 Half-year - .5 credit*

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

## **INTERMEDIATE CERAMICS – 8110**

***Grades 10–12 Full-year– 1 credit***

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

## **MIXED MEDIA – 8112**

***Grades 9–12 Half-year – 0.5 credit***

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

## **SCULPTURE – 8115**

***Grades 10–12 Half-year – 0.5 credit***

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

## **ADVANCED CERAMICS – 8120**

***Grade 11–12 Full-year– 1 credit***

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

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

***Grade 11–12 Full-year 1 credit***

AP Studio Art: 3-D Art and Design provides an opportunity for students to pursue and receive credit for college-level coursework. Each AP 3-D Art student will develop mastery in the concept, composition, and execution of their ideas in a three-dimensional format that includes, but is not limited to, figurative or

non-figurative sculpture, architectural models, metalwork, ceramics, glasswork, installation, performance, assemblage, and 3-D fabric/fiber arts. Through studio practice, application of design concepts, and informed decision making, students will assemble a portfolio of artwork that demonstrates a high level of quality and growth over time of content, technique, and process. Students will select portfolio pieces and develop written reflections on their work and artistic process. At the end of the course, students will submit their portfolios to the College Board for assessment and possible college credit. Prerequisites: Completion of 1.5 credits in the arts at the high school level.

## **DRAWING – 8140**

***Grades 9–12 Full-year– 1 credit***

This is an intense, in-depth drawing course. Realistic drawing dominates the course which covers sharp focus, perspective, and surrealism. In this course, students will be exposed to various drawing materials, such as pencil, pastel, charcoal, and pen ink.

## **ADVANCED DRAWING AND ILLUSTRATION – 8145**

***Grades 10–12 Half-year – .5 credit***

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

## **PAINTING – 8150**

***Grades 9–12 Half-year – .5 credit***

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

## **PAINTING II – 8160**

***Grades 9–12 Half-year – .5 credit***

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

## **PAINTING III – 8170**

***Grades 10–12 Half-year – .5 credit***

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

## **PHOTOGRAPHY– 8180**

*Grades 10–12 Half-year – .5 credit*

Photography Is designed for students with an interest in both creativity and technology. If you are interested in capturing your personal impressions of the world around us, this is the class for you. Students will learn to operate a manual digital camera, compose images in an artistic manner, and utilize computer software, such as Photoshop, in editing photographs. Landscape, portrait, cityscape, and more will be addressed in the course.

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

*Grade 11–12 Full-year– 1 credit*

AP Studio Art:2-D Art and Design provides an opportunity for students to pursue and receive credit for college-level coursework. Each AP Studio Art student will develop mastery in the concept, composition, and execution of their ideas in a two-dimensional format that includes, but is not limited to, painting, drawing, graphic design, printmaking, weaving, fashion design, and photography. Through studio practice, application of design concepts, and informed decision making, students will assemble a portfolio of artwork that demonstrates a high level of quality and growth over time of content, technique, and process. Students will develop written reflections on their work and artistic process. At the end of the course, students will submit their portfolios to the College Board for assessment and possible college credit. Prerequisites: Completion of 1.5 credits in the arts at the high school level.

## **AP ART HISTORY – 8196**

*Grades 10–12 Full-year– 1 credit*

Advanced Placement Art History will provide an opportunity for students to pursue and receive credit for college-level coursework. Equivalent to a two-semester introductory college course, AP Art History studies “250 works of art characterized by diverse artistic traditions from prehistory to the present” (College Board AP Art History Course Overview). Writing and research involving the art, its artists, and its responses and interpretations over time are ongoing elements of every unit.



# BUSINESS EDUCATION



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



## INTRODUCTION TO BUSINESS –7100

*Grades 9-10 Half-year - .5 credit*

This course is a great introduction to Business. This is a project-based class where students will be introduced to several business topics including: marketing, accounting, communications, banking & finance, and investing. (Formerly Business Concepts)



## COMPUTER TECHNOLOGY – 7110

*Grades 9-12 Half-year - .5 credit*

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



## **COMMUNICATIONS – 7140**

***Grades 9–12 Half-year – .5 credit***

This course helps develop very useful communications and public speaking skills for high school, college, and beyond! Students will be introduced to oral presentation skills in a comfortable setting. Students will make an introduction, present a “How To”, participate in an interview, and present a final project.



## **WEB DESIGN: HTML & CSS – 7170**

***Grades 9–12 Half-year – .5 credit***

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



## **PERSONAL FINANCE – 7210**

***Grades 11–12 Half-year – .5 credit***



Show me the money! This course is perfect for any student who will soon be living away from home. Life skills include: maintaining a savings and checking account, establishing credit, securing employment, financing a car, acquiring housing, and guarding against identity theft.



## **INVESTING AND THE STOCK MARKET–7230**

***Grade 11–12 Half-year – 0.5 credit***

This course will expand upon personal finance topics, with an increased emphasis on investing as a means to financial independence. Personal finance education in high school provides students the knowledge and skills to manage financial resources effectively for a lifetime of financial well-being. This course will cover the time value of money, compound interest, and how investing wisely over long periods of time can lead to financial security. Students will explore investment options such as stocks, bonds, mutual funds, and real estate as well as careers in the financial industry. Speculative investments and how to incorporate them into an investment portfolio will also be discussed. Prerequisite: Successful completion of Accounting I or Personal Finance



## **ACCOUNTING I – 7250**

***Grades 9 –12 Full-year- 1 credit***

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



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

***Grades 10-12 SCSU Credits possible, SCSU Course Code: ACC200***

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



## **ENTREPRENEURSHIP – 7270**

***Grades 11-12 Half-year - .5 credit***

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





## **LEADERSHIP & CHARACTER DEVELOPMENT – 7310**

***Grades 11-12 Half-year – .5 credit***

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



## **THE BUSINESS OF FASHION – 7510**

***Grades 9-12 Half-year – .5 credit***

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



## **SPORTS AND ENTERTAINMENT MARKETING – 7280**

***Grades 10-12 Half-year – .5 credit***

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



## **H CCP PRINCIPLES OF MARKETING – 7295**

***Grades 11-12 Full-year- 1 credit 3 HCC credits possible, HCC Course Code: BMK201***

Students enrolled in this course will study the scope and significance of marketing in contemporary American business with an emphasis on marketing consumer goods and the development of the essential elements of the marketing mix (product, price, distribution, and promotion). Students are expected to work in the School-Based Enterprise (school store) and encouraged to participate in DECA.



## **H APPLICATIONS OF MARKETING – 7290**

***Grades 11-12 Half-year – .5 credit***

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



# COMPUTER SCIENCE

The following courses are for STEM elective credit

## **CYBER SECURITY-2450**

***Grades 9-12 Half-year - .5 credit***

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

## **AP COMPUTER SCIENCE PRINCIPLES – 2456**

***Grade 10-12 Full-year - 1 credit***

AP Computer Science Principles utilizes students' creative, problem-solving skills to design and program mobile applications using App Inventor for Android. App Inventor is a visual language that enables novice programmers to create powerful mobile applications that interact with the web and with other phones. Students will learn how to access the world of mobile services and applications as creators, not just consumers. Students will learn to create useful apps for real-world contexts, as they develop programming and problem-solving skills. Students will also explore the exciting world of computer science from the perspective of mobile computing and its increasingly important effect on society. \*If students plan on taking both AP Computer Science classes offered at THS, it is recommended that AP Computer Science Principles be taken before AP Computer Science A\*. This class cannot count as the third math credit. Prerequisite: Successful completion of ACP Geometry. Space permitting, grade 9 students may request this course based on entrance criteria.

## **AP COMPUTER SCIENCE A – 2500**

***Grade 10-12 Full-year - 1 credit***

In AP Computer Science A, students will learn how to create computer programs, using the Java programming language. The fundamental topics covered in this course include: problem-solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design. Students will learn to program by way of Object-Oriented Programming design and by way of the programming language Java.

Course study includes super and subclasses, objects, variables, conditionals, loops, arrays, ASCII, and hexadecimal coding. \*If students plan on taking both AP Computer Science classes offered at THS, it is suggested that AP Computer Science Principles be taken before AP Computer Science A\*. This class cannot count as the third math credit. Prerequisite: Successful completion of ACP Algebra II. Students who will be taking ACP Algebra II concurrently must have department chair approval to enroll in this class.

### **WEB DESIGN: HTML & CSS – 7170**

*Grades 9-12 Half-year – .5 credit*

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

### **VIDEO GAME DESIGN – 7900**

*Grades 10-12 Half-year – .5 credit*

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



## **THEATRE PERFORMANCE I – 1710**

*Grades 9-12 Half-year – .5 credit*

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



## **THEATRE TECH I – 8910**



*Grades 9-12 Half-year – .5 credit*

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



## **THEATRE TECH 2 – 8920**



*Grades 9-12 Half-year – .5 credit*

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



## THEATRE EXPLORATION: PLAYS – 8930

*Grades 9-12 Half-year – .5 credit*

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



## THEATRE EXPLORATION: THE AMERICAN MUSICAL – 8940

*Grades 9-12 Half-year – .5 credit*

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



# ENGLISH

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

## CREDIT REQUIREMENTS

Each student is required to earn a minimum of four (4) credits in English during his/her four years, one credit minimum each year. A student may accumulate more than four credits in English if class space is available. Semester English courses are only available to grades 11 and 12.

Courses available to Freshmen	Courses available to Sophomores	Courses available to Juniors	Courses available to Seniors
H English9 ACP English 9  English Electives: Journalism I & II	H English10 ACP English 10 CP English 10  English Electives: Journalism I & II	AP English Language and Composition ACP English 11– American Perspectives CP English11 – American Perspectives  English Electives: Journalism I & II	AP English Literature and Composition Adolescent Experience African American Literature CreativeWriting Critical Approach to Popular Literature Dramaturgy (H) Film as Literature Inquiry into Contemporary Texts & Issues (H/ACP) Journalism(H) Literature of Peace, Protest andTolerance Modern Drama Mythology (H) Poetry Science Fiction Senior WritingWorkshop Shakespeare (H) Women’s Literature World Literature(H) English Electives: Journalism I & II

## ENGLISH 9: ACP AND H

### *Grade 9 Full-year – 1 credit*

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

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

## **ENGLISH 10: CP, ACP, H**

### ***Grade 10 Full-year - 1 credit***

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

The Grade 10 curriculum is a study of human behavior as explored through literature and literary non-fiction. Students are asked to analyze complex characters through close text analysis, examine how the characters interact and influence other characters, and evaluate how characters further the conflict or establish a theme. Through this character-study focus, students will practice and expand their writing skills, specifically through honing their ability to clearly explain and support their thinking and through the application of domain-specific language. To accommodate the College-Preparatory, Advanced College-Preparatory, and Honors levels, teachers will differentiate and scaffold instruction to support and enrich student access to the curriculum.

## **ENGLISH 11: AMERICAN PERSPECTIVES: CP, ACP**

### ***Grade 11 Full-year - 1 credit***

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

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



## ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION

### *Grade 11 Full-year- 1 credit*

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

The reading and writing students do in the course deepens their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations. Students develop the skills of rhetorical analysis and composition as they repeatedly practice analyzing others' arguments and synthesizing sources, including speeches, op-eds, images, media and marketing, tweets, blogs, and primary sources to name a few. Students will understand that rhetoric and argument are part of our everyday lives by drawing informed conclusions as to what makes others' arguments convincing or confusing, engaging or dull, persuasive or powerless. This course is highly collaborative and is experienced best when students come to class prepared with their own opinions and questions and ready to explore the perspectives of the class through collective discourse. \*This course requires a summer reading assignment that is assessed at the beginning of the school year. Students are highly encouraged to register for the AP Language and Composition National Exam through the College Board. Prerequisite: Successful completion of H English 10 or ACP English 10 (Teacher Recommendation)

## AP ENGLISH LITERATURE AND COMPOSITION– 1106

### *Grade 12 Full-year- 1 credit*

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

Student reading will include but are not limited to *The Age of Innocence, All the King's Men, As I Lay Dying, A Doll's House, Beloved, Ghosts, Hamlet, Hedda Gabler, Ironweed, Jude the Obscure, King Lear, Madame Bovary, Othello, The Remains of the Day, Return of the Native, Waiting for Godot, and Sound and Sense :An Introduction to Poetry*. Each major piece of literature is followed by an in-class written reaction/analysis, an about-of-class essay, or an alternate assessment appropriate to the work studied. Extensive revision of written responses is a focal point of the course. A major independent project is required at the end of the

course. This course requires a summer reading assignment whois assessed at the beginning of the school year.

### **SHAKESPEARE-1115 (H)**

***Grade 12 Half-year - .5 credit***

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

### **WORLD LITERATURE - 1135 (H)**

***Grade 12 Half-year - .5 credit***

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

### **AFRICAN AMERICAN LITERATURE -1144 (ACP)**

***Grade 12 Half-year - .5 credit***

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

### **MYTHOLOGY – 1155 (H)**

***Grade 12 H Half-year - .5 credit***

Honors Mythology is an elective for seniors which offers a comprehensive look at world mythology through a variety of themes and topics. The course is divided into units of study that include: creation myths, the

hero cycle, the afterlife, and themes such as duality, fertility, and the fall from grace. Students will explore and analyze myths from three different perspectives: myth as literature, myth as a glimpse into a culture's ideas and values, and myth as a commentary on the human experience.

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

***Grade 12 Half-year – .5 credit***

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

## **POETRY – 1174 (ACP)**

***Grade 12 Half-year – .5 credit***

This course offers students the opportunity to pursue their interest in studying poetry with a new level of depth and intensity. Students will approach poetry from two vantage points—both that of a reader and that of a writer. As readers, students will analyze authors' techniques and use of literary devices, themes, and poetic forms in order to synthesize and make greater meaning of the poems they read. As writers, students will try their own hand at the art form they are studying; revision of their own work will be a requirement, and workshopping opportunities will be provided. The course will culminate in a final anthology, allowing students to showcase their work.

## **SCIENCE FICTION– 1184 (ACP)**

***Grade 12 Half-year – .5 credit***

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

from the last century. Students will be expected to read, discuss, and write both reader responses and formal essays about each major work in the course.

## **WOMEN'S LITERATURE - 1194 (ACP)**

***Grade 12 Half-year - .5 credit***

Are you a feminist? Whether your answer is yes, no, or undecided, if this question is of interest to you, then this course is for you. Women's literature is an empowering, feminist course that covers many women's issues, past and present. Students will delve into a multitude of sources that celebrate and project the female voice. In this course, we will discuss the struggles and triumphs of women and read intriguing books written by them. This class is about women empowerment and feminism. Course texts include high-interest books by female authors, where students analyze the key issues within the book and decipher how they are projected in our own society. This class not only makes students more conscious of women's issues but also brings students together on the basis and realization of the common beliefs that bind us together as a human race. The most important aspect, however, is that students create solutions for these issues and work to be more progressive individuals in their own society. Students participate in dynamic and engaging discussions in a welcoming and safe space. Students participate in authentic learning experiences that challenge them to create, empower and learn about how to use their voices to change the world for the better. To paraphrase Virginia Woolf, "For most of history, anonymous was a woman." Women's Literature not only names the marginalized voices of women throughout history but also ensures that students graduate Trumbull High School with an understanding and appreciation of how women writers have paved the way for human rights for all people, regardless of gender.

## **ADOLESCENT EXPERIENCE - 1202 (ACP)**

***Grade 12 Half-year - .5 credit***

Adolescence is a period of startling growth and dramatic change. As such, it has long been the focus of writers who see it as a meaningful subject. Some young people pass through the time smoothly with minimum stress; others come to the very edge of destruction. This course deals with both realities through novels, memoirs, poems, essays, films, and short stories. Students will read and analyze these texts and write essays that examine and clarify their understanding of the material studied. They may also produce self-reflective work which reflects their own adolescent experience and interview older individuals regarding their teenage years. ***This course is not approved by the NCAA and would not count toward eligibility for the NCAA.***

## **MODERN DRAMA - 1214 (ACP)**

***Grade 12 Half-year - .5 credit***

Playwrights use drama to offer a window into human nature and significant issues of the day. In this course, students will read and analyze major works in modern drama in order to explore contemporary society and gain a life-long appreciation for important works of theatre. In addition to reading plays, students will also

read criticism and conduct research on works, the playwrights, and the issues and historical periods being portrayed. Students of all levels who have enjoyed studying plays in their grade 9–11 English classes will find this course engaging.

### **DRAMATURGY- 1225 (H)**

*Grade 12 Half-year – .5 credit*

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

### **A CRITICAL APPROACH TO POPULAR LITERATURE – 1234 (ACP)**

*Grade 12 Half-year – .5 credit*

Why do certain books get so many followers? Do they deserve the popularity and live up to their reputations? How should literature be judged? What makes it good and worth reading? In this course, students will read and analyze a selection of contemporary popular fiction, in addition to excerpts from popular texts from the past and nonfiction texts that explore the source of popularity and the “contagious” nature of some trends. Students will be required to engage in independent reading and analysis of additional informational and fictional texts and criticism to further explore the essential questions of the course. Students will compare these texts with the core course texts in an attempt to uncover a formula for creating popular fiction and predict future trends, presenting their findings through frequent discussions and presentations. Authors may include but are not limited to: Suzanne Collins, J.K. Rowling, Roald Dahl, Jonas Berger, and Malcolm Gladwell.

### **INQUIRY INTO CONTEMPORARY TEXTS & ISSUES – 1244 (ACP), 1245 (H)**

*Grade 12 Half-year – .5 credit*

In this diversity and social justice course, students will engage in civil discourse related to the historical, political, and social context of the various “isms” such as racism, ageism, youth oppression, and classism, providing students with the opportunity to acquire a broader, more informed view of the United States while exploring their identities, personal thoughts, and perspectives on related issues. The course is centered around three units related to students’ understanding of their own personal identities, exploration of societal issues, and learning the inquiry process. The course text, *Readings for Diversity and Social Justice*, and the supplemental texts are a compilation of non-fiction texts related to a variety of societal “isms.” The Inquiry classroom is a respectful and supportive environment where students can take

intellectual risks and engage deeply with the readings through questioning techniques, reflective writing, and student-led discussions, including formal shared inquiry discussions. Most of the second half of the course is devoted to independent inquiry and exploration of self-selected societal issues requiring a full class presentation of their research project. The course is heterogeneously grouped with ACP and Honors students learning together; Honors students will complete a supplemental assignment for honors credit.

## **JOURNALISM – 1405 (H)**

***Grade 12 Half-year – .5 credit***

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

## **SENIOR WRITING WORKSHOP – 1414 (ACP)**

***Grade 12 Half-year – .5 credit***

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

## FILM AS LITERATURE – 1424 (ACP)

*Grade 12 Half-year – .5 credit*

This course teaches students to become active, critical viewers of films as they develop visual literacy, the ability to understand and interpret images. Students will examine film as a technical art, a visual art, and a medium through which themes and ideas are communicated. In addition to learning how to view actively and critically, students will speak and write about various aspects of film composition and film criticism. Students will learn technical terminology so that they will not only identify what's on the screen but will also understand how and why directors film scenes in particular ways. For each film, students will be required to complete viewing notes and short response writings. Students will write analytical essays reviewing films and research papers. Films viewed in the course include ***Casablanca, Rear Window, Citizen Kane, The Graduate, Annie Hall, Do the Right Thing, and American Beauty***. ***This course is not approved by the NCAA and would not count toward eligibility for the NCAA.***

## CREATIVE WRITING – 1434 (ACP)

*Grade 12 Half-year – .5 credit*

This course focuses on the craft of writing and provides students with experiences in a variety of genres including creative nonfiction (personal narrative, reviews, reflection, and creative fiction), children's literature, screenplay, and short story. Within these larger units, students will focus on different aspects of the creative process, including idea generation, sensory experiences, sentence variation, developing dialogue, characterization, and storyboarding. Students work in a writer's workshop setting, creating several short pieces each week and developing larger, more substantive works for incorporation into their digital writing portfolios. As writers are also readers, students will read many short works as mentor texts to aid in studying their craft. As part of a community of writers, they will share their own work aloud in small and larger groups of their peers. The major goal is for each student to develop a writing voice and creative lens. This course is for both the beginning and experienced creative writer, but it is strongly recommended that students have a passion and the stamina for habitual writing.

**The following English courses are offered for humanities elective credit only:**

## JOURNALISM I & II – 1720/1730

*Grade 9-12 Half-year – .5 credit*

These courses offer students the opportunity to write news stories, feature stories, interviews, editorials, and reviews that may appear in Trumbull School newspaper, The Eagle's Eye. By integrating their work with that of the newspaper staff, the students also become staff members. The Journalism program consists of two courses, one semester each. Students can elect to take Journalism I only, or, if they wish, they may continue their experience with Journalism II in a subsequent semester.





# FAMILY AND CONSUMER SCIENCES

Courses available to Freshmen	Courses available to Sophomores	Courses available to Juniors & Seniors
Child Development Bake Shop I Culinary I	Child Development Bake Shop I Bake Shop II Culinary I Culinary II	Child Development H UCONN Individual & Family Development Bake Shop I Bake Shop II Culinary I Culinary II

## H UCONN INDIVIDUAL & FAMILY DEVELOPMENT – 7405

*Grades 11-12 Full-year- 1 credit 3 UCONN credits possible, UCONN Course Code: HDF5 1070*

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

## CHILD DEVELOPMENT – 7401

*Grades 9 –12 Half-year – .5 credit*

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



## **CULINARY I – 7410**

***Grades 9–12 Half-year – .5 credit***

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

## **CULINARY II – 7420**

***Grades 10–12 Full-year– 2 credits (double period)***

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

## **BAKE SHOP I – 7440**

***Grades 9–12 Half-year – .5 credit***

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

## **BAKE SHOP II – 7450**

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

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

# INTERDISCIPLINARY ELECTIVES

## **GROUP DYNAMICS – 9550**

*Grades 9-12 Half-year-.5 credit*

This is a course that uses an evidence-based prevention curriculum known as “Reconnecting Youth” to help the participant increase academic success in an atmosphere of care and concern where social bonding, positive peer influence, and tolerance of individual differences are experienced. The personal growth of the individual student comes from learning and practicing important social skills, such as: self-monitoring, setting and achieving life goals, improving self-esteem, managing conflicts appropriately, and developing and sustaining supportive peer and family relationships. Class size is limited to no more than 12 students per section. According to the design of the curriculum, it is vital that students are selected as soon as possible and no later than the first week of class. A limited number of students will be eligible to participate based on recommendations, interviews, and the process of informed consent. This course is Pass/Fail only.

## **SCIENCE EXPLORATIONS – 5590**

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

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



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

### **ALGEBRA I – 2010 (EXTENDED), 2012 (CP), 2014 (ACP)**

*Full-year- 1 credit*

Algebra I is designed to develop the eight standards of mathematical practice in students. Students will model arithmetic and geometric patterns, solve linear equations and inequalities. They will explore functions and derive linear models in order to analyze situations, make predictions and solve problems. Students will study scatter plots and trend lines as well as measures of central tendencies. They will solve systems of equations graphically, numerically, and algebraically and make choices between competing situations in real-world contexts. Geometric patterns are revisited while investigating exponents and exponential equations. This course includes the study of quadratic functions and equations. A graphing calculator is required for this class.

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

*Full-year - 1 credit*

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

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

*Full-year- 1 credit*

Algebra II is designed to develop the eight standards of mathematical practices in students. Algebra II includes the study of functions and inverse functions, the analysis, and building of functions, polynomials, including complex numbers, and analyzing functions using different representations, rational expressions, and functions, with a focus on explaining reasoning, exponential and logarithmic functions, with an emphasis on constructing and comparing linear, quadratic and exponential models. A graphing calculator is required for this course. Prerequisite for course CP Algebra II: Completion of CP Algebra I . Prerequisite for course ACP Algebra II: Grade of C or better in ACP Algebra I, grade of C or better in ACP Geometry, and teacher recommendation. Prerequisite for course H Algebra II: Grade of B or better in H Geometry and teacher recommendation.

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

*Grades: CP: 12; ACP: 11-12 Half year – 0.5 credit*

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

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

*Grades: CP: 12; ACP: 11-12 Half year – 0.5 credit*

Practical Applications of Mathematics will prepare students in applying mathematics to college-level courses, their lives, and the workplace. The course will emphasize the practical link between mathematics, real-life scenarios, and technology. Units will include financial mathematics, probability and statistics, and mathematical modeling. This course may be taken in addition to or in place of Precalculus, but will not prepare a student for Calculus. A graphing calculator is required for this course. Prerequisite: CP: Grade 12; ACP: Successful completion of ACP Algebra II or Honors Algebra II, or an A- or higher in CP Algebra II with teacher recommendation. ***This course is not approved by the NCAA and would not count toward eligibility for the NCAA.***

## STATISTICS – 2304 (ACP)

*Full-year- 1 credit*

This course includes a variety of activities, projects, and vocational connections. The curriculum concentrates on learning how to appropriately gather, display, interpret, analyze, and use data to make and

support decisions. Numerous projects will be included throughout the course connecting the class to current, “real-world” applications of statistics using many of the same topics as AP Statistics. A graphing calculator is required for this course. Prerequisite: A- or higher in CP Algebra II and teacher recommendation or successful completion of ACP or Honors Algebra II.

## **AP STATISTICS – 2306**

*Full-year-1 credit*

Advanced Placement Statistics is a rigorous, college-level course in statistics which explores the fundamental concepts in statistics and data analysis while maintaining relevance to life in modern society. Students will gain an analytic and interpretive skill set that will enable them to collect, maintain, and analyze data as well as communicate research findings in a technical manner consistent with academic literature. Other aims of the course include developing students’ oral and written communication; critical thinking; scientific and quantitative reasoning; and the ability to separate fact from fiction using the aforementioned competencies. The course is divided into three main units: (1) The Summarization and Collection of Data, (2) Probability, Estimation, and the Mathematical Foundations of Inference, and (3) Statistical Inference. In general, statistics is overtaking calculus and other mathematics classes with respect to enrollment in higher educational institutions across the country, and the future of advancements in nearly every academic discipline involves the analysis of data. The AP Statistics course is an excellent option for all college-bound students who wish to be an educated consumer in the age of “big data”. Prerequisite: B+ or higher in ACP Algebra II or successful completion of Honors Algebra II and teacher recommendation; B or better in English 9 or English 10.

## **PRECALCULUS – 2204 (ACP)**

*Full-year- 1 credit*

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

## **PRECALCULUS – 2205 (H)**

*Full-year- 1 credit*

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

## **CALCULUS – 2214 (ACP)**

*Full-year- 1 credit*

Calculus begins with a review of concepts from Algebra I, Geometry, Algebra II, and Precalculus necessary to the study of Calculus. Calculus topics begin with the study of limits. The derivative is introduced through the study of the tangent line problem and the limit definition of the derivative is developed. Students become proficient at both explicit and implicit derivatives of polynomial, rational, trigonometric, exponential, and logarithmic functions. Derivative applications are studied through motion, curve fitting, extrema, and related rates. The course continues with anti-differentiation and its applications. Graphing calculators are required. Prerequisite: Grade of C or better in ACP Precalculus and teacher recommendation.

## **AP CALCULUS AB – 2236**

*Full-year- 1 credit*

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

## **AP UCONN CALCULUS BC – 2246**

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

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

## **UCONN MULTIVARIABLE CALCULUS & LINEAR ALGEBRA – 2256**

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

The first semester of this course explores Multivariable Calculus. The topics include vectors, surfaces in space in rectangular, cylindrical, and spherical coordinates, partial derivatives, directional derivatives, gradients, optimization, double and triple integrals, line integrals, Green's Divergence, and Stokes Theorems. The second semester is devoted to the study of Linear Algebra. The topics include systems of linear equations, matrices, vector spaces, determinants, eigenvalues, eigenvectors, and linear

transformations. Prerequisites: Completion of AP/ Early College Experience Calculus BC with a teacher recommendation. AP weight will be awarded.



Performance	Non-Performance
Freshman Chorus Concert Choir H Chamber Singers Vocal Music Ensembles^ Marching/SymphonicBand Concert Band Jazz Band^ Winter Percussion^ String Orchestra 9-10 and 11-12 Chamber Strings Ensemble^	Digital Music Technology Guitar I Guitar II Music Theory Advanced Music Theory AP Music Theory Music Fundamentals: Pop/Rock

^Meets after school hours

## Performance Courses

### **FRESHMAN CHORUS – 8410/8410S**

***Grade 9 Full-year- 1 credit***

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

### **CONCERT CHOIR – 8420/8430**

***Grades 10-12 (8420) ¾ days- .75 credit Grades 10-12 (8430) Full-year - 1 credit***

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

### **HONORS CHAMBER SINGERS – 8435**

***Grades 10-12 Full-year- 1 credit***

This course is designed for the advanced choral singer and specializes in music composed for the small but more skilled vocal ensemble. Repertoire is chosen from all musical periods from the sixteenth century to the



present and many different styles and languages are represented. The group carries a very active schedule of performances within the school and community. Requirements: Enrollment in this group is by audition only.

### **VOCAL MUSIC ENSEMBLES – 8440**

*Grades 9-12 Full-year- .5 credit*

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

### **MARCHING/SYMPHONIC BAND – 8450/8455/8460/8470**

*Grades 10-12 (8450) Half-year- .5 credit Grades 10-12 (8455) 2/4 days - .5 credit Grades 10-12 (8460) ¾ days- .75 credit Grades 9-12 (8470) Full-year - 1 credit*

The Marching/Symphonic Band is open to students who play a brass, woodwind, or percussion instrument. The Marching/Symphonic Band participates in numerous, selected marching band competitions, and performs at all home football games. In addition to the regular class period, the ensemble rehearses two evenings a week and Saturdays. A ten-day "bandcamp" in late August is required at which time the season's music and visual design are introduced. In addition, one sectional rehearsal a week after school during the season as well as seven individual or group lessons per marking period either during or after school is required of this course. The Symphonic Band portion of this course begins directly after the Marching Band season is completed. This ensemble will perform at all instrumental concerts and selected Concert Festivals. The students in the Marching/Symphonic Band will develop a great sense of pride, attitude and concentration, and the desire to become the best musician they can be. All ninth-grade students are required to take this course as a full-year one-credit course. Participation in the highly acclaimed Trumbull High School Golden Eagle Marching Band is a rewarding experience for students, staff, and family. This is a time-intensive commitment that involves practice and competition that could involve exciting travel, which will involve fundraising activities to help offset trip costs.

### **CONCERT BAND – 8480/8490/8500**

*Grades 10-12 (8480) Half-year- .5 credit Grades 10-12 (8490) ¾ days- .75 credit Grades 9-12 (8500) Full-year - 1 credit*

Concert Band is open to any ninth, tenth, eleventh, or twelfth-grade brass, woodwind, or percussion student. A planned program of musicianship is thoroughly implemented. Music for this group will be chosen to challenge musicians of varying levels of experience. This group will perform at all school instrumental concerts and seven individual or group lessons during each marking period, during or after school are required of this course. No auditions are required. All ninth-grade students are required to take this course as a "Full-year- one credit" course.

## **STRING ORCHESTRA 9-10 – 8505**

*Grades 9-10 Full-year- 1 credit*

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

## **STRING ORCHESTRA 11-12 – 8510/8515/8520/8530**

*Grades 11-12 (8510) Half-year- .5 credit Grades 11-12 (8515) 2/4 days- .5 credit Grades 11-12 (8520) ¾ days- .75 credit Grades 11-12 (8530) Full-year - 1 credit*

String Orchestra 11-12 is open to any eleventh-grade or twelfth-grade violin, viola, cello, or bass student with prior middle school instrumental instruction. The repertoire for String Orchestra will be chosen to challenge musicians of varying levels of experience. A planned program of musicianship will be thoroughly implemented in order to expand technical skills and musical aptitude. String Orchestra will meet daily and include an additional required small-group lesson weekly. The String Orchestra will perform at the String Fling, winter and spring concerts, and at other selected events. Opportunities also include performance auditions for the Western Region and All-State Orchestras.

## **CHAMBER STRINGS ENSEMBLE – 8535**

*Grade 9-12 Full-year- .5 credit*

Chamber Strings Ensemble welcomes any violin, viola, cello, or bass student with prior middle school instrumental instruction. Emphasis will be placed on the advancement of technique, music reading and comprehension, and musicianship. The Ensemble meets on Wednesday evenings from 6:30 until 8:00 pm and prepares students for performances in String Fling, winter, and spring concerts. Opportunities also include performance auditions for the Fairfield County String Festival (grade 9 only) and the Western Region and All-State Orchestras. Requirements: Enrollment In String Orchestra, unless there is a conflict due to enrollment in other programs such as Agriscience, Aquaculture, Regional Center for the Arts, or permission of the instructor.

## **WINTER PERCUSSION– 8560**

*Grades 9-12 Half-year - .5 credit*

Winter Percussion is a unit made up of members of the Fall Percussion Section and Band. This group performs at competitions throughout the winter and spring. Members are expected to participate in all

Winter Percussion practices and performances. Members must have been a member of the Percussion Section or Marching Band from the previous fall season.

### **JAZZ BAND – 8600**

*Grades 9-12 Half-year - .5 credit*

Jazz Band will consist of approximately 20 advanced musicians selected from within the membership of the Concert and Symphonic Bands. Based on an audition, additional students on select instruments may also participate in this ensemble. Along with the performance of “Big Band” music from the jazz libraries of Count Basie, Stan Kenton, and Woody Herman, the band will be exposed to the many styles and periods of jazz. Classes are held outside the normal school day. This group will carry an active performance schedule both in school, at competitions, and within the community. Requirements: Enrollment is by audition only.

## **Non-Performance Courses**

### **MUSIC THEORY – 8570**

*Grades 9-12 Half-year - .5 credit*

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

### **ADVANCED MUSIC THEORY – 8580**

*Grades 10-12 Half-year - .5 credit*

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

### **AP MUSIC THEORY – 8586**

*Grades 10-12 Full-year- 1 credit*

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

## **MUSIC FUNDAMENTALS: POP/ROCK – 8590**

*Grades 9-12 Half-year - .5 credit*

Students will learn the fundamentals of music, including beat, rhythm, pitch, melody, harmony, and form, through studying a wide range of modern music, including pop, rock, hip-hop, electronic, and more. Students will gain a greater understanding of how music is constructed, including creating their own music on a digital platform based on examples from existing songs.

## **DIGITAL MUSIC TECHNOLOGY – 8610**

*Grades 9-12 Half-year - .5 credit*

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

## **GUITAR I – 8630**

*Grades 9-12 Half-year - .5 credit*

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

## **GUITAR II – 8640**

*Grades 9-12 Half-year-0.5 credit*

Guitar II is designed for those students who seek to further develop their guitar techniques. Instruction will focus on practical playing skills, including finger-picking, barre chords, improvisation, and sight-reading from standard notation and tablature. Through direct instruction and independent learning opportunities, students will be exposed to many styles, including folk, classical, rhythm and blues, rock, lead, and jazz guitar. Students will have the opportunity to explore other stringed instruments, such as bass guitar and ukulele, to apply their learnings. Students will be expected to play both individually and in ensembles. Prerequisite: Guitar I or teacher recommendation.



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

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

## **INTEGRATED PHYSICAL SCIENCE – 3012 (CP), 3014 (ACP), 3015 (H)**

***Grade 9 Full-year- 1 credit***

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

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

***Grade 10 Full-year- 1.25 credits (with laboratory)***

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

## **AP BIOLOGY – 3026**

***Grades 10 and 12 Full-year- 1.25 credits (with laboratory)***

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

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

***Grade 11 Full-year- 1.25 credits (with laboratory)***

This course is aligned to the Next Generation Science Standards (NGSS) Disciplinary Core Ideas for Grade 11. Through the implementation of the Three Dimensions of NGSS (Disciplinary Core Ideas, Science and Engineering Practices and Cross Cutting Concepts), students will further explore many of the systems and processes of the physical and chemical world by investigating the underlying submicroscopic interactions

of matter through the topics of general chemistry. By focusing on the changes in matter and energy, scientifically literate students can use this deeper understanding to make predictions, analyze scientific data, and contribute to the greater scientific community. At the Honors level, algebraic reasoning and independent discovery are expected; the CP level mirrors the ACP level with additional guided inquiry. CP Prerequisite: Successful completion of CP Biology and Integrated Physical Science. ACP Prerequisite: Grade of C or better in ACP Integrated Physical Science and ACP Biology. Concurrent enrollment in or prior completion of ACP Algebra II or H Algebra II is required. H Prerequisite: Grade of B or better in H Biology, or A- or better in ACP Biology with teacher recommendation. Prior completion of ACP Algebra II or H Algebra II or concurrent enrollment in H Algebra II is required.

## **AP CHEMISTRY – 3036**

***Grades 11-12 Full-year- 1.25 credits (with laboratory)***

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

## **PHYSICS – 3102 (CP), 3104 (ACP)**

***CP –Grade 12 Full-year- 1 credit ACP Grade 12 Full-year – 1.25 credits (with laboratory)***

This course consists of a practical study of mechanics, heat, sound, electricity, magnetism, light, atomic physics, and astrophysics, stressing technological application. The CP level is similar to ACP Physics except that there is less of a need for mathematical skills. It is designed to acquaint the student with physics, as it is applicable in everyday life. Recommended for students planning to attend college, but who are not planning to major in science. The ACP level comprises a quantitative study of mechanics, wave phenomena, optics, heat, electricity, and magnetism. The course demonstrates the mathematical relationships in physics concepts and applies these relationships to problem-solving situations. CP Prerequisite: Successful completion of CP Chemistry or ACP Chemistry. ACP Prerequisite: Successful completion of ACP Chemistry.

## **AP PHYSICS 1 – 3106**

***Grade 12 Full-year- 1.25 credits (with laboratory)***

Advanced Placement Physics 1 is the equivalent of an introductory college physics course, without calculus, spread across a full academic year. A depth of understanding in introductory algebra-based college physics is promoted through rigorous exercise of seven science practices. Topics covered include kinematics, dynamics (Newton's Laws), circular motion, universal gravitation law, simple harmonic motion, impulse and momentum, work and energy, rotational motion and dynamics, electrostatics and charges, DC circuits, and mechanical waves. A significant physics application team project is part of the course. Superior

mathematical and problem-solving skills are required. Students taking this course will be prepared to take the College Board's Advanced Placement Physics 1 Examination. Prerequisite: A grade of B or better in H Chemistry or A- or higher in ACP Chemistry with teacher recommendation. Requirement: Must be concurrently taking Precalculus or beyond.

### **UCONN PHYSICS – 3107**

***Grade 12 Full-year- 1.25 credits (with laboratory) 8 UCONN credits possible, S1: UCONN Course Code: PHYS 1201Q, S2: PHYS 1202Q***

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

### **AP PHYSICS C – 3116**

***Grade 12 Full-year- 1.25 credits (with laboratory)***

This is a calculus-based engineering physics course consistent with two semesters of college-level physics with a lab, based on two approved CollegeBoard syllabi. Semester one topics include: kinematics, classical linear and rotational-Newtonian Mechanics, gravitation, and simple harmonic motion. Semester two is an intensive study of electricity and magnetism from a field point of view. Semester two topics include: electrostatics, electric circuits, (including time-dependent currents) RC circuits, Gauss' law, Biot-Savart law, Ampere's law, the Laws of Faraday and Lenz, LC and LR circuits, and Maxwell's equations. Intensive lab work is included in both semesters. Calculus and vector algebra are used extensively within the study of topics in both semesters. It is recommended for students seriously considering a career in science or engineering. This may not be taken as a pass-fail course. Prerequisite: Grade of B+ or better in AP Chemistry and teacher recommendation or grade of A or better in H Chemistry and teacher recommendation. Requirement: Must have successful completion of or concurrent enrollment in AP Calculus (BC or Multivariable).





# SCIENCE ELECTIVES

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

## **CP HUMAN ANATOMY & PHYSIOLOGY – 3122**

*Grade 12 Full-year- 1 credit*

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

## **ACP HUMAN ANATOMY & PHYSIOLOGY– 3124**

*Grade 12 Full-year- 1 credit*

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

## **H HUMAN ANATOMY & PHYSIOLOGY – 3125**

*Grade 12 Full-year- 1 credit*

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

## **ACP MARINE SCIENCE & ENVIRONMENTAL SCIENCE – 3134**

***Grade 12 Full-year- 1.25 credits (with laboratory)***

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

## **AP ENVIRONMENTAL SCIENCE – 3147**

***Grade 12 Full-year- 1.25 credits (with laboratory)***

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



# SOCIAL STUDIES

Students must have a minimum of three (3) Social Studies credits accumulated during grades 9-12 for high school graduation. Students who are interested in an honors, AP, or a UCONN level course should consult with their teacher and their school counselor to make an informed decision regarding the academic expectations of the course.

## Requirements:

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

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

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

\* Fulfills the state Civics graduation requirement.

## **GLOBAL CIVILIZATIONS – 4012 (CP), 4014 (ACP)**

***Grade 9 Full-year- 1 credit***

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

## **H GLOBAL CIVILIZATIONS – 4015**

***Grade 9 Full-year- 1 credit***

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

## **U.S. HISTORY – 4022 (CP), 4024 (ACP)**

***Grade 11 Full-year- 1 credit***

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

## **H U.S. HISTORY – 4025**

***Grade 11 Full-year- 1 credit***

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

## **AP U.S. HISTORY – 4027**

***Grades 11-12 Full-year- 1 credit***

The AP program United States History is designed to provide students with skills in critical analysis and text comprehension. The course will expose them to the knowledge necessary to deal critically with the content and concepts explored in United States History. The curriculum prepares students for intermediate and advanced college-level courses by requiring work equivalent to a full-year introductory course at the post-secondary level. It is recommended that students take the AP exam. Students who take the AP Exam

offered in the spring and score successfully may be awarded college credit and/or placed on the next level of coursework, depending on the college or university. Placement will be based on past performance, literacy profiles and teacher recommendation. AP U.S. History cannot be taken as a Pass/Fail credit. Students will be required to complete summer reading assignments prior to the course.

## Social Studies Electives

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



### **U.S. ECONOMIC SYSTEM – 4032 (CP), 4034 (ACP)**

***Grades 11- 12 Half-year – .5 credit***

This course is designed to meet the Connecticut State Framework for Social Studies and district curriculum. This course focuses on the fundamental principles and concepts as well as the institutions and issues that confront the national and global economies. Emphasis will be given to the topics of supply and demand, gross domestic product, money, banking, and monetary policy. Included also will be current issues relating to these principles and institutions. Placement is based on literacy profiles, past academic performance, and/or teacher recommendation.



### **H U.S. ECONOMIC SYSTEM – 4035**

***Grades 11- 12 Half-year – .5 credit***

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



## **AP UCONN MICRO/MACRO ECONOMICS – 4036**

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

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

## **U.S. POLITICAL SYSTEMS – 4042 (CP), 4044 (ACP)**

***Grade 11-12 Half-year - .5 credit***

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

## **H U.S. POLITICAL SYSTEMS – 4045**

***Grades 11-12 Half-year - .5 credit***

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

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

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

This full-year course provides a college-level experience and is an intensive study of the formal and informal structures of government. The year-long course is designed to prepare students for the AP exam as well as obtain the knowledge for effective citizenship. This course is also aligned with the “We the People...the Citizen and the Constitution” program sponsored by the Center for Civic Education and the Connecticut Consortium for Citizenship and Law. Students who take the course will fulfill their senior social science obligation and will also participate in the state finals of the “We the People” competition. Students will have the option to take the AP exam or apply for UCONN ECE credit. Students who take the AP Exam offered in the spring and score successfully may be awarded college credit and/or placed on the next level of coursework, depending on the college or university. Placement will be based on past performance, literacy profiles, and teacher recommendation. This course meets the state civics requirement. Students will be required to complete summer reading assignments prior to the course. Prerequisite: Completion of Global Civilizations and/or departmental approval.

## **AP UNITED STATES GOVERNMENT AND POLITICS – 4056**

***Grades 11-12 Half-year - .5 credit***

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

## **AP COMPARATIVE GOVERNMENT AND POLITICS – 4066**

***Grades 10-12 Half-year - .5 credit***

AP Comparative Government and Politics will provide an opportunity for students to pursue and receive credit for college-level coursework. This course is designed to develop students' understanding of diverse political structures outside of the United States. This course will use a comparative approach to examine political structures, policies, and the political, economic, and social challenges within and among six countries (Great Britain, Mexico, Russia, Iran, China, and Nigeria). Students will examine how different



governments solve similar problems by comparing the effectiveness of approaches to many global issues and will develop their college-readiness skills in reading, writing, speaking, and listening. It is recommended that students take the AP exam. This course does not meet the state civics requirement. Prerequisites: Completion of Global Civilizations and/or departmental approval

### **ARCHEOLOGY & HISTORICAL TOPICS – 4100**

***Grades 9–12 Half-year – .5 credit***

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

### **COMPARATIVE WORLD RELIGIONS – 4120**

***Grades 9–12 Half-year – .5 credit***

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

### **CULTURAL ANTHROPOLOGY – 4130**

***Grades 9–12 Half-year – .5 credit***

This course is a study of cultures around the world. Students will study various aspects of culture: food, economy, social stratification, gender, marriage and family, interest groups, political life, psychology, religion, and the arts. Emphasis will be given to cultural comparisons, how cultures are expressed, and how cultures change over time. Students will cover different regions of the world as the semester progresses. Much of the student work will be project-based, on portraying how people live in other parts of the world.

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

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

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

## **H JUSTICE & LAW: CIVIL LAW – 4155**

*Grades 10-12 Half-year- .5 credit*

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

## **JUSTICE & LAW – 4160**

*Grades 10-12 Half-year - .5 credit*

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

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

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

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

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

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

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

## **H JUSTICE & LAW: CRIMINAL LAW – 4195**

*Grades 10-12 Half-year- .5 credit*

This course provides an in-depth look at the criminal side of the country's legal system. Students will focus on legal principles and the laws and procedures derived from them. The course will also examine problems

within the American legal and justice systems, the juvenile system, the First and Fourth Amendments, modern Supreme Court decisions, and other current topics.

### **H GLOBAL INSIGHTS – 4204**

***Grades 10–12 Full-year– 1 credit***

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

### **AP UCONN EUROPEAN HISTORY– 4226**

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

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

### **AP PSYCHOLOGY – 4236**

***Grades 10–12 Full-year– 1 credit***

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

### **AFRICAN AMERICAN/BLACK AND PUERTO RICAN/LATINO STUDIES 4240**

***Grade 10–12 Full-year – 1.0 credit***

This course is an opportunity for students to explore accomplishments, struggles, intersections, perspectives, and collaborations of African American/Black and Puerto Rican/Latino people in the United

States. Students will examine how historical movements, legislation, and wars affected the citizenship rights of these groups and how they, both separately and together, worked to build the United States cultural and economic wealth and create more just societies in local, national, and international contexts.

## **AP HUMAN GEOGRAPHY– 4246**

***Grades 10–12 Full-year– 1 credit***

AP Human Geography presents high school students with the curricular equivalent of an introductory college-level course in human geography or cultural geography. Content is presented thematically rather than regionally and is organized around the discipline's main subfields: economic geography, cultural geography, political geography, and urban geography. Case studies are drawn from all world regions, with an emphasis on understanding the world in which we live today. Historical information serves to enrich the analysis of the impacts of phenomena such as globalization, colonialism, and human-environment relationships on places, regions, cultural landscapes, and patterns of interaction. It is recommended that students take the AP exam. Prerequisite: Honors Global Civilizations or teacher recommendation based on outstanding performance in ACP Global Civilizations.



# TECHNOLOGY

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

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

## VIDEO PRODUCTION – 7190

*Grades 10–12 Half-year – .5 credit*

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

## WOOD TECHNOLOGY I – 7710

*Grades 9–12 Half-year – .5 credit*

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

## **WOOD TECHNOLOGY II – 7720**

*Grades 9–12 Half-year – .5 credit*

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

## **DRAFTING & DESIGN – 7730**

*Grades 9–12 Half-year – .5 credit*

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

## **INTRODUCTION TO ARCHITECTURE – 7740**

*Grades 10–12 Full-year– 1 credit*

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

## **ADVANCED ARCHITECTURE I: STRUCTURAL SYSTEMS – 7751**

*Grades 11–12 Half-year – .5 credit*

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

## **ADVANCED ARCHITECTURE II: LANDSCAPE & COMMERCIAL ARCHITECTURE –7752**

*Grades 11–12 Half-year– .5 credit*

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

## **BASIC METAL PROCESSING – 7760**

*Grades 9-12 Half-year – .5 credit*

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

## **CNC PLASMA MANUFACTURING – 7761**

*Grades 9-12 Half-year – .5 credit*

CNC Plasma Manufacturing will teach students the basic operation of the metalworking CNC plasma cutter, a computer-controlled machine that precisely cuts 2-D outlines out of sheet metal. Classroom discussions will focus on maintenance, terminology, safety, and more. Students will gain experience and confidence in the operation of the equipment, CAD design, and fabrication. Through their introduction to CAD software, students will learn how to draw, import a G-code file, and test a design using the appropriate programs; this is the standard language students will see in today's engineering and design industry. Prerequisite: Successful completion of Basic Metal Processing.

## **ELECTRONICS – 7770**

*Grades 9-12 Half-year – .5 credit*

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

## **TRANSPORTATION ENGINEERING TECHNOLOGY – 7780**

*Grades 9-12 Half-year – .5 credit*

This course allows students to study a cross-section of transportation technology topics, including the vehicles and infrastructure systems needed to move people and goods. Students will explore the areas of land, marine, and air transportation and their social, environmental, and economic impact. Students will research and use engineering concepts to construct projects that relate to each form of transportation. Possible projects include scale model boats, hovercrafts, gliders, CO<sub>2</sub> dragsters, and more. Alternative energy transportation systems and power systems are investigated as part of the overall picture of transportation.

## **INTRO TO AUTOMOTIVE TECHNOLOGY – 7790**

*Grades 9-12 Half-year – .5 credit*

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

## **ROBOTICS I – 7810S**

*Grades 10-12 Half-year – .5 credit*

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

## **ROBOTICS II – 7812S**

*Grades 10-12 Half-year – 0.5 credit*

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

## **DIGITAL DESIGN & PRINTING – 7820**

*Grades 9-12 Half-year – .5 credit*

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



## **SMALL ENGINE PRINCIPLES – 7830**

*Grades 9-12 Half-year – .5 credit*

This course is designed to help students build on their previous knowledge to develop a more thorough understanding of the operation of the internal combustion engine. Topics covered will include the principles of four-stroke and two-stroke engine processes, and the various components typically found on small gasoline engines. Students will gain a thorough understanding of each engine operation through the tasks of disassembling, inspecting, and reassembling a small gasoline engine. All units will include classroom theory as well as hands-on practical projects in the lab area. Students who took Auto II will not be eligible to take this course. Prerequisite: Successful completion of Intro to Automotive Technology/Auto I.

## **AUTOMOTIVE SYSTEMS – 7840**

*Grades 10-12 Half-year – .5 credit*

This course is designed to help students build on their previous knowledge to develop a more thorough understanding of the different automotive systems. Topics covered will include safe work habits, the proper use of tools and equipment, the intake system, forced induction methods, the cooling system, the exhaust system, steering and suspension, and more. Safety and tool comprehension will also be reviewed. All units will include classroom theory as well as hands-on practical projects in the lab area. Students who took Auto II will not be eligible to take this course. Prerequisite: Successful completion of Intro to Automotive Technology/Auto I.

## **VIDEO GAME DESIGN – 7900**

*Grades 10-12 Half-year – .5 credit*

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

# WELLNESS

## PHYSICAL EDUCATION AND HEALTH EDUCATION

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

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

Through these experiences, students will possess the skills needed to be health literate members of society. Any student failing Physical Education/Health will not be eligible to participate in the school's interscholastic athletic program. Interscholastic athletes are not allowed to use practice or competitions as an excuse for failure to participate in class.

Courses available to Freshmen	Courses available to Sophomores	Courses available to Juniors & Seniors
Physical Education 9 Health 9 Personal Fitness	Physical Education 10 Health 10 Basic Weightlifting Advanced Weightlifting/Powerlifting Competitive Recreational Games Individual Lifetime Sports Personal Fitness	Physical Education 11 Health 11: Mindfulness & Movement Senior Seminar(Seniors Only) Basic Weightlifting Advanced Weightlifting/Powerlifting Competitive Recreational Games Individual Lifetime Sports Personal Fitness

## **HEALTH 9 – 8700**

*Grade 9 Quarter-year- .25 credits*

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

## **PHYSICAL EDUCATION 9 – 8701**

*Grade 9 Quarter-year- .25 credit*

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

## **PHYSICAL EDUCATION 10 – 8702**

*Grade 10 Full-year- .5 credit*

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

## **PHYSICAL EDUCATION 11 – 8703**

*Grade 11 Full-year- .5 credit*

This course focuses on choice activities based on the needs of individual and/or class interests. Activities chosen will challenge students to cooperate and compete while practicing teamwork, sports etiquette, decision making, leadership and communication.\*To accommodate scheduling, the Physical Education 11 may be fulfilled in either junior or senior year.

## **BASIC WEIGHT TRAINING – 8704**

*Grades 10-12 Half-year - .25 credit*

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

## **ADVANCED WEIGHT TRAINING/POWERLIFTING – 8705**

*Grades 10-12 Half-year - .25 credit*

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

## **COMPETITIVE RECREATIONAL GAMES – 8706**

*Grades 10–12 Half-year – .25 credit*

This course is designed to give students the opportunity to continue participating in competitive games beyond their normal physical education classes. Most activities are team sport-oriented. Teamwork, decision-making, sportsmanship, and strategy are demonstrated through active student performance. Students must become cognizant of the goals, objectives, and rules of the games. Activities offered may include soccer, football, floor hockey, volleyball, and other competitive team activities.

## **INDIVIDUAL LIFETIME SPORTS – 8708**

*Grades 10–12 Half-year – .25 credit*

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

## **PERSONAL FITNESS – 8709**

*Grades 9–12 Full-year – .5 credit*

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

## **SENIOR SEMINAR – 8710**

*Grade 12 Half-year – .25 credit*

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

## **HEALTH 10 – 8720**

*Grade 10 Full-year – .25 credits*

This course is designed to promote the overall health and wellness of Trumbull High School sophomores. This is an expansion and development of the health content and strategies taught in grades 6–9 in the Trumbull Public Schools. The goal of Health 10 is for students to become “physically literate” individuals who

are informed decision-makers that will enjoy lifelong physical wellness while developing a more thorough understanding of fitness principles. Students will be learning and applying a variety of wellness skills essential for living a healthy, balanced life.

## **HEALTH 11 : MINDFULNESS & MOVEMENT – 8730**

***Grade 11 Half-year – .25 credit***

This course is designed to help students reduce stress through a number of methods such as breathing and movement exercises, meditation, thoughtful conversations, and mindfulness activities. Students will learn to cope with stress, be mentally present, and be active in a variety of different mindfulness activities. Students will also practice communication and problem-solving skills, as well as work cooperatively while participating in various team-building activities.

# WORLD LANGUAGES

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

## **FRENCH I – 6114**

*Grades 9–12 Full-year– 1 credit*

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

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

## **FRENCH II – 6124**

***Grades 9–12 Full-year– 1 credit***

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

## **FRENCH III – 6134**

***Grades 10–12 Full-year– 1 credit***

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

## **H FRENCH III – 6135**

***Grades 10–12 Full-year– 1 credit***

In the third year of study, the emphasis will be placed on communicative skills based upon the 5 “C’s” of language learning. The approach to learning will be through the five skills of listening, speaking, reading, writing, and culture. H French III will provide the student with an intensive cultural vocabulary base, writing skills reinforced through advanced grammar use, conversational skills, and an opportunity to read and discuss literary excerpts and poems. The course will integrate the basic grammar and cultural topics of French III and will broaden the scope of language acquisition to include the creation of original compositions based on authentic reading/cultural materials, peer editing, oral presentation, etc. The students will read authentic literature such as the novel ***LePetit Prince***, and use it as the basis for oral and written creative expression. Language lab usage will enhance listening and speaking skills. The course will integrate the basic curriculum of French III while broadening the scope of study to challenge the honors student. Software and interactive materials are available to students. Students are encouraged to join the French Club and to take the National French Exam. Prerequisite: Grade of A– or better in French II.

## **FRENCH IV – 6144**

***Grades 10–12 Full-year– 1 credit***

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

## **H FRENCH IV – 6145**

***Grades 10–12 Full-year– 1 credit H***

French IV will provide the student with an advanced grammar review and intensive examination of French civilization and culture. Students will begin the “explication du texte” for poetry. The novel, *L’Etranger*, will be read in French and used as the basis for oral and written activities. Excerpts from other literary works such as *Les Misérables* will be studied in tandem with the civilization of a particular era. The course will integrate various authentic resources such as literary excerpts, current articles from the press, films, and novel excerpts with the cultural discussions. Required listening and speaking skills will be further developed through intensive use of the language lab. This course is recommended as a preparation for the SAT Subject Test and as a prerequisite for AP French Language. In the fourth marking period, the students will take the APPL exam to assess their skills in the target language and to give them the opportunity to receive the CT State Seal of Biliteracy. Students are encouraged to join the French Club and to take the National French Exam. Prerequisite: Grades of B- or better in all quarters in H French III or grade of A- or better in French III.

## **FRENCH V – 6154**

***Grades 11–12 Full-year– 1 credit***

Students will have the opportunity to discuss current themes in Francophone countries and contemporary life. In this course, the concentration will be on the development and refinement of audio-lingual skills through debates, discussions, individual and group presentations, and film. Grammatical structures will be reinforced as well as conversational expressions. Emphasis will be on proficiency in the five skill areas. Weekly interactive activities will increase aural comprehension. This course is designed to afford the motivated student the opportunity to continue his/her study of the French language and culture through authentic resources such as articles, poetry, short stories, and film of various genres. Prerequisite: Successful completion of French IV.



## **H FRENCH V – 6155**

*Grades 11-12 Full-year- 1 credit*

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

## **AP FRENCH LANGUAGE & CULTURE – 6156**

*Grades 11-12 Full-year- 1 credit*

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

## **ITALIAN I – 6214**

*Grades 9-12 Full-year- 1 credit*

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

## **ITALIAN CONVERSATION & CULTURE II – 6220**

*Grades 10-12 Full-year- 1 credit*

This course continues to develop the five basic skills in an attempt to focus on spontaneity in communicating ideas to others and responding to conversation stimuli. The student will have ample opportunity for self-expression through thematic vocabulary used in skits, presentations, and situational

dialogues. A comprehensive, detailed study of the language and culture of Italy, products, practices, and perspectives of the culture through authentic presentation will foster conversation. The grammatical foundation will be strengthened to expand language usage and will be strengthened as the student will be introduced to direct composition writing. The Italian language and culture will continue to be reinforced through multimedia and language lab activities and research. Software and interactive activities are available to students. Prerequisite: Successful completion of Italian Conversation & Culture I or Italian I with teacher recommendation.

## **ITALIAN II – 6224**

***Grades 10–12 Full-year– 1 credit***

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

## **H ITALIAN II – 6225**

***Grades 10–12 Full-year– 1 credit***

In the second year of study, the emphasis will be placed on communicative skills based upon the 5 “C’s” of language learning. The approach to learning will be through the five skills of listening, speaking, reading, writing, and culture. H Italian II will provide the student with an intensive cultural vocabulary base, writing skills reinforced through advanced grammar use, conversational skills, and an opportunity to read and discuss informational texts. The course will integrate the basic grammar and cultural topics of Italian II and will broaden the scope of language acquisition to include the creation of original compositions based on authentic reading/cultural materials, peer editing, oral presentation, etc. The students will read authentic resources and use it as the basis for oral and written creative expression. The language lab will give the student additional practice. Software and interactive materials are available to students. The course will integrate the basic curriculum of Italian II while broadening the scope of study and introducing a thematic approach to challenge the honors student. Prerequisite: Grade of A- or better in Italian I.

## **ITALIAN CONVERSATION & CULTURE III – 6230**

***Grades 10–12 Full-year– 1 credit***

In the third year of study, the emphasis will be placed on communicative skills based upon the 5 “C’s” of language learning. Culturally authentic contemporary situations will motivate proficient oral production. Self-expression in the target language will be emphasized as well as a continued study and practice of the

language with embedded culture. The previous grammatical foundation will expand and broaden writing skills. Language lab usage will enhance listening and speaking skills. Cultural references and interdisciplinary connections will be enhanced and paralleled through authentic readings, films, poems, research, etc. whose topics will include art, music, and literature. Software and interactive materials are available to students. Prerequisite: Successful completion of Italian Conversation & Culture II or Italian II with teacher recommendation.

### **ITALIAN III – 6234**

***Grades 10–12 Full-year– 1 credit***

In the third year of study, the emphasis will be placed on communicative skills based upon the 5 “C’s” of language learning. Culturally authentic contemporary situations will motivate proficient oral production. Self-expression in the target language will be emphasized as the previous study of tenses has served to create a solid grammatical foundation on which to expand and broaden written skills.

Language lab usage will enhance listening and speaking skills. Cultural references and interdisciplinary connections will be enhanced and paralleled through authentic readings, films, research, etc. whose topics will include art, music, and literature. Software and interactive materials are available. Prerequisite: Successful completion of Italian II or Italian Conversation & Culture II with teacher recommendation.

### **H ITALIAN III – 6235**

***Grades 10–12 Full-year– 1 credit***

In the third year of study, the emphasis will be placed on communicative skills based upon the 5 “C’s” of language learning. The approach to learning will be through the five skills of listening, speaking, reading, writing, and culture. H Italian III will provide the student with an intensive cultural vocabulary base, writing skills reinforced through advanced grammar use, conversational skills, and an opportunity to read and discuss literary excerpts. The course will integrate the basic grammar and cultural topics of Italian III and will broaden the scope of language acquisition to include the creation of original compositions based on authentic reading/cultural materials, peer editing, oral presentation, film, etc. The students will read authentic literature and use it as the basis for oral and written creative expression. Language lab usage will enhance listening and speaking skills. Software and interactive materials are available to students. The course will integrate the basic curriculum of Italian III while broadening the scope of study to challenge the honors student. In the fourth marking period, the students will take the APPL exam to assess their skills in the target language and to give them the opportunity to receive the CT State Seal of Biliteracy. Prerequisite: Grades of B- or better in all quarters in H Italian II or grade of A- or better in Italian II.

## **ITALIAN IV – 6244**

***Grades 11-12 Full-year- 1 credit***

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

## **H ITALIAN IV– 6245**

***Grades 11-12 Full-year- 1 credit H***

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

## **AP ITALIAN LANGUAGE AND CULTURE – 6246**

***Grade 12 Full-year- 1 credit***

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

## **SPANISH I – 6414**

***Grades 9-12 Full-year- 1 credit***

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

## **SPANISH CONVERSATION & CULTURE II – 6420**

***Grades 9-12 Full-year- 1 credit***

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

## **SPANISH II – 6424**

***Grades 9-12 Full-year- 1 credit***

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

## **SPANISH CONVERSATION & CULTURE III – 6430**

***Grades 10-12 Full-year- 1 credit***

In the third year study, the emphasis will be placed on communicative skills based upon the 5 “C’s” of language learning. Culturally authentic contemporary situations will motivate proficient oral production. Self-expression of the target language will be emphasized as well as a continued study and practice of the

language with embedded culture. The previous grammatical foundation will expand and broaden writing skills. Language lab usage will enhance listening and speaking skills. Cultural references and interdisciplinary connections will be enhanced and paralleled through authentic readings, films, poems, research, etc. whose topics will include art, music, and literature. Software and interactive materials are available to students. Prerequisite: Successful completion of Spanish Conversation and Culture II or Spanish II with teacher recommendation.

### **SPANISH III – 6434**

***Grades 10-12 Full-year- 1 credit***

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

### **H SPANISH III – 6435**

***Grades 10-12 Full-year- 1 credit***

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

### **SPANISH CONVERSATION & CULTURE IV – 6440**

***Grades 10-12 Full-year- 1 credit***

In the fourth year of study, the emphasis will continue to be on communicative skills based upon the 5 “C’s” of language learning: communication, cultures, connections, comparisons, and communities. Culturally authentic contemporary situations will motivate proficient oral production. Self-expression in the target language will be emphasized as well as a continued study and practice of the language with embedded

culture. The previous grammatical foundation will expand and broaden writing skills. Language lab usage will enhance listening and speaking skills. Cultural references and interdisciplinary connections will be enhanced and paralleled through authentic readings, films, poems, research, etc., whose topics will include art, music, and literature. Software and interactive materials will be available to students. Prerequisite: Successful completion of Spanish III or Spanish Conversation & Culture II with teacher recommendation.

### **SPANISH IV – 6444**

***Grades 10-12 Full-year- 1 credit***

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

### **H SPANISH IV – 6445**

***Grades 10-12 Full-year- 1 credit***

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

### **SPANISH V – 6454**

***Grades 11-12 Full-year- 1 credit***

The focus of this course is the acquisition of language proficiency in conjunction with reviewing and broadening the grammar foundation obtained previously. Authentic current magazine and newspaper articles and internet websites are introduced to stimulate conversation and thought. Films and literary



pieces of various genres help to foster an awareness and appreciation of Hispanic culture. Reading selections may include interviews, legends, short stories, and films which correspond thematically with the grammar and oral and cultural components. Language Lab activities further refine listening and speaking skills. Students will work extensively with a partner to practice their speaking skills. Prerequisite: Successful completion of Spanish IV or Spanish Conversation and Culture IV with teacher recommendation.

### **H SPANISH V – 6455**

***Grades 11-12 Full-year- 1 credit***

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

### **AP SPANISH LANGUAGE & CULTURE – 6456**

***Grades 11-12 Full-year- 1 credit***

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

### **LATIN I – 6314**

***Grades 9-12 Full-year - 1 credit***

This introductory course is designed to help each student attain an acceptable degree of proficiency in: reading, writing, and culture. Latin is the foundation of the English language and complements the study of other Romance Languages, e.g. Italian, French, and Spanish. Students will discover how Latin works by investigating the grammatical building blocks of the language. Cultural units of study will include Roman life, traditions, legends, myths, culture, civilization, and Pompeii. Students will strengthen their English grammar and vocabulary skills through studies in derivatives, roots, prefixes, and suffixes.



## **LATIN II – 6324**

***Grades 10–12 Full-year – 1 credit***

This Latin II course is designed to help each student attain an acceptable degree of proficiency in: reading, writing, and Roman culture. Latin II continues the study of grammatical forms through the narrative reading method and cultural stories. Students will build a wider knowledge of vocabulary and syntax by focusing on reading comprehension and writing. Roman life, customs, and traditions will be explored through the study of ancient Rome using a variety of sources. History, legends, and mythology will continue to be studied in greater depth. Prerequisite: Successful completion of Latin I.

## **H LATIN II – 6325**

***Grades 10–12 Full-year – 1 credit***

This class emphasizes the development of skills of increased proficiency in: reading writing and Roman culture. The class will provide the student with an intensive cultural vocabulary base; allow students to develop writing skills; reinforce skills through advanced grammar use, and offer an opportunity to read and discuss more complex texts. The course will integrate the grammar and cultural topics of Latin 2 while broadening the scope of language acquisition. Roman life, customs, and traditions will be further explored through the study of ancient Rome using a variety of sources. History, legends, and mythology will continue to be studied in greater depth. Prerequisite: Grade of A- or better in Latin I.

## **LATIN III – 6334**

***Grades 10–12 Full-year – 1 credit***

In the third year of study, the emphasis will be placed on the study of Latin grammar, history, and society, building the foundation necessary to interpret the language and understand historical themes of ancient Rome. It will expand upon the language and cultural learning that took place during the second-year course. Students will read selected classical materials, continue their study of mythology, history, and culture. Students will benefit from etymology and word studies, helping to improve their understanding of their own language. Prerequisite: Successful completion of Latin II.

## **H LATIN III – 6335**

***Grades 11–12 Full-year – 1 credit***

This course incorporates a concentrated study of Latin grammar, history, and society, building the foundation necessary to read authentic texts in Latin. It will expand upon the language and cultural learning that took place during the second year course and focus more heavily upon learning advanced grammatical structures such as the subjunctive mood and passive voice. Students will read selected classical materials, continue their study of mythology, history, and culture, and advance their skills significantly in reading interpretation, writing, and cultural analysis. Students will benefit from etymology and word studies, helping to improve their understanding of their own language and other languages they may be studying. The course will integrate the basic curriculum of Latin III while broadening the scope of study to challenge the

honors student and prepare them for advanced study. Prerequisite: Grades of B- or better in all quarters in H Latin II or grade of A- or better in Latin II.

### **LATIN IV – 6344**

***Grades 11-12 Full-year – 1 credit***

ACP Latin IV continues the study of Latin authors throughout the ages. Emphasis is on reading for comprehension, writing in Latin, and class discussions on mythology, culture, and Roman history. Authentic texts may include those from Cicero, Caesar, Virgil, Ovid, or Catullus. Appropriate grammar will be highlighted. Prerequisite: Successful completion of Latin III.

### **H LATIN IV – 6345**

***Grades 11-12 Full-year – 1 credit***

H Latin IV continues the advanced study of Latin authors throughout the ages. Emphasis is on reading for comprehension, writing in Latin, and class discussions on mythology, culture, and Roman history. Authentic texts may include those from Cicero, Caesar, Virgil, Ovid, or Catullus. In-depth grammar study will help to increase comprehension skills. Prerequisite: Grades of B- or better in all in H Latin III or grade of A- or better in Latin III.

### **AP LATIN – 6346**

***Grades 12 Full-year – 1 credit***

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

# THS PERIOD 9 EXTENSION OPPORTUNITIES

## SERVICE LEARNING

- Not included in the minimum credit requirement
- .5 = 60 hours and 1.0 = 120 hours
- Courses Included in Minimum Credit Requirements

## INDEPENDENT STUDY

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

## CAREER INTERNSHIP

- Needs College & Career Counselor approval
- Taken as pass/fail
- Provides a work-based learning, structural training, and mentoring opportunity
- Credit will be commensurate with the time spent on the internship site

## JAZZ BAND/WINTER PERCUSSION

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

## VOCAL ENSEMBLES

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

## CHAMBER STRINGS ENSEMBLE

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

## **TRILLIUM/YEARBOOK**

- Credit ranges from .25 to 1.0 and credits are based on job titles and functions
- There are individual positions for which you may apply
- Rubrics used for evaluative purposes and grades are based on the review of the observational files
- Constant conferences held among advisors and students
- Creation of a signed contract between students/parents and the school
- May vary by participation during four quarters (marking periods)
- Many students opt for volunteerism without credit standing

## **WORK CREDIT FOR STUDENTS IN TRUMBULL ALTERNATE PROGRAM & REACH**

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

# NCAA ELIGIBILITY QUICK REFERENCE GUIDE

## Division I Initial Eligibility Requirements | Core Courses

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

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

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



### Test Scores\*

- Earn an SAT combined score or ACT sum score matching your core-course GPA on the Division I sliding scale, which balances your test score and core-course GPA. If you have a low test score, you need a higher core-course GPA to be eligible. If you have a low core-course GPA, you need a higher test score to be eligible. When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.
- Core Grade-Point Average | Earn at least a 2.3 GPA in your NCAA core courses
- Only core courses that appear on the high school's List of NCAA Courses on the NCAA Eligibility Center website ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)) will be used to calculate your core-course GPA that must be at least a 2.3 GPA.

## Division II Initial-Eligibility Requirements | Core Courses

NCAA Division II requires 16 core courses.

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



### Test Scores\*

Earn an SAT combined score or ACT sum score matching your core-course GPA on the Division II sliding scale, which balances your test score and core-course GPA. If you have a low test score, you need a higher core-course GPA to be eligible. If you have a low core-course GPA, you need a higher test score to be eligible. When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.

### Core Grade-Point Average

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

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

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

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

# COURSE SELECTION TIP SHEET

- Students must take a minimum of 6.25 credits each year
- Trumbull High School runs on an eight period day
- Students are encouraged to choose an elective that meets the Art, Music, or Drama requirement
- Three or four years of one World Language is preferred by colleges

Periods available	Course SelectionSemester 1	Course SelectionSemester 2
1		
2		
3		
4	LUNCH	LUNCH
5		
6		
7		
8		
9*		

# STUDENT FOUR YEAR PLANNER

Area of Study	Requirement	Grade 9	Grade 10	Grade 11	Grade 12
<b>STEM 9.0</b>	Math (3)				
	Science (3)	Integrated Physical Science	Biology	Chemistry	
	STEM electives(3) *You can elect to take a fourth year of math & science for 2				
<b>Humanities 9.0</b>	English (4)	English 9	English 10	English 11 or A.P. Language and Composition	Senior English Electives(2) or A.P. Literature And Composition
	Social Studies(3)	Global Civilizations		USHistory	Civics(0.5)
	Humanities elective(1) *You can elect to take a fourth year of social studies				
	Fine Arts (1) (Art, music, drama or dance)				
<b>World Language 1.0</b>	French, Spanish, Italian, or Latin (1)				
<b>Wellness 2.0</b>	PE(1)	PE 9	PE 10	PE 11 or Elective	
	Health (1)	Health 9	Health 10	Health 11	Senior Seminar
<b>Electives 3.0</b>	Electives(3)				
<b>Mastery-Based Diploma 1.0</b>	1 credit				



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