

PROGRAM OF STUDIES

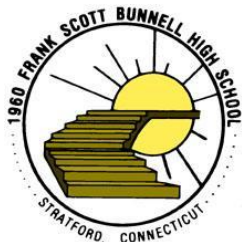
BUNNELL HIGH SCHOOL • STRATFORD HIGH SCHOOL

GRADE 9



2023 – 2024

STRATFORD PUBLIC SCHOOLS



2023-2024

This booklet has been prepared to acquaint students and parents with the varied offerings of our schools for students entering grades 9-12. During these years, students will have the opportunity to plan individual programs of study with the help of parents, teachers, and school counselors, giving careful thought to the preparation necessary to accomplish their educational, personal, and career goals.

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Superintendent of Schools

Fallon Daniels, Ed.D.
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SECONDARY SCHOOL ADMINISTRATION

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Stratford High School

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STRATFORD BOARD OF EDUCATION

Andrea Corcoran, Board Chair
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The Stratford Board of Education does not discriminate on the basis of race, color, national origin, sex, disability, [etc.] in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

The following person has been designated to handle inquiries regarding the non-discrimination policies: Cortney Brown, 203-385-4213.

Stratford Public Schools provide a free appropriate public education for all disabled/handicapped students. If you know of a disabled/handicapped student in need of services, contact the Pupil Services Office at 203-385-4225.

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Courses that have low enrollment/requests are not guaranteed to run. Changes may be necessary due to budget, staffing, and/or scheduling constraints. Every effort has been made to check information for accuracy.

STRATFORD PUBLIC SCHOOLS: DISTRICT MISSION STATEMENT

To support the growth of the whole student through a challenging and inspiring education, within a safe and inclusive environment

STRATFORD'S PORTRAIT OF A GRADUATE



Portrait Of A Graduate

Stratford Public Schools



COMMUNICATOR

I can communicate formally and informally both for myself and with others, respectfully and appropriately, with an awareness of my diverse audience.

- AUDIENCE AWARENESS**
Acknowledge All Backgrounds / Respect Different Viewpoints / Prepare and Present for Specific Audience
- FORMAL AND INFORMAL STYLES**
Apply Varied Types of Communication / Use Situationally Appropriate Language and Grammar
- TECHNOLOGICALLY SAVVY**
Utilize Virtual Resources and Tools / Exhibit Digital Etiquette / Evolve with Technological Environment
- EMPATHETIC SOCIAL INTERACTIONS**
Listen Actively / Analyze Different Tones and Emotions / Understand Social Cues / Express Kindness and Civility
- SELF-ADVOCACY**
Speak Up for Yourself / Grow in Self-Confidence / Ask For and Know When You Need Help



COLLABORATOR

I can collaborate successfully by respecting others, sharing and understanding diverse ideas while maintaining positive relationships in the community.

- RESPECTING OTHERS**
Understand Rights and Responsibilities / Develop and Demonstrate Awareness of Differing Points of View / Cooperate / Contribute
- CONSENSUS BUILDING**
Accept and Provide Constructive Feedback / Compromise / Practice Empathy / Resolve Conflicts
- REFLECTIVE AND FLEXIBLE THINKING**
See the Overall Picture / Adapt / Be Mindful of Your Own and Other's Thoughts
- DEMONSTRATING INTERPERSONAL SKILLS**
Exercise Patience / Consider Diverse Ideas and Experiences / Promote Self Expression / Use Situationally Appropriate Behavior



COMPASSIONATE & ENGAGED COMMUNITY MEMBER

I can be a compassionate, engaged community member by developing personal responsibility and valuing our diverse world.

- CHARACTER DEVELOPMENT**
Develop Credibility and Trust / Practice Humility and Honesty / Display Integrity and Responsibility within Community and Online
- AWARENESS AND ACCEPTANCE**
Be Culturally Sensitive and Receptive to Differences / Work and Interact Outside Peer Group
- PERSONAL RESPONSIBILITY**
Respect and Care for Self and Others / Understand Your Strengths and Acknowledge Your Challenges / Take an Active Role in Local and Global Community



LIFELONG LEARNER

I can engage in life-long learning to make responsible goal-oriented decisions, prioritize effective work habits and seek personal fulfillment.

- WELL-BEING AND DESIRE TO LEARN**
Create Clear and Achievable Goals / Challenge Self to Consistently Improve / Reflect on Criticism and Success / Navigate Obstacles
- GROWTH MINDSET**
Embrace Challenging Tasks / Seek New Opportunities / Learn from Mistakes, Setbacks, and Failures
- EFFECTIVE WORK HABITS**
Develop Individual Time-Management and Organizational Skills / Maximize Your Abilities / Use Resources Effectively / Ask Questions / Understand and Follow Through on Tasks / Apply Learning



SOLUTION DRIVEN PROBLEM SOLVER

I can be an effective solution driven problem solver by using research, creativity, logic, imagination and teamwork.

- CREATIVE EXPRESSION**
Brainstorm and Share Ideas Freely / Open Mind to Varying Perspectives / Cultivate Resourcefulness
- DETERMINATION AND RESILIENCE**
Practice Flexibility / Develop Skills to Cope Under Stress and Pressure
- CRITICAL AND ANALYTICAL THINKING**
Observe and Evaluate / Seek and Explore Knowledge / Produce and Organize Ideas
- LEADERSHIP**
Build Solutions / Engage Others Actively / Be a Team Player

Rev. 11/2023

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Program of Studies 2023-2024

INFORMATION FOR STUDENTS AND PARENTS

SELECTION OF SUBJECTS

Each student's schedule must include the required subjects for each year and those subjects which meet promotion and graduation requirements. Stratford's high schools provide opportunities for all students to explore a wide variety of concepts in art, music, business, family and consumer science, technology education, physical education, health and world languages, as well as in language arts, mathematics, science, and social studies. Course offerings are dependent upon staffing and enrollment.

A school counselor assists each student in planning a program which is appropriate to personal needs, interests, and abilities. A carefully selected program each year will help students attain the district standards for a Stratford graduate. Part of the decision depends on the student's future plans, whether for higher education, industry, business, or a variety of other choices. A balance of studies will help develop skills necessary for immediate job entry, as well as continuation into higher education and will enrich the student's experiences, provide lifetime skills, and further the understanding of others and the world in general.

Parents/guardians are urged to take an active part in helping their children make wise decisions regarding the selection of courses and are encouraged to consult with the school counselor concerning the subject selection for each year.

Students must be enrolled in a minimum of six courses per semester.

- Some subjects may be available only at certain grade levels, and some have "prerequisites."
 - A prerequisite may establish a grade requirement or require the completion of another course before the desired course may be studied.
- Some courses may be offered every other year.
 - Students should plan their programs accordingly.

LEVELS OF INSTRUCTION

Courses are leveled in the high schools.

- Courses English, Mathematics, Science, Social Studies, and World Language are leveled as Advanced Placement (AP)/Early College (ECE), Honors, and College Prep (CP) as noted in the Program of Studies.
- English 1 (grade 9) and English 12th grade half year courses, all half year social studies courses, and all Personal Finance courses are offered as College Prep (CP) with an Honors option.
- All courses in Art, Career and Technology Education, Music are offered as College Prep (CP) unless noted (Honors or AP).

Access to advanced level courses (Honors, AP, Dual Enrollment, etc.) is open to all students who have passed any prerequisite courses listed in the program of studies. In addition, teachers, administrators, school counselors, or other school personnel may recommend students who have shown academic promise and in order to encourage enrollment in an advanced course or program. Assessment scores may be used to identify additional students who may be ready for an advanced level of coursework

PROMOTION AND GRADUATION REQUIREMENTS

| Promotion To: | Full Promotion Number of Credits | Deficient But Promoted Number of Credits | Retained Number of Credits |
|----------------------|---|---|---------------------------------------|
| Grade 10 | 6.0 | 5.0 | Below 5.0 |
| Grade 11 | 12.0 | 11.0 | Below 11.0 |
| Grade 12 | 18.0 | 17.0 | Below 17.0 |
| Graduation | 25.0 | | |

Commencing with classes **graduating in 2023**, and for each graduating class thereafter, no local or regional board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed a minimum of twenty-five credits, including not fewer than: (1) Nine credits in the humanities, including civics and the arts; (2) nine credits in science, technology, engineering and mathematics; (3) one credit in physical education and wellness; (4) one credit in health and safety education, as described in section 10-16b; (5) one credit in world languages, subject to the provisions of subsection (g) of this section; (6) a one credit mastery-based diploma assessment and (7) three elective credits.

Credit Distribution Requirement

| Area | Subjects (if specified) | Credit Requirement |
|--------------------------|--|---------------------------|
| HUMANITIES | | 9 total |
| | English | 4 |
| | Social Studies (1 World History, 1 US History, .5 Civics, .5 Elective) | 3 |
| | Arts | 1 |
| | Elective in Humanities* | 1 |
| STEM | | 9 total |
| | Science | 3 |
| | Math | 3 |
| | Personal Finance | .5 |
| | Elective in STEM** | 2.5 |
| PE and WELLNESS | | 1 |
| HEALTH and SAFETY | | 1 |
| WORLD LANGUAGE | | 1 |
| MASTERY BASED ASSESSMENT | | 1 |
| ADDITIONAL ELECTIVES | | 3 |
| | | 25 TOTAL CREDITS |

*Humanities Elective Options: The following courses can count toward the Humanities elective credit if not taken to fulfill the required credits in English, Social Studies, Arts or Career and Technology Education: Advanced Art or Independent Study, Advanced Placement Studio Art, Advanced Theatre Arts & Vocal Production, Advanced 3-D, African American/Black and Puerto Rican/Latino Studies, Annual Writing 1/2/3H, AP Language & Composition, AP Literature & Composition, UCONN Seminar and Studio in Academic Writing and Multimodal Composition, AP Music Theory, AP Psychology, Business Law, AP US Government & Politics, Ceramics, Child Development 1 & 2, Concert Band, Concert Choir, Conversations on Race, Creative Writing 1/2/3/4H, Design, Digital Art, Dystopias & Utopias in Literature and Life, Economics, Fine Art I & II, Graphic Design, If You Love It, Teach It, International Relations, Introduction to Early Childhood Education 1 & 2, Introduction to the Guitar, Introduction to Individual and Family Development,

Introduction to the Piano, Journalism 1/2/3/4H, Literacy Workshop 1 and 2, Music Technology, Music Theory, Photography, Poetry & Music, Psychology & AP Psychology, Public Speaking & Activism, Sectional Band, Select Choir, Sculpture, Sociology, Sports Literature/Sports Journalism, String Orchestra, Teachers & Schools & Society, Theatre Arts and Vocal Production, Visual Images, Wind Ensemble Honors, World Language Courses (French, Latin, and Spanish) AFTER fulfilling the 1 credit World Language requirement.

****STEM Elective Options:** Any course taken in mathematics or science (beyond the three credit requirements for each subject) can be counted as a STEM elective. In addition, the following Career and Technology Education courses also qualify: Accounting 1 & 2, Advanced Manufacturing Technology, Advanced Video Production, Allied Health Exploration, AP Macroeconomics, AP Mobile Computer Science Principles, Bakeshop 1 & 2, Career Development, Civil Engineering & Architecture, Computer Applications, Culinary Assistant, Digital Electronics, Digital Text and Tools for Learning, E-Commerce 1 & 2, Engineering Design & Development, Exploring Culinary Arts 1 & 2, Foundations of Health Science 1, Foundations of Health Science 2, Int School/Career 1, Int School/Career 2, Int School/Career 3, Introduction to Athletic Training & Sports Medicine, Introduction to Business, Introduction to Culinary Arts, Introduction to Engineering Design, Introduction to Manufacturing Technology, Introduction to Transportation Technology, Introduction to Video Game Design, Living Skills and Transition, Management & Entrepreneurship, Manufacturing Technology, Medical Terminology, Personal Finance 1, Personal Finance 2: Investing Your Money, Pre-Nursing, Principles of Engineering Honors, Sports and Entertainment Marketing, Transportation Technology & Advanced Transportation Technology, Transition Practices, Video Game Design 1, Video Game Design 2 (Honors), Video Production 1 & 2, Work Experience

ALPHA – ALTERNATIVE HIGH SCHOOL PROGRAM

The ALPHA Program provides an alternative learning experience for high school students. The program provides small instructional classes, attention to individual academic and social needs, and an environment that minimizes the distractions.

ALPHA is a program of choice with students applying for enrollment through a referral via their high school administration and school counselors. Students and their families participate in all aspects of the enrollment process and an interview is required. ALPHA students remain connected to their base high schools and may participate in all extra-curricular activities. Students are required to meet the same academic requirements for graduation as their peers at the district's traditional high schools.

Interested students or parents should contact their school counselor or administrator at the high school for more information. Acceptance is based upon the high school recommendation, administrative approval, an interview with ALPHA administration, and a visitation to the program.

ART

| COURSE TITLE | | CREDITS | GRADES OFFERED | | | |
|------------------|------------------------------------|---------|----------------|----|----|----|
| CORE COURSES | | | | | | |
| | Design | 1 | 9 | 10 | 11 | 12 |
| | Fine Art I * | 1 | | 10 | 11 | 12 |
| | Fine Art II* | 1 | | | 11 | 12 |
| | ADVANCED 3-D* | 1 | | 10 | 11 | 12 |
| | Graphic Design* | 1 | | | 11 | 12 |
| | Advanced Art or Independent Study* | .4-1 | | | 11 | 12 |
| | Advanced Placement Studio Art | 1 | | | | 12 |
| SEMESTER COURSES | | | | | | |
| | Drawing | .5 | 9 | 10 | 11 | 12 |
| | Photography | .5 | 9 | 10 | 11 | 12 |
| | Sculpture | .5 | 9 | 10 | 11 | 12 |
| | Ceramics | .5 | 9 | 10 | 11 | 12 |
| | Digital Art | .5 | | 10 | 11 | 12 |
| | Independent Study* | .4-1 | | | 11 | 12 |

It is recommended that all students take Design prior to taking other art courses. Several courses require the successful completion of Design as a prerequisite.

*Courses with a prerequisite requirement.

Art: Possible Course Sequences

| Year 1 -4 Semester Courses | Year 1 Full Year Course | Year 2, 3 or 4 Full Year & Semester Courses | |
|----------------------------------|----------------------------|--|---|
| Drawing (Semester) | Design (Full Year) | ADVANCED 3-D (full year) | ADVANCED 3-D (full year) |
| Photography I (Semester) | | Fine Art 1 (Full Year) | Fine Art II (Full Year) |
| Sculpture (Semester) | | DIGITAL ART (Semester) | |
| Ceramics (Semester) | | Graphic Design (Full Year) | Advanced Art (Full Year) |
| | | | AP Art (Full Year) Additional Course Requirements |

ART CORE COURSES Grade 9

All art courses meet the Arts graduation requirement

Design - 701H - 1 Credit**Humanities**

This full year course is the foundation for all learning in the Art Department and can prepare the student for a program that will lead to a career in the visual arts. Creative projects involve learning and applying all the art elements of line, shape, value, texture, color, form and space in a variety of media. There is an emphasis on craftsmanship and exploring an array of art tools and techniques. Students will work independently as well as collaboratively on their artistic journeys.

Prerequisite: None (Note: There is a \$10.00 material fee requirement for this class.)

ART SEMESTER COURSES**Drawing - 700H - .5 Credit****Humanities**

Drawing is a one semester course for the student who wants to learn to draw or to improve personal drawing skills. Course work is devoted to the exploration of pencil, pen and mixed media rendering techniques for the portrayal of realistic and imaginary subject matter. Preparation of a portfolio is required.

Prerequisite: None (Note: There is a \$10.00 material fee requirement for this class.)

Photography - 711H - .5 Credit**Humanities**

The course objective is to learn to capture artistic photographs with a digital camera and use digital photo editing programs to manipulate images. Subject matter will vary from landscapes to portraits and abstract images. Photography prepares the student to use a variety of photographic equipment and to learn the basic functions of Adobe Photoshop. Students may use their own digital cameras. School cameras are also available. **Prerequisite: None. Design is recommended but not required prior to taking this course. (Note: There is a \$10.00 material fee requirement for this class.)**

Sculpture - 709H - .5 Credit**Humanities**

A one semester course that applies the elements of design and the imagination to produce three-dimensional additive and subtractive sculptural forms. The materials used include clay, metal, paper, and plaster, which are formed into free standing, relief, or suspended structures.

Prerequisite: None. Design is recommended but not required. (Note: There is a \$10.00 material fee requirement for this class.)

Ceramics - 710H - .5 Credit**Humanities**

The student will progress through a variety of challenging experiences with clay involving traditional and contemporary ceramic techniques used by the skilled craftsmen. This course also offers the basis for an individual vocation in adult life. **Prerequisite: None. Design is recommended but not required. (Note: There is a \$10.00 material fee requirement for this class.)**

CAREER & TECHNOLOGY EDUCATION (CTE)

General CTE Course

| COURSE TITLE | CREDITS | GRADES OFFERED | | | |
|---------------------|----------------|-----------------------|----|----|----|
| Career Development | .5 | 9 | 10 | 11 | 12 |

Career Development - 820H - .5 Credit

STEM

This course motivates students to take control of their future by planning for their careers today. Students engage in virtual job shadowing and career advice videos which takes career exploration to a whole new level by connecting academics to the real world. Students will develop a portfolio which will be a collection of work that tells the story of their efforts, progress, and achievements along with a resume, cover letter, thank you letter, reference letters, certificates of achievement, evidence of community activities etc. Guest speakers will also be used to enhance classroom activities. This course ensures that students' academic pursuits align with their career goals.

CTE: BUSINESS MANAGEMENT AND ADMINISTRATION CLUSTER

Business Information Management Pathway

Graduation Requirement: All students must earn 2.5 credits in STEM Electives and .5 credits in a Personal Finance 1 course.

| COURSE TITLE | CREDITS | GRADES OFFERED | | | |
|---|----------------|-----------------------|----|----|----|
| Introduction to Business (pending Board approval) | .5 | 9 | 10 | 11 | 12 |
| Business Law | .5 | 9 | 10 | 11 | 12 |
| Computer Applications | .5 | 9 | 10 | 11 | 12 |
| Management & Entrepreneurship | .5 | 9 | 10 | 11 | 12 |
| Personal Finance 1 (Honors Option) | .5 | 9 | 10 | 11 | 12 |
| Personal Finance 1 Honors Online | .5 | 9 | 10 | 11 | 12 |
| Personal Finance 2: Investing Your Money | .5 | 9 | 10 | 11 | 12 |
| Accounting 1 (AP/College Level) | 1 | | 10 | 11 | 12 |
| Accounting 2 | 1 | | | 11 | 12 |
| AP Macroeconomics (pending Board approval) | 1 | | | 11 | 12 |

Business Information Management Pathway: Possible Course Sequences

| Year 1 | Year 2 | Year 3 | Year 4 |
|---|---|---|---|
| Personal Finance 1 or Personal Finance 1 Honors | Personal Finance 2 | Management & Entrepreneurship AND Business Law | AP Macroeconomics (pending Board approval) |
| Personal Finance 1 or Personal Finance 1 Honors | Introduction to Business (pending Board approval) | Accounting 1 | Accounting 2 |
| Introduction to Business (pending Board approval) | Computer Applications | Management & Entrepreneurship AND Business Law | AP Macroeconomics (pending Board approval) |

Introduction to Business - 812H - .5 Credit (pending Board approval)

STEM

This course welcomes students to the World of Business. This half-year course highlights each of the major sectors in business including Marketing, Accounting, Hospitality/Tourism, Business Law, and Entrepreneurship.

Business Law - 804H - .5 Credit

Humanities

This course is designed to provide all students with a better understanding of the legal world in which they work and live. Students learn essential concepts of law including their rights and responsibilities as citizens and employer/employees. Some of the business topics discussed include: employment law, property law, contract law, leases, laws of sales and commerce, agency law and white-collar crime.

Computer Applications - 800H - .5 Credit

STEM

This course is designed for students to develop computer skills software that includes Word Processing Spreadsheet, and Presentation Graphics.

Management & Entrepreneurship - 803H - .5 Credit

STEM

This course is designed to introduce students to the business world. Students develop an idea or concept into an actual business venture. They will identify key factors that will help them decide if their idea represents a real business opportunity. Students will study the interplay between marketing, manufacturing, financing, accounting and management. Students develop skills necessary to promote business ideas, test their feasibility and complete a business plan. This course offers hands-on activities, community partnerships and various guest speakers.

Personal Finance 1 (Honors Option Available) - 805H/805HH - .5 Credit

STEM

Personal Finance helps students build a solid foundation for financial independence and future financial decisions. Students will learn about saving, spending, and credit. Topics will include preparing a monthly budget, planning for college expenses, buying a car, earning a paycheck, renting an apartment, investing their money and more. Guest speakers will enhance classroom activities. **Successful completion of this course will meet the Personal Finance graduation requirement.** *To motivate and recognize students who want to deepen their knowledge, understanding and application of key concepts, all students have the option to earn Honors distinction and Honors weight on their high school transcript by signing up for the Honors component. Descriptions and explanations of additional assignments and higher expectations for the Honors component will be provided to students at the beginning of the course.*

Personal Finance 1 Honors On-Line - 811HH - .5 Credit

STEM

This is an on-line honors level course available to students with unavoidable scheduling conflicts. **Successful completion of this course will meet the Personal Finance graduation requirement.**

Personal Finance 2: Investing Your Money - 806H - .5 Credit

STEM

This course will explore various vehicles for investing including stocks, bonds, and mutual funds. The world of investing and the operation of the stock market are the key components of this course. Students will evaluate and analyze many investment options in a collaborative environment. Emphasis is placed on developing the skills of global awareness, collaboration, oral and written communication, critical thinking, problem solving and a well-defined work ethic. Students will participate in the Stock Market Game.

Prerequisite: Student must earn a passing grade in Personal Finance 1.

CTE: EDUCATION AND TRAINING CLUSTER
Teacher/Training Pathway

| COURSE TITLE | | CREDITS | GRADES OFFERED | | | |
|---|--|---------|----------------|----|----|----|
| <i>Early Childhood and Elementary Teaching Pathway</i> | | | | | | |
| | Child Development 1 | .5 | 9 | 10 | 11 | 12 |
| | Child Development 2 | .5 | 9 | 10 | 11 | 12 |
| | Introduction to Early Childhood Education 1 | .5 | | 10 | 11 | 12 |
| | Introduction to Early Childhood Education 2 (AP/College Level) | .5 | | 10 | 11 | 12 |
| Course offered in rotation during even graduation years | Introduction to Individual and Family Development (AP/College Level) | 1 | | | 11 | 12 |
| <i>Secondary Education Pathway</i> | | | | | | |
| Course offered in rotation during odd graduation years | Teachers, Schools and Society (AP/College Level) (spring course) | .5 | | | 11 | 12 |
| Course offered in rotation during odd graduation years | Digital Texts, Tools, and Society (AP/College level) (fall course) | .5 | | | 11 | 12 |
| | If You Love it, Teach it ECE (AP/College Level), (spring course) | .5 | | | 11 | 12 |
| | Introduction to Special Education (AP/College Level) (fall course) | .5 | | | 11 | 12 |
| Course offered in rotation during even graduation years | Introduction to Individual and Family Development (AP/College Level) | 1 | | | 11 | 12 |

Teacher/Training Pathway: Possible Course Sequences

| | Year 1 | Year 2 | Year 3 | Year 4 |
|--|---|---|--|---|
| Secondary Education Pathway | Child Development 1 AND Child Development 2 | Intro to Early Childhood Education 1 AND Intro to Early Childhood Education 2 | Digital Text and Tools for Learning AND Teachers, Schools and Society OR Intro to Individual and Family Development (AP/College Level) | Digital Text and Tools for Learning AND Teachers, Schools and Society OR If You Love It, Teach It AND Introduction to Special Education |
| Early Childhood and Elementary Teaching Pathway | Child Development 1 AND Child Development 2 | Intro to Early Childhood Education 1 AND Intro to Early Childhood Education 2 | Intro to Individual and Family Development (AP/College Level) | If You Love It, Teach It AND Introduction to Special Education |

Child Development 1 - 570H - .5 Credit**Humanities**

This course explores human growth and development from the prenatal stages through infancy. Topics will include: decision making, roles and responsibilities of a parent, prenatal care, labor and delivery, care of the newborn and infant and the importance of early literacy intervention in the development of children.

Child Development 2 - 571H - .5 Credit**Humanities**

This course includes the study of the toddler with emphasis on the physical, intellectual, emotional, and social development. The course will also focus on positive discipline, appropriate activities for young children, reading and language development. Anyone who desires a career in education or working with children should consider this course. **Prerequisite: Student must earn a passing grade in Child Development 1.**

CTE: HEALTH SCIENCE CLUSTER **Therapeutic Services Pathway**

| COURSE TITLE | CREDITS | GRADES OFFERED | | | |
|--|----------------|-----------------------|----|----|----|
| Allied Health Exploration (AP/College Level) | .5 | | 10 | 11 | 12 |
| Foundations of Health Science I (pending Board approval) | .5 | | 10 | 11 | 12 |
| Foundations of Health Science II (pending Board approval) | .5 | | | 11 | 12 |
| Medical Terminology (AP/College Level) | .5 | | | 11 | 12 |
| Pre-Nursing | 1 | | | | 12 |
| Introduction to Athletic Training & Sports Medicine (pending Board approval) | 1 | | | | 12 |

Therapeutic Services Pathway: Possible Course Sequence

| Year 1 | Year 2 (by application) | Year 3 (by application) |
|---|---|--|
| Allied Health Exploration UCONN ECE - Semester 1 | Foundations of Health Science II -Semester 1 (pending Board approval) | Pre-Nursing/CNA Training OR |
| Foundations of Health Science I - Semester 2 (pending Board approval) | Medical Terminology UCONN ECE - Semester 2 | Introduction to Athletic Training & Sports Medicine (pending Board approval) |

CTE: HOSPITALITY AND TOURISM CLUSTER **Restaurant, Food, Beverage, and Services Pathway**

| COURSE TITLE | CREDITS | GRADES OFFERED | | | |
|---|----------------|-----------------------|----|----|----|
| Introduction to Culinary Arts | .5 | 9 | 10 | 11 | 12 |
| Bakeshop 1 | .5 | | 10 | 11 | 12 |
| Bakeshop 2 | .5 | | 10 | 11 | 12 |
| Exploring Culinary Arts 1 | .5 | | 10 | 11 | 12 |
| Exploring Culinary Arts 2 | .5 | | 10 | 11 | 12 |
| Culinary Assistant (pending availability) | .5/1 | | | 11 | 12 |

Restaurant, Food, Beverage, and Services Pathway: Possible Course Sequences

| Year 1 | Year 2 | Year 3 | Year 4 |
|-------------------------------|---|---|--|
| Introduction to Culinary Arts | Exploring Culinary Arts 1 AND Exploring Culinary Arts 2 | Bakeshop 1 AND Bakeshop 2 | Culinary Assistant (pending availability) |
| Introduction to Culinary Arts | Bakeshop 1 AND Bakeshop 2 | Exploring Culinary Arts 1 AND Exploring Culinary Arts 2 | Culinary Assistant (pending availability) |

Introduction to Culinary Arts - 560H - .5 Credit**STEM**

This course is for students who are interested in learning about all aspects of food. Topics include consumerism, nutrition, safe food storage, kitchen safety, measurement and equivalents, terminology and cooking techniques. Emphasis will be placed on proper cooking and preparation techniques in the areas of fruits, vegetables, breads, grains, meats, poultry, dairy and pastry products. Students will learn life-long skills necessary for developing and maintaining healthy diets.

CTE: INFORMATION TECHNOLOGY CLUSTER**Web and Digital Communications Pathway**

| COURSE TITLE | CREDITS | GRADES OFFERED | | | |
|---------------------------------------|---------|----------------|----|----|----|
| Introduction to Video Game Design | .5 | 9 | 10 | 11 | 12 |
| Video Game Design 1 | 1 | | 10 | 11 | 12 |
| Video Game Design 2 (Honors) | 1 | | | 11 | 12 |
| AP Mobile Computer Science Principles | 1 | | 10 | 11 | 12 |
| Video Production 1 | .5 | 9 | 10 | 11 | 12 |
| Video Production 2 | .5 | 9 | 10 | 11 | 12 |
| Advanced Video Production | 1 | | 10 | 11 | 12 |

Web and Digital Communications Pathway: Possible Course Sequences

| Year 1 | Year 2 | Year 3 | Year 4 |
|-----------------------------------|---------------------|------------------------------|---------------------------------------|
| Introduction to Video Game Design | Video Game Design 1 | Video Game Design 2 (Honors) | AP Mobile Computer Science Principles |
| Video Production 1 | Video Production 2 | Advanced Video Production | |

Introduction to Video Game Design - 411H - .5 Credit**STEM**

In this class students will analyze game theory and game mechanics from a game maker's perspective. After students understand the fundamental concepts of creating various board games, they will be introduced to 2D gaming software. Students will use multiple sources in a self-directed environment to create a variety of interactive video games. This course will serve as a foundation for the process of video game design.

Video Production 1 - 414H - .5 Credit**STEM**

This course introduces the basics of video production utilizing a personal camcorder and video editing equipment. Students study video technologies, basic equipment operation, video composition, basic lighting, audio production planning, and visual storytelling. Students work in groups to create video projects utilizing post-production editing.

Video Production 2 - 415H - .5 Credit**STEM**

This course is a continuation of Video Production 2 in a video studio production setting. Students learn studio production planning, lighting, and audio along with basic video engineering. Students practice all crew positions including floor director, camera operator, lighting technician, audio technician, technical director and program director. **Prerequisite:** Student must earn a passing grade in Video Production 1.

CTE: MANUFACTURING CLUSTER**Manufacturing Production Process Pathway**

| COURSE TITLE | CREDITS | GRADES OFFERED | | | |
|--|---------|----------------|----|----|----|
| Introduction to Manufacturing Technology | .5 | 9 | 10 | 11 | 12 |
| Manufacturing Technology | 1 | | 10 | 11 | 12 |
| Advanced Manufacturing Technology | 1 | | | 11 | 12 |

Manufacturing Production Process Pathway: Possible Course Sequence

| Year 1 | Year 2 | Year 3 |
|--|--------------------------|-----------------------------------|
| Introduction to Manufacturing Technology | Manufacturing Technology | Advanced Manufacturing Technology |

Introduction to Manufacturing - 421H - .5 Credit**STEM**

Students are introduced to technical principles and concepts of material structure, properties, and testing methods for the major material families (metals, polymers, wood) as it relates to material selection and processing decisions. Students will also be introduced to the safe use of tools needed to process materials in the industry. Additionally, students will be introduced to Computer Aided Manufacturing (CAM) as well as CNC operations. This will include two-dimensional geometry, tool paths, and set up. Software used will include Fusion 360, Inventor and Mastercam.

CTE: MARKETING CLUSTER**Marketing Management Pathway**

| COURSE TITLE | CREDITS | GRADES OFFERED | | | |
|---|---------|----------------|----|----|----|
| Introduction to Business (pending Board approval) | .5 | 9 | 10 | 11 | 12 |
| E-Commerce 1 | .5 | 9 | 10 | 11 | 12 |
| E-Commerce 2 | .5 | 9 | 10 | 11 | 12 |
| Management & Entrepreneurship | .5 | 9 | 10 | 11 | 12 |
| Sports and Entertainment Marketing | .5 | 9 | 10 | 11 | 12 |

Marketing Management Pathway: Possible Course Sequence

| Year 1 | Year 2 | Year 3 | Year 4 |
|---|---|---|--------------|
| Introduction to Business (pending Board approval) | Sports and Entertainment Marketing AND/OR Management & Entrepreneurship | E-commerce 1 AND/OR Management & Entrepreneurship | E-Commerce 2 |

Introduction to Business - 812H- .5 Credit (pending Board approval)**STEM**

This course welcomes students to the World of Business. This half-year course highlights each of the major sectors in business including Marketing, Accounting, Hospitality/Tourism, Business Law, and Entrepreneurship.

E-Commerce 1 - 801H - .5 Credit**STEM**

In this hands-on computer class, students will learn how to plan, design, develop and evaluate effective strategies for businesses or an individual client using modern online/industry-standard communication tools. Intellectual property laws and copyright laws are also discussed. Students will learn how to design marketing tools using web and app development software and how to make marketing tools for use on phones, tablets and computers user-friendly. Businesses today are including E-commerce and social media in their marketing and business strategies. Students will learn how to become the technically skilled employees needed to achieve these goals.

E-Commerce 2 - 802H - .5 Credit**STEM**

This course is intended for students who want to build more complex sites, expand their knowledge of website development and electronic commerce strategies, and incorporate advanced web-marketing techniques. **Prerequisite:** Student must earn a passing grade in E-Commerce 1.

Management & Entrepreneurship - 803H - .5 Credit**STEM**

This course is designed to introduce students to the business world. Students develop an idea or concept into an actual business venture. They will identify key factors that will help them decide if their idea represents a real business opportunity. Students will study the interplay between marketing, manufacturing, financing, accounting and management. Students develop skills necessary to promote business ideas, test their feasibility and complete a business plan. This course offers hands-on activities in addition to various guest speakers.

Sports and Entertainment Marketing - 810H - .5 Credit**STEM**

Whether you are watching a famous athlete make an unbelievable play or witnessing a sensational singing performance or streaming the latest viral marketing campaign, the world of sports and entertainment is never boring. Although it may seem impossible for you to be a part of this glittery world, it's not! The Sports and Entertainment Marketing field offers careers that combine entertainment with traditional marketing, but with a whole lot more glamour. Explore basic marketing principles while delving deeper into the multibillion dollar sports and entertainment industry. Learn how professional athletes, sports teams, and famous entertainers are marketed as commodities and how the savvy people who handle these deals can become very successful. This course will show you how things work behind the scenes of a major entertainment event and how you can be part of the act.

CTE: SCIENCE, TECHNOLOGY, ENGINEERING AND MATH CLUSTER**Engineering, Design, and Development Pathway**

| COURSE TITLE | CREDITS | GRADES OFFERED | | | |
|---|----------------|-----------------------|----|----|----|
| Introduction to Engineering Design (AP/College Level) | 1 | 9 | 10 | 11 | 12 |
| Civil Engineering and Architecture | 1 | | 10 | 11 | 12 |
| Principles of Engineering Honors (AP/College Level) (offered during even graduation years) | 1 | | 10 | 11 | 12 |
| Digital Electronics (AP/College Level) (offered during odd graduation years) | 1 | | 10 | 11 | 12 |
| Engineering Design & Development Honors (AP/College Level) | 1 | | | | 12 |

Engineering, Design, and Development Pathway: Possible Course Sequences

| Year 1 | Year 2 | Year 3 | Year 4 |
|---|--|---|--|
| Introduction to Engineering Design (AP/College Level) OR Civil Engineering and Architecture | Digital Electronics (AP/College Level) OR Principles of Engineering Honors (AP/College Level) OR Introduction to Engineering Design (AP/College Level) OR Civil Engineering and Architecture | Digital Electronics (AP/College Level) OR Principles of Engineering Honors (AP/College Level) | Engineering Design & Development Honors (AP/College Level) |

Introduction to Engineering Design (AP/College Level) - 400H - 1 Credit

STEM

This is the first course in the Project Lead the Way Engineering Pathway. Knowledge and skills attained in this course will be used in subsequent PLTW courses. In this course students will use the design process to complete a variety of problem-based activities. Students will become proficient in the use of Autodesk Inventor, which is a state of the art Computer Aided Design software package. Students will solve design problems as they develop, create, and analyze product models. Students will study the design concepts of form and function then use technology to translate conceptual design into reproducible products.

Prerequisite: Student must earn a passing grade in Algebra 1 or be taking Algebra 1 concurrently.

CTE: TRANSPORTATION, DISTRIBUTION AND LOGISTICS CLUSTER

Facility and Mobile Maintenance Pathway

| COURSE TITLE | CREDITS | GRADES OFFERED | | | |
|--|---------|----------------|----|----|----|
| Introduction to Transportation Technology (Automotive) | .5 | 9 | 10 | 11 | 12 |
| Transportation Technology (Automotive) | 1 | | 10 | 11 | 12 |
| Advanced Transportation Technology (Automotive) | 1 | | | 11 | 12 |

Facility and Mobile Maintenance Pathway: Possible Course Sequence

| Year 1 | Year 2 | Year 3 |
|--|--|---|
| Introduction to Transportation Technology (Automotive) | Transportation Technology (Automotive) | Advanced Transportation Technology (Automotive) |

Introduction to Transportation Technology (Automotive) - 431H - .5 Credit

STEM

This course includes a study of the various ways in which society has used natural forces and different fuels to power machines. These fuels include water, wind, solar, electrical, and nuclear as well as fossil. Students will study the theory, maintenance, and repair of the small internal combustion engines and electric motors.

ENGLISH/LANGUAGE ARTS and READING

| COURSE TITLE | | CREDITS | GRADES OFFERED | | | |
|---|---|---------|----------------|----|------|--------------|
| CORE COURSES | | | | | | |
| | English 1 (Required) | 1 | 9 | | | |
| | English 2 (Required) | 1 | | 10 | | |
| | English 3 | 1 | | | 11 | |
| | Literacy Workshop 1 and 2 (District Placement) | .5 - 1 | 9 | 10 | 11 | 12 |
| | AP English Language and Composition (dual enrollment may be offered) | 1 | | | 11 | (12) |
| | AP English Literature and Composition | 1 | | | (11) | 12 |
| | UConn Seminar and Studio in Academic Writing and Multimodal Composition ECE ENGL 1007 (course will run subject to availability)--Pending Board approval | 1 | | | | 12 |
| | Poetry and Music | .5 | | | | 12 |
| | Public Speaking and Activism | .5 | | | | 12 |
| | Dystopias and Utopias in Literature and Life | .5 | | | | 12 |
| | Sports Literature/Sports Journalism | .5 | | | | 12 |
| | Visual Images | .5 | | | | 12 |
| HUMANITIES ELECTIVES | | | | | | |
| | Journalism 1 | 1 | 9 | 10 | 11 | 12 |
| | Journalism 2 | 1 | | 10 | 11 | 12 |
| | Journalism 3 | 1 | | | 11 | 12 |
| | Journalism 4 Honors | 1 | | | | 12 |
| | Creative Writing 1 | 1 | 9 | 10 | 11 | 12 |
| | Creating Writing 2 | 1 | | 10 | 11 | 12 |
| | Creative Writing 3 | 1 | | | 11 | 12 |
| | Creative Writing 4 Honors | 1 | | | | 12 |
| | Annual Writing and Editing 1, 2 | 1 | | 10 | 11 | 12 |
| | Annual Writing and Editing 3 Honors | 1 | | | | 12 |
| Elective That Does Not Count Towards the Humanities Elective Credit | | | | | | |
| | SAT Prep Math and English (Taken in Conjunction with Math) | .5 | 9 Spring Only | 10 | 11 | 12 Fall Only |

English Language Arts: Possible Course Sequences/Options

| | | |
|-----------------|---|--|
| Grade 9 | English 1 (Optional Honors Component) | Elective Options Creative Writing 1 Journalism 1 |
| | | |
| Grade 10 | English 2 Honors Component or College Prep | Elective Options Creative Writing 1,2 Journalism 1,2 Annual Writing & Editing |
| | | |

| | | | |
|--|--|--|--|
| Grade 11 | English 3 Honors or College Prep | AP and/or ECE English Language or AP English Literature | <u>Elective Options:</u> Creative Writing 1,2,3 Journalism 1,2,3 Annual Writing and Editing 1,2 |
| Grade 12 | <u>Half Year Options:</u> (Students are required to take 2 if they do not take AP Literature or UCONN Senior Year) Dystopias & Utopias In Literature & Life Poetry & Music Visual Images Sports Literature/Sports Journalism Public Speaking & Activism All Courses College Prep or Honors | AP and/or ECE English Language or AP English Literature or UCONN Seminar and Studio in Academic Writing ENGL 1007 | <u>Elective Options:</u> Creative Writing 1,2,3,4 Honors Journalism 1,2,3,4 Honors Annual Writing and Editing 1,2, 3 Honors |
| Additional Supports Grades 9,10,11,12 | Literacy Workshop 1 (This course may be repeated for credit.) Literacy Workshop 2 (This course may be repeated for credit.) SAT PREP: Math and English (This is not for Humanities Credit) | | |

English 1 (Required for all 9th graders) - 200H - 1 Credit

Humanities

This course is integrated with the study of literary genres using complex text, and an emphasis on argumentative and informational writing. Students are expected to become independent learners who develop their own interpretations and generalizations from concepts using close reading skills and questioning strategies. *To motivate and recognize students who want to deepen their knowledge, understanding and application of key concepts, all students have the option to earn Honors distinction and Honors weight on their high school transcript by signing up for the "Honors component." Descriptions and explanations of additional assignments and higher expectations for the Honors component will be provided to students at the beginning of the course.*

Literacy Workshop 1 - 248H- .5-1 Credits

Students in all grades are placed into this intervention course as a result of scores on district and standardized measures and performance in school, and with approval of the department head. This course will focus on sequential evidence based foundational reading skills and code. Some courses will offer Read 180 and System 44 placement pending budget approval. This course qualifies for Humanities credit. Students will receive a grade of pass or fail rather than a letter grade for this course. Students can repeat the course for credit.

Humanities Electives

The following courses are enrichment courses and may be elected in grades 9, 10, 11 and/or 12 in addition to any required English course. **Courses will be offered based on student enrollment.**

Journalism 1 - 250H - 1 Credit

Humanities

This course teaches the fundamentals of journalistic writing and makeup of a newspaper. Students in this course write for the high school newspaper. The course is also open to selected and highly recommended students interested in the following aspects of journalism: photography, art, and business. Students who are enrolled in Journalism 2 and 3 are responsible for the entire publication of the high school newspaper. This

includes writing news stories, feature stories, editorials, sports stories, photojournalism, and advertising materials.

Creative Writing 1 - 243H - 1 Credit

Humanities

Offered to students in grades nine, ten, eleven, and twelve, who have an interest in writing, the class will stress the fundamentals of writing, especially the writing of short stories, informal essays, and verse. Students will have the opportunity to publish their writing and analyze and evaluate each other's writing. This course is conducted as a workshop. Students who are enrolled in Creative Writing 2 and 3 will serve as editors for the school literary magazine.

Additional Elective

SAT College Prep S2 - 373H - .5 Credit

General Elective Credit Only

This course is intended to offer support and practice to help students increase their success on the SAT/ACT. Students will review topics covered in the SAT/ACT, practice SAT/ACT type problems, complete timed and untimed practice SAT/ACT tests and analyze the results of these practice tests. This class is for review; it is not intended as instruction in new topics in English or mathematics. Students take one quarter of English and one quarter of math. Students are encouraged to have a TI-84+ calculator. This course is offered as a general elective (not to fulfill Humanities or STEM requirements or electives). Students will receive a grade of pass or fail rather than a letter grade for this course. Course may be repeated for pass/fail credit.

English for Speakers of Other Languages (ESOL)

This program is available to English Language Learners (ELLs), who have been identified as needing instruction and support to increase their English language proficiency and comprehension in their mainstream classes. Direct instruction in English, including vocabulary development, reading comprehension, and the writing process are offered, as well as Resource, individualized, and small group tutoring. Identified students are scheduled for support, based upon their level of English proficiency. The ESOL staff, in consultation with the student's guidance counselor, administers a testing process to determine appropriate academic placement and support for each ELL entering the Stratford Public Schools.

| COURSE TITLE | CREDITS | GRADES OFFERED | | | |
|---------------------|----------------|-----------------------|----|----|----|
| ESOL English 1 | 1 | 9 | 10 | 11 | 12 |
| ESOL English 2 | 1 | 9 | 10 | 11 | 12 |
| ESOL English 3 | 1 | 9 | 10 | 11 | 12 |
| ESOL Reading | 1 | 9 | 10 | 11 | 12 |
| ESOL Resource | .5/1 | 9 | 10 | 11 | 12 |

ESOL-Possible Course Sequence

ESOL: Possible Course Sequences:

| | | |
|--------------------------|----------------|----------------|
| ESOL English 1 | ESOL English 2 | ESOL English 3 |
| ESOL Resource ½ year | | |
| ESOL Resource, Full year | | |

ESOL English 1 - 933 - 1 credit

World Language/ESOL

This course is designed for the English Language Learner (ELL) in grades 9-12 with little or no English language proficiency. Students will gradually improve their listening, speaking, reading, spelling, and writing

skills and expand their English vocabulary. Instruction will be designed to meet individual student needs. It is recommended that students at this level also enroll in ESOL American History. **Prerequisite: Less than one year of ESOL English instruction or teacher recommendation.**

ESOL English 2 - 934 - 1 credit

This course will review, reinforce, and expand upon the language and cultural learning that took place during the first year course. Students will continue to improve their listening, speaking, reading, spelling, and writing skills and expand their English vocabulary. In addition to communication skills, the course will provide intensive language practice in reading and writing skills and focus upon the analysis of facts and details and reader response skills. Students at this level of English proficiency may enroll in ESOL American History. **Prerequisite: This course is open to students in grades 9-12 with less than two years of ESOL English instruction or by teacher recommendation.**

ESOL English 3 - 935 - 1 credit

This course will review, reinforce, and expand upon the language and cultural learning that took place during the second year course. Students will continue to expand their vocabulary and improve their listening, speaking, reading, spelling, and writing skills through readings and class discussions of selected American literary works and essay writing. Reading skills will also focus on analysis and interpretation as well as identification of facts and details. With English department approval, highly proficient ELLs may enroll in regular English department course offerings. **Prerequisites: At least two years of ESOL English instruction or teacher recommendation.**

ESOL Reading - 929H - 1 credit

This course offers the English Language Learner (ELL) the opportunity to work with ESOL staff members to meet individual and small group needs in the area of reading. **Prerequisite: Permission of the teacher.**

ESOL Resource (offered both semesters) - 936H/927H - .5/1 credit

This course offers the English Language Learner (ELL) the opportunity to work with ESOL staff members to meet individual and small group needs. Areas of focus may include study, help, and/or guidance. **Prerequisite: Permission of the teacher.**

Health Education

| COURSE TITLE | | CREDITS | GRADES OFFERED | | | |
|------------------|--|---------|----------------|----|----|----|
| REQUIRED COURSES | | | | | | |
| | Health 1 | .5 | 9 | | | |
| | Health 2 | .5 | | | | 12 |
| ELECTIVES | | | | | | |
| | E.M.R. (BHS) | .5 | | 10 | 11 | 12 |
| | E.M.T. | 1 | | 10 | 11 | 12 |
| | Wellness in the 21 st Century | .5 | | | 11 | 12 |

Health: Possible Course Sequences

| Possible Course Sequences: | Year 1 | Year 2 | Year 3 | Year 4 |
|----------------------------|-----------------------|--------|--------|------------------------|
| Required Health | Health 1 (Grade 9) | | | Health 2 (Grade 12) |

| | | | |
|-------------------------|--|--|---|
| Health Electives | | | Wellness in the 21st Century (Grade 11 & 12) |
| | | E.M.R. (BHS) & E.M.T. (Off Site) (Grade 10, 11 & 12) | |

Health 1 - 914HC - .5 Credit

HEALTH and SAFETY

Students will be required to pass for graduation a one semester, comprehensive health course. Focus will be on examination of lifestyles and making responsible decisions leading to the total wellness of the individual and family. Topics will include, but are not limited to, substance abuse, HIV/AIDS prevention education, family living, nutrition, consumer information, and stress and coping skills. Wellness integration with physical education will be linked with the following topics: nutrition and exercise, body composition, weight control, and exercise and stress management.

MATHEMATICS

| COURSE TITLE | | CREDITS | GRADES OFFERED | | | |
|---|---|---------|----------------|----|----|--------------|
| CORE COURSES | | | | | | |
| | Integrated Mathematics | 1 | 9 | | | |
| | Math Workshop S1/S2* | .5 | 9 | 10 | 11 | |
| | Algebra 1** | 1 | 9 | 10 | | |
| | Geometry** | 1 | 9 | 10 | 11 | |
| | Algebra 2 | 1 | 9 | 10 | 11 | 12 |
| | Pre-Calculus | 1 | | 10 | 11 | 12 |
| | Calculus Honors | 1 | | | 11 | 12 |
| | AP Calculus AB | 1 | | | 11 | 12 |
| | AP Calculus BC | 1 | | | 11 | 12 |
| | Multivariable Calculus (AP/College Level) | 1 | | | | 12 |
| | AP Statistics | 1 | | | 11 | 12 |
| | College Algebra 1 | .5 | | | 11 | 12 |
| | College Algebra 2 (AP/College Level) | .5 | | | 11 | 12 |
| | Trigonometry | .5 | | | 11 | 12 |
| | Statistics 1 | .5 | | | 11 | 12 |
| | Statistics 2 | .5 | | | 11 | 12 |
| | Visualizing Mathematics | .5 | | | 11 | 12 |
| Elective That Does Not Count Towards the STEM Elective Credit | | | | | | |
| | SAT College Prep Math and English (Taken in Conjunction with English) | .5 | 9 Spring Only | 10 | 11 | 12 Fall Only |

*Credits do not count toward mathematics graduation requirements, but do count as STEM electives.

**Starting with the graduating class of 2023, students who successfully complete advanced math classes in middle school may be granted one math credit for either Algebra 1 or Geometry on a case-by-case basis. Middle school credit will not be used to calculate high school GPA or class ranking.

Mathematics: Possible Course Sequences

| | Year 1 | Year 2 | Year 3 | Year 4 |
|---------------|-----------------|-----------|----------|-----------|
| Path 1 | Integrated Math | Algebra 1 | Geometry | Algebra 2 |

| | | | | |
|---------------------------|---------------|--------------------------------|---|---|
| Path 2 | Algebra 1 | Geometry | Algebra 2 | Senior Electives |
| Path 3 | Geometry | Algebra 2 | Pre-Calculus | Calculus H or AP Calculus AB and/or AP Statistics and/or Senior Electives |
| Path 4 | Algebra 2 | Pre-Calculus | Calculus H or AP Calculus AB and/or AP Statistics | AP Calculus BC and/or Multivariable Calculus and/or AP Statistics and/or Senior Electives |
| Additional Support | Math Workshop | Math Workshop SAT College Prep | Math Workshop SAT College Prep | Math Workshop SAT College Prep |

Integrated Mathematics - 360H - 1 Credit

STEM

This course will focus on the acquisition of the basic math skills, introductory algebra concepts, and introductory geometry concepts. Real-world and technical applications will be extended and analyzed. Materials related to statistical concepts, data organization, interpretation, measurement, and modeling are utilized. Career awareness, applications, calculator, and computer activities are integrated where appropriate. **Prerequisites: Placement determined by benchmark scores, teacher recommendation, and student ability.**

Math Workshop S1/S2- 374HC/375HC - .5 Credit

STEM

This class is designed to offer support for students to work on their algebraic skills needed in order be successful with the common core standards for mathematics. Students must be concurrently enrolled in Algebra 1 CP, Geometry CP, or Algebra 2 CP to be eligible for this course, based upon teacher referral and the approval of the math department head. Course may be repeated for STEM elective credit. Students will receive a grade of pass or fail rather than a letter grade for this course. **Prerequisites: Placement determined by benchmark scores, teacher recommendation, and student ability.**

Algebra 1 - 300HCP/300HH - 1 Credit

STEM

This course investigates the fundamental ideas of algebra upon which all future study of mathematics depends. Students develop an understanding of important concepts, skills, procedures and ways of thinking, reasoning, and modeling in algebra. Students investigate math concepts, utilizing interactive problems in motivating everyday situations and developing mathematical skills through investigations and projects. Students will study linear equations, inequalities, functions, graphs, systems of linear equations, and be introduced to exponential and quadratic functions. **Prerequisite: Students must earn a passing grade in Pre-Algebra or Integrated Mathematics. College Prep or Honors level determined by data-driven teacher recommendation.**

Geometry - 310HCP/310HH - 1 Credit

STEM

This course includes plane geometry and components of solid, coordinate, and transformational geometry. It helps the student to develop spatial, inductive, and deductive reasoning skills. The course includes computer and calculator activities and real-life applications. Students investigate geometry concepts utilizing interactive problems in everyday situations and develop mathematical skills through investigations,

projects, and modeling. **Prerequisites: Student must earn a passing grade in Algebra 1. College Prep or Honors level determined by data-driven teacher recommendation process.**

Algebra 2 - 320HCP/320HH - 1 Credit

STEM

This course builds upon concepts learned in Algebra I and expands to include work in functions and relations, polynomial functions, exponential functions, rational and irrational algebraic expressions, and an introduction to logarithmic functions. A heavy emphasis is placed upon non-routine problem solving, modeling, and math applications. Technology is integrated where appropriate. Students are encouraged to have a TI-84+ calculator. **Prerequisite: Students must earn a passing grade in Algebra 1. College Prep or Honors level determined by data-driven teacher recommendation process.**

SAT College Prep S2 - 373H - .5 Credit

General Elective Credit Only

This course is intended to offer support and practice to help students increase their success on the SAT/ACT. Students will review topics covered in the SAT/ACT, practice SAT/ACT type problems, complete timed and untimed practice SAT/ACT tests and analyze the results of these practice tests. This class is for review; it is not intended as instruction in new topics in English or mathematics. Students take one quarter of English and one quarter of math. Students are encouraged to have a TI-84+ calculator. Students will receive a grade of pass or fail rather than a letter grade for this course.

MUSIC

| COURSE TITLE | | CREDITS | GRADES OFFERED | | | |
|-------------------|---|---------|----------------|----|----|----|
| FULL YEAR COURSES | | | | | | |
| | Concert Choir* | 1 | 9 | 10 | 11 | 12 |
| | Select Choir* | 1 | 9 | 10 | 11 | 12 |
| | Concert Band* | 1 | 9 | 10 | 11 | 12 |
| | String Orchestra* | 1 | 9 | 10 | 11 | 12 |
| | Wind Ensemble Honors* | 1 | 9 | 10 | 11 | 12 |
| | Music Theory (AP/College Level) | 1 | | 10 | 11 | 12 |
| | AP Music Theory | 1 | | | 11 | 12 |
| | Sectional Band (Percussion/Guitar, Keyboards, Drums)* | 1 | 9 | 10 | 11 | 12 |
| | Theatre Arts and Vocal Production | 1 | 9 | 10 | 11 | 12 |
| | Advanced Theatre Arts and Vocal Production | 1 | | 10 | 11 | 12 |
| SEMESTER COURSES | | | | | | |
| | Music Technology | .5 | | 10 | 11 | 12 |
| | Introduction to the Guitar | .5 | 9 | 10 | 11 | 12 |
| | Introduction to the Piano | .5 | 9 | 10 | 11 | 12 |

* Course can be repeated for credit

All music courses meet the Arts graduation requirement.

Music: Possible Course Sequences

| Year 1 – 4 Stand Alone Courses | Year 1, 2, 3 or 4 Full Year Courses | |
|--------------------------------------|--|----------------------------------|
| Intro to Piano (Semester) | Band (Full Year) | Wind Ensemble Honors (Full Year) |

| | | |
|---|-----------------------------------|--------------------------------------|
| Music Technology (Semester- 10th grade or above) | Sectional Band (Full Year) | |
| Theatre Arts & Vocal Production 1 (Full Year) | Chorus (Full Year) | Select Choir (Full Year) |
| Theatre Arts & Vocal Production 2 (Full Year) <i>(Prerequisite: Theatre Arts & Vocal Production 1)</i> | Music Theory (ECE) (Full Year) | AP Music Theory (ECE) (Full Year) |
| | String Orchestra (Full Year) | |

Concert Choir - 603H - 1 Credit

Humanities

This course is an elective for grades 9-12 students and includes rehearsal and performance of choral literature of all styles and periods. Fundamentals of rhythm and tonality, and music reading are emphasized in this course. Participation in performances is required. **Prerequisite: None**

Select Choir - 604H - 1 Credit

Humanities

This course is an elective for grades 9-12 advanced students and includes rehearsal and performance of choral literature of all styles and periods. A successful audition is required to participate in this course. Participation in performances is required. **Prerequisite: Audition**

Concert Band - 608H - 1 Credit

Humanities

Students from grades 9-12 may elect concert band if they have previous experience on a band instrument. Emphasis will be placed on the development of aural and technical skills, by rehearsing/performing literature from a variety of musical styles. Activities are required in addition to the regular allotted school time. Each band member is expected to participate at home football games, concerts, graduation, the Memorial Day Parade, and other civic activities as scheduled. **Prerequisite: Prior experience playing a band instrument. (Note: There is a \$15.00 instrument usage fee for this class for students who use the school's instruments, including percussion)**

String Orchestra - 609H - 1 Credit

Humanities

This course is an elective for grades 9-12 students. Students who elect strings will study violin, viola, cello, or double bass in a class and ensemble setting. Performance and participation are important elements in a string ensemble. **Prerequisite: Prior experience playing a string instrument is required. (Note: There is a \$15.00 instrument usage fee for this class for students who use the school's instruments.)**

Wind Ensemble Honors - 610HH - 1 Credit

Humanities

This Honors-level course is offered by audition to advanced instrumentalists. It is designed to develop advanced aural and instrumental skills, and to experience challenging musical literature. Members will be expected to fulfill the same requirements as Concert Band. **Prerequisite: Audition (Note: There is a \$15.00 instrument usage fee for this class for students who use the school's instruments.)**

Sectional Band (Percussion/Rhythm Section) - 605H - 1 Credit**Humanities**

This course is offered to students who study percussion (drums), mallet percussion (xylophone), guitar, and keyboard. Students will study all aspects of percussion and develop ensemble skills and technique through the preparation and performance of Marching Band/Concert Band/Percussion Ensemble literature.

Prerequisite: Prior experience playing a band instrument is required.

Theatre Arts and Vocal Production - 611H - 1 Credit**Humanities**

This is a course for learning stage and performance techniques. Overall production aspects such as performing, costuming, lighting, set design, make-up, directing, and stage movement and vocal technique or production will be considered. **Prerequisite:** None.

Introduction to Guitar - 602H - .5 Credit**Humanities**

Students will learn to play and read music using acoustic guitars in a group setting. Each participant will have access to a guitar for school use only. **Prerequisite:** None.

Introduction to Piano - 601H - .5 Credit**Humanities**

Students will learn to play and read music using electronic keyboards in a group setting. Each participant will have access to a keyboard. **Prerequisite:** None.

PHYSICAL EDUCATION

| COURSE TITLE | CREDITS | GRADES OFFERED | | | |
|--|---------|----------------|------|------|------|
| Physical Education 1 | .5 | 9 | (10) | (11) | (12) |
| Physical Education 2 | .5 | | 10 | (11) | (12) |
| Project Adventure (Option for PE 2 Requirement) | .5 | | 10 | | |
| Elective-Physical Education 3 (as space permits) | .5 | | | 11 | 12 |

Students will be required to pass 2 semesters of physical education for high school graduation. All students must take physical education each year until the requirement is fulfilled.

Physical Education: Possible Course Sequences

| | Year 1 | Year 2 | Year 3 | Year 4 |
|-------------------------------------|-----------------------------------|---|--|--|
| PHYSICAL EDUCATION | Physical Education 1 (Grade 9) | Physical Education 2 (Grade 10) | | |
| | | Project Adventure (Alternative Option for Grade 10 Physical Education) | | |
| Physical Education Electives | | | Physical Education 3 (Elective) | Physical Education 3 (Elective) |

Physical Education 1 - 923HC - .5 Credit**PE and WELLNESS**

Students will be encouraged to develop an optimum level of health-related physical fitness, acquire knowledge of fitness concepts, and understand the significance of lifestyle upon one's health and fitness. The course will also provide an overview of physical education activities available in the instructional program.

SCIENCE

Starting with the 2019-2020 school year, the Stratford science department implemented a new course sequence for all freshmen in order to meet the requirements of the Next Generation Science Standards. All courses in this sequence will follow a phenomena-driven, inquiry-based model and will focus on three-dimensional learning across the domains of disciplinary core ideas, crosscutting concepts and science/engineering practices.

| COURSE TITLE | CREDITS | GRADES OFFERED | | | |
|------------------------------------|---------|----------------|----|----|----|
| Earth and Energy Systems | .5 | 9 | 10 | | |
| Human Biology | .5 | 9 | 10 | | |
| Environmental Biology | .5 | 9 | 10 | 11 | |
| Chemistry 1* | .5 | | 10 | 11 | |
| Chemistry 2* | .5 | | 10 | 11 | |
| Physical Science | .5 | | | 11 | |
| Physics* | 1 | | | 11 | 12 |
| Forensic Science | .5 | | | 11 | 12 |
| Biodiversity | .5 | | | 11 | 12 |
| Physiology | 1 | | | 11 | 12 |
| Biotechnology | .5 | | | 11 | 12 |
| Neuroscience | .5 | | | 11 | 12 |
| AP/UCONN ECE Biology* | 2.0 | | | 11 | 12 |
| AP/UCONN ECE Chemistry* | 2.0 | | | 11 | 12 |
| AP/UCONN ECE Physics 1* | 2.0 | | | 11 | 12 |
| AP/UCONN ECE Physics C: Mechanics* | 2.0 | | | 11 | 12 |
| AP/UCONN ECE Physics 2* | 2.0 | | | | 12 |

*If a student is placed on Homebound Instruction during this course, laboratory credit may be lost depending on the amount of time spent out of school because lab components to the course would not be able to be completed.

Science Possible Course Sequences

| | Year 1 | Year 2 | Year 3 | Year 4 |
|---|---|--|---|--|
| Traditional | Earth and Energy Systems AND Human Biology | Environmental Biology AND Chemistry 1 | Physics OR Physical Science AND Chemistry 2 | <u>Electives:</u> Forensics AND/OR Biodiversity AND/OR Anatomy & Physiology |
| STEM - Life Science Focus | Earth and Energy Systems AND Human Biology | Environmental Biology AND Chemistry 1 | Physical Science AND Chemistry 2 | AP Biology |
| STEM - Chemistry Focus | Earth and Energy Systems* | | AP Chemistry | AP Physics 1 OR Electives |
| STEM - Physics Focus <i>Accelerated Math</i> | | | AP Physics 1 | AP Physics 2 |

| | | | | |
|--|--|---|---|---|
| STEM - Engineering Focus <i>Accelerated Math</i> | AND Human Biology* AND Environmental Biology* | Chemistry 1 AND Chemistry 2H | AP Chemistry | AP Physics C: Mechanics (With Calculus) |
| STEM - Engineering Focus <i>2x Accelerated Math</i> | | | AP Physics C: Mechanics (With Calculus) | AP Physics 2 OR AP Chemistry |

*One of these courses can be moved to Year 2 to accommodate scheduling conflicts.

Earth & Energy Systems - 011HCP/011HH - .5 Credit

STEM

This semester course is organized around the Next Generation Science Standards with a primary focus in the domain of physical science and supporting work in the domain of earth science. Topics include: forces and interactions, energy transfer, and weather. Coursework will be supported by hands-on laboratory experiences. **College Prep or Honors level determined by data-driven teacher recommendation process.**

Human Biology - 012HCP/012HH - .5 Credit

STEM

This semester course is organized around the Next Generation Science Standards with a primary focus in the domain of life science. Topics include: DNA, genetics, and body systems. Coursework will be supported by hands-on laboratory experiences. **College Prep or Honors level determined by data-driven teacher recommendation process.**

Environmental Biology - 042HCP/042HH - .5 Credit

STEM

This semester course is organized around the Next Generation Science Standards with a primary focus in the domain of life science. Topics include: energy flow, carbon cycling, and photosynthesis. Coursework will be supported by hands-on laboratory experiences. **College Prep or Honors level determined by a data-driven teacher recommendation process.**

SOCIAL STUDIES

| COURSE TITLE | | CREDITS | GRADES OFFERED | | | |
|----------------------|--|---------|----------------|----|----|----|
| CORE COURSES | | | | | | |
| | Modern World History | 1 | 9 | | | |
| | United States History | 1 | | 10 | | |
| | AP/UCONN-ECE United States History | 1 | | 10 | | |
| | Civics | .5 | | | 11 | |
| | AP US Government and Politics* | 1 | | | 11 | 12 |
| | African American/Black and Puerto Rican/Latino Studies** | 1 | | | 11 | 12 |
| | Conversations on Race and Ethnicity | .5 | | | 11 | 12 |
| | Economics | .5 | | | 11 | 12 |
| | International Relations | .5 | | | 11 | 12 |
| | Psychology | .5 | | | 11 | 12 |
| | Sociology | .5 | | | 11 | 12 |
| | AP Psychology** | 1 | | 10 | 11 | 12 |
| HUMANITIES ELECTIVES | | | | | | |
| | African American/Black and Puerto Rican/Latino Studies** | 1 | | | 11 | 12 |
| | Conversations on Race | .5 | | | 11 | 12 |
| | Economics | .5 | | | 11 | 12 |

| | | | | | | |
|--|--------------------------------|----|--|----|----|----|
| | International Relations | .5 | | | 11 | 12 |
| | Psychology | .5 | | | 11 | 12 |
| | Sociology | .5 | | | 11 | 12 |
| | AP Psychology*** | 1 | | 10 | 11 | 12 |
| | AP US Government and Politics* | 1 | | | 11 | 12 |

*This course fulfills the Civics requirement as well as the requirement for an additional half year course.

**Students must still take Civics for half a year.

Social Studies: Possible Course Sequences/Choices

| | | | |
|-----------------------|--|---|--|
| Grade 9 | Modern World History Honors College Prep | | |
| Grade 10 | AP and/or ECE US History | US History Survey Honors College Prep | Elective AP Psychology |
| Grade 11 | Required Civics (Half Year Course) Offered Fall and Spring Optional Honors or AP US Government & Politics (Fulfills both the Civics and Additional Half Year Requirement) | Required Half Year Options (Choose 1) Economics International Relations Psychology (Semester) or AP Psychology (Year Long) Sociology | <u>Humanities Electives</u> African American/Black and Puerto Rican/Latino Studies (Students must still take Civics for half a year) (Optional Honors) Conversations On Race and Ethnicity (Will satisfy a semester humanities elective) Psychology (Semester) AP Psychology (Fulfills Non Civics Half or Grade 11 Social Studies Sociology Economics |
| Grade 12 Electives | AP Government African American/Black and Puerto Rican/Latino Studies (Students must still take Civics for half a year) Conversations On Race and Ethnicity (Will satisfy a semester humanities elective) Economics International Relations Psychology (Semester or AP) Sociology | | |

Grade 9 Requirement

Modern World History College Prep (CP) - 100HCP - 1 Credit

Humanities

This course begins with the changes in thought that emerged from the late middle ages and moves to the present day. The course asks students to look at connections between the past and present as well as possibilities for the future. Students will use expository and argumentative writing skills, emphasized in both English and social studies classes, in writing about topics relevant to the content of World Studies. 21st Century and Common Core Standards are also reinforced. **Prerequisite: Student must earn a passing grade in 8th grade social studies. College Prep or Honors level determined by data-driven teacher recommendation.**

Modern World History Honors - 100HH - 1 Credit

Humanities

Is a course available for those students who have passed 8th grade Social Studies and have a teacher recommendation. In addition to the curriculum listed under Modern World History College Prep, this course stresses extensive reading and writing and includes additional topics.

SPECIAL EDUCATION

Stratford Public Schools offer a continuum of special education and related services during the student's secondary school years including transition planning to meet the individual needs of identified special education students. In accordance with the Individuals with Disabilities Act (IDEA), students receive their instruction in the Least Restrictive Environment (LRE), which is determined by a Planning and Placement Team (PPT)/Individual Educational Plan (IEP) meeting. When appropriate, these recommendations are reviewed and modified based on student need and performance. Students are educated in the Least Restrictive Environment (LRE) which may range from general education classes to classes involving specially designed instruction. The academic portion of a student's program includes the four major content areas—English, Mathematics, Science and Social Studies—as well as other classes required for graduation. Depending on student need, there may be greater emphasis on acquiring daily living and prevocational skills across content areas through a combination of classroom instruction and work experience.

The following are examples of our Special Education services:

Academic Support Students are offered specially designed instruction to support specific student needs as outlined in their individualized education plan (IEP). Special education teachers consult regularly with other staff to monitor student performance and progress. **Student services are determined by the Planning and Placement Team (PPT)/Individual Educational Plan (IEP) meeting.**

Collaborative/Consultative Practices

Special education and regular education staff work together to deliver services. **Student services are determined by the Planning and Placement Team (PPT)/Individual Educational Plan (IEP) meeting.**

Special Education Subject Area Support Courses

We offer a variety of self-contained courses with modified curricula. Each curriculum provides a planned and coordinated program of study that is directed towards successful individual outcomes for students in any subject area.

Transition Services

These services are designed to meet the needs of students with disabilities to help prepare students for real world expectations and make the transition from high school to post secondary training and employment. Transition programs provide instruction in the areas of vocation, independent living, self-help skills and community awareness. Stratford has an in-district transition program called STRIVE. **Student placement is determined by the Planning and Placement Team (PPT)/Individual Educational Plan (IEP) meeting.**

In-District Specialized Programs

BRIDGES (Building Responsible Independent Graduate Experiences)

(Currently located at Stratford High School; at Wooster pending Board/budget approval)

Bridges is a program designed to provide support and instruction in a structured environment for students requiring small group instruction to meet academic and independent living skill needs. Instruction may be provided in the general education classroom or within the Bridges classroom. **Student placement is determined by the Planning and Placement Team (PPT)/Individual Educational Plan (IEP) meeting.**

SAILS (Stratford's Academic and Independent Living Skills)

(Currently located at Flood Middle School and Bunnell High School)

SAILS is a program designed to provide support and instruction in a structured environment for students requiring one to one or small group instruction to meet academic, behavior, and adaptive living skill needs. **Student placement is determined by the Planning and Placement Team (PPT)/Individual Educational Plan (IEP) meeting.**

STEPS (Support for the Enhancement of Pro Social Skills)

(Currently located at Bunnell High School, Stratford High School, and Flood Middle School)

STEPS is a program, supported by a social worker, designed to meet the individual needs of the students who require support services and a structured environment. Instruction may be provided in the general education classroom or within the STEPS classroom. The curriculum provides a planned and coordinated program of study that is directed towards successful outcomes for students. **Students are placed in the program through their Planning and Placement Teams (PPT).**

WORLD LANGUAGES

| COURSE TITLE | CREDITS | GRADES OFFERED | | | |
|---------------------------|----------------|-----------------------|----|----|----|
| French 1* | 1 | 9 | 10 | 11 | 12 |
| French 2 | 1 | 9 | 10 | 11 | 12 |
| French 2 Honors | 1 | 9 | 10 | 11 | 12 |
| French 3 | 1 | | 10 | 11 | 12 |
| French 3 Honors | 1 | | 10 | 11 | 12 |
| French 4 Honors | 1 | | | 11 | 12 |
| French 5/ French 5 AP/ECE | 1 | | | 11 | 12 |
| Spanish 1* | 1 | 9 | 10 | 11 | 12 |
| Spanish 2 | 1 | 9 | 10 | 11 | 12 |
| Spanish 2 Honors | 1 | 9 | 10 | 11 | 12 |
| Spanish 3 | 1 | | 10 | 11 | 12 |
| Spanish 3 Honors | 1 | | 10 | 11 | 12 |
| Spanish 4 | 1 | | 10 | 11 | 12 |
| Spanish 4 Honors | 1 | | | 11 | 12 |
| Spanish 5/ Spanish 5 AP | 1 | | | 11 | 12 |
| Latin 1 | 1 | 9 | 10 | 11 | 12 |
| Latin 2 | 1 | | 10 | 11 | 12 |
| Latin 2 Honors | 1 | | 10 | 11 | 12 |
| Latin 3 | 1 | | | 11 | 12 |
| Latin 3 Honors | 1 | | | 11 | 12 |
| Latin 4 Honors | 1 | | | 11 | 12 |
| AP Latin | 1 | | | | 12 |

The table above indicates the expected sequence of courses by grade levels. Exceptions will be made on an individual basis for students with exceptional linguistic ability or who are native speakers of the language. Budget allocations will determine grade level offerings.

***Starting with the graduating class of 2023, credit may be granted to students who successfully complete Spanish 1 or French 1 in Middle School on a case-by-case basis. Middle school credits will not be used to calculate high school GPA or class ranking.**

Honor level sections will be offered to students who demonstrate stronger preparation, commitment, and potential. These sections will follow curricular goals similar to their regular level counterparts, but will engage students in more rigorous and in-depth study at an accelerated pace. Classes will be conducted primarily in the target language with greater emphasis placed upon speaking, reading, and extended writing skills. Honors courses at the 3rd and 4th levels will introduce and build upon the proficiency skills and competencies required for success on the pathway toward Advanced Placement and University of Connecticut Early College Experience studies.

World Language: Course Sequences

| | | | | |
|--------------|------------|------------|------------|----------------|
| (Spanish 1B) | Spanish 1 | Spanish 2 | Spanish 3 | Spanish 4 |
| Spanish 1B | Spanish 2 | Spanish 3 | Spanish 4 | |
| Spanish 1B | Spanish 2H | Spanish 3H | Spanish 4H | Spanish AP/ECE |
| | | | | |

| | | | | |
|-------------|-----------|-----------|---------------------|-----------------|
| (French 1B) | French 1 | French 2 | French 3 | French 4H |
| French 1B | French 2 | French 3 | French 4H | French 5 AP/ECE |
| French 1B | French 2H | French 3H | French 4H | French 5 AP/ECE |
| | | | | |
| Latin 1 | Latin 2 | Latin 3 | Latin 4H / AP Latin | |
| Latin 1 | Latin 2H | Latin 3H | Latin 4H / AP Latin | |

French 1, Spanish 1 -501H/511H - 1 credit

World Language/Humanities

This course will introduce high school students to the fundamental sounds, structures, patterns, and symbols necessary to communicate in the target language. Students will acquire basic listening, speaking, reading, and writing skills and develop a growing knowledge and sensitivity to the cultural elements, including geography, history, behaviors, and values, which distinguish the countries and societies represented by that language. **Prerequisite: None**

French 2, Spanish 2, French 2 Honors, Spanish 2 Honors

World Language/Humanities

502H/512H/502HH/512HH - 1 credit

This course will review, reinforce, and expand upon the language and cultural learning that took place during the first year course. Greater emphasis will be placed upon communicating more accurately and effectively in the four modalities - listening, speaking, reading, and writing. Students will significantly expand their knowledge and correct use of vocabulary, idiomatic expressions, and grammatical structures, and deepen their cultural understanding and sensitivity. **Prerequisite:** Successful completion of French 1, Spanish 1 and teacher recommendation and / or approval of World Language Coordinator. **Prerequisite: Student must earn a passing grade in French 1, Spanish 1. College Prep or Honors level determined by data-driven teacher recommendation.**

Latin 1 - 521H - 1 credit

World Language/Humanities

This course will introduce high school students to the fundamental sounds, structures, patterns, and symbols necessary to communicate in Latin. Students will acquire basic listening, speaking, reading, and writing skills and develop a growing knowledge of Roman culture, including its geography, history, mythology, customs, and values. Students will quickly recognize Latin study as an excellent resource for strengthening their English language skills, given the multitudinous English derivatives. **Prerequisite: None. Recommended: A score of proficiency or higher in reading.**

Latin 2, Latin 2 Honors - 522H/522HH - 1 credit

World Language/Humanities

This course will review, reinforce, and expand upon the language and cultural learning that took place during the first year course. Greater emphasis will be placed upon communicating more accurately and effectively in the four modalities - listening, speaking, reading, and writing. Students will significantly expand their knowledge and correct use of vocabulary, idiomatic expressions, grammatical structures, and English derivatives, and deepen their cultural understanding and appreciation. Continued study in mythology and history will reveal greater aspects of Roman life, customs, and values and their connection to present-day culture. **Prerequisite: Student must earn a passing grade in Latin 1. College Prep or Honors level determined by data-driven teacher recommendation.**

APPENDIX A

ATHLETICS IN COLLEGE

The National Collegiate Athletic Association (NCAA) is an association of member colleges that make certain rules governing eligibility, recruiting and financial aid. In order to participate in intercollegiate athletics at an NCAA Division I or II institution and be eligible to receive athletically-based financial aid, you must register with the NCAA Eligibility Center and meet eligibility standards. The registration process should start at the beginning of your **sophomore year**.

To learn more about requirements and to register, prospective student athletes should access the registration materials by visiting the NCAA Eligibility Center website at: <https://web3.ncaa.org/ecwr3/>

Students are advised to become familiar with the requirements of the Eligibility Center:

- ◆ Core Credits for certification
- ◆ GPA as it relates to the Eligibility Center Index of SAT/ACT scores
- ◆ Stratford's "List of NCAA approved Core Courses"

Division 1 and Division 2 athletes have different qualification requirements which have been adjusted due to COVID-19. Please visit the NCAA Eligibility Center for the current requirements.

Core Course Requirements

| DIVISION I |
|--|
| 16 Core Courses |
| 4 years of English |
| 3 years of mathematics (Algebra I or higher) |
| 2 years of natural /physical science (1 year of lab if offered by high school) |
| 1 year of additional English, mathematics or natural/physical science |
| 2 years of social science |
| 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy) |

| DIVISION II |
|--|
| 16 Core Courses |
| 3 years of English |
| 2 years of mathematics (Algebra I or higher) |
| 2 years of natural /physical science (1 year of lab if offered by high school) |
| 3 years of additional English, mathematics or natural/physical science |
| 2 years of social science |
| 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy) |

CAREER DEVELOPMENT

Grades 6-12

The Career Portfolio Tool (Naviance) helps students translate their career and education exploration into concrete plans for success. The program offers a variety of assessments including career interest inventories, college search programs, learning styles assessments and financial aid/scholarship searches.

The following may be offered.

Grade 10 Career Shadowing

Students may have the opportunity to identify their career preferences and be matched with local businesses, elementary and middle schools, hospitals, colleges, and training centers that agree to host the student for the day. These shadowing experiences give students some insight into the demands and responsibilities of specific careers, as well as day to day activities. The early formation of career plans can motivate students to continue in school and gain the education necessary to achieve their goals.

Grades 11-12 Internship/Extended Learning Experience

0.5 credits – 60 hours

Opportunities may be offered to juniors and seniors who want to gain experience and learn more about a particular career field. Depending on the student's career pathway, the student is placed at an internship site, which will complement their interests and skills. Whether the student is selecting a college major or looking for a career, participating in an internship can be a very valuable experience.

Grades 9-12 Mentoring Programs offered to high school students may include:

School-Based Mentoring Program-establishes a relationship with a caring adult who listens attentively to a student who would benefit from positive support and encouragement from an adult role model.

ACE Mentoring Program-after school program for students interested in careers in Architecture, Construction Management or Engineering. Students work with industry professionals on authentic projects designed to expose them to related careers and educational opportunities.

COLLEGE/POST SECONDARY INFORMATION

Admission requirements for colleges vary greatly, but general guidelines like those below can be very helpful for students in planning their program at Stratford High School and Bunnell High School.

Highly Selective Colleges

English - 4 Credits

Mathematics - 4 Credits

Science - 4 Credits

Social Studies - 3 Credits

World Language - 3 or 4 years of the same language

Fine Arts - Recommended

Extracurricular or volunteer activities that indicate leadership and initiative

Top 10% of the class

Computer Competency

Very Competitive Colleges

English - 4 Credits

Mathematics - 3 or 4 Credits

Science - 3 Credits

Social Studies - 3 Credits

World Language - 3 or 4 years of the same language
Fine Arts - Recommended
Extracurricular or volunteer activities over multiple years that indicate leadership and initiative
Top 25 % of the class
Computer Competency

Competitive Colleges
English - 4 Credits
Mathematics - 3 Credits
Science - 2 or 3 Credits
Social Studies - 2 Credits
World Language - 2 years of the same language
Fine Arts - Recommended
Extracurricular activities or volunteer participation
Top 2/3 of the class
Computer Competency

CONTINUING EDUCATION

Evening High School – Credit Diploma Program (Not available to students currently enrolled in K-12 day program.)

The Credit Diploma Program is available to any Stratford adult resident (age 17 and older who has officially withdrawn from K-12 day school) who wishes to complete his/her secondary education. Each applicant must present an **official transcript** from his/her last high school attended. In addition, each 17 and 18 year old student must present an **official, signed withdrawal form** from the student's last high school. Students who successfully complete the required twenty one high school course credits will receive a High School Diploma from the Stratford Board of Education. Courses for credit are available in grades nine through twelve in both academic and elective areas. Some courses are offered online at Connecticut Virtual High School (CTVHS). For further information, contact the Continuing Education Department at (203) 385-4270 or conted@stratk12.org.

GED® Test Preparation Program - (Not available to students currently enrolled in K-12 program.)

The GED® Test Preparation Program is available to any Stratford resident who is at least 17 years old, officially withdrawn from K-12 day school and wishes to receive a State of Connecticut High School Diploma by passing the four sections of the GED® Test. In order to apply for the GED® examination, an individual must be 17 years of age or older, no longer enrolled in school and successfully pass the GED® Ready Practice Test. At the time of test registration, individuals 17 and 18 years old must submit documentation from the last previous high school, and demonstrate the following: proof of having been either officially withdrawn from school for at least six months or the class with which they entered ninth grade (or would have entered if never enrolled in high school) has already graduated. For further information, contact the Continuing Education Department at (203) 385-4270 or conted@stratk12.org.

Middle School Summer School (Grades 7-8)

Please visit <https://stratfordpsct.sites.thrillshare.com/page/continuing-education> for current information on requirements.

High School Summer School (Grades 9-12)

Please visit <https://stratfordpsct.sites.thrillshare.com/page/continuing-education> for current information on requirements.

POSSIBLE DUAL ENROLLMENT OPPORTUNITIES

Students in the Stratford Public Schools often have options to apply for dual enrollment with our partner colleges. Students who apply are starting college transcripts and need to be ready for this responsibility. If a student attends a college other than the one through which the dual enrollment credits are offered, the student will need to request that an official transcript be sent to their university. Each college and university and each academic program establishes its own policies for accepting transfer credit.

COLLEGE CAREER PATHWAYS - College Credit Programs (CCP)

The **College Career Pathways Program** is designed to provide high school students with an enhanced program in Career and Technology Education. Most CCP courses in Stratford are aligned with Housatonic Community College. The program enables high school students to earn credits in a technical field. These credits can be used at all Connecticut two-year colleges and may be used at four-year colleges. Students should check with the four-year college to determine if the credits will count. Students must complete the application process by the deadlines set by Housatonic or any additional CCP partner.

Students may have the opportunity to earn college credit in the following courses:

- Accounting 1
- Intro to Early Childhood Education 1-2 Combined
- Allied Health (Multi-Course Sequence)
- AP Mobile Computer Science through Capital Community College (Pending Approval)

Courses are available free of charge.

Lincoln Technical Institute

Dual enrollment credit may be offered through these courses.

Exploring Culinary Arts 1 & 2

Bakeshop 1 & 2

SOUTHERN CONNECTICUT STATE UNIVERSITY (SCSU) EARLY COLLEGE

Southern Connecticut State University (SCSU) has partnered with Stratford to offer juniors and seniors the opportunity to earn college credit while enrolled in classes in the Stratford Public Schools. Students apply to enroll in challenging courses and start their SCSU transcript. Stratford teachers are certified as adjunct faculty at SCSU. Students must complete the application process by the deadlines set by SCSU.

Students may have the opportunity to earn college credit in the following courses:

- AP Language and Composition--up to six credits: 3 credits in Communications and 3 credits in Women and Gender Studies
- AP Statistics (Pending)
- College Algebra 2
- Digital Text and Tools for Learning
- Teachers, Schools and Society

There is a fee and aid may be available to students who need it.

UNIVERSITY OF CONNECTICUT (UCONN) EARLY COLLEGE EXPERIENCE

UConn Early College Experience (ECE) provides academically motivated students with the opportunity to take university courses while in high school. These challenging courses allow students to preview college work, build confidence in their readiness for college, and earn college credits that provide both an academic and a financial head-start on a college degree and other postsecondary opportunities. UConn ECE instructors are high school teachers at Stratford High and Bunnell High who are certified as adjunct professors by UCONN. To support rigorous learning, UCONN academic resources (including library and online classroom access) are available to all UCONN ECE students. The University of Connecticut sets the

prerequisites and course requirements for these courses. Students must complete the application process by the deadlines set by UCONN.

There is a fee and aid may be available to students who need it.

Students may have the opportunity to earn college credit in the following courses. The name of the Stratford course as listed in Stratford's Program of Studies is in parentheses.

- **AH 1100: Introduction to Allied Health Professions (Allied Health Exploration)** *One credit.* Offered Fall or Spring. Overview of health professions, team approach to health care delivery. *Eligibility Guidelines: Instructor consent is required.*
- **AH 2001: Medical Terminology (Medical Terminology)** *Two credits.* Offered Fall, Spring, or Full-year. Introduction and mastery of medical terminology through presentation of word roots, prefixes and suffixes. Disease processes, symptoms, diagnosis, and treatments that affect various body systems. Terminology associated with disease processes, symptoms, diagnosis, clinical procedures, laboratory tests, and treatments that affect various body systems. *Eligibility Guidelines: Student must have successfully completed or be enrolled concurrently in high school biology. Instructor consent is required.*
- **BIOL 1107: Principles of Biology I (AP Biology UCONN/ECE BIOL 1107/BIOL 1108)** *Four credits.* Offered Fall, Spring, or Full-year. May be taken in either order. Designed to provide a foundation for more advanced courses in Biology and related sciences. Topics covered include molecular and cell biology, animal anatomy and physiology. Lab exercises include dissection of preserved animals. *Eligibility Guidelines: Student must have studied/been exposed to the fundamental basic principles of inorganic and organic chemistry in a course that in addition contains a laboratory component.*
- **BIOL 1108: Principles of Biology II (AP Biology UCONN/ECE BIOL 1107/BIOL 1108)** *Four credits.* Offered Fall, Spring, or Full-year. May be taken in either order. Designed to provide a foundation for more advanced courses in Biology and related sciences. Topics covered include evolution and population genetics, plant physiology and diversity, animal diversity and behavior, and ecology. *Eligibility Guidelines: Student must have studied/been exposed to the fundamental basic principles of inorganic and organic chemistry in a course that in addition contains a laboratory component.*
- **CHEM 1127Q: General Chemistry I (AP Chemistry UCONN/ECE CHEM 1127Q/CHEM 1128Q)** *Four credits.* Offered Fall only. Designed to provide a foundation for more advanced courses in chemistry. Atomic theory, laws and theories concerning the physical and chemical behavior of gasses, liquids, solids, and solutions. Quantitative measurements illustrating the laws of chemical combination in the laboratory component. *Eligibility Guidelines: Successful completion of basic algebra is recommended. A student must pass CHEM 1127Q with a grade of a "C" or higher to continue on to CHEM 1128Q.*
- **CHEM 1128Q: General Chemistry II (AP Chemistry UCONN/ECE CHEM 1127Q/CHEM 1128Q)** *Four credits.* Offered Spring only. Equilibrium, thermodynamics, nuclear chemistry, and kinetics. Properties of some of the more familiar elements and their compounds. Equilibrium in solutions and reactions of the common cations and anions in the laboratory component. *Eligibility Guidelines: Successful completion of basic algebra is recommended. A student must pass CHEM 1127Q with a grade of a "C" or higher to continue on to CHEM 1128Q.*
- **EDCI 1100: If You Love It, Teach It (If You Love It, Teach It)** *Three credits.* Offered Fall, Spring, or Full-year. Studies of K-12 teaching, learning, and schooling in the United States; historical, philosophical, and social foundations of education as well as self-study to reimagine educational futures. *Eligibility Guidelines: Successful completion of three years of high school English is recommended.*
- **ENGL 1007: Seminar and Studio in Academic Writing and Multimodal Composition** *Four credits.* Offered Full-Year; College composition through multiple forms of literacy, including rhetorical, digital, and information literacies necessary for twenty-first-century contexts. The development of

creatively intellectual inquiries through sustained engagement with texts, ideas, and problems. Emphasis on transfer of writing and rhetorical skills to academic and daily life. Students design a digital portfolio that curates creations and skills-based micro-credentials they earn in coursework. *Eligibility Guidelines: Successful completion of three years of high school English is required.*

- **HDFS 1070: Individual & Family Development (Introduction to Individual and Family Development)** *Three credits.* Offered Fall, Spring or Full-year. Human development throughout the life span, with emphasis upon the family as a primary context. *Eligibility Guidelines: Successful completion of two years of English/Language Arts, one year of social studies, and one year of science, or instructor consent, is required.*
- **HIST 1501: United States History to 1877 (AP/UCONN-ECE United States History)** *Three credits.* Offered Fall, Spring, or Full-year. Surveys political, economic, social, and cultural developments in American history through the Civil War and Reconstruction. *Eligibility Guidelines: Successful completion of at least one year of a high school history course recommended.*
- **HIST 1502: United States History Since 1877 (AP/UCONN-ECE United States History)** *Three credits.* Offered Fall, Spring, or Full-year. Surveys political, economic, social, and cultural developments in American history from 1877 to the present. *Eligibility Guidelines: Successful completion of at least one year of a high school history course recommended.*
- **MATH 1131Q: Calculus I (AP Calculus AB or AP Calculus BC)** *Four credits.* Offered Fall only. Limits, continuity, differentiation, antidifferentiation, definite integral, with applications to the physical sciences and engineering sciences. Suitable for students with some prior calculus experience. Substitutes for MATH 1151 as a requirement. *Eligibility Guidelines: Successful completion of one year of pre-calculus is required. A student must pass MATH 1131Q with a grade of a "C" or higher to continue on to MATH 1132Q. To receive credit for the MATH 1131Q – MATH 1132Q sequence a student must pass MATH 1131Q in the Fall with a C or higher and continue to MATH 1132Q in the following Spring. The sequence must be completed in one academic year. Students cannot receive credit for MATH 1131 and MATH 1151*
- **MATH 1132Q: Calculus II (AP Calculus BC)** *Four credits.* Offered Spring only. Transcendental functions, formal integration, polar coordinates, infinite sequences and series, vector algebra and geometry, with applications to the physical sciences and engineering. Substitutes for MATH 1122 as a requirement. *Eligibility Guidelines: Successful completion of one year of pre-calculus is required. A student must pass MATH 1131Q with a grade of a "C" or higher to continue on to MATH 1132Q. To receive credit for the MATH 1131Q – MATH 1132Q sequence a student must pass MATH 1131Q in the Fall with a C or higher and continue to MATH 1132Q in the following Spring. The sequence must be completed in one academic year. Prerequisite: MATH 1131Q in the immediately preceding semester.*
- **MUSI 1011: Fundamentals/Ear Training I (AP Music Theory/AP Music Theory ECE)** *Three credits.* Offered Fall, Spring, or Full-year. Basic skills in note reading, rhythm, meter, pitch symbols, scales, key-signatures, intervals, triads, sight-singing, and dictation. No previous training is required. *Eligibility Guidelines: Completion of at least one year of preparatory work in music courses at the high school level is recommended.*
- **MUSI 1012: Fundamentals/Ear Training II (AP Music Theory/AP Music Theory ECE)** *Three credits.* Offered Fall, Spring, or Full-year. Further development of skills in music reading, sight-singing, and dictation. *Eligibility Guidelines: A student must pass MUSI 1011 with a grade of a "C" or higher to continue on to MUSI 1012.*
- **PHYS 1201Q: General Physics I (Advanced Placement Physics 1/UCONN PHYS 1201Q)** *Four credits.* Offered Fall, Spring, or Full-year A non-calculus based course introducing the laws of force and motion applied to mechanical phenomena. Concepts such as work, mechanical energy, linear and angular momentum, and energy conservation are explained. The laboratory offers fundamental training in precise measurements. *Eligibility Guidelines: Successful completion of high school chemistry is recommended.*

- **PHYS 1202Q: General Physics II (Advanced Placement Physics 2/UCONN PHYS 1202Q)** *Four credits.* Offered Fall, Spring, or Full-year. A non-calculus based course introducing the principles governing electromagnetic phenomena, including electromagnetic radiation and waves and electric circuits. The laboratory offers fundamental training in precise measurements. *Eligibility Guidelines: Successful completion of pre-calculus or introductory calculus is recommended. A student must pass PHYS 1201Q with a grade of a "C" or higher to continue on to PHYS 1202Q.*
- **PHYS 1401Q: General Physics with Calculus I (Advanced Placement Physics C/UCONN PHYS 1401Q)** *Four credits.* Offered Fall, Spring, or Full-year. Quantitative study of the basic facts and principles of physics with an emphasis on mechanical phenomena. Concepts such as work, mechanical energy, linear and angular momentum, and energy conservation are explained. The laboratory offers fundamental training in physical measurements. Recommended for non-engineering students who desire to have a calculus-based physics sequence. It is also recommended for science majors whom a one year introductory physics course is adequate. *Eligibility Guidelines: Successful completion of pre-calculus or introductory calculus is recommended. Students who matriculate to UConn may take PHYS 1401Q for not more than two credits, with the permission of the instructor, if students received credits for PHYS 1201Q.*
- **SPAN 3178: Intermediate Spanish Composition (Spanish 5 Advanced Placement/Spanish Early College Experience)** *Three credits.* Offered Fall, Spring, or Full-year. This course provides a thorough review of grammar and methodical practice in composition leading to command of practical idioms and vocabulary. *Eligibility Guidelines: Successful completion of three or more years of high school Spanish or instructor consent is recommended.*
- **SPAN 3179: Spanish Conversation: Cultural Topics (Spanish 5 Advanced Placement/Spanish Early College Experience)** *Three credits.* Offered Fall, Spring, or Full-year. Recommended preparation: SPAN 3178. In-depth development of speaking skills through cultural readings, group discussions and oral presentations on selected topics concerning the Spanish-speaking world. *Eligibility Guidelines: Successful completion of three or more years of high school Spanish, successful completion of SPAN 3178, or instructor consent is recommended.*
- **STAT 1100Q: Elementary Concepts of Statistics (AP Statistics)** *Four credits.* Offered Fall, Spring, or Full-year. Standard and nonparametric approaches to statistical analysis; exploratory data analysis, elementary probability, sampling distributions, estimation and hypothesis testing, one- and two-sample procedures, regression and correlation. Learning to do statistical analysis on a personal computer is an integral part of the course. *Eligibility Guidelines: Successful completion of Intermediate Algebra/Algebra II is required*

UNIVERSITY OF NEW HAVEN COLLEGE CREDIT

Students who are enrolled in the following Pre-Engineering, Project Lead The Way (PLTW) courses are eligible to apply for the "Exemplary Student Recognition Program" through the University of New Haven (UNH). They can receive a college credit transcript if they meet all program requirements. Students must complete the application process by the deadlines set by UNH.

Students may have the opportunity to earn college credit in the following courses:

University of New Haven PLTW Course Equivalents

- | | | |
|--------------------------------------|---------------------|----------------------|
| ● Introduction to Engineering Design | = UNH course ME201 | (2 semester credits) |
| ● Principles of Engineering | = UNH course EE155 | (3 semester credits) |
| ● Digital Electronics | = UNH course EAS207 | (3 semester credits) |
| ● Engineering Design & Development | = UNH course EAS109 | (2 semester credits) |

There is a fee and aid may be available to students who need it.

LEAST RESTRICTIVE ENVIRONMENT

All educational programs and activities for students with disabilities will be provided in the least restrictive environment in accordance with the requirements of the Individuals with Disabilities Act (IDEA) and with Connecticut General Statutes 10-76a-l (L) as indicated by the Individual Education Plan (IEP).

ONLINE COURSES

For the complete Online Courses Policy number 6172.6 visit:

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1913322/6172.6_Online_Courses.pdf

OTHER OPPORTUNITIES TO EARN CREDIT

Community Service 0.5 credit

The Community Service program provides an opportunity for students in grades 9-12 to earn credit for volunteer service to a non-profit or governmental agency. A 0.5 credit is awarded for the completion of 60 hours of Community Service which can include 10 hours of classroom instruction. Students cannot earn more than 0.5 credits toward graduation for Community Service. Students must provide their own transportation. Volunteer service must not interfere with the normal school day.

Internship 0.5 to 1 credit

Students may register for work experience programs in the high school's main office, guidance office, library, health center, or another setting in a high school. This option provides students with work-based learning, structured training, and mentoring opportunity. Through these 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 careers. Work experience is scheduled in place of a study hall and students earn credit based on the number of periods and number of semesters scheduled. Work experience courses are graded on a S/U scale for successful or unsuccessful performance, respectively. Grade determination is made by the student's work experience supervisor based on job performance.

Work Experience- 890H-0.5 to 1 credit

STEM

Students in their junior or senior years may apply to earn credit for work completed outside of the school day. A 0.5 credit is awarded for the completion of 60 hours of work. Students cannot earn more than 1 credit toward graduation for work experience. Students must provide their own transportation. Work must not interfere with the normal school day.

SCHOOL COUNSELING SERVICES

School Counseling Department

Stratford's school counseling department offers a comprehensive program of services and curriculum designed to respond to the developmental needs of all students in grades 6-12. The program facilitates student development in three major areas: Academic, Career, and Personal/Social.

Naviance is a college and career readiness platform that helps connect academic achievement to post-secondary goals. This comprehensive college and career readiness solution empowers students and families to connect learning and life and provides schools and districts with the information they need to help students prepare for life after high school. It also allows students to create a plan for their futures by helping them discover their individual strengths and learning styles and explore college and career options based on their results.

STUDENT EXPENSES

Some courses may require payment of a materials fee or tuition fee if the course is eligible for college credit. Some courses involve opportunities for field trips or special out-of-school programs. Several of these involve expenses for transportation or admission. Students who are eligible for federal free or reduced price school lunches can request a waiver of these fees by contacting the school's principal.

TRANSFERRED CREDITS

For the complete Transfer of Credits Policy Number 6172.61 visit:

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1913323/6172.61_TransferofCreditsPolicy.pdf